¿QUE ESCOLA PARA O PÓS-PANDEMIA?

Resumo
Aparentemente a pandemia causada pelo Covid-19 está começando a nos dar uma pausa, embora ainda não seja certo que estamos vivendo o pós-pandemia, é verdade que há uma crise que foi gerada a nível social, econômico e político nível; Assim, uma série de alternativas são consideradas e analisadas que permitem restabelecer a ordem. No entanto, no caso da educação, não podemos voltar à velha escola, que mantinha tradição, homogeneidade, descontextualização e individualismo. Esta revisão analisa sob a ótica de diversos autores que, embora façamos parte de um momento histórico difícil, é também a oportunidade de gerar diferentes práticas educativas, nas quais a ética do cuidado, a solidariedade e o bem comum não sejam apenas estabelecidos como desafios, mas tornam-se a realidade que muitos de nós anseiam. Que escola para o pós-pandemia? Com esta pergunta, abrem-se portas que nos permitem, através de uma postura reflexiva e crítica, assumir a responsabilidade que nós que fazemos parte da educação temos.


WHAT SCHOOL FOR THE POST-PANDEMIC?

Abstract
The pandemic caused by Covid-19 is beginning to give us a break. Although it is not yet certain that we are experiencing the post-pandemic era, there is indeed a crisis that has been generated at a social, economic, and political level. Therefore, a series of alternatives which allow us to re-establish order are considered and analyzed. However, in terms of education, we cannot go back to the old school, which maintained tradition, homogeneity, decontextualization, and individualism. This review analyzes from the perspective of several authors that, although we are part of a difficult historical moment, it is also the opportunity to generate different educational practices, in which the ethics of care, solidarity, and the common wellness are not only established as challenges but also become the reality that many of us yearn for. What school for the post-pandemic? We expect this question opens the doors for those involved in education in order for them to assume responsibility through a reflective and critical view.

Keywords: Post-pandemic. School. Virtuality. Crisis. Challenges.

¿QUÉ ESCUELA PARA LA POSTPANDEMIA?

Resumen
Al parecer la pandemia ocasionada por el Covid-19 empieza a darnos tregua, aunque aún no se tiene la certeza de estar viviendo la postpandemia, es cierto que hay una crisis que se ha generado a nivel social, económico y político; por lo que se consideran y analizan una serie de alternativas que permitan reestablecer el orden. Sin embargo, en el caso de la educación, no podemos regresar a la escuela de antes, a la que mantenía la tradición, la homogeneidad, la descontextualización y el individualismo. En esta revisión se analiza desde la mirada de varios autores, que, si bien somos parte de un momento histórico difícil, también es la oportunidad para generar prácticas educativas distintas, en las que la ética del cuidado, la solidaridad y el bien común, no sólo se establezcan como desafíos, sino se conviertan en la realidad que muchos anhelamos. ¿Qué escuela para la postpandemia?, con esta pregunta se abren puertas que permiten que, a través de una postura reflexiva y crítica, asumamos la responsabilidad que tenemos quienes somos parte de la educación.

The tour of the different chapters of the book What school for the post-pandemic? coordinated by Avendaño and Copertari (2022), allows us to find a series of questions that lead to a deep reflection on a time and a moment that has been difficult for all of us. It also motivates us to take on new challenges. Today’s education must take us to a different position that allows us to question everything, to open ourselves to otherness and, as a consequence, constantly redesign and adapt our task as teachers. The construction of new ways of being according to what De Sousa (2020) calls the cruel pedagogy of the virus, is one of the keys. It, in a certain way, forces face-to-face and distance teaching to reconstruct its meaning through the proposal of other ways of inhabiting the school to overcome the idea of returning as if nothing had happened. This situation will make us question the certainties that have led to inertia and routines, and the indifference to inequality and injustice that surrounds us.

The book is organized into three problematizing, provocative, and critical axes which is what, a post-pandemic vaguely stated, requires. We do not know if it will end or when or how it will happen. What is known is that it has left a crisis in which we are immersed in and is the one that has been developing an intense pedagogy in which the virus teaches lessons every day for those who want to learn (AVENDAÑO and COPERTARI, 2022).

Concerning the GLIMPSES OF IBERO-AMERICAN EDUCATION AS A POST-PANDEMIC axis, Santos-Guerra (2022) states that a screen is not a school. Although it has been shaken by all the calamities that the pandemic has brought, it is true that it has made it assumes functions that it had not even thought of and that have ranged from control protocols to the use of masks and many other prescriptive actions. In view of this situation, it is logical that teachers have to suddenly reinvent themselves and start working differently. The ordinary curriculum had never been organized remotely but the planning and evaluation from the teachers’ houses to the students’ houses overnight has been a persistent dynamic. A screen is not a school because socializing educational processes are lacking. Routines such as arrival and departure, meetings in the teachers’ room, shared leisure activities in the courtyards, and conflicts have suddenly disappeared. Education is something else. It requires communication and meeting, coexistence, and dialogue through a rich network of emotions and experiences that have no place in virtual education. Consequently, after the pandemic, we must return to school with guarantees. We must trust that the school is aware of how important we are to each other and go against the neoliberal culture which is based on individualism, competitiveness and obsession with efficiency, laws of the market and savage capitalism.

Siede (2022) poses some challenges for citizenship education in the 21st century. It is evident that the virus left a strong imbalance in the institutions behind. It altered the interactions between subjects and organizations. It curbed economic production and affected the entire social groups but not all equally. It is convenient then, to emphasize new nuances and to review how much of what the school has fostered until now has turned to stone. School coexistence must resurface as the possibility of building stories, points of view, and participation spaces free of coercion. If coercion is present, the denial of the other and their ability to choose is generated. Therefore, building collective organizational conditions in face of the health risk that still exists is urgent. It is essential a proposal of an ethics of care which not only raises rights and rules issues but also the responsibility of relationships that emphasize affective ties as a starting point to generate specific learning such as the ability to perceive and understand the needs of other people, introduce points of view different from their own and design responses that embrace that diversity.

It is necessary to incorporate these aspects into the curricular proposal in defense of equality and the recognition of differences. The idea that they should focus solely on sectors related to non-hegemonic cultures or vulnerable groups should be put aside. It is not a matter of protocolizing care or believing that one knows what the other needs because then, the relationships
of power are repeated. They are the ones that do not allow pedagogical decisions which promote as much autonomy as possible and provide as much care as necessary. The painful time of the pandemic has dissolved the social bond. Therefore, teaching to live together is learning to build the public, knowing that caring for others is caring for ourselves. Consequently, solidarity is the way out. It goes against the individualism and ideologies that focus on measuring academic achievement without knowing contexts and circumstances and subjecting the curriculum to the demands of the market with pedagogies of cruelty that are installed in the classroom, in the teachers, and in their methodological proposals through the beliefs, discourses or practices that are installed in the exclusion thinking lines (SIEDE, 2022). It is not the differences that cause weakness, but the forced homogenizations. Therefore, there is no need to discard everything, nor to invent new gunpowders, but to "stop and look, think more slowly, suspend the automatism of action, open your eyes and ears, listen to others, cultivate the art of the meeting, keep quiet, give yourself time and space" (LARROSA, 2003).

Opazo (2022), in his chapter, states that there are tensions and controversies in the new forms of educative bonding in the context of the pandemic. One of those is the opportunity to problematize the existing school regulations. Since a long time ago, not only as a consequence of COVID 19, there is an educational disengagement that is framed in an ideological and epistemological dispute based on discursive rationalities which require a process of rupture to restructure enunciation frameworks, institutional regulations, principles of action and the processes of subjectivation. Therefore, it is not a matter of resuming what we already know how to do through the recovery of routines, spaces, or rituals from the school experience. It is a matter of destabilizing what is considered "normal" and breaking certain truths, practices, and regulations that have been assumed as unquestionable, instead. In this sense, rationalities play an important role because they denature beliefs, stereotypes and affect the construction of social relationships at schools. Thus, discrimination is avoided, a non-stereotyped form of knowledge about others is promoted, and meeting and exchange places are rebuild. In order for this to happen, pertinent learning for both students and their communities must be legitimized.

The crisis caused by the Covid 19 pandemic generates the need to review pedagogical models to maximize learning opportunities for children, adolescents, and young people throughout Latin America as Lugo and Loiácono (2022) refer. The authors even suggest that in the face of the pre-pandemic school, a deep collective reflection should be promoted. Even more so if we consider that the pandemic revealed a broken world that has taught lessons on how to live in times characterized by a profound economic and social impact in terms of growth, employment and poverty. The circumstances provided us with strategies that were designed immediately to mitigate the effects and sustain pedagogical continuity in emergencies. This situation reflected, that in some cases, the basic digital conditions were not robust enough for online education. The great efforts were limited by the profound gaps in internet access that deepened educational inequalities with significant levels of exclusion and disparate learning outcomes. Consequently, the lessons learned should help plan for the post-pandemic, address the problems that arose and assume the technological challenges through state policies that guarantee connectivity and consider pedagogical issues articulated with the educational and curricular priorities of the different formative levels.

For Lion (2022) it is clear that we are facing the challenge of inhabiting the school between uncertainty and hope. The classroom space is presented as the privileged place of learning. The moments of teaching, learning, accrediting, and evaluating are paradoxically structured in an immobile way. Technology overcomes time and tries to break that dependency. The space and the place take on a different meaning in a network society in which layers of complexity are added. Consequently, opening doors to divergent experiences can be an interesting way to favor enriching,
personalized, and collective training itineraries that are inspiring to generate other ways of learning considering contemporary digital scenarios. In this sense, it is necessary to know the conditions in which our students learn, not only in terms of access, connectivity, and devices but also concerning their family, emotional and social conditions. Furthermore, a curriculum focused on relevant and flexible content which prevail depth instead of extension and consider the trajectories and interests of the students is desirable. Being faced with scenarios deeply affected by uncertainty and complexity, makes us ask ourselves: what did we learn in this difficult transition? It is our hope that not only social justice and equity in access to technology but also the relevance of learning through a more meaningful and inclusive school be the answer to that question.

Regarding the reflections and analyses proposed, Nin (2022) insists on the question: what school do we want for the post-pandemic? It is evident that it has to be considered that the loss of communication influences school dropout. The reasons for dropping out are myriad. For example, the students struggle to focus on classes. Consequently, they have difficult times in understanding content. They are disconnected from the classroom discourse and are left behind. Some other times, it turns hard for them to return to school each day. Therefore, they miss classes, fail, or do not attend evaluations. As a consequence, they must repeat courses and fall out of their age group. Hence, they end up dropping out and developing a rejection towards school. The COVID 19 pandemic leaves, if it is possible to look at it in the past, a roadmap in which the role of the teacher, as Eco (2007) points out, is no longer to store new information. That is something everyone can do if you have a good memory. The role of the teacher, instead, is to help students decide what is worth remembering and what is not. In addition, the technological leap was uneven and inorganic, but very broad, which implies that the traditional school must be transformed into one which leaves aside the rules that divide time and space, classify students, and determine the knowledge that must be designed and evaluated. These rules have made the school function as an organizer that resists change. Therefore, the biggest challenge is to change the school when and how necessary to make it better for everyone.

A second axis is constituted by the VOICES, TENSIONS, AND FUTURE OF POST-PANDEMIC EDUCATION IN RIO DE LA PLATA. Martinis (2022) refers to the school in the context of the pandemic and post-pandemic. He analyses the new normality and the old inequalities. In a general context, the author explains the development of Uruguayan education in which there were a set of regulatory changes. In the same scenario, difficult situations related to the satisfaction of the right to education, the level of attendance, the access to virtual platforms instead of in person teaching, and the lack of a public education policy which intervenes on the existing unequal situations were issues brought into debate. A great danger in this framework is the blurring of the students who are defined by their right to receive the social and historically accumulated cultural legacy in universal terms. However, far from considering them as equals, they have been part of discourses that emphasize on their shortcomings and disabilities. This situation has made them become objects of social assistance with targeted policies. The consequence is the increase of levels of poverty and social inequality. Education is a political act that has to do with the justice of giving each one what corresponds to them by right. This is why the revaluation of in person education and the teachers´ role is key as well as the persistence in the utopia of educating through the resignification of the school.

According to Puente (2022), Uruguayan educational life is facing a virus that disguises itself, rests at times, and reappears in different clothes. It puts everyone in check, but particularly educators due to the fact that education is connatural to the presence, to the group, to the collective work, that is to say, to everything that today is sanitary dangerous. The suspension of the usual work dynamics, plagued by uncertainties, leaves at least one certainty: we must continue educating. Before the virus debuted, there were already some questions that seem to resonate with much more
force now. However, we are so used to the same old questions that it seems like a spider web has been weaved across our eyes in such a way that we are blind to other ways of doing school. It seems that everything is being done in the same way again. In Uruguay and other Latin American countries, virtuality was the mechanism that allowed a rapid response to confinement. The lack of a prior planning made clear the complexity of the educational task and the importance of the guiding figure of the teacher. This is the time that confirms that knowledge is built by living people at a certain moment in history and that the experiences we offer to future teachers should be reviewed. The disruption of the school traditional functioning should lead to rethink the ways of working, respect the rhythms and interests of students through the setting of diverse groups, thematic classrooms, and support networks which build dialogues and reach agreements that foster a different educational practice.

A third axis refers to the REFLECTIVE POLYPHONIES THAT ALLOW THINKING OF PUBLIC EDUCATION AS A RIGHT AND THE SCHOOL AS A SOCIAL INSTITUTION FOR THE POST-PANDEMIC; From this perspective, Garibaldi (2022) establishes the impacts, learning, and challenges of the Uruguayan public school in the post-pandemic. The author argues that policies to cut public spending in all areas, including education have been passed and children’s anguish due to the lack of contact with their teachers and peers is being witnessed at the same time. The learning focused on the use of the Internet and the development of ICT management skills. This, at least, allowed collaborative work among teachers to be better. The return to school generated anxiety, fear, and other educational concerns due to the non-compulsory attendance and the existing educational lag. The teaching teams focused on catching up with the lost time since much of the learning was not obtained during virtuality. Today we have the opportunity to think about another future, but the challenges are several. First, it is important to prevent routine and inertia of the institutions from wasting the learning that the time of emergency left us. The objective is to move towards a school that recognizes the pedagogical value of the experiences lived as a starting point to achieve new learning. This learning should be oriented to arouse the interest and commitment of students to solve common problems and take advantage of the experience of technologies which combine and articulate the link between face-to-face education and virtuality.

Steinberg (2022) points out that education is a fundamental right for the present and future development and well-being of adolescents. They are in a stage of growth and physical and socio-emotional changes limited by creativity and the construction of social bonds. However, threats by different vulnerabilities that can affect their lives as adults are also present. The school interruption and the prolonged isolation had to do with the emotional situation and the increase of other barriers that affected their schooling. The pandemic in Argentina registered a significant increase in adolescents in the labor market, in domestic and care tasks, as well as greater exposure to situations of violence on social networks and the Internet. In addition, a high percentage of students were unable to return to school and the disparate access to technology continues to be one of the great barriers in the framework of mixed face-to-face models. Therefore, among the main lessons learned, secondary education must guarantee that all adolescents have an integral development through the key dimensions, learning to know, learning to do, and learning to be which are the ones that lay the foundations for learning to live together. It is essential to build diverse paths and heterogeneous institutions that guarantee access to knowledge and the development of critical thinking to solve problems of daily life.

What we have experienced allows us to shake off the weight of a school tradition that has not been comfortable for educators or students for a long time. Therefore, the authors agree that the challenge of post-pandemic recovery is presented as an opportunity to problematize and transform traditional school regulations. It is essential to connect the school and the context,
teaching, learning, and evaluation with challenging content that invites us to think and change the rules of the game. It is essential to doubt the normalizing certainties that have made all students be seen as homogeneous and with expected school trajectories. This is the opportunity to give way to the new and unpredictable matters, to responsibility and search for the common good. With this in mind, a supportive perspective within an inclusive curriculum that has had little presence until now is required. This is what will make it possible that where society builds walls, the school builds bridges.

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