

MANAGEMENT, CURRICULAR POLICY AND SOME LESSONS OF A PANDEMIC BRAZIL: REFLECTIONS FROM CRITICAL-HISTORICAL PEDAGOGY

GESTÃO, POLÍTICA CURRICULAR E ALGUMAS LIÇÕES DE UM BRASIL PANDÊMICO: REFLEXÕES A PARTIR DA PEDAGOGIA HISTÓRICO-CRÍTICA

GESTIÓN, POLÍTICA CURRICULAR Y ALGUNAS LECCIONES DE UNA PANDEMIA BRASIL: REFLEXIONES DESDE LA PEDAGOGÍA HISTÓRICO-CRÍTICA

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ABSTRACT: In this article we have as central objective to discuss, from the Brazilian scenario devastated by the pandemic caused by COVID - 19 some alternatives for the policies of "curricular management" through five lessons elaborated, based on historical-critical pedagogy. Methodologically, we analyzed the five main opinions of the Ministry of Education that guide teaching practices during the outbreak of the disease, then establish the relationships of these prescriptions with some challenges of a Brazil steeped in a negist policy. Preliminary we list the following reflections: there is a contradictory character in the education portfolio of the MEC: sometimes encouraging the irresponsible return to face-to-face activities, sometimes recommending the remote adoption linked to the plasterer, controller and technical character of the BNCC, there is a religious and conservative view that understands, the curriculum as being a cumof minimal content or just a list of skills and competencies to be fulfilled, a resumption of the liberal, technical and traditional vision.

KEYWORDS: Curriculum management. Pandemic. Lessons. Critical-historical pedagogy.

RESUMO: *Nesse artigo temos por objetivo central discutir, a partir do cenário brasileiro devastado pela pandemia causada pela COVID – 19 algumas alternativas para as políticas de “gestão curricular” por meio de cinco lições elaboradas, com base na pedagogia histórico-crítica. Metodologicamente, analisamos os cinco principais pareceres do Ministério da Educação que orientam as práticas de ensino durante o surto da doença, em seguida estabelecemos as relações dessas prescrições com alguns desafios de um Brasil mergulhado numa política negacionista. Preliminarmente elencamos as seguintes reflexões: existe um caráter contraditório na pasta de educação do MEC: ora incentivando o retorno irresponsável para as atividades presenciais, ora recomendando a adoção remota ligada ao caráter engessador, controlador e tecnificado da BNCC, há uma visão religiosa e conservadora que entende, o currículo como sendo um amontoado de conteúdos mínimos ou apenas uma lista de habilidades e competências a ser cumprida, uma retomada da visão liberal, tecnicista e tradicional.*

PALAVRAS-CHAVE: *Gestão curricular. Pandemia. Lições. Pedagogia histórico-crítica.*

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RESUMEN: *En este artículo tenemos como objetivo central discutir, desde el escenario brasileño devastado por la pandemia causada por COVID - 19 algunas alternativas para las políticas de "gestión curricular" a través de cinco lecciones elaboradas, basadas en la pedagogía histórico-crítica. Metodológicamente, analizamos las cinco opiniones legales y principales del Ministerio de Educación que guían las prácticas docentes durante el brote de la enfermedad, para luego establecer las relaciones de estas prescripciones con algunos desafíos de un Brasil inmerso en una política negista. Preliminarmente enumeramos las siguientes reflexiones: hay un carácter contradictorio en la cartera educativa del MEC: a veces fomentando el retorno irresponsable a las actividades presenciales, a veces recomendando la adopción remota vinculada al carácter yesero, controlador y técnico del BNCC, hay una visión religiosa y conservadora que entiende, el currículo como un monte de contenido mínimo o simplemente una lista de habilidades y competencias a cumplir, una reanudación de la visión liberal, técnica y tradicional.*

PALABRAS CLAVE: *Gestión curricular. Pandemia. Lecciones. Pedagogía histórico-crítica.*

And all of a sudden, we turn into Youtubers...²

In this article we will develop five main arguments, which we call "lessons", with the aim of serving as points of reflection – far from any attempt to build here a doctrinal discourse – in view of the devastating scenario that the pandemic caused by the coronavirus³ caused the world and more specifically to Brazil, in all spheres of social life.

Human losses are irreparable, the immune and emotional sequelae overwhelming, perhaps the greatest challenge that the 21st century has brought to humanity. The developments of COVID-19 were present, not only in the collapse it caused on virtually every continent of the planet, in fact, some nations, guided by policies based on scientific rigor, left ahead and knew how to conduct very well their actions to cope with the virus, many of them, were not even strong economies⁴, as is the case in Chile and Vietnam.

Unfortunately, data from the World Health Organization - WHO reveal that this was not the case in Brazil, here the measures undertaken, especially by the federal government, were sustained at first by the denialism of the virus (CALIL, 2021; DUARTE, DUARTE, CÉSAR, 2020), of the disease itself and the pandemic situation, later in the misplaced proposition of ineffective treatments without the slightest scientific evidence and finally, in the lethargic

² It refers to creators, characters or even internet celebrities who create content, usually videos for channels specific to the American platform YOUTUBE.

³ On March 11, 2020, COVID-19 was classified as a pandemic and until the end of this article, the world already had 394.381.395 cases and 5.735.179 dead. Brazil had 26.473.273 cases and 631.802 dead (WHO, 2022). Available: <https://covid19.who.int/region/amro/country/br>. Access: 08 Feb. 2022.

⁴ "Seven countries that "deal with the issue well of COVID for the president to know." Available: <https://www.correiobraziliense.com.br/mundo/2021/03/4912706-sete-paises-que-tratam-bem-a-questao-da-covid-para-o-presidente-conhecer.html>. Access: 13 Jul. 2021.

purchasing actions troubled, at least intriguing and far behind other nations of the so important vaccines, which, according to the overwhelming scientific community (HALLAL; HARTWIG, 2020; HALLAL; VICTORA, 2020; SILVA, 2020) has already exhaustively declared, along with other sanitary measures, such as the use of masks, social distancing, hand hygiene with soap and even gel alcohol, are the only way to stop the worst pandemic the world has faced since the "Spanish flu" of 1918.

It is not our intention to promote a clash regarding this scenario around possible prevarications and/or failures in sanitary, economic or even humanitarian policies that, perhaps, have been missing since the first confirmed case on national soil, but our collaboration will be in the area of politics and educational management, especially curriculum, 2020 and the first half of 2021.

We have already expressed in other writings (SILVA, 2020a; SILVA; SILVA, 2021) how cruel the reality of remote education has been for all agents involved in the organization of pedagogical work:

[...] every moment we witness the anguish and exhaustion of teachers who need to ensure employability, take care of household chores in a scenario, often apocalyptic, and also: feed digital platforms, blogs, websites, application groups, video channels, elaborate tasks and video classes, meet immediate leadership, families – equally distressed and affected by the uncertainties that social isolation brings – and still run the risk of, when the return to what has been called "new normal" occurs, they have to resume all these work activities and also ensure that the curriculum is fully worked on (SILVA, 2020a, p. 73, our translation).

Other researchers (ESQUINSANI, 2021; LIMA; AZEVEDO; NASCIMENTO, 2020) also pointed out how the work routine, at a speed never seen before, transformed managers, coordinators, teachers and education professionals into characters from the virtual environment of the Internet and social networks – were it not for the apocalyptic scenario and, in many cases, the unpreparedness of the majority – into true *YouTubers*.

It happens that there are pedagogical consequences when changing the directed didactic planning from a classroom class to a remote class, or even when the format is hybrid (case of the intervals between classroom teaching and classes mediated by technologies in temporary situations, such as in a pandemic): "Camera and audio connected, in addition to the presence in class computed by a chat. Verbs such as 'to copy' and 'to solve' gave space to the verbs 'to access' and 'to post', unveiling a new school semantics" (ESQUINSANI, 2021, p. 2, our translation).

In view of this reality, our text will methodologically analyze the five (05/2020, 9/2020, 11/2020, 15/2020 and 19/2020) main opinions that the National Council of Education issued

about "Educational Guidelines for The Realization of Classroom and Non-Face-to-Face Pedagogical Classes and Activities in the context of the Pandemic", although we recognize that there was a blackout in the first months of the pandemic, in 2020, and that, by social, legal or parliamentary pressure, the Ministry of Education was forced to take some actions for the pandemic period that deserve our attention.

From these legal prescriptions, we will take as a guiding compass of our reflections the historical-critical pedagogy – PHC, dynamic and under construction theory, idealized by the philosopher, and historian of education, Professor Dermeval Saviani, our position dialogues with the critical theories of education and curriculum directly emanating from the Marxian conception of Philosophy, History, the world and the ways of still understanding the society that surrounds us, is based on private property, class struggle ideas and the exploration of the work of the world, capitalism, in new clothing and with new languages and characters, but still based on private property, ideas of class struggle and the exploration of the workers.

We are not naive or even taken off from the re-readings that we consider consistent as those of other contemporary Marxists who, over the centuries, have added to Marx's theories, guarding the specific temporalities in which his theses were elaborated, important elements, to understand, either from the ontological categories or by new indications, such as culture, mechanisms, developments and new ways in which capitalism itself has changed, adapted and is still present in virtually the entire globe.

In the educational field, throughout the 19th and 20th centuries, countless intellectuals, from Marx, such as Gramsci (1891-1937) or Manacorda (1914-2013) were able to instigate us to reflect how much the tentacles of the "bourgeoisie" were present in educational projects to consolidate their domination, the control of ideas and pedagogical management for the working class has become over the past centuries, one of the most powerful mechanisms of perpetuation of this social group, which holds the forms, means and ways to remain in power, since the second half of the nineteenth century, any theory, action around breaking with this logic is welcome, Marxist or not, it is important to emphasize this.

As it is also imperative to reaffirm, from the ideas of Duarte (2016) how challenging it is to break with this social logic, because it is necessary at the same time:

[...] that the achievements of capitalist society be preserved in terms of the development of human forces, but overcoming its capitalist form, inserting these achievements in a social dynamic aimed at promoting the dignity, freedom and universality of human life, which will not be possible without the establishment of new production relationships and new forms of metabolism between society and nature (p. 13, our translation).

Moreover, we must not forget that school education must have, first of all, in the words of Saviani (2015), a Herculean task: to develop a scientific sense, to combat the discourses of neutrality and also to provoke the emancipation of the working class daily through access to systematized, scientific, artistic and cultural contents:

Capitalist society is therefore divided into classes with antagonistic interests. From this character of the capitalist social structure, it follows that the role of school education will be one if it is put at the service of the development of capital, therefore, at the service of the interests of the ruling class. And it will be another if she positions herself in the interests of the workers. And there's no possibility of a third position. Neutrality is impossible. This is what is meant when it is said that education is a political act (p. 106, our translation).

His theory, founded more than thirty years ago, has been groping paths so that it is increasingly possible, if not through it, but by other paths, similar to the "philosophical consciousness" (SAVIANI, 2013).

It is important to highlight how much the category that appears in the title of our text "curricular management" is little discussed in the field productions, or when it arises, it is linked to bureaucratic processes of school administration (COSME; TRINDADE, 2012) and, therefore, we will pay attention to it, demarcating that the arena of curricular studies is deeply political, surrounded by disputes and a polysemy directed by theoretical schools aimed at certain ideological groups and often present in political-partisan decisions for the education portfolio, therefore, understanding how much curriculum, it is not just about, as believed for many decades (SILVA, 2011), a list of contents, or how to structure curricular components, but rather as one of the living, dynamic spheres of social, political, aesthetic, and collective life of school and non-school institutions, in addition to the clash between theory and practice. We have already pointed out how much is needed:

[...] break with strictly theoretical ideas, or too practical, as if they were opposed. The curricular analyses in Brazil lack approximation with the reality of the different educational institutions of this country, skipping the printed or even oral letter, which insist on publicizing research that interferes just a little in the concrete reality of curricular policies and, consequently, in the organization of pedagogical work (SILVA, 2021, p. 52, our translation).

Thus, our article is organized as follows: we started with the documental analysis of the five main opinions of the MEC, then established relationships of these prescriptions with challenging lessons of a Brazil immersed in the pandemic and finally we discuss about the importance of management and a curricular policy based on historical-critical pedagogy.

Remote teaching is not distance education (EaD)! The legal guidelines indicated in the MEC decrees that dealt with teaching during the pandemic:

It is important to differentiate, before our documentary analysis, by semantic issues that have political and theoretical threads – given the circumstances under which the pandemic scenario provoked in the country's education systems – the most common forms of teaching that have been practiced, especially what is called "remote teaching or classes" and "education, teaching or hybrid class".

But not only for this reason, it is necessary to provoke a small discussion about the political opportunisms that were abuzz during the pandemic, by some sectors of education, especially business groups interested in undertaking the so-called "*homeschooling*" or "home education", therefore, we can analyze, from the curricular point of view, that even in the face of one of the greatest challenges for the magisterium professionals, in this case, ensure teaching during the passage of COVID-19 through Brazil, we still saw, the accelerate of Laws that, intend to approve the "home teaching", and more: we were able to capture a good amount of political characters and even the educational environment advocating in favor of remote education, hybrid and even "*homeschooling*", even when the long-awaited post-pandemic scene is present, which causes us astonishment, in a country like ours, which unfortunately has not yet been able to universalize even all the stages and modalities of basic education.

We had the opportunity, in another publication, to analyze the elements that the then Bill No. 2.401/2019 can bring to further dilate the situation of inequalities that Brazilian society has been going through for so many centuries, it is worth resorting to, the four central conclusive arguments, arising from the article that dealt with this theme, and which justify our argument:

- a. The nature and the public that consumes and develops home education outside the country, are out of our reality. They are high-income families, white, mostly Protestant Christians and with one or even two with higher education, a reality far removed from ours.
- b. The neoliberal, neoconservative and populist and authoritarian ideas support most of the arguments of the enthusiasts of the proposal. Thus, there is no concern to clarify, for example, whether the curriculum to be developed in the houses, will be prepared by MEC technicians, by the families themselves or if it will follow a pre-established model.
- c. The home is not sufficient for secondary socialization, only primary. The first is a premise for the acquisition of skills and competencies that form citizenship.
- d. It is necessary to establish constant dialogues with these groups, due to the valorization of public education, free, compulsory and secular. Clause, non-negotiable for human emancipation (SILVA, 2020b, p. 177, our translation).

The first concept to be addressed is distance education – Distance Education, it is important to consider how much to understand and differentiate this complex and multifaceted modality (BELLONI, 2002) of "remote education" is crucial, to infer why the defenders of the latter emerged, with clear privileged interests in public education, when the pandemic is over, often and intentionally, issuing confusing information about the offers in the states and municipalities, as if EAD and "remote teaching" were in the same way.

The EaD is a consolidated modality, provided for in the LDB, Law No. 9394/96, has its own Curriculum Guidelines and a robust legal framework, as well as constitutes an epistemological field of research long surrounded by researchers in numerous institutions throughout the country.

According to Decree 9.057/2017, in its Art. 1st that:

Distance education is the educational modality in which didactic-pedagogical mediation in teaching and learning processes occurs with the use of means and technologies of information and communication, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develop educational activities by students and education professionals who are in different places and times (BRASIL, 2017, our translation).

In the case of "remote teaching", we can thus say that this constitutes an emergency and provisional alternative for the maintenance of the teaching learning process, until recently performed in the face-to-face modality, where classes take place synchronously (video classes, web conference exhibition class, etc.), and asynchronous through activities in virtual learning environment – AVA.

However, one of our important discussions also to be employed is similar to what Saraiva, Traversini and Lockmann (2020) do: that of not only distancing the semantics between "home education" and "EaD", but also of rethinking how much compensatory teaching is being materialized since the beginning of the pandemic, in addition to resurrecting the "time control" and the delivery of activities and their evident accumulation as summative requirements in the evaluation processes, seems to be a brand, as we recently problematized (SILVA; SILVA, 2021), from many of the remote experiences employed in Brazilian regions.

Far from any generalizations, but with the concern of escaping the return to technicality, standardization and the traditional curriculum of contents and highly punitive basis (SILVA, 2011), we need to rethink, already in the "hybrid" form of teaching, (next concept to be treated), alternative ways to realign our organization of pedagogical work, since,

In remote education, it is necessary, in general, a submission of evidence of development of non-evaluative activities, which function as a way of controlling the use of time, one of the characteristics of the discipline. In The EaD, the activities to be developed are, in most of the time, evaluations. The EaD processes are not focused, so the control of the use of time [...] thus, we consider that remote education has strengthened disciplinary mechanisms. Another element that reinforces the idea that remote education is guided by disciplinary principles is the emphasis given to the issue of content. In times of COVID-19, it seems that the discussions about curriculum that have been developed in recent decades and that consolidate an understanding that schooling cannot be summarized to the learning of content are being tramped (SARAIVA; TRAVERSINI; LOCKMANN, 2020, p. 7-8, our translation).

We also have a duty to inform how many scenarios there were in remote classes due to the Brazilian regional diversity, this includes the numerous difficulties of access to digital platforms, internet signals, where many municipalities were forced to choose for classes via radio and even the delivery of printed materials or even, with the use of all these tools at the same time, the case is that these manifestations only reinforce our initial argument in this section: that remote teaching is not distance education.

Finally, in this concept, we use the reflections of Leite and Leite (2020, p. 62, our translation) to consolidate our claim:

It should be clarified that remote education does not always adopt the use of a digital platform with services capable of storing backups and other files in the cloud to access them from wherever we are. In this type of teaching online meetings and instant interaction with the teacher of the discipline happen most of the time in synchronous classes. That is, classroom teaching is adapted to the emergency situation, always on class days and times similar to school attendance before Covid 19.

Already the "[...] hybrid teaching is a pedagogical approach that combines face-to-face activities and activities carried out through digital information and communication technologies - TDICS" (BACICH; NETO; TREVISANI, 2015, p. 13, our translation). And it has been the safest way in several countries – after ensuring mass vaccination, and all COVID-19 health containment protocols – for the gradual return of teaching activities.

In other words, in this offer, face-to-face teaching and remote learning are added in a staggered manner and also observing the behavior of the virus and the specificity of each region and educational institution. Gradually the expected is the definitive return of the in-person pedagogical activities.

We have no doubt how much the negative impact of the pandemic will be felt for years, at all levels, stages and modalities, UNICEF has just stated, through preliminary surveys⁵, that children aged 6 to 10 years are the most affected by school exclusion in the pandemic,

Also, according to recently released figures referring to the second stage of the School Census 2020, through data collected between February 2020 and May 2021 and covering 94% of primary education schools, the shocks of the pandemic in education are worrying and should raise strategies to advance in what was neglected or even in the precariousness of many of the classes offered over the pandemic period, let's look at some of these indexes:⁶

- a. The survey shows that 99.3% of Brazilian schools suspended face-to-face activities.
- b. The percentage of Brazilian schools that did not return to face-to-face activities in the 2020 school year was 90.1%.
- c. The average in the country was 279 days of suspension of face-to-face activities during the 2020 school year.
- d. The holding of virtual meetings for planning, coordination and monitoring of activities was the most adopted strategy by teachers to continue the work during the suspension of face-to-face classes in Brazil.
- e. In the state network, 79.9% of the schools trained teachers to use methods or materials from non-face-to-face teaching programs. In the municipal network, 53.7% did the training. In all, 43.4% of state schools provided equipment, such as computers, notebooks, tablets and smartphones, to teachers. In the case of municipal municipalities, this percentage is 19.7%. When it comes to free or subsidized internet access at home, the survey by Inep shows that 15.9% of the state network adopted measures in this sense; in the municipal network, the number recorded was 2.2%.
- f. Direct communication between student and teacher (e-mail, telephone, social networks and message application) was the most adopted strategy to keep in touch and offer technological support to students.
- g. When it comes to the performance of live (synchronous) classes, it is verified that 72.8% of state schools and 31.9% of municipal schools implemented the strategy. In 2,142 cities, none of the municipal schools adopted this measure. On the other hand, in 592 cities, all schools in the municipal network made use of this medium.

⁵ Available: <https://www.unicef.org/brazil/comunicados-de-imprensa/criancas-de-6-10-anos-sao-mais-afetadas-pela-exclusao-escolar-na-pandemia>. Access: 14 Jul. 2021.

⁶ Available: <https://www.gov.br/inep/pt-br/assuntos/noticias/censo-escolar/divulgados-dados-sobre-impacto-da-pandemia-na-educacao>. Access: 14 Jul. 2021.

- h. In all, 28.1% of public schools planned curriculum complementation with the expansion of school hours in the 2021 school year. In the private network, 19.5% of the schools opted for this alternative.

Documentary analysis

We will take advantage of our text of the pertinent understanding of Ludke and Andre (2011) on how documentary analysis should be, to the extent that each and every document constitutes a source of precious information, but which, they do not speak for themselves, are contextualized, and therefore lack the necessary reflective tessituras:

The documents are also a powerful source from which evidence can be drawn that substantiates, statements and statements of the researcher. They also represent a "natural" source of information. They are not only a source of contextualized information, but they appear in a certain context and provide information about that same context (p. 39, our translation).

Still on the analysis of documentary sources, it is appropriate to raise our reflection elaborated in a previous publication, when we created a reflexive methodology of analysis of primary sources in the educational field - MRAFP - Education. At the time, our longing was to collaborate with research related to the field of historiography and the History of Education with a view to supporting the researcher's and with increasingly efficient and effective analysis tools when they dived into document studies, especially laws, as is our case, therefore, "It is necessary to consider that even though documentary analysis in primary sources is rigorous and seeks to overcome the appearance of the which examines through its own methodology, the phase following the study of the source, which is theorization, is surrounded by traps" (SILVA; BORGES, 2020, p. 35, our translation).

In order to turn our analysis didactic, we present in the table below the opinions to be studied, it is worth noting again that we chose to highlight only the main legislative directions of the year 2020 that dealt directly with the re-organization and resumption of activities during and after the pandemic period, during that same year the MEC itself edited some other legal and complementary measures derived from these opinions in order to promote and guide the work activity in educational institutions across the country (the highlights in the subject column were made by us):

Table 1 – CNE/MEC opinions on pedagogical activities during the pandemic

<i>Seem</i>	<i>Approval</i>	<i>Subject</i>
05/2020	28/04/2020	Reorganization of the School Calendar and the possibility of not-in-person activities for the purpose of fulfilling the minimum annual workload, due to the COVID-19 Pandemic.
09/2020	08/06/2020	Review of CNE/CP Opinion No. 5/2020 , which dealt with the reorganization of the School Calendar and the possibility of noting non-face-to-face activities for the purpose of meeting the minimum annual workload, due to the COVID-19 Pandemic.
11/2020	07/07/2020	Educational Guidelines for Classes and Classroom and Non-Face-to-Face Pedagogical Activities in the context of the Pandemic.
15/2020	06/10/2020	National Guidelines for the implementation of the provisions of Law No. 14,040 of August 18, 2020, which establishes exceptional educational standards to be adopted during the state of public calamity recognized by Legislative Decree No. 6 of March 20, 2020.
19/2020	08/12/2020	Review of CNE/CP Opinion No. 15 of October 6, 2020 , which dealt with the National Guidelines for the implementation of the provisions of Law No. 14,040 of August 18, 2020, which establishes exceptional educational standards to be adopted during the state of public calamity recognized by Legislative Decree No. 6 of March 20, 2020.

Source: Prepared by the author

We will not deal point by point with the previous legislations, but rather, in a contextual and non-linear way, the detail that each one directed to the field of "curricular management" and the pedagogical organization in front of the object that motivated us in the writing of this text, remembering that this subsection will foster the last two that will deal with the ongoing lessons in the political scenario experienced, with our reflexive proposition from the historical-critical pedagogy, therefore, our concrete movement is born from the materiality itself, in this case, already *from the beginning of our notes when we brought some items to guide our path and reach the proposed policies, at least at the prescribed level, which, although we often know to be only the result of a mere "bureaucratic intrusion"* (SACRISTÁN, 2000), and not reflecting the longings and reality of social space in this immense country, is still an important prescriptive direction and therefore deserve our attention, even if at the level of action can and should be challenged and even improved.

Let's start with CNE/CP No. 05/2020 (BRASIL, 2020a), it has 24 pages and details in a very punctual and pragmatic way – although it tries to contextualize in its beginning, how the origin of the pandemic occurred – the procedures to be adopted at each level, stage and modality of education during the pandemic period, including suggestions for pedagogical activities, recognize how the situation can compromise the students' learning and even cause dropout and school dropout.

On the question "curricular management", the role attributed to education professionals is divided with families, and also reduced the issue of compliance with the workload and school days in the official calendar, curious to understand how emphasis is given throughout the opinion to the function of families, not that it is not fundamental, but still in this beginning of didactic-pedagogical propositions, there was no procedural sharpness or even feasibility of performing tasks such as:

In this period of face-to-face leave, it is recommended that schools guide students and families to plan studies, with the monitoring of the fulfillment of pedagogical activities not in person by family mediators. The planning of studies is also important as a record and instrument for the constitution of the memory of studies, as a portfolio of activities performed that can contribute to the reconstitution of a sequenced flow of works performed by students (BRASIL, 2020a, p. 09, our translation).

Still in this document it is worth mentioning what were these suggestions of activities to be carried out, we will exemplify some indicated for the initial years of elementary school, stressing that the Opinion lists recommendations from early childhood education to higher education:

- Recorded classes for television organized by the school or educational network according to the planning of classes and content or via digital platforms of content organization;
- Distance assessment system under the guidance of networks, schools and teachers and, when possible, with the supervision of parents about the learning of their children;
- List of activities and exercises, didactic sequences, learning trails by flow of complexity related to skills and learning objects;
- Guidance to parents and students on the organization of daily routines;
- Suggestions for parents to read for their children;
- Use of open TV schedules with educational programs compatible with children of this age and guide parents to what they can watch;
- Preparation of printed materials compatible with the age of the child to perform activities (reading, drawings, painting, clipping, folding, gluing, among others);
- Distribution of educational videos (short-lived) through online platforms, but without the need for simultaneous connection followed by activities to be carried out with the supervision of parents; conducting synchronous online activities, regular in relation to the objects of knowledge, according to technological availability;
- Offer of regular asynchronous online activities in relation to the contents, according to the technological availability and familiarity of the user; studies conducted with the supervision of parents; exercises and homework (BRASIL, 2020a, p. 11, our translation).

It was not observed throughout the Opinion any mention of the issue of school or curricular autonomy to seek its own alternatives in order to overcome local and regional

difficulties in the face of the pandemic situation itself, which can be noted, it is a concern to centralize and standardize the procedures around a single path for realignment of activities in the pandemic, which seems to force a species, in the words of Esquinsani (2021), of "*protocolization of school curricula*", as if the pandemic had caused even an evil gap to the implementation that was in full swing of the National Common Curriculum Base - BNCC.

It is worth considering, according to Saviani (2020), how much the BNCC seems to have been approved in order to constitute itself as a true guiding compass of curriculum development policies for educational institutions, based on large-scale tests, as well as the American way, as our reference author asserts, the basis has a strong vocation for standardization in addition to having an obsolete character, considering that our country already has plenty of national curriculum regulations, such as the DCN'S:

Considering the centrality that assumed the issue of the evaluation measured through standardized global tests in the organization of national education and in view of the mention of other countries, with emphasis on the United States taken as a reference [...] everything indicates that the function of this new standard is to adjust the functioning of Brazilian education to the parameters of the standardized general evaluations [...] Everything indicates, then, that the adoption, throughout the country, of this BNCC – totally unnecessary in view of the validity of the National Curriculum Guidelines – are only justified as a mechanism for standardization of curricula (SAVIANI, 2020, p. 23-24, our translation).

It is also worth mentioning, on this subject, the pragmatist, fragile and utilitarian character denounced by Zank and Malanchen (2020), the researchers consider that the formative conception of the document has as its central objective to empty the social function of the school and curriculum, that is, the access of the working class to scientific, artistic and philosophical knowledge, for this reason we will discuss in the final section of our texts some possible ways out for this scenario, a curriculum directed by historical-critical pedagogy capable of reversing these setbacks and being able to humanize and democratize the pedagogical practices of our schools. Let's see what they tell us:

[...] the concept of training that underlies the BNCC is based on a utilitarian and pragmatic rationality, directed by business interests. We understand that the intentionality of this conception is to deepen the emptying of the function of the school, the teacher and the school curriculum, denying objective and systematized knowledge and reinforcing a technical training (ZANK; MALANCHEN, 2020, p. 132, our translation).

Returning to the theme of teaching in the pandemic, we consider how many other authors go even further and remind us that we live the adaptation of the remote way of teaching

and learning, in addition to living with the horror of the loss of human lives caused by COVID-19:

[...] even in times of pandemic there is an overvaluation of curriculum contents [...] this overvaluation is emphasized by the traditional curricula that still prevail in Brazilian schools, but we must consider the catastrophic period in which many teachers and students, in addition to being still in a period of adaptation to this type of teaching, have lost important people as a result of COVID – 19 (LIMA; AZEVEDO; NASCIMENTO, 2020, p. 11, our translation).

With regard to the second Opinion in question, that of No. 09/2020 (BRASIL, 2020b), basically its central concern was to standardize and characterize the possibility of the calculation of other activities, in addition to the face-to-face activities (when possible) to complete the workload and school days, there were no major novelties regarding procedures or guidelines that were no longer present in the previous legislation. Thus brings the document three alternatives:

The replacement of the workload in person at the end of the emergency period; The performance of non-face-to-face pedagogical activities (mediated or not by digital information and communication technologies) as long as sanitary restrictions persist for the presence of students in school environments, also ensuring the other minimum annual/semiannual school days provided for in the course; and The expansion of the daily workload with the performance of non-face-to-face pedagogical activities (mediated or not by digital information and communication technologies) concomitant with the period of face-to-face classes, when returning to activities (BRASIL, 2020b, p. 8, our translation).

In the third Opinion, No. 11/2020 (BRASIL, 2020c) for the first time, the term "autonomy of institutions" appears, its objectives are explicit as:

1. Support decision-making for the return to face-to-face classes;
2. Provide guidelines that guide the planning of specific calendars and protocols of educational establishments, defined by local and regional authorities;
3. Offer suggestions and recommendations of an organizational and pedagogical nature that can be developed by schools and education systems (BRASIL, 2020c, p. 2, our translation).

However, on the next page we perceive the intention of the Opinion – to forcibly direct, with foreign experiences and some data, also from abroad, in countries where the fight against the pandemic has worked – to foster the face-to-face return of activities by disqualifying with numerous arguments the "remote education", which goes against the previous opinions themselves, let's see:

In addition, it is necessary to consider a set of factors that can affect the remote learning process in the period of isolation of the pandemic, such as: differences in learning among students who have greater possibilities for support from parents; inequalities between different networks and schools remotely support the learning of their students; the differences observed between students from the same school in their resilience, motivation and skills to learn autonomously online or offline; the differences between education systems in their ability to implement effective educational responses; and, the differences between students who have access to the Internet or those who do not have opportunities to access synchronous or asynchronous activities. All these factors can expand existing educational inequalities. In the Brazilian case, the pandemic arose in the midst of a learning crisis, which could further expand existing inequalities. The return will require great effort to readapt and improve the teaching and learning process (BRASIL, 2020c, p. 3, our translation).

We know that the MEC is aligned with denialist policy – a subject to be dealt with in the section ahead – and more recently, denial of denial of the pandemic, fruit as many authors believe, of an opportunism of the political movement "bolsonarista" that has spread since the 2018 election campaign and remains a belligerent force, which knew how to take advantage even of the pandemic moment to spread its ideas and views of the conservative and authoritarian world, therefore, according to Duarte and César (2020) it is essential to conceptually demarcated that this set of ideas is that has gained strength and invaded the country's major decision-making issues, including education:

We understand “Bolsonarism” as an authoritarian, far-right political movement that promotes divisions or divisions (symbolic, economic, cultural, political) between life forms whose value and meaning is evaluated from rigid processes of valuative hierarchization. A central aspect of Bolsonarism is to distinguish between the lives that are worth the most, the ones that are worth less and the ones that are worthless. In a broad sense, Bolsonarism is a way to live, feel, think and relate to you, with others and with the world, is an authoritarian and violent ethos, which reaffirms and reinforces the normative positions of order, security and hierarchy, anchoring itself in patriarchal, heterosexual, Christian, entrepreneurial and attached values to whiteness, from which its character is racist and discriminatory. In general, Bolsonarism is contrary to science, critical thinking and public educational policies, which is why it supports censorship practices against freedom of chair, while at the same time harming the financing of universities and their administrative autonomy. [...], a normative ideal that consists of the values and ideals of Christianity, anti-left conservatism, nationalist patriotism, armaments, misogynistic thoughts, the traditional heterosexual family, meritocracy, sacrificial economic entrepreneurship, which holds the individual accountable for their success or social failure, as well as ideals related to full market freedom, the refusal of public services and servants and the freedom of the majorities to discriminate against minorities, organized in political and social movements. In a more restricted political sense, Bolsonarism aims to strengthen the binary opposition between us/them, friend/enemy (DUARTE; CAESAR, 2020, p. 2, our translation).

Models and forms of a "*social* authoritarianism" (FREITAS, 2018) coming from an accumulation of frustrations of various groups, a "new right" with strong support for conservative, neo-conservative, religious, militaristic and even political-partisan ideas from groups once considered to be in the center dissatisfied with the directions that the country took in the years of "Workers' Party" government, under the rescue of a utopic discourse: "beloved homeland Brazil", as we have discussed in another text (SILVA, 2019) we observe some politicians of the nation openly flirt with fascist and authoritarian ideas in all instances, the education portfolio is one of the most important for the *political group* that, since the presidential impeachment of 2016, has implemented an agenda that goes against the most left-wing progressivism that had been built by previous administrations:

These are legal actions marked by ufanism rescued by conservative and liberal political forces that came to power by the last election of 2018. Parties and coalitions of the center and far right, already in the campaign, revealed their reactionary position in relation to social groups classified as minorities: black, indigenous, women, LGBTI community and supporters of more progressive ideas linked to the policies practiced in recent years by the party that was in power (SILVA, 2019, p. 178, our translation).

In addition, a statement of the Opinion caught our attention: after presenting some data from a survey conducted with the support of the National Union of Municipal Education Leaders – UNDIME and other (private) institutions, the document states that, although public networks seek to apply the guidelines of CNE/CP Opinion No. 5/2020, "It is also clear that, in general, public schools do not monitor the learning of non-face-to-face activities" (BRASIL, 2020c, p. 7). That is, at a time when the pandemic seemed to cease the guiding policy was to return to supposed normality and immediately, months later what we observed was an accelerated growth of the pandemic and the number of cases and deaths increasing in our country.

And again, with regard to the management or curricular planning, the Opinion reduces this important activity to the fulfillment of what determines the BNCC or the suspected successful experiences captured from abroad, there is even the resumption of the term "curricular flexibility", widely discussed in previous decades by other scholars of the curriculum, we have already considered (SILVA, 2020a) that such nomenclature may incur superficiality, plasticity and loss of the essence of contents made known in school curricula, which do not need to be petrified, rigid or predetermined, provided that, do not lose sight of the emancipation of the subjects. The Opinion deals with the curriculum as follows:

Curricular and Academic Flexibility: review of the proposed curriculum and selection of the essential learning objectives or milestones foreseen for the 2020-2021 school calendar; focus on reader and writer skills, mathematical logical reasoning, communication and problem solving. Plan full-time or longer workload for the 2020-2021 school year; curriculum planning to meet learning objectives not offered in 2020 [...] It is important that the curriculum replanning of the 2020 calendar considers the competencies of the BNCC and selects the most essential learning objectives related to the curriculum proposals of networks and schools and, in the case of the option for continuity 2020-2021, institutions should define the 2021 planning including the learning objectives not met in the previous year. It is also recommended that pedagogical materials and resources be made more flexible; emphasis on hybrid teaching and skills-based learning according to BNCC indications (BRASIL, 2020c, p. 14-21, our translation).

About CNE/CP Opinion No. 15/2020 (BRASIL, 2020d) we initially indicate that it is the result of the sanction of Law No. 14,040/2020 of 8/18 of the same year, which established exceptional educational standards to be adopted during the state of public calamity recognized by Legislative Decree No. 6/2020.

These Guidelines already show some caution on the part of their creators regarding the return of face-to-face activities, as they guide a gradual return, in compliance with all health protocols concerning the pandemic. Scenario somewhat different from the previous opinion.

With regard to curriculum management, there is not much difference from the other documents: we take up the receptive character linked to the BNCC for the preparation of the curricula of face-to-face and non-face-to-face activities, let's see:

The realization of non-face-to-face pedagogical activities should enable the realization of the learning rights expressed in the development of competencies and their skills, provided for in the BNCC, curricula and pedagogical proposals, which can be achieved through these practices, considering the curricular replanning adopted by the education systems, networks and schools (BRASIL, 2020d, p. 09, our translation).

Finally, we have the CNE/CP Opinion No. 19/2020 (BRASIL, 2020e) which was, in fact, only a Review of the previous no. 15 that established educational norms during the state of calamity, in said document of No. 19 there was only the reconfiguration of Art. 31. and the reinforcement that so-called "non-face-to-face activities" may continue to be used "[...] in an exceptional nature, to pay the time of pedagogical activities, in compliance with measures to cope with the COVID-19 pandemic established in biosafety protocols" (BRASIL, 2020e, p. 02).

The synthesis taken from this analysis despite the curricular field has to do with the contradictory, at least confusing posture of the current management of the MEC, which,

although markedly demonstrated at first the forced return of face-to-face activities, then retreat of them by the advance of cases and deaths within the pandemic, did not fail to print its mark of a liberal educational conception, technical and conservative, initially led by a captive minister of presidential ideas, and currently (until the closing of this text) of strongly religious conceptions.

We noticed a return of ideas to the field of curricular studies already considered exhausted, such as those of a "curriculum or minimum content" and even the routines and the extremely pragmatic character of didactic planning, so common in the 1970s and 1980s.

Without forgetting the central imposition of all opinions in re-adhering to the role of BNCC as a major central document of all didactic-pedagogical activities whether in person, remote or hybrid.

Here it is worth reinforcing, as we have already dismantled, how much the BNCC has had serious structural problems since its genesis, we know well that it is a public policy already approved and in progress, but that does not mean that we cannot position ourselves vehemently against it, above all, because it has been invading all training policies for the magisterium. It is no longer that we have warned that in the medium and long term it would bring regulation and control by expropriating the intellectual autonomy of teachers:

[...] as democratic as the Base's proposal seems, there is a risk of fetishizing teaching processes based solely on the acquisition of skills and competencies. Moreover, if there is a predominance of evaluative descriptors of general scope to the detriment of regional themes and contents, the space allocated to them may disappear (SILVA, 2020c, our translation).

But again: we believe in the subversion of this document that is why in our last reflection printed in this text we will instigate all to resist, but intelligently. Before, however, we will tread and synthesize a "concrete thought", signed in some lessons, with a tone of challenge, provoked throughout the pandemic and accentuated for the area of education in our country.

Some challenging lessons from a Brazil plunged into the greatest pandemic of the 21st century

Given the apparent confusing way in which recent educational policies have been undertaken by the current composition of the MEC, we have no doubt about how the pandemic scenario has broadened and widened the inequalities of access to school and formal education with the minimum quality for Brazilian students. The analysis of previous documents has also provoked us to realize how bureaucratic, privileged and interventionist the nature of the action

of national education managers has been, which led us to elaborate an audacious reflexive synthesis organized in five teachings, written from this reality so disturbing that the pandemic of COVID - 19 led to school instances at the most different levels.

We emphasize how much our intention is only to expose one more way to partially theorize this ongoing reality, from recent facts, but without forgetting the fundamental lens of history, as great science and amalgamation that helps us to expand our analyses, which can never be taken as unique, true and loose sentences, but provisional, although sidewalks in concrete events and other conceptual elaborations.

1st Teaching: From denialism to authoritarian barbarism!

We live in the era of denialism of science, rational thought, modern epistemological structures and at the same time the resumption of truculent ideas and actions, of fascist barbarism, disguised as "social authoritarian rightism" (FREITAS, 2018) with a charisma spice typical of other undemocratic regimes referred to by expressive popular vote. The pandemic only opened up the inequalities that such regimes never bothered to address.

Calil (2021) is emphatic in confirming how much the denial of the pandemic – largely caused by the militarization of the Ministry of Health – constitutes an institutionalized political action and how the disastrous conduct of actions to combat the virus causing COVID-19 spread the cases of the disease and increased the number of deaths in our country:

The militarization of the Ministry of Health has managed to officialize a denialist policy, which disseminates drugs proven ineffective, celebrates the number of "recovered" (omitting the permanent sequelae of part of them), gradually restricts testing and consolidates the concealment of a significant part of deaths (CALIL, 2021, p. 46, our translation).

2nd Teaching: A pseudo-project of Education for a contradictory nation still of colonial thought!

Let us be a little more critical of our own history: a country that denies racism (FILICE, 2011), where many of them never even accepted the Golden Law; that in the middle of the coffee age, in the nineteenth century, the rich class of São Paulo itself opted for a timid industrialization, but without giving up black slavery (FAUSTO, 1996); a nation that plays roses to Iemanjá on new year's eve, attends the Mass of the rooster on New Year's Eve and the other day promotes intolerance and the 'medieval/modern' persecution of the

candomblé/umbanda⁷ spaces; misogynistic, sexist society that kills the LGBTQIA+⁸ population the most.

We call the "pseudo-education project" the fact that it has not yet been possible to see, based on the historical-critical pedagogy, the educational agenda as the flagship of the great national policies, we have had, in the last two decades, some advances, but truly no policy or plan in which the working class, in fact, was met in its particularities, and with high quality standard (SAVIANI, 2008).

3rd Teaching: The working class remains in the limbo of scientific knowledge!

It is not possible to accept in 2021 that there are still children and young people outside the formal teaching environment⁹, we know how much the guarantee of access is only the first step of this great escalation, it is not permissible to treat this issue as a minor, given how central, in addition to the guaranteed right, printed in all national and local laws, children and young people of school age in formal public education environments.

The case is that we are stressing that it is not any state education that we have listened to, for the working class – the majority captive of the public school in Brazil – in fact, getting out of the limbo of superficial knowledge and moving towards scientific knowledge is a challenge, it is necessary to remember that knowledge is not "bourgeois", but was appropriate and distributed, dosed and subsumed by this social class, as Maciel Silva explains (2019, p. 26, our translation): "Our understanding is that knowledge is not bourgeois, but that it has been systematically appropriated by the bourgeoisie, and increasingly distant from the working class".

Still on this third and important teaching, we use the considerations of Orso (2018), to add how much there is no bourgeois or proletarian culture or knowledge, but rather human and universal, in fact, as we have already exhaustively reiterated in these writings, what happened was an appropriation of this leather by the bourgeoisie, at the time when it came to power in the so-called "Age of Revolutions" (HOBSBAWM, 2007) and this fact constituted as a beacon mark for the organization of public schools in the Western world, thought by the ruling class,

⁷ Available: <https://www.brasilefato.com.br/2020/01/21/denuncias-de-intolerancia-religiosa-aumentaram-56-no-brasil-em-2019>. Access: 27 Jul. 2021.

⁸ Available: <https://www.metropoles.com/brasil/pelo-12o-ano-consecutivo-brasil-e-o-pais-que-mais-assassina-transexuais>. Access: 27 Jul. 2021.

⁹ Available: <https://g1.globo.com/educacao/volta-as-aulas/noticia/2021/01/28/brasil-tem-quase-14-milhao-de-criancas-e-adolescentes-fora-da-escola-diz-estudo-do-unicef-com-dados-do-ibge.ghtml>. Access: 28 Jul. 2021.

for the dominated class, with the main intention of preventing it from having access to universal knowledge of what has been called throughout the history of humanity of universal culture:

Hence all the investment made by the ruling class to prevent the school from fulfilling its teaching role; hence all its commitment to empty it in terms of the possibility of socialization of school content; hence all the investment to produce alienation and prevent students, who are now in school benches, from having access to socially and historically accumulated scientific knowledge. After all, being a tiny minority, how could the ruling class continue to dominate if the workers, who are the vast majority, understood that most of what they produce is expropriated and accumulated, and instead of a dignified life, work is used to produce instruments and means to perpetuate domination? (ORSO, 2018, p. 83, our translation).

4th Teaching: The greatest challenge of the teaching profession is to spray intellectual pride!

It is not new at all since the early ground that one of the basic principles of teaching is to have FULL DOMINION over what is taught, it must be admitted, however, that the greatness of a great teacher is in his attitude to admit that he will NEVER reach the apex of this 'full dominion'; in fact, the incompleteness of being, knowledge, and everything that constitutes us as social beings is what keeps us needing to seek prospects for improvement, including in the professional field.

Libâneo (1998) already showed us that the school itself and the teachers who carry out their work in it are not the holders of knowledge, and that the colleges are another of the main spaces for this.

Intellectual pride or intellectual vanity cannot be a constant in the educational environment because both open gaps to disputes and the lack of corporatism in the magisterium, we know how much the working class teacher in this country is plunged into the acute struggle for historical improvements in the working conditions of quality initial trainings, no, we can, therefore, to admit that there are disputes in our country, provoked by disputes triggered by inflated egos, often stimulated even by managers of interest policies that have no part with quality public education.

5th Teaching: All education professionals are potential curriculum designers!

When we admit that history is the great science that helps us to think about the social, concrete and material reality that surrounds us, it is clear how much Brazilian society lacks a robust education project, truly genuine and national, we know that not everything is curriculum,

but it goes through curricular studies, so we have no doubts about its importance, thus, we believe that fighting for teaching professionals to be the author of the entire organization of pedagogical work may be a great first step towards the materiality of this educational project, Brazilian, genuine, political and emancipatory.

A possible referral to this, points out that we are already the "*transition curriculum*" (SILVA, 2020a), a category in which, there is one,

[...] collective effort to develop new curricular programs and escape the so-called "minimum curriculum"; to point out new work methodologies that consider the post-pandemic scenario and bet on the specific local wealth of each educational institution in this country, committed to promoting emancipatory education, preferably guaranteeing "learning rights", even with a shorter school year/semester, in relation to the workload, and obviously in a context that is already called "new normal" (SILVA, 2020a, p. 76, our translation).

From what, appropriately Duarte (2016), called the "*resurrection of the dead*" when referring to the high, important and necessary resumption of school contents left aside to the detriment of supposed pedagogical innovations for official curricula, we also use the reflections of Sacristán (2000) when it indicates that there is no meaning in any curricular discussion, whatever phase it is, if the greatest is not the one without the first to take for themselves the reins of this debate, that is, teachers are the main intellectual powers – the elaborators of curricula: those who, in fact, elaborate and materialize curricular documents – and not companies or private groups.

In search of a management and a curricular policy based on historical-critical pedagogy: what will come!

It is interesting to note the scarcity of Brazilian theoretical references dealing with the category "curricular management", at most, the texts suggest very brief notes on content administration and management of the structure and functioning of school disciplines, remnants of a traditional and technical view of curricula and education management itself, which, for many decades, saw labour as a purely administrative and bureaucratic activity (LIBÂNEO, 2001).

In Portugal, for example, we find in Cosme and Trindade (2012) a reflection on the theme, the authors point out, however, that the field of curriculum management with teachers takes place in the classroom in relation to the students' knowledge, which is relevant, but it draws our attention to the fact that, not even the text of intellectuals does not bring any direction

about the "epistemological act" of what Sacristán (2000) conceptualizes "curricular system", where, as we have already stressed in the fifth teaching of the previous section, the "epistemological act" of which we refer to the field of curricular studies takes place in the recognition of the authorship of the processes of making curricula in their different manifestations, phases and levels by all professionals involved with their materiality. Therefore, we do not doubt the potential of teachers (here it is worth reinforcing that we are referring to those involved in teaching practice: managers, coordinators, supervisors, advisors and other education professionals).

Let us not, in the face of all that has already been scored, extend ourselves even more in what we consider essential to the debate, just to conclude with the last point of reflection: our defense that the intellectual autonomy of the management of a curricular policy in the school bases spread for all instances of public power, but without giving up the theoretical current that sustains our writings, historical-critical pedagogy.

Therefore, "[...] it can be considered that the curriculum in the act of a school is nothing more than that very functioning school itself, that is, mobilizing all its resources, material and human, in the direction of the objective that is the reason for its existence: the education of children and young people" (SAVIANI, 2020, p. 9, our translation).

With this definition, that the curriculum itself is the school itself functioning with its primary function, of disseminating the literate knowledge, Saviani alerts us to the fact that we do not lose sight of what is nuclear in the curriculum, according to the pedagogy-criticism and that it should be its axis pointed to the profile of leaving the public school: a schooled knowledge, objectified based on accumulated human culture and scientific, artistic and philosophical knowledge.

Finally, we need to escape from relativism and relativistic ideas, supposedly renewing and innovative of some theoretical currents that have populated the agenda of discussions in the field of curricular studies, it is not a question of assuming or uttering a profession of faith, as we have discussed before Silva (2021), what we are demarcating is the importance of not being enchanted by proposals that lose sight of the struggle of the working class in the search for their emancipation, which, in our understanding comes from the appropriation of universal knowledge that has been denied to it since the ruling class, called "bourgeois", became conservative of its own rights from the moment it ascended after the great revolutions of the modern period.

Thus, based on the ideas of Malanchen (2016, p. 8, our translation), the scenario, with a plausible output, through the category "work", is as follows:

[...] relativism brought from postmodern ideology to the educational field adds to neoliberal pragmatism, compromisingly marking the social function of the school, which, more than ever, is trapped in the limits of everyday life, assumed as a single instance of social practice [...] point to the devaluation of objective knowledge and to the softening of the curriculum [...] the way to the organization of a curriculum using historical-critical pedagogy is to take as an axis guide our conception of historical and dialectical materialist world what is proper to the human being: work, understood as a specifically human activity of conscious transformation of natural and social reality.

Although the title of the section seemed that we would present some vision of the future, in fact, we tried to indicate probable departures for the current moment (2022) that succeeded the pandemic of 2020-2021 and that will certainly bring consequences for the years to come, in terms of curriculum policy and management, already know that the management of the curriculum, this in addition to the merely technical and bureaucratic elaboration of it.

We have no doubt that the other theoretical currents, divergent from historical-critical pedagogy also have singular contributions in this sense, and understanding, as we are, that every theory is only a partial explanation of reality, we long that these texts spread contributions in this sense, in the search for social transformations via education, without losing sight of the criticism towards the real and concrete scenario that surrounds us, preferably aiming at a synthesis that exceeds its multiple determinations.

The last great lesson: Survive and resist with intelligence!

The scenario undone by the largest pandemic of the 21st century, caused by COVID-19, forced us, while education professionals, to reinvent ourselves, in terms of re-organizing all pedagogical work, in the midst of chaos and the poor conduct of health policies to fight the virus, we have seen everything from digital content creators to *true YouTubers*, even having to live daily with the cases and the loss of lives affected by the virus and the denialist policy that also invaded the educational folder.

It is never too much to remember, before finalizing our reflections, that,

[...] Bolsonaro was not primarily concerned with confronting the virus, but rather in politicizing the pandemic to strengthen himself in power and fuel the dream of re-election, which will certainly give him greater leeway to carry out the gradual implementation of an authoritarian democracy in the country (DUARTE; CAESAR, 2020, p. 8, our translation).

In the analysis we made of the five opinions issued by the CNE/CP guiding the guidelines for the work during the pandemic, we could perceive the contradictory character of

the folder: sometimes encouraging the irresponsible return to face-to-face activities, sometimes recommending the remote adoption and completely linked to the plastering, controller and technical character of the BNCC, the documents unfortunately are the portrait of the current administration of the MEC, a retrograde management, directed by a religious and conservative view that understands, at least in this set of guidelines analyzed and, from the point of view of "curriculum management", as being a bunch of minimal content sums or just a list of skills and competencies to be fulfilled, a clear resumption of the liberal, technical and traditional view supposedly surpassed in previous decades.

As our writings rest on the historical-critical pedagogy and we see no alternative, but the overcoming of this society, through the overcoming of the current mode of production, we have no way out, but also to focus on this idea, but also to point the ways to resist until then, intelligently, and, as long as the pandemic lasts, it is never too much to remember that believing in science is the first step to this, the second is to become aware that our electorate has elected an enemy, or rather a political group that has supported a character who has never been sympathetic to democracy, and this serves as a lesson to the next steps that our fragile democracy needs to take, to strengthen itself.

Finally, it is necessary to resume the lessons (summaries), constructed and properly problematized throughout our writings, admitting that they are provisional ideas and are not fixed, definitive and neither rigid schemes, on the contrary, anxious that they are fragments sewn from our reality, but thinking about the national scenario, we are anxious that we can establish fruitful dialogues with those who are interested in promoting changes that stimulate transformations in favor of the emancipation of the working class, including those that do not even use this nomenclature: 1. *From negationist to authoritarian barbarism!* 2. *A pseudo-education project for a contradictory nation still of colonial thought!* 3. *The working class remains in the limbo of scientific knowledge!* 4. *The biggest challenge of the teaching profession is to spray the intellectual pride!* and 5. *All education professionals are potential curriculum designers!*

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