

**EDITORIAL, V. 24, N. 2, MAIO/AGO. 2020: [...] EM TEMPOS DE PANDEMIA**

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**EDITORIAL, V. 24, N. 2, MAY/AUG. 2020: [...] IN TIMES OF PANDEMIC<sup>1</sup>**

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We are always prepared, oriented and aware of what we should do, but what to do in front of or involved in something unknown? When we think about Graduate Studies we are talking about the highest level of knowledge that today's society produces, but what about the unknown? A pandemic context is only overcome by eliminating the generating fact, in this case "new corona virus", then: a vaccine. In times of pandemic, we wait for a remedy, the school needs to wait for solution, but it does not mean immobilizing... education, as a process and as an institution is unique that has great responsibility and centrality over the present and future of society. The school cannot be absent. For the school, education and science in the face of the unknown should be to study, know and teach. How to act in the unknown? An absolutely complex, chaotic situation... Education thinks about, dialogues, explains, articulates, mediates, agrees on the situation in evident and concrete circumstantiality. The common and convergence point among all about education is the need for its projective vision for the after, the preparation for the return to normality. What do we learn from circumstantial abnormality to the (almost) permanent normality? When we think about Graduate Studies we think about preparing people to offer answers, solutions, options, but in this case where are they? How can we offer what doesn't exist yet?

**...so what to do in the face of or involved in something unknown?**

Education cannot contemplate what is to come, it needs to project it. The future cannot be improvised, reflection, criticality and projective thinking are required and we cannot solve a problem by thinking the same way we thought when we were involved by it (Einstein). We are faced with the need to change the way we look, see and process things. Review and reconstruct analysis patterns,

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disregarding concepts that will not meet the present situation as guiding principles. All of this, in this context, needs to be learned and the time to learn is now and not when it is over. Let's get the message across.

Social isolation has imposed a confinement on us that reveals how difficult it is to live isolated (for the brain it is the same as hungry), but it has not stopped us from sharing more knowledge than ever. Apparently, our future depends directly on collaboration and, at this moment, on shared and collaborative knowledge so as not to immobilize and be able to seek the remedy. Now, collaborating implies trust: in our work, in our peers, co-workers, students, principals. When education prepares to compete and obey, and success at work depends on defeating each other, confidence is shaken and weakened.

In this context and sense, what stands out is precisely the value of what is learned. Every day we learn something, but in this case, the point is that we learn in improvisation and, therefore, we do not value learning. We are involved in one of the areas of knowledge that, in general, we prefer to ignore the signals that reach us. In areas such as education, the environment and health, such signs are only seen when they are already reaching us directly and physically. We understand that learning is not for when we have time or resources, learning is the same as breathing, it must be our purpose, because life goes on and does not wait for us to have the will to learn to cultivate it. Learn about the way of life that brought us here, where and how are we doing, if we don't do it now when we will?

### **A few data from the Covid 19 pandemic**

Brazil is one of the countries with community transmission of COVID-19 and confirmed 114.715 cases and 7.921 deaths from the disease by the afternoon of May 5, 2020. (after the closing of WHO bulletin nº 106). On 05/11/2020, we have already passed 10.500 cases, today on 05/27 we have gone over 20.000 officially confirmed with the clear evidence of underreporting. On June 5, we surpassed 32.000 deaths, the contagion curve is ascending and the government begins to seek subterfuge so that the information is not disseminated. For several days, official data has been released later than usual, where the media reaches a minority of the population. With new deaths, over 1.000/day, 35.026 registered cases of deaths and more than 645.700 infected. Here it begins, out of hypocrisy or villainy, to blame the thermometer for fever. However, it seems that this negativistic nonsense, in a tone of disqualification from the facts, by certain attitudes of governments and government officials, is an atavistic part of our political history.

By way of illustration, it appears in the historical documents of the Federal Senate archive that, at the turn of 1849 to 1850, the yellow fever pathogen took the imperial government by surprise and advanced on the coastal cities, causing panic and death. These documents show that, despite the destruction that the disease produced in the Empire, there were politicians who denied the reality and tried to minimize the severity of the epidemic. The emblematic example in this sense and context is

that these documents includes the speech given in April 1850, at the Conde dos Arcos Palace, seat of the Senate, in Rio de Janeiro, where the senator and former minister Bernardo Pereira de Vasconcellos stated that the disease wasn't so dangerous, and even questioned whether it was really the dreaded yellow fever: **“I am convinced that the population of Rio de Janeiro 1 has terrorized too much and that the epidemic is not as damaging as many have been persuaded. Perhaps it would have been more convenient if the government had not created lazaretos [isolation hospitals] and done so much noise. I even think it is necessary to institute a public examination in this regard, in order to show Brazil and the world that yellow fever is not what prevails today”**. Despite this belief, two weeks after giving this speech, Senator Vasconcellos also died of yellow fever.

Both for what history presents and teaches us, and for the present that we live in today, objective reality imposes severe restrictions on us when what is at stake is the life of human beings.

This outbreak of the disease caused by the new coronavirus (COVID-19) constitutes a Public Health Emergency of International Importance - the highest level of alert by the World Health Organization, as provided for in the International Health Regulations. Called a systemic emergency that, when installed, paralyzes the system. It is up to us, from here, to ask, at this stage of the health crisis, what consequences will directly affect children and young people? In what way? What is up to the University, teacher training programs and Graduate Studies programs?

A decline in learning; an increase in dropout rates; hunger for the most nutritious meal of the day for a significant portion of these children and youth.

Such questions will expose and highlight major problems caused by the inequalities that characterize most educational systems worldwide, and disadvantaged children will be the most affected. Let us inquire and reflect therefore.

### Como referenciar

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