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CREATION OF A DIGITAL REPOSITORY BY ANALYZING THE URGENT IMPLEMENTATION OF EMERGENCY REMOTE TEACHING IN THE PUBLIC BASIC EDUCATION NETWORK IN BRAZIL IN THE CONTEXT OF THE COVID-19 PANDEMIC

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Abstract: In the context of the COVID-19 pandemic, relationships that were previously face-to-face were replaced by virtual ones. One of these relationships is that of teaching and learning, which, given the context of social isolation resulting from the need to contain the spread of this virus, needed to be rethought. The adoption of Emergency Remote Teaching comes up against issues related to social differences and the exclusions resulting from them, including digital exclusion, forcing society to review its values. Through a look at the current legislation on Brazilian education, related to national and international recommendations, in the face of public policies and actions coordinated by state education departments, this work presents an analysis of the context through a bibliographic review, raising points relevant to the implementation of Emergency Remote Teaching in Public Basic Education in Brazil and presenting information through a Digital Repository created to collaborate as a virtual source that centralizes some of the reflections on education in times of pandemic.

Keywords: Pandemic. Teaching-learning. Emergency Remote Teaching. Digital Exclusion. Public policy.

INTRODUCTION

Public education in the country has always faced very great challenges. The issues that involve the great social wounds in Brazil also reverberate in the public school. The school is a microcosm of our society, and, moreover, a depository of its ills. There are very positive initiatives to improve education. Successful projects inspire professionals in the field throughout the national territory, however, there is a large part that, for various reasons, still does not achieve the minimum to develop teaching-learning relationships through the school in a dignified way. In this scenario, which is not the best, we have as actors: the family, students, teachers and employees who together make up the school community. In addition to these, we also consider the State and its representatives and agents linked to education management, with the responsibility of promoting public policies, in a more global way, in an administrative and political context, concerned with the demonstration of "results" theoretically practices (see Prova Brasil) as an accountability to the Brazilian people and to international investors in projects related to the area.

Not far away, we observe the participation of each of the actors of education: the family, which delegates the function of educating the children to the school. Due to several socioeconomic, psychosocial and financial factors, families are absent from their constitutional responsibility, outsourcing this function to the school institution. Students, in turn, with limitations imposed by the same family, social, economic, psychological contexts, which relate in the school environment with teachers. Teachers, in addition to social contexts, perceive themselves as subjects with a high level of professional devaluation and a great burden that rests on their shoulders, the responsibility of "educating". School staff teams, also undervalued, mediate the demands between the other actors, receiving them from families, teachers and education managers, in such a way that they try to mediate, resolve conflicts and produce results. This panorama puts us before the emergency in which education in the country finds itself.

Not being enough, it adds to the context in recent months, a pandemic of the SARS-CoV-2 virus, causing the disease of COVID-19, without treatment protocols proven in effectiveness, without vaccine, which, in an overwhelming way, has promoted a large number of infected and deaths around the world.

Initially, Eastern and European countries,

the first to be hit by the virus, took social isolation as the main measure, in which only people connected to essential services such as health and supply must circulate. In Brazil, social isolation also needed to be implemented.

To promote social isolation, it was necessary to create state decrees. With this, State Departments of Education were impelled to rethink how education would look like in the country during the pandemic period and the need to prioritize social isolation. It was up to educational institutions to adapt abruptly to continue classes and not harm students. In this sense, measures were taken to implement remote teaching in an emergency way.

In view of the presented situation, the present study seeks to analyze the panorama of implementation of emergency remote teaching in the public basic education network in the country, observing the actions in relation to education in this pandemic and identifying if the actions and legislation of the public authorities were able to offer an education effective for students, without excluding any order, safeguarding what is guaranteed by the Constitution. In addition to the analysis, the work also presents a Digital Repository created to be a virtual tool with memories of emergency remote teaching implemented during the pandemic.

In addition to this introduction, this work is organized as follows: section 2 presents the methodology created to carry out the study; section 3 shows the first part of the proposed methodological approach with references to laws, decrees and other documents created during the pandemic regarding remote learning; section 4 brings discussions about the context of remote teaching by schools in Brazil, followed by section 5 that presents the digital repository created as a tool to concentrate information on the subject. Finally, final considerations and suggestions for future work are presented.

METHODOLOGY

In the research, the design used was of a qualitative nature, using data with the objective of expanding the understanding of the context in which the theme is inserted and the possible associations resulting from it.

The study seeks to identify possible relationships that allow discussing the implementation of emergency remote teaching in public schools of basic education and its consequences, starting from the analysis of current legislation and through multiple sources, following its developments and consequences in the reality of the agents involved. To answer the question: "how is the implementation of emergency remote teaching in public education happening?" and seek to find possible answers, we perform the following steps:

1. Documentary Survey of the Legislation on the Pandemic and Remote Learning in Brazil: the first step of the methodology presents a bibliographic and documentary survey in order to obtain data and guidelines, using Laws, Decrees and Ordinances at the national level.

2. Discussion on the Adoption of Remote Learning in Brazil: reflections on the measures that have been adopted at the national level, to determine whether they provide effective and inclusive education for all students, through a dialogue with authors on public policies, relating to the actions taken in the country. The objective is to cross the information collected with other references, of a theoretical nature, found in articles, publications and conferences, so that in the end some answers were obtained to the question raised.

3. Digital Repository: creation and presentation of a website with the documents, graphics and materials raised

in the bibliographic review, forming a digital collection on the pandemic and issues related to the implementation of emergency remote teaching. The digital collection will present a section with the different opinions of experts and data from the context analysis. The tool that was used to build the repository is Google Sites, in addition to other free tools for creating infographics and audiovisual material. The creation of this material will also serve to collaborate in the future with memories about reflections that include remote teaching and the context of the pandemic.

DOCUMENTARY SURVEY OF THE LEGISLATION ON THE PANDEMIC AND REMOTE LEARNING IN BRAZIL

The SARS-CoV-2 virus, which causes COVID-19, has a high rate of transmissibility, which in the absence of vaccines, given the high demand from hospitals and the risks of death inherent to the disease, forced, as a preventive measure, the adoption by countries around the world, the social isolation of the population.

Faced with the emergency context, Brazilian education needed to adapt to continue its classes and in an attempt to not harm students. Especially due to this high infectivity, together with the difficulty of testing the population in a significant amount, there is great difficulty in planning short or medium term plans regarding the functioning of the school.

On February 3, 2020, a state of national emergency was decreed, through ordinance nº 188 in its article 1 (BRAZIL, 2020). On March 20, 2020, the federal government, through legislative decree nº 6, formalized a state of public calamity (BRASIL, 2020). On the same day, Brazil reached the stage of community contamination by the pandemic, as recorded in ordinance nº 454 (BRAZIL, 2020).

In a short period of time, new legislation had to be created. An example was Provisional Measure (MP) No. 934, of April 1, 2020. In the MP, exceptionally, the requirement to comply with the school calendar was relaxed, as the need for educational establishments to comply with the mandatory minimum of school school days, upon compliance with the minimum annual workload established in the same legislation (BRASIL, 2020).

It is worth mentioning that the minimum number of school school days is established by the Education Guidelines and Bases Law (LDB), Law nº 9394/96 (BRASIL, 1996). Despite the flexibility of the school calendar, Provisional Measure nº 934/2020 was in line with what the LDB proposes, by maintaining the number of teaching hours, as observed in article 23, second paragraph, namely: "The school calendar must adapt to local peculiarities, including climatic and economic ones, at the discretion of the respective education system, without thereby reducing the number of teaching hours provided for in this Law." (BRAZIL, 1996).

On April 28, 2020, the National Council of Education (CNE) approved Opinion No. 2020). The document brings a note from the CNE that highlights that school activities and the replacement of classes must guarantee the quality standard provided for in the third article of the LDB (BRASIL, 2020).

The same document gives possibilities for complying with the minimum workload established by the LDB, namely:

> The replacement of the workload in person at the end of the emergency period; carrying out non-face-to-face pedagogical activities (mediated or not by digital information and communication technologies) while sanitary restrictions persist for the presence of students in school environments, also guaranteeing the other minimum annual/ semester 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) concomitantly with the period of face-to-face classes, when returning to activities (BRASIL, 2020, p.17).

On October 6th of this year, the National Education Council - CNE, approved Opinion 15/2020, which, among other matters, deals with actions designed to return to face-to-face classes at each level. In addition, this opinion resumes Opinion number 05/2020, which refers to the reorganization of the school calendar, guiding educational institutions to formulate support material aimed at the student's family on how to access and use content on digital platforms. An important part of Opinion No. 15/2020 is the extension of the period of Remote Learning until December 2021. This decision extends the time provided for in Law 14.040/2020 for Remote Learning and includes all levels, stages and forms and modalities of education and teaching of national education (BRASIL, 2020, p.17).

DISCUSSION ON THE ADOPTION OF REMOTE LEARNING IN BRAZIL

Considering the context of the pandemic and the urgent legislation described above and that refer to the area of education, this section presents a discussion and reflections on the challenges and difficulties for the provision of remote teaching in Brazilian public education. It is important to mention that there are no ready-made solutions or ideal pedagogical practices for such an exceptional and sudden situation. However, it is worth discussing the topic in view of the scenario implemented for the 2020 school year.

To start the analysis, the first source used was the 2019 ICT Education Survey developed by the Regional Center for Studies for the Development of the Information Society (Cetic.br), which has national coverage and uses public urban schools (except federal ones) as its target audience.) and private with 5th grade or 9th grade classes of Elementary School or 2nd grade of High School and public (except federal) and private rural schools of any type of education (CETIC.BR, 2019).

In order to enforce the minimum workload proposed by the LDB, respecting the social limitations arising from the pandemic, basic education, which used to work in person, had to migrate to Emergency Remote Education (ERE). In this context, videoconferencing platforms and VLE's – Virtual Learning Environments – are now being used to replace face-to-face classes.

According to Cetic.br (2019), only 14% of public schools located in urban areas had a virtual learning environment in 2019. The same study shows that only 37% of the teachers at these schools had some type of training (courses, debates, lectures) on the use of computer programs or applications to create educational content in the last 12 months prior to the survey. From there, a reflection remains: with the abrupt form of the pandemic, are teachers prepared for teaching mediated by technologies?

To contribute to the discussion, the research Education, Teaching and COVID-19 carried out by USP (University of São Paulo) collected 19,221 responses from educators from the State Education Network of São Paulo from May 19 to June 7, 2020 (GRANDISOLI, JACOBI, MARCHINI, 2020). In the survey, when educators were asked how they feel about the change to a technology-mediated education model, 50.8% of respondents stated that they feel insecure or very insecure (GRANDISOLI, JACOBI, MARCHINI, 2020).

Also according to the same study, despite insecurity about technological mediation, 70% of respondents declared that they feel able to perform their functions via technology-

mediated education, however 85% of educators reported that they perceive that students learn less or much less. via technology-mediated education (GRANDISOLI, JACOBI, MARCHINI, 2020).

Regarding students, 69% of the group that integrates urban public schools and who participated in the ICT Education 2019 survey said they did not have a desktop computer at home, while 65% reported not having a laptop computer at home (CETIC.BR, 2019).). An important piece of information is that 86% of urban public school students reported using cell phones as the main device used to access the Internet.

Corroborating the discussion, another research carried out on educational processes in the pandemic is the mapping carried out by the National Union of Municipal Education Directors - UNDIME (2020) entitled: "Challenges of the Secretariats of Education in Brazil in the offer of non-face-to-face educational activities". The study involved 3,978 municipal networks in Brazil and indicated that 83% of students in public networks are from families with a per capita income of up to 1 (one) minimum wage and that most students would have the opportunity to access online content, but half of them only by cell phone (UNDIME, 2020). The mapping also points out another huge challenge: 54% of families in the CDE classes do not have broadband Internet access.

The three main challenges mentioned by the Municipal Departments to implement remote learning strategies, according to UNDIME (2020) are: the lack of definition of regulations in times of a pandemic, the difficulties of teachers in dealing with technologies and lack of equipment due to part of teachers and students.

It is worth mentioning that educational problems are not new and in the context of the pandemic all the social problems that add

up to it are evident, making education even more fragile. The lack of minimum conditions of hygiene, access to water, lack of a sewage system and electricity, add to the lack of jobs and financial conditions for most Brazilian families with school-age children and adolescents. A survey released by the IBGE with the Synthesis of Social Indicators (SIS), for the year 2018, shows that 13.5% of the population is unemployed in the country and 3.5 million Brazilians survive with a monthly income of up to 145 reais (IBGE, 2018). So, another reflection comes to light: How to think about the quality of remote education in the context of the pandemic and ignore these indices?

According to the ICT Education survey - 2019, 37% of students from public schools in urban areas access the Internet in schools, while in the private network there is an increase of 11% in this access (CETIC.BR, 2019). Considering the idea of contact with technology within the universe and the school space, we can already design an unfavorable scenario for the adhesion to Emergency Remote Teaching, based on ICTs in public schools of basic education, evidencing even more the social differences between the students of the two networks. Another important piece of data within this same survey is the information that 39% of students in urban public schools do not have access to the Internet. Taking into account the actions for the implementation of remote teaching in the public basic education network, does it really promote an educational process that respects the Universality of Education? The LDB in its article 3, item IX, provides for the "guarantee of the quality standard of education" (BRAZIL, 1996), however this commitment of the state contrasts with what the reality presents us. There are gaps that comprise the guarantees provided by law, and that, in the current context, are aggravated and add to issues that

go beyond the scope of practice.

Also according to (CETIC.BR, 2019), we observe that there is constant access to the Internet by about 75% of students in the public network, however, when it comes to the use of the Internet for pedagogical purposes such as evaluations and school research works, only 24% of students who have access to the internet use this tool. The data flow to situations in which the use of ICTs are distant from Education, even in the school environment, even if these technologies are present in the reality of a portion of the students. So we turned our gaze to the actions of the government in a broader scenario, in which these same technologies were (and continue to be) neglected for students in schools that make up the public basic education network.

These data reveal a reality in which the right to education can be curtailed. The idea of emergency remote teaching, in this context, is excluding, expanding all existing social discrepancies and perhaps removing a path of decent access for citizens to be able to build a better future for themselves and for theirs. When we admit that education is played in a way that ignores its contexts, in the forcible purpose of obtaining numbers or demonstrating service, we are fully collaborating so that the marketing vision overlaps with education itself.

The different realities in public and private education networks reveal factors that can make it difficult for students to access remote learning. If we take into account the means of access for the use of technology-mediated education, almost 40% of public school students may find it difficult to follow remote activities satisfactorily. The use of cell phones alone is highly questioned, as they have a very small screen, when compared to other devices mentioned, to read documents, thus making it a device in which the student cannot be comfortable to study for a few hours.

Other problems of using only cell phones is that many of them do not have compatibility with some files, they are not able to transform this digital media into printed material and in many cases the student shares the cell phone with their family members at home.

When comparing the regions of Brazil in the index of students who study in urban schools and access the Internet exclusively by cell phone, the North and Northeast regions present higher rates with 26% and 25%, respectively, while the Southeast, South and Central-West are, in that order, 14%, 14% and 15% (CETIC.BR, 2019). With the values presented, it is possible to see that students from the North and Northeast regions are the most affected by activities in digital media.

From the teachers' point of view, it is worth mentioning that the 2019 ICT EDUCATION survey included 1,868 elementary and high school teachers from Brazilian urban schools and 53% of them responded that the lack of a specific course makes it very difficult to use technology in classes, which shows that teachers were not used to working with some form of remote teaching in the pre-pandemic period (CETIC.BR, 2020).

An issue that cannot fail to be discussed is the concern with the effective learning of students, issues related to promotion and the consequences for the post-pandemic.

In the report made by UNDIME (2020), there is an evident concern of municipal education networks with possible losses in educational indices such as IDEB.

In a survey conducted by USP, 85% of educators from the São Paulo State Education Network reported that students learn less or much less via technology-mediated education (GRANDISOLI, JACOBI, MARCHINI, 2020).

Another interesting study that also contributes to the discussion is the one carried out by the Carlos Chagas Foundation (FCC) in partnership with UNESCO Brazil and Itaú

Social. The survey included 14,285 teachers from public and private networks in Brazil in the first weeks of social isolation (FCC, 2020). According to the FCC (2020), "the expectation, both in relation to learning and the perception that their students can carry out the proposed activities, is close to 50%. In relation to carrying out the activities proposed to the students: 33.4% of the teachers indicate that most have carried out; 22.3% perceive that the minority performs."

It is worth mentioning that, in official terms, clear regulations have not yet been made in the scope of student promotion. However, in Opinion CNE/CP No.: 11/2020 there is the following recommendation with regard to summative assessments:

> Assessments and completion exams for the 2020 school year of schools must take into account the curricular content actually offered to students, considering the exceptional context of the pandemic, with the aim of avoiding an increase in school failure and dropout. It is important to note that several countries, including Italy and several American states, have passed laws that prevent students from failing in the year 2020. The biggest challenge is to prevent school dropouts and recognize the efforts of students and school teams to guarantee the process of learning during the pandemic, in very adverse conditions. (BRAZIL, 2020 p.24)

Opinion CNE/CP N°: 11/2020 also requests attention from institutions to students in the final stages of elementary and high school. In relation to 3rd year students, the document recommends that institutions provide an opportunity for recovery and that they allow students to obtain a certificate of completion of basic education, so as not to harm them in relation to their future interests, whether related to entry into the world. work or access to higher education courses (BRASIL, 2020, p.24).

We cannot fail to mention that the lack or precarious access to remote teaching, as well as social issues arising from social isolation, such as the significant increase in domestic violence, affect the performance of these students. Whereas, on the part of teachers, we can see a positive gain, not without the undertaking of multiple efforts, of their skills in dealing with ICTs in promoting teaching-learning situations.

When looking at the uniqueness of the cited data, the advent of the pandemic, it is clear that the problem in question must not be treated unilaterally, since there are different cases and situations of weaknesses. There is much more scope for structuring Brazilian society than it seems, as well as the socioeconomic vulnerability of certain groups that influences the situation. With the arrival of the COVID-19 pandemic, the weaknesses that already existed intensified even more, gaining strength, thus becoming more visible the need to look at existing inequalities and how to promote the inclusion of this part of the population in the face of this challenge.

In the same previously mentioned opinion of the National Education Council CNE/CP 11/2020, perspectives for post-pandemic education are pointed out in: "It also presents us with the possibility of continuing non-face-to-face activities together with possible face-to-face activities, in order to expand or complement the learning perspective and to correct or mitigate difficulties in accessing non-presential learning" (BRASIL, 2020, p. 2). This orientation is consistent with several studies on Blended Education, in which classroom activities are mixed with non-face-to-face school activities. In a survey carried out by the Educational Research Department of the Carlos Chagas Foundation, in partnership with UNESCO do Brasil and Itaú Social, it was verified how educational activities were carried out in the first weeks of social isolation. In the same survey, 84.6% of the interviewees stated

the need for evaluation models and 55.9% of them point to the continuity of online teaching together with face-to-face teaching as a viable possibility for returning to classes.

However, will our socio-economic reality and what has been taking shape, over the last few years, in the political and financial scenario at the national level, encompass the necessary premises for the realization of this proposal? Just look at one of the latest proposals by the current President, Jair Bolsonaro, who intends to withdraw 1.4 billion from the budget of the Ministry of Education and Culture scheduled for 2021. In the same week, he sent another proposal that intends to use 5% of the budget. of the Fund for the Maintenance and Development of Basic Education and for the Valorization of Education Professionals (Fundeb) to finance the Citizen's Income program. In view of the above, the exposed wounds of education in the country in times of a pandemic, in the face of the conduct of public education managers, point to a bleak scenario that falls back on the popular maxim: "a country that does not invest in education cannot advance. ".

PRESENTATION OF THE REPOSITORY

The last part of the methodology proposed in this work consists of creating and making available the materials produced and sources researched through a Digital Repository called Covid.edu. According to Barroso, Sales and Melo (2017, p.8):

> The excess of content production, the information flow in digital media and the need to guarantee access, dissemination and preservation in the long term, brought the need to create infrastructures for storing and retrieving information called Digital Repositories, in which they facilitated the preservation of information and detected the importance of having security aspects to guarantee its quality within the digital scope.

Taking the above as a reference, we use the *Google* Sites platform to create the *Digital Repository*: Education and *Pandemic*. The choice of this platform was due to the ease proposed in its interface, which provides pre-assembled layouts for building a website and for allowing the free creation of a Web page.

It is worth mentioning that the tool allows the creation of a website with responsive design which, according to Ribas, Vanzin and Ulbricht (2015), is a technique that makes a Web system adapt, modifying menus, media, text and content, according to the screen and equipment size, in order to be accessible to different devices, considering different characteristics, sizes and hardware.

In the digital repository, we seek to classify all the material researched and collected during the research. The selection of this material responds to the scope of our project, which focuses on actions in the field of Education during the pandemic. We had access to many texts, laws, journalistic materials, videos, data, articles, and we need to define the criteria for the inclusion or not of each material to be made available on the site. This curated work follows the concepts referring to what Sizanosky and Santos (2019) say:

> Faced with so much information that is presented to us daily in the various media, including the web, curatorship arises with the current need to be able to identify and filter amid so much information, reliable content in various sources, contextualizing them, giving them value. and making indications for new searches, as well as sharing this knowledge.

Regarding this theme, Santos (2019) defines curation as the act of guaranteeing the quality of certain content, thus curing this content, thus ensuring the accuracy of the information.

Based on these concepts, content was selected in order to reach interested readers, with information so that they can trace their own path to understanding the context of

Brazilian Education in the period of the pandemic. The site has the following pages:

- Home: presents general information about the repository and project team;

- Research & Graphics: shows a selection of studies carried out by institutions and organizations such as research on ICTs in education, questionnaires applied to teachers and examples of graphics from these studies;

- Notícias & Artigos: brings a group of news broadcast by different communication channels in Brazil and scientific articles published in magazines in 2020 about the pandemic and dealing with topics related to education;

- Lectures and Interviews: presents videos of lectures and interviews with education experts;

- Legislations: brings a clipping with links to laws, decrees and opinions created during the pandemic for the educational area;

- References: presents the reference used to assemble the Digital Repository.

The Covid.edu Digital Repository can be accessed through the link:https://sites.google.com/view/covidpontoedu/pesquisas-gr%C3%A1ficos

FINAL CONSIDERATIONS

The current panorama of the emergence of the implementation of remote teaching in Brazilian basic education was not premeditated, given the emergency situation that the world finds itself in relation to public health. Therefore, it is expected that the Public Power, immediately, will not be able to meet such a heterogeneous public in such an unexpected way. That is why it is important to discuss Public Policies, identifying what has been working and what needs to be improved

on the actions of government officials, because exclusion exists, and therefore cannot continue to exist; even more on the part of those who must be the provider of human dignity, of the inclusion of students, and of providing a dignified and egalitarian education.

This context abruptly reveals the need for the school to be open to the use of ICTs. The entire school community, from that moment on, must consider the use of these technologies. The lack of appropriation of these new resources causes a lag, which is run over by the need to adopt Emergency Remote Teaching. Furthermore, the current situation appears to be irreversible and irrevocable. We can no longer think of a school model without technology intrinsically composing its curriculum under the threat of the possibility that we are going backwards in educational processes as a whole. This is valid for the school, for the students, for the pedagogical teams and also for the family. The pandemic put us in front of an emergency to reflect on new paradigms of education that are supported by the new relationships of time and space, which were reconfigured in this context.

Given the existing difficulties, we can see that the measures adopted to maintain educational processes with the support of digital technology put everyone involved on the trails of the quest to learn to develop digital skills. In a second moment, it reveals to everyone the real value that the school has as a space for the promotion of the human being and the teacher, an active agent in this promotion. Even observing that, in practice, the teaching professional remains with professional and social devaluation due to the global context of precarious work, among other factors. One factor to be considered concerns the training of teachers. In the course of this research, the question arose: Are we teachers prepared to deal with this new demand presented? The answer to this question would, in itself, provide a new research. However, it is clear

that the actions to introduce Remote Teaching neglected the issue of teacher training for this practice. Initiatives such as videos, tutorials and training lives were taken in some states, but they are too incipient when we are talking about a completely new environment for many professionals. Hence the need to think about public policies aimed at continuing education in the direction of preparing teachers in their practice with new technologies definitively incorporated into Education.

The understanding that remote learning is configured as something beneficial, because, if it did not happen, we would have incalculable losses in the face of the interruption of educational processes, as well as the discrepancies in society. It is important to emphasize that the problems that education faces in this pandemic are increased by the social problems that we already experience daily. Poverty, the lack of financial, health, housing conditions, access to basic sanitation, even the increase in food prices, the lack of salary readjustments, the precariousness of work and many more issues present in our society put a considerable portion of our population at an even greater disadvantage. The school enters this space-time as the first reference for many families, who, through it, are having access to food, hygiene materials and a little warmth and humanity. So we ask ourselves: How can this space that is a reference for inclusion and access for citizens be promoting their exclusion?

There is an emerging exclusion intrinsic to the process of implementing remote teaching that is added to other exclusions present in the Brazilian reality and that are equally neglected by the instances of power and by society. The Federal Government, in the figure of the President of the Republic, our greatest representative, has been negligent in the issues of facing the pandemic, with denialist attitudes and, also, a total failure in the command of the Ministry of Health that in recent months has changed names without change attitude. We note the damages of this negligence of the executive power in all fields: from the economic issue, passing through the social, environmental and educational areas. There is an intention not to interrupt the educational process of students and teachers. It is intended to continue this work with the application of questionnaires to students from the public network to verify their conditions of access to technology, as well as socioeconomic conditions for monitoring classes via remote teaching, interviews with teachers from different education networks, educational managers in order to constantly enrich and update the Digital Repository.

Emergency Remote Teaching presents deep gaps so that it can be considered a viable and possible alternative to face-to-face teaching at this moment in our country. We recognize that this is a possibility that, in order to be effective, requires investments in teacher education and training, in the dissemination of digital media and in promoting access to them; in addition to a systematization of a strategic plan for its implementation. It is necessary that these actions are based on dialogue with the school community, with students, teachers, in addition to public education managers. Without this, we believe, together with the Great Patron of Brazilian Education, that every attempt will be counterproductive and the place of exclusionary banking education will be strengthened.

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