

Dossier - Pedagogical policies and practices in pandemic and post-pandemic contexts: impacts on school spaces

The dossier "Pedagogical policies and practices in pandemic and post-pandemic contexts: impacts on school spaces" aimed to provoke and deepen reflections on educational policies and pedagogical practices developed during the pandemic and in the subsequent period of COVID-19, especially in school spaces in Latin American countries.

The world experienced an extraordinary moment with the coronavirus pandemic. This phenomenon, which occurred between December 2019 and April 2022, became integrated into the dynamics of global society when, within a few months, Coronavirus 2 (SARS-CoV-2) spread across all five continents. With rapid dissemination and, although often asymptomatic, the coronavirus demonstrated concerning lethality, leading many infected individuals to death in all parts of the world. To give an idea, by December 2022, Brazil alone had already recorded more than 693,813 deaths attributed to COVID-19, and as of the current date (September 9, 2025), the Ministry of Health registers on its interactive panel a total of 716,626 deaths. Thus, this period was configured as one of the most severe crises that humanity has faced and continues to face in this century. The topic came to occupy centrality in media debates, hypermedia, and, above all, in the daily conversations of different social groups.

This scenario provoked a global impact and generated transformations in all spheres of human existence, mainly due to containment and contagion control strategies established by the World Health Organization (WHO) and governmental authorities. Notable examples include social isolation and the interruption of activities in commercial, religious, and educational establishments, a process that required immediate and unprecedented reactions from politicians and public managers in all countries.



In the educational sector, in particular, the impact was incalculable, characterized by social isolation that resulted in the suspension of in-person classes, school closures, and migration to remote teaching, using printed materials and digital platforms such as *WhatsApp*, *Google Meet*, *Classroom*, *YouTube*, among others. Such measures had repercussions on the lives of children, youth, adolescents, families as a whole, and education professionals. At the beginning of the pandemic, Brazil had more than 47 million students enrolled in basic education and more than 2 million teachers across all educational networks.

However, the impact and effects of the pandemic were not equal for everyone. The poorest, non-white individuals, and among these, women and children, were those who suffered the most, especially those residing in rural areas, large favelas, and in the North and Northeast regions. In other words, the impact was unequal and further accentuated the economic, social, racial, and regional inequalities already existing in Brazil.

The pandemic intensified economic retraction in Latin America, leading to increased poverty and extreme poverty in Brazil, school dropout, and unemployment, primarily affecting Black women. On the other hand, the wealth of Latin American countries fell by 11.4%, and in Brazil's case, in 2021, poverty reached 36.7% of the population, and 9% were in extreme poverty. The North and Northeast regions were the most impacted, where almost 50% of the population lived in poverty conditions. However, the Black population, especially women, was the one that suffered most from this impact. Additionally, the effects were also different between public and private networks.

In this scenario, the right to education had already been suffering cuts, setbacks, and risks, within a Brazilian context of economic austerity policies that intensified in the country post-2016, with Constitutional Amendment No. 95/2016. This measure reduced public spending in the social area, including Education, worsening poverty and hunger and directly impacting the sector. Thus, the pandemic revealed historical vulnerabilities in social systems, including health, social security, and housing.

Given this context, new contours were redesigned in education, and learning-sharing networks became urgent for addressing socio-educational challenges. In this sense, highlighting the problems and research results on policies and pedagogical practices in pandemic and post-pandemic contexts is a fundamental condition for the

success of educational programs and public policies. Such analysis becomes even more relevant when it considers the actors involved and their socio-spatial reality.

Therefore, this Dossier proposal sought to gather articles that would contribute to a broad articulation of dialogues between politics, pedagogical practice, and educational research, understanding the idea of "conversation" as a mobilizing force to reflect on how the pandemic redesigned education in different territories. It also sought to understand the role of social learning networks, which emerged as crucial tools in addressing socio-educational challenges.

Therefore, in this thematic issue, Education research seeks answers to some fundamental questions, namely: Under what internal and external conditions were policies and pedagogical practices implemented during the pandemic and how have these been configured in the post-pandemic period, in public schools of the investigated countries? What do School Census records reveal about service to schools during the pandemic and post-pandemic period? What strategies were directed by countries to minimize the impacts of the pandemic? What public policies have sought to overcome educational inequalities? What pedagogical experiences were developed by teachers, in rural and urban areas, to guarantee access to education? How did teacher training occur during the pandemic and what are its developments in the post-pandemic period? Were there initiatives aimed at improving the quality of life of teachers and students in the different investigated contexts?

Such inquiries prove fundamental for reflecting on the relationship between educational research and the school as a privileged field, going beyond the hegemonic model that often reduces schools to abstract objects of study, disregarding subjects, daily life, and local practices. The Dossier, therefore, values research that reveals the diversity of solutions, strategies, and configurations of educational policies produced in multiple school realities. In this horizon, we seek to give visibility both to the tensions imposed by neoliberal and neoconservative policies and to the instituting possibilities of resistance and reinvention that emerge from pedagogical practices in peripheral and popular territories of Latin America.

The texts gathered here highlight that the effects of the pandemic tend to extend for years, intensifying social inequalities and increasing school dropout and abandonment rates, especially among youth and more vulnerable populations. In this sense, presenting problems and results from studies and research on policies and

pedagogical practices in pandemic and post-pandemic contexts constitutes an essential condition to support educational programs and public policies that dialogue with the concrete reality of school communities.

We are thus pleased to offer the scientific community 11 articles by researchers affiliated with national and foreign Higher Education institutions, recognized for their academic competence and epistemological diversity in approaching the theme. Among them, *Studies of educational policies and practices in approximative contexts: impacts of pandemic and post-pandemic in educational spaces*, by Arlete Ramos dos Santos and Natanael Reis Bomfim, which analyzes experiences of two research groups to guide public educational policies in the context of pandemic and post-pandemic. The first group, based on the Dialectical-Marxist method, concluded that the precariousness of teaching work persisted, increasing illness, and that there were negative impacts on learning. However, it also identified positive strategies, such as intensive use of technology and improvements in infrastructure of some schools. The second group, focused on Social Representations, pointed out the scarcity of research on youth from urban peripheries, the difficulty of applying pedagogical practices that respect their knowledge, and the need for more effective public policies to protect and develop their potential. Both studies converge on the urgency of reflecting on the formulation and effectiveness of educational policies, considering the subjects and reality of school spaces.

The article *Field schools in the context of the COVID-19 pandemic and post-pandemic in the state of Paraná*, produced by Maria Antônia de Souza, Adriana Almeida Veiga and Rosana Aparecida da Cruz Paula, problematizes the results of research conducted in Paraná about education in the pandemic context (APECPR, 2022) in the 10 geographic regions of the state and points out the challenges of practice and educational policies in the post-pandemic context, in addition to the contradiction expressed in the 2021 IDEB results. The research, of documentary nature and anchored in the categories of the historical-dialectical materialist method, reveals the extreme inequality in the realization of field school education in the pandemic context. Teachers were responsible for implementing the right to education in places of difficult access and with precarious telephone signal. Contradictorily, the 2021 IDEB reveals Paraná as one of the states with the best results, which needs to

be questioned, taking into account the reality of field schools and their participation (or not) in the evaluation process.

In *The reflections of the Pandemic on Early Childhood Education services in the State of Paraíba/PB*, Joedson Brito dos Santos, Josefa Fabnice de Sousa Freitas and Gabriela Oliveira Santos analyze the possible reflections of the COVID-19 pandemic on the educational services for children aged 0 to 5 years and on achieving Goal 1 of the National Education Plan (PNE/2014-2024), considering the temporal framework from 2019 to 2022. From a quantitative-qualitative approach, with research and documentary analysis, the study points out that the pandemic significantly affected enrollments in Early Childhood Education, especially among non-white children, residents in rural areas, low-income and in vulnerable situations. This resulted in a setback in the universalization of preschool and expansion of daycare centers, compromising the achievement of Goal 1 of the Municipal, State and National Education Plans, as well as the need for more robust and equitable public policies to guarantee the right to Early Childhood Education, particularly for children residing in rural areas.

In the text, *Being a black female teacher in Basic Education, single mother, atypical and peripheral in the context of the COVID-19 pandemic in Brazil*, by Álida Angélica Alves Leal and Karina Viríssimo dos Santos, the authors seek to recognize challenges lived and faced by a Basic Education teacher, black woman, single mother, atypical and peripheral in the context of the COVID-19 pandemic in Brazil, focusing on Emergency Remote Teaching. The study presents a case study with semi-structured interviews, questionnaire application and netnography records of a teacher from the early years of a small private school located in a peripheral region of Belo Horizonte-MG. The teacher's account underlines aspects related to historical cultural baggage of exclusions that encompass gender, class, race, territory, generation, work and many other variants that intersect. The results highlight obstacles rooted in the Brazilian socio-historical and structural context, marked by sexism and racism.

Next we have the text *Evaluation of the efficiency of Graduate courses (stricto sensu) in Brazilian public universities in the context of the COVID-19 pandemic*, by Elisângela Hoffmann, Thaynara Gilli Tonolli, Wagner Bandeira Andriola and Antonio Cezar Bornia. The authors highlight that the COVID-19 pandemic imposed significant challenges to management, pedagogical organization and mental health of the

academic community in Brazilian universities, affecting all educational spheres. Mainly, limited access to technologies and internet, teaching overload and difficulties adapting to remote teaching. The mentioned study analyzes the adaptation of Master's courses at the State University of Mato Grosso (UNEMAT) and the Federal University of Santa Catarina (UFSC) to the pandemic reality, using Data Envelopment Analysis (DEA) to evaluate relative efficiency in the period from 2017 to 2022. The results indicated that, of the 15 UNEMAT courses analyzed, 6 (40%) maintained or improved their efficiency in the first year of the pandemic (2020). At UFSC, of the 71 courses analyzed, 26 (36.6%) achieved more than 80% efficiency in 2020. The findings demonstrate that courses that best adjusted to the pandemic scenario managed to optimize the management of available inputs and maximize obtained results (outputs), even in the face of adversities.

In the text *Pandemic and trauma among public school teachers: a discussion in light of Sándor Ferenczi's psychoanalysis*, authors Elizangela Felipi and Márcia Luíza Pit Dal Magro highlight that for psychoanalyst Sándor Ferenczi, trauma results not from a violent event itself, but from the non-recognition of a suffered situation, in which a "strong" denies a vulnerable one. This concept can be related to denialisms and violence that occurred during the pandemic and their developments in the school context. The research had as general objective to understand how public school teachers have dealt with the traumatic dimension caused by the COVID-19 pandemic. For this, they interviewed 10 teachers who worked in elementary education in public schools in Western Santa Catarina. The results indicate the non-recognition of vulnerability and the teachers' effort for the imposed schooling model to occur. It also demonstrated that teachers lost the capacity to act, think, resist, therefore, to defend themselves before the other, which characterizes the traumatic dimension of this experience in the Ferenczian sense.

The article *Between educational precariousness and teacher reinventions: the pandemic ex(posed) the true face of public education*, by Diego Orgel Dal Bosco Almeida and Marília Etienne Arreguy, analyzes the teaching profession, taking as locus a Public Basic Education School, during the COVID-19 Pandemic period, from an empirical corpus constituted by a set of experience narratives from eight teachers of early years of Elementary Education. It sought to understand to what extent this alteration of daily life affected teaching singularity, with views to allow the expansion of

a comprehension exercise about teaching, from cartographic thinking. The problematization was elaborated through a conversation about experience, unrestricted defense of school and love for the world that all this encompasses. The results highlight the importance of the existence of a cooperation network that provides conditions of possibility for permanent conformation to teachers.

The manuscript *The closure of field schools in Rondônia and the pandemic: impacts on local communities* by Maria Aparecida Antero Correia reflected on the mass closure of field schools in Rondônia, which affects historically excluded communities such as indigenous, *caboclas*, riverside, extractivist, *quilombola*. The objective was to reflect on the policy for field education and how local communities are being impacted. It uses the historical-dialectical materialism approach, with bibliographic review and documentary analysis. The results indicate that there is an expansion of school closures in recent years in a deliberate way, and an increasingly greater investment by agribusiness.

Field Education and public policies: analysis of national programs in valuing peasant identity, authored by Esther Marciano Barbosa and Renato Barros de Almeida analyzes how public educational policies aimed at rural areas, specifically the National Program for Education in Agrarian Reform (PRONERA), the Program for Support to Higher Education Training in Field Education Licentiate (PROCAMPO) and the National Program for Field Education (PRONACAMPO), effectively contribute to valuing local knowledge and strengthening peasant cultural specificities. The legislation that implemented and regulated these programs was used as the basis for this study, in addition to complementary documents, such as ordinances and resolutions. The results indicate that challenges persist that hinder the full implementation of these policies, due to obstacles of objective or subjective nature.

In *School and social exclusion in the time we believed we would be better*, Samuel H. Carvajal Ruiz critically discusses the lessons of the pandemic and its social consequences, reflecting on public policies and their repercussions on school practices, and is inserted in the context of the debate about attempts to reconstruct 'hope', although it reveals itself as a more speculative than concrete exercise. Through a theoretical-documentary approach and a critical perspective on the formulation and implementation of fundamental rights and achievements, the text invites us to reflect

on the impacts on 'social rights', including education, in an era of clear social and economic setbacks for historically excluded groups.

In *Public policies for university financing in Argentina*, Marcelo Vitarelli, Alicia Eugenia Olmos and Ariel Osvaldo Ingas discuss the expansion of access rights to higher education for young Argentinians in public universities through scholarships, both for teacher training and for priority careers of national interest to support students during the five years of study, in addition to subsidies for special programs that increase the university teaching body in different branches of knowledge. In this sense, the research analyzes comparative primary data, enrollments, scholarship system and others, from two universities within the scope of university public policies.

We thank the authors who submitted their texts to contribute to the debate, reflection and qualification of discussions around educational policies and pedagogical practices developed during the pandemic and in the subsequent period of COVID-19, in school spaces of Latin American countries, and we hope that the texts and studies presented here can serve studies and debates on the theme. We particularly thank the evaluators, as well as the editorial team of the Journal *Caderno de Pesquisa*.

Finally, we dedicate this collective construction, especially, to the memory of professor Marcelo Vitarelli and we hope that this Dossier contributes to deepening knowledge in the field of Education, valuing research that analyzes, from a critical perspective, educational policies and pedagogical practices in times of health crisis and in the post-pandemic period, in Latin American schools.

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Arlete Ramos dos Santos
Natanael Reis Bomfim
Joedson Brito dos Santos