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## Social Pedagogy: Difficulties and Public Policy Proposals

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### Abstract

Social pedagogy has more than 150 years of existence and its greatest experience and application can be found in Europe. This period was marked by several wars with authoritarian systems, requiring that social demands be considered and reflected in the educational system. In this sense, it is irrefutable that the main resource against poverty is education. It is in this civilizing process that the formation of the subject occurs, that is, in the social family nucleus that is formed by parents, educators and society. The objective of this study was to investigate the challenges and public policies facing the impacts of the COVID-19 pandemic on Early Childhood Education in Vila Velha, ES. The method used was phenomenological research with a qualitative approach. To analyze the data, a questionnaire with 14 questions was applied, containing a nominal scale and open questions, which was validated using the Content Validity Coefficient. 31 responses were collected from professionals working in early childhood education and the data was analyzed using the steps of content analysis. The results indicate that the measures were late and demonstrated that education was unable to create a link between social work, social services and education, this caused anxiety and hopelessness among teachers, reverberating into emotional problems. Public policy values the material and does not act on emotional issues, professional development and the needs of families.

**Keywords:** Social Pedagogy, COVID-19, Public Policy.

### 1. Introduction

The Covid 19 pandemic represented many challenges for society, especially in Basic Education, where there is unprecedented damage to the training of students and will consequently result in an increase in social inequality, where those most affected are from the working class.

The commitment to basic education in Brazil begins in Early Childhood Education and extends to high school and works so that children can be literate by the age of seven, in a process that needs to start at least at the age of four, with the acquisition of reading skills and writing, gradually evolving in complexity year by year. So that all children can be fully prepared to continue their school life and successfully complete Basic Education, it is necessary to guarantee the effectiveness of social networks for families in the health, education, social assistance networks and in the system bodies that aim to guarantee of the rights of children and adolescents who are in vulnerable and at-risk situations or who may suffer violations of their rights. It is the role of the State and the family to provide protective care from early childhood, especially those at risk and/or disabled.

Within the current panorama, many movements were observed between teachers and students with new demands that required efforts outside the usual routine where the school community was forced to adapt and learn to deal with digital technologies. Thus, pedagogical work had to quickly reconfigure itself to meet the new educational demand, with teaching practice being a specifically human and formative action, which according to Freire (1996), is a work that demands seriousness and rectitude.

In view of this, it was seen that in the COVID-19 pandemic, the teacher who was not in the classroom physically, but asynchronously for some students, guaranteed accessibility to the teaching-learning process in different ways as many did not have or even have access to the internet. At this stage in which children and adolescents are socializing and playing,

requiring physical contact with others, being online is the same as prioritizing technique and not socialization, going back to an education that does not transform, but as Paulo Freire (1996) points out ) is a banking education, where children are just deposits of content. On the other hand, there is also the risk of violence as the school does not provide closer monitoring, in addition to food and hygiene issues that may be exposed. This requires integrative and shared social policies across the network so that they can reduce the risks arising from the pandemic.

Challenge was the word that marked the trajectory of many students and schools in 2020, which was an atypical year marked by the COVID-19 pandemic that ravaged the world and brought catastrophic consequences not only in the field of education, but in the economic and social field. Technology has never been used so much in basic education. In view of this, there was discomfort among teachers and students with the demands that required efforts outside the community routine. The moment demanded it from schools and brought a new demand for teachers and students who were forced to adapt and learn to deal with technologies, record explanatory videos and develop new pedagogical practices in the digital environment.

The pedagogical work was quickly reconfigured with the initial purpose of maintaining the bond between families and their children who had non-face-to-face pedagogical activities (APNPs) providing various ways for students to carry out the activities, which can take place *online* with asynchronous classes, that is, classes can happen without the need for real-time interaction, which allows classes to take place regardless of location and time.

Given this educational context, an active methodology was sought where in the teaching-learning process the student is placed as the protagonist and the teacher assumes a supportive role, stimulating the student's autonomy so that he is capable of building his own knowledge.

Educators sought to optimize and improve the use of educational technology to work on the school curriculum. The student began to study alone, interacting with teachers and colleagues in virtual meetings in moments that were integrated into a face-to-face and online environment in hybrid teaching that proposes greater engagement in learning. However, despite all the efforts of the school community, the poverty of the students and teachers involved in this context became evident.

It was seen that the school community was not prepared for new demands and that teachers had to adapt quickly, not only to a new virtual class method due to social distancing, but also to teaching and learning within the new model of education mediated by technology.

The provision of virtual and printed classes and activities was guaranteed, as well as training for educators. It was observed that, in changing conditions, teachers were encouraged or forced to adapt to new educational demands. Teachers, students and their families felt the difficulties relevant to the moment experienced as access to the various resources available online, in addition to having to learn how to use the available tools, the educator had to appropriate better and expensive resources for the boss of life with the reality.

It should be noted that the Internet network with *Wi-Fi* and mobile cellular networks, which are packages considered expensive for a target audience that is made up of subjects inserted in the context of poverty and extreme poverty and

for Brazilian education professionals who are also with salaries that are out of date due to the low salary in the category nationwide.

Without infrastructure at home for remote study, both teachers and students had to organize their personal and professional routine, reinventing themselves daily. The schools themselves still lack adequate computers and internet to carry out the work proposed by the education departments. The lack of technological resources is not the only relevant factor to be considered during this pandemic period.

It is necessary to consider the difficulties of establishing a learning routine at home, with the same efficiency as that carried out in schools, given that most parents do not have the conditions and structure to assist with studies, favoring intellectual and cognitive growth in remote teaching. . The pedagogical practice in this case required and requires acceptance and monitoring.

The objective of this research was to investigate the role of social pedagogy in the face of the impacts of the COVID-19 pandemic on Early Childhood Education in Vila Velha, ES. The method used was phenomenological research with a qualitative approach. A questionnaire containing 14 questions was applied, with a nominal scale and open questions. The data was analyzed using content analysis. The results indicate that the lack of access to food, income, technology, equipment and late public policies caused frustration, anxiety, fear and hopelessness. Social pedagogy could be an excellent alternative to articulate social problems with academic performance and collaborate in the construction of more efficient public policies.

## 2. Social Pedagogy

Social pedagogy has 150 years of history and is an interdisciplinary field that represents the intersection of three areas of study, namely: education, social work and community development, dealing with social and educational issues. Schugurensky (2013).

Still for the aforementioned author, local effects are still important for the social pedagogue, but there are transnational effects that impact certain regions that have repercussions on the educational space. This link between social and educational forms an important link, the educational system needs to take a special look at the social system, otherwise the school could be confined to a space that reproduces inequalities.

In these 150 years, marked by clashes and wars, authoritarian regimes, social pedagogy breaks through school walls and involves the entire community to contribute to educational efforts. It is a holistic view of the person, their motivations, their needs (Schugurensky, 2013).

Social pedagogy is more important in Europe and little known in the Anglo-Saxon world. Relating social pedagogy to social services can harm the development of this segment, social pedagogy organizes social services (Hämäläinen, 2003).

The definition of Social Pedagogy is totally relevant to the current moment, as it originated from the need to provide educational methods for vulnerable groups, it is a practical science in overcoming social conflicts. In Caliman's (2008, p.352) conceptualization, Social Pedagogy is understood as a science oriented towards individuals and groups, with the objective of socializing human subjects. In the definition of

Smith and Whyte (2016, p. 15), “social pedagogy or social education offers an integrative conceptual basis for developing models of social work practice that promote social well-being through socio-educational strategies”.

In this sense, social pedagogy is for social issues, just as social issues are for pedagogy, whatever it may be, and in whatever context it may be, as it is the science that works with people. It is necessary to think epistemologically to understand reality in different contexts.

Having its cradle of activity in Europe, it is a mistake to think that social problems come from poor and developing countries, social needs change, but social problems are inherent to any economic system (De Andrade; De Amorim & Dos Reis, 2021). For the authors, the dynamics of the economy itself cause social inequalities, the TIGAP matrix, Transformation, innovation, geography of innovation, agents and processes proposes a conceptual model to map the scenarios for social innovation that have impacts on society. As pointed out by Schugurensky (2013), transnational and regional effects launch new social aspects to be observed that influence socio-educational measures.

In the study by Suenker et al. (2016), when analyzing work in the German States from bourgeois society to the present day, identified that there was an attempt to teach the habits of the common worker, social pedagogy deconstructed this attempt, presenting real education, the autonomy of praxis in people's lives, still states that social pedagogy is mediated by a real democracy and works with questions of how to transform capitalism.

There are two major relationship aspects of social pedagogy, one of which is observing society, understanding its needs and identifying the impacts on socio-educational parameters. On the other hand, social pedagogy, when bringing local, national or group reality, proposes transformation through strong criticism and questioning of people who are in this context.

These facts elucidate that social pedagogy is instilled in teaching practices, it is possible to risk signaling that when working on any content and discussing possible causes, a critical process can be created. Analyzing these aspects of Paulo Freire's work, it becomes more evident that by respecting the experience of others, there is an approach to discussing this world, why it is going through these processes and demanding transformation. In this view, in fact, social pedagogy is not supported by content alone, but by the possibility of creating connections with the real world and from this reality obtaining solid democratic processes, rejecting utopian democracy for the few. For Romm (2016), social pedagogy influences the improvement of society, sectors, employment and others.

The current school reality suggests changes, inaugurating a new educational communication, where paradigms emerge with concepts and values reflected in a reality that literally suggests transformations in modern society, proposing new guidelines. The school needs to adopt different pedagogical proposals to meet this reality. The term Social Pedagogy appears with the German pedagogue Friedrich Wilhelm Adolph Diesterweg in 1850 (Machado, 2008).

For Caliman (2009, p. 889) it is not easy to define Social Pedagogy in a single sentence “it is a science, normative, descriptive, that guides socio-pedagogical practice aimed at individuals or groups” who need support and help with their diverse needs. Author's definition:

“Social Pedagogy in Brazil tends to be conceived as a science that belongs to the list of Educational Sciences, a science sensitive to the dimension of human sociability, that is, that is particularly concerned with the social education of historically situated individuals. An education that occurs in a particular way where formal education agencies cannot reach; in relationships of help to people in difficulty, especially children, adolescents and young people who suffer due to little attention to their fundamental needs” (Caliman, 2009, p.486).

To meet current demands, there is a need to expand concepts and propose new actions in order to fill the gap that traditional schools no longer meet. For Freire (2015), the school must promote a critical sense that, by educating for “awareness”, develops in students a critical, conscious and responsible way of being in the world, with the world and for the world.

When it comes to Social Pedagogy, it is possible to see that in fact:

“(…) currently, the perspective that permeates the arguments of the authors researched is that a diversity of theories can support Social Pedagogy in different ways, making it necessary to consider the various realities and their peculiarities case by case to identify which theory it is the most appropriate to support the methodologies, practices and discussions in the area” (Machado, 2012, p.63).

Faced with new educational paradigms, there is a need for a science with a holistic view of the school context. In this sense, social pedagogy is configured as a modern science that must be considered for its ability to meet diversity in the context of public and private education for its specificity in focusing attention on the students who make up the natural diversity of life. It is necessary to know the social causes of race, class, gender and sexuality that constitute the identity of this public. For Da Silva (2016), social pedagogy is also a field of resistance. By establishing a link with local culture and incorporating it into education, an identity is created that will strengthen the resistance and criticality of a people.

According to Vieira Pinto (1989, p.29), “education is the process by which society forms its members in its image and according to its interests”.

Faced with new and current educational demands, it is necessary to find ways to democratize the space where different subjects coexist, who belong to different social contexts, who bring a life story built from different experiences. It is possible and necessary to seek solutions to not only insert, but democratize the educational process, with professionals who have training focused on popular and community education, vulnerable people, or not, such as indigenous people, quilombolas, PwD (people with disabilities). ) within the diversity of genres existing in the contemporary world within the concept that began in the 1950s with the Dutch doctor Dr. Bernard Lievegoed, professor of Social Psychology at the Faculty of Business Administration in Rotterdam. (Lievegoed, 2013).

It is noteworthy that as a field of work and training the application of social pedagogy is still imprecise. The study by Hämäläinen & Eriksson (2016), when identifying the concept of social pedagogy in Sweden and Finland, found that this discipline in Sweden is not recognized, in Finland knowledge of this in teacher training is little known and

does not find general practical acceptance in the area.

As a subject that is sparse in Pedagogy, as it does not have a recognized locus within the context of Pedagogy, it requires training for the pedagogue linked to the lack of recognition of the practice. It is necessary to launch a new understanding of social pedagogy for the development of pedagogical issues, it cannot be seen as a sector, but in a systemic and integrated way not only with the school, but beyond the walls. The school cannot be treated as a condominium in which people feel safe only in that space, but when they leave, they are exposed to the reality of the world and face dangers and challenges to be faced. In Spain there is a double degree in Social Education and Social Work, but this is merely an allusive one, as there is multi-departmental involvement in the teaching of the degree (Cerda et al. 2016). In principle, there is a context of fusion between social education and social services.

According to Romm (2016), the development of social pedagogy goes through aspects such as: recognizing it as a scientific discipline with philosophy, the possibility, based on the worldview, of proposing new ways to transform it, testing new social technologies and finally improving research methods socio-pedagogical.

Social pedagogy understands this world, how it influences educational performance and helps to rethink public policies to safeguard lives and promote social equity.

### 2.1. Paulo Freire and the Social Function of the School

In 1960, an educational front of critical pedagogy emerged in Brazil, whose main mentor was Paulo Freire, who ended up becoming the Patron of Brazilian Education. Considered to be one of those largely responsible for expanding this type of knowledge, promoting the importance of literacy for everyone, regardless of the differences between students. The educator and philosopher is one of the most recognized thinkers in Brazilian education, a reference for teachers and educators around the world, being the most cited author in scientific productions precisely because he applied teaching methods aimed at political awareness and popular education.

For Da Silva (2016), Paulo Freire is the most prominent and famous scientist in the field of social pedagogy. When analyzing Praxis, it respects the cultural individuality of each person, this forms a field of resistance and reflection for society.

Paulo Freire influenced and influences many studies, disciplines and public policies that were developed in Brazil and outside Brazil towards an expansion of Social Pedagogy.

In modern times, new challenges arise, and it is at school that different issues arise and must be analyzed to separate true ideas from false ideas, in order to interact with new knowledge and concepts that expand the subject's capabilities and qualities for autonomous exercise, conscious and critical of citizenship, articulating knowledge for the world of work and social relations. In the book *Teaching knowledge and professional training* Tardif (2011) establishes that there should not be a separation between the knowledge coming from the university and the reality experienced by the teacher in everyday school life.

In modern philosophy, epistemology is brought into discussion promoting two different positions, with the empiricist point of view stating that knowledge must be

based on experience and the rationalist view stating that the source of knowledge is found in reason, and not in experience. .

[...] An education that allows men to courageously discuss their problems. Of its insertion in this problem. That puts you in constant dialogue with others. That predisposes you to constant revisions. To the critical analysis of your 'findings'. To a certain rebellion in the most human sense of the expression. [...] (Freire, 1984, p. 38).

Regarding the social function of the school, Saviani (2013, p. 14) argues that "the function of the school is to provide the acquisition of instruments that enable access to elaborate knowledge (science), as well as access to the rudiments of this knowledge". School activities must be organized around this issue. Referring to the same theme, Libâneo (2007) states that schools must help students develop their intellectual and cognitive capabilities in the face of a set of social problems that exist in the world today and that affect youth.

It is up to the teacher to recognize that politics is related to what concerns the public good, life in common, the rules, laws and standards of conduct of that life, in that space, and, above all, the act of decision that will affect all these questions. It's no easy task.

It is also worth highlighting that the policy was created to regulate social conflicts and that public policy is conceived as the set of actions triggered by the State, in Brazil, at the federal, state and municipal scales.

Within this context, we still have the family as the first institution of human beings that must teach the first rules. It is the guide for the first steps within society towards social life, being the reference, where you learn the first values regardless of your social model. It is there that the formation of the subject takes place, where one learns to live, to co-exist, to respect, to have discipline or not, being the social individual's first place of speech.

The school is, therefore, the space for formal education that must prepare for the exercise of citizenship and autonomy that transmits knowledge. That teaches how to think and reason, creating a basis for living in society with equals, with those who are different and divergent, teaching how-to live-in society. In this context, we highlight that for Freire (1996), the presence of the teacher itself must be political and cannot go unnoticed. Education as a specifically human experience is a form of intervention in the world. Freire wrote:

As a presence, I cannot be an omission, but a subject of options. I must reveal to students my ability to analyze, compare, evaluate, decide, choose, break. My ability to do justice, to not fail the truth. Ethical, for this very reason, it has to be my testimony (Freire, 1996, p.110).

In this way, the school is inserted in an environment of potential. For Freire, obstacles do not last forever.

I like being people because, even though we know that the material, economic, social, political, cultural and ideological conditions in which we find ourselves almost always generate barriers that are difficult to overcome in the fulfillment of our historic task of changing the world, I also know that the obstacles they do not last forever (Freire, 1996, p. 60).

According to Freire (1996), when we live the authenticity required by the practice of teaching-learning, we participate in a total, directive, political, ideological, pedagogical, aesthetic and ethical experience, which must go hand in

hand with decency and seriousness.

Tardif (2011) talks about the four teaching knowledge, identifying them as: professional training, disciplinary, curricular and, finally, experiential, that is, the teacher's knowledge is plural that also deserves a loving and inclusive.

actions, the organization of curricula and subjects, selection of content, methodologies, assessment and school experiences need to be identified in projects that aim not only at mastering reading and writing codes, but at critically reading and interpreting the world seeking a democratic, more just and egalitarian society. Transformative and differential education emerges as a practice of freedom. It takes curiosity and common sense, as Freire says:

[...] My common sense warns me that there is something to be understood in Pedrinho's behavior, silent, scared, distant, fearful, hiding from himself, even. Common sense makes me see that the problem is not with the other boys, in their restlessness, in their excitement, in their vitality. My common sense doesn't tell me what it is, but it makes it clear that there is something that needs to be known. (Freire, 1996, p. 70).

Emancipatory education aims to guarantee rights for the full exercise of citizenship with eyes focused on the current reality in an ethical-epistemological attitude, in which research, discovery and creativity take place representing the interests of teachers, students, staff and parents to achieve a critical reading that forces us to rethink the school in the search for integral development.

Social pedagogy works in the field of diversity, each geographic, political and social context will have its peculiarities that affect socio-educational issues. The greatest development of social pedagogy will occur through the union of social pedagogy theory, research, and practice (Jensen, 2013).

### 3. Method

For Creswell (2013, p. 36), qualitative research strategies include narrative, phenomenological research, ethnographies, grounded theory studies and case studies.

Phenomenological research in the view of Creswell (2010, p. 36):

"is an investigation strategy in which the researcher identifies the essence of human experiences, with respect to a phenomenon, described by participants. Understanding lived experiences distinguishes phenomenology as a philosophy as well as a method, and the procedure involves the study of a small number of individuals through extensive and prolonged engagement."

For Triviños (1992, p.43), phenomenology "is the study of essences, seeking in the world that which is always there, before reflection, as an inalienable presence, and whose effort rests on finding this naive contact with the world to finally give it a philosophical status".

As a phenomenon, this research investigates the role of social pedagogy in the face of the impacts of the COVID-19 pandemic on Early Childhood Education in Vila Velha, ES to understand the feelings provoked in these two school years such as: anxieties, desires, fears, frustrations, among others. and their achievements, their successes and what were the challenges and pedagogical strategies used during non-face-to-face and remote classes in pandemic times. Regarding the qualitative approach, Chizzotti (2000) states

that the data obtained cannot be treated objectively through a series of quantitative indicators, warning that in qualitative research the researcher has great mobility and must validate all techniques to present the scientificity of the research.

Agreeing with Martins et. al. (2006), for whom "qualitative research supports researchers who seek new forms of more contextualized and holistic data, closer to reality and practice". The information acquired by questionnaires can be richer, deeper, more specific, more varied.

Qualitative research provides challenges in terms of contributing reflections to the construction of knowledge. Thus, we sought theoretical support from Minayo, 2017, which says:

Qualitative research answers very particular questions. It is concerned, in the social sciences, with a level of reality that cannot be quantified. In other words, it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables (Minayo, 2017, pp. 21-22).

This type of research is one of the ways of knowing and understanding the reality of the respondents, in this case it occurred through qualitative research, guided by established paths that demonstrate the practice within the researched context, contributing with reflections on what is being investigated with the purpose of developing new areas of study.

To understand this universe, a questionnaire was administered in the months of September and October 2022, in order to contribute to the acquisition of new knowledge in the face of the scenario caused by COVID-19.

The questionnaire, according to Gil (2007, p.128), can be defined "as the investigation technique composed of a more or less high number of questions presented to people in writing, with the objective of knowing opinions, beliefs, feelings, interests, expectations, situations experienced, etc."

The choice of research technique is directly linked to the nature of the research to be carried out. Marconi and Lakatos (1990, p. 33) inform that "both methods and techniques must adapt to the problem to be studied, the hypotheses raised and that one wanted to confirm, and the type of informants with whom one will contact".

The instrument used was the questionnaire that was distributed to professionals working in basic education. It consists of open and closed questions in order to analyze the actions carried out between 2020 and 2021 in the face of the impacts of the pandemic, as well as to understand the effects of public policies applied during the academic period.

The research was carried out on an investigative basis through questionnaires/interviews that will be applied in 2021, consisting of 14 questions with multiple choice questions and open questions. The questions that make up the questionnaire were prepared and grouped based on the specific objectives of the research project. There are three specific objectives, and for each of them between three and four questions were developed, in order to provide support for these objectives to be achieved at the end of this study.

### 4. Results

The results are structured into Question, analysis and grids composed of category and subcategories.

**QUESTION 1** - What obstacles to social causes did you observe, in the face of the pandemic process, in working with students?  
Describe:

The obstacles to social causes form a tripod, being emotional, pedagogical and technological. In relation to the emotional aspect, it is mainly noted the behavioral relationship of children's sadness, changes in consumption

habits, social distancing and mourning. From a pedagogical point of view, the difficulty in having a remote model, the loss of learning during the pandemic, the difficulty of hybrid teaching and family adherence. Regarding the technological challenge, lack of resources among both students and teachers, difficulty in mastering technology, sharing technology with family work and children's activities. Grid 1 presents the categories of analysis, subcategory and analysis of recording interviews regarding the causes of the pandemic.

**Grid 1: Barriers to Social Causes.**

<b>Category:</b> Pedagogical actions carried out in 2020 and 2021		
<b>Subcategory:</b> Distance Learning Challenges		
Emotional/Health Challenge (12)	Pedagogical Challenge (11)	Technological Challenge (18)
<p><b>Respondent 1</b> - Psychological support for families.  <b>Respondent 4</b> - It is related to health: thousands of infected, hospitalized and dead.  <b>Respondent 5</b> - Purchasing and consumption behavior in society has also changed.  <b>Respondent 6</b> - Lack of dialogue with the teaching profession, lack of empathy with their peers.  <b>Respondent 9</b> - Grief, death...  <b>Respondent 11</b> - little interest in looking for material.  <b>Respondent 12</b> - The fact that we cannot work directly with children.  <b>Respondent 17</b> - Adequate and adapted environments for the new situation, appropriate and available PPE, lack of covid tests for the school community and lack of vaccine.  <b>Respondent 20</b> - Children are more sensitive, many are more tearful, others are more nervous, in general they are also more dependent on adults.  <b>Respondent 21</b> - Psychological above all problems.  <b>Respondent 23</b> - Difficulty handling the mask.  <b>Respondent 3 1</b> - Training to deal with the pandemic.</p>	<p><b>Respondent 3</b> - working remotely makes it difficult to have good monitoring.  <b>Respondent 7</b> - Carrying out 100% remote mode and rotating groups in the hybrid model makes the dynamics and continuity of teaching and learning difficult.  <b>Respondent 8</b> - The content studied during the pandemic period was all lost.  <b>Respondent 9</b> - Learning difficulties.  <b>Respondent 13</b> - Many students did not have access  <b>Respondent 16</b> - The difficulty in families adhering to remote learning.  <b>Respondent 18</b> - Some families claimed that they could not go to school to pursue non-face-to-face activities.  <b>Respondent 19</b> - The children were very affected.  <b>Respondent 22</b> - Going to pick up printed activities at school due to lack of resources for travel.  <b>Respondent 26</b> - Dependence on an adult to accompany/assist the child during class.  <b>Respondent 28</b> - Difficulty learning with remote teaching, lack of family structure to help with this process.</p>	<p><b>Respondent 1</b> - Lack of technological structures  <b>Respondent 2</b> - The biggest difficulty was access to the internet, most parents only had a cell phone, without internet access.  <b>Respondent 6</b> - Lack of internet access, lack of resources (computer, cell phone), lack of knowledge of technologies.  <b>Respondent 11</b> - Access to the internet and little interest in searching for material.  <b>Respondent 13</b> - Many students did not have access  <b>Respondent 14</b> - Families did not have internet or technology.  <b>Respondent 15</b> - Total lack of infrastructure.  <b>Respondent 16</b> - technological precariousness.  <b>Respondent 18</b> - Many did not have access to the internet and some families claimed that they could not go to school to pursue non-face-to-face activities.  <b>Respondent 19</b> - The professionals did not have the technological knowledge to work.  <b>Respondent 22</b> - The biggest obstacle was their lack of conditions to access remote education.  <b>Respondent 24</b> - Difficulty accessing and using technologies.  <b>Respondent 25</b> - Lack of technological resources.  <b>Respondent 26</b> - Lack of technological resources on the part of teachers and students.  <b>Respondent 28</b> - Students without internet access, cell phones and notebooks.  <b>Respondent 29</b> - The biggest obstacle was the lack of access by students to educational technologies.  <b>Respondent 30</b> - The lack of technological resources for both students and teachers.  <b>Respondent 3 1</b> - Training to deal with the pandemic.</p>

Source: Own elaboration, 2023

**QUESTION 2** - How have obstacles to social causes influenced educational practices? Describe:

For Tardif (2011), teaching knowledge is that acquired for or at work and mobilized with a view to a task linked to teaching and the school universe. In short, teaching knowledge is multidimensional and covers a variety of related aspects.

The teacher's work, requiring practical reflection from the teaching activity, professional knowledge also includes psychological aspects, as it requires the teacher to have knowledge about himself and recognition from others. The teacher's knowledge is experiential knowledge, as it is

practical and complex.

The challenges of the current teacher, use of new technologies, pedagogical relationship centered on the student's needs, relationship with families. Grid 5 presents the pedagogical and technological obstacles, three registration units can be observed. The first concerns being, concern for people, family, a complicated time for everyone in which excessive pressure can have a negative effect on motivation for learning. The second is know-how, use of media, printed activities and the third is coexistence

without face-to-face contact, a new learning experience for teachers, students, and families.

**Grid 2: Pedagogical and Technological Barriers.**

<b>Category : Pedagogical and technological obstacles</b>		
<b>Subcategory : Social Causes in relation to Teaching Knowledge</b>		
Knowing How to Be (3)	Know how to do (4)	Knowing how to live together (5)
<p><b>Respondent 1</b> We did not demand more than families could offer, as this moment is very delicate and new, as many families have lost their loved ones.</p> <p><b>Respondent 5</b> - We have constantly resumed dialogues with children about feelings of fear, sadness, trust and acceptance.</p> <p><b>Respondent 7</b> - Making it difficult to have direct communication with families and monitoring of children.</p>	<p><b>Respondent 2</b> - We did printed activities.</p> <p><b>Respondent 2</b> – We made videos explaining the activities, posted classes on WhatsApp and Google Classroom, created a YouTube channel and other resources.</p> <p><b>Respondent 4</b> - It was necessary to offer printed activities (APNP) as a way of guaranteeing access to education and teaching during this period.</p> <p><b>Respondent 3 1</b> – Perseverance in active search work.</p>	<p><b>Respondent 1</b> We had to adapt to the reality of each family and offer information in a way that was more enlightening for each one.</p> <p><b>Respondent 7</b> - Parents' lack of teaching skills.</p> <p><b>Respondent 6</b> - Given the lack of access to technological equipment for families and the need for work to be remote, with weekly activities being sent online.</p> <p><b>Respondent 8</b> - It was necessary to adapt to working with technology due to the distance and protocols in general.</p> <p><b>Answer 10</b> - The student without access only had access to APNPs , which was not enough for learning.</p>

Source: Own elaboration, 2023

Question 3 - During this period, was it possible, within the school communities where you work, **to build and conduct social education proposals** across public policy sectors, promoting actions to improve the reality of people who have suffered or are suffering greater impacts from the pandemic? Was there accessibility and inclusion of rights in the face of social inequalities? Justify:

With regard to public policies, two registration units were observed, one related to the inclusion of rights and the other to negligence in Assistance. In the registration unit, inclusion of rights are related to food issues and government assistance to local companies. At this point, one of the responses emphasizes the importance of looking outside the school and checking what other impacts may

have an impact on education, a concern also with helping micro and small businesses to maintain family income that also affects education. In the second record, negligence in assistance, the communication of policies and their effectiveness were not observed by 14 respondents. Grid 3 shows the result of the analysis.

**Grid 3: Build and Conduct Social Education Proposals between Public Policy Sectors.**

<b>Category: Education and Social Proposal in COVID-19</b>	
<b>Subcategory: Public Policies</b>	
Registration Unit Inclusion of Rights (15)	Registration Unit Negligence in Assistance (14)
<p><b>Respondent 1</b> - Yes. Some actions such as distribution of basic food baskets and assistance to buy some school materials.</p> <p><b>Respondent 4</b> - In addition to what has already been mentioned, the PSE (School Health Program) made itself available to meet psychological and emotional needs.</p> <p><b>Respondent 7</b> - The government of Espírito Santo managed to implement important actions to tackle inequalities: basic food basket, aid for small businesses, among others.</p> <p><b>Respondent 9</b> - The school community had digital access.</p> <p><b>Respondent 16</b> - The school provided maximum assistance in accessing and interacting with <i>Google Classroom</i>, as well as systematically offering APNPS.</p> <p><b>Respondent 17</b> - In parts. Handouts were created.</p> <p><b>Respondent 18</b> - There were some initiatives.</p> <p><b>Respondent 19</b> - I believe so. Some social projects were created with the intention of responding.</p> <p><b>Respondent 21</b> -I am unaware of the action.</p> <p><b>Respondent 22</b> - Education, a right for everyone and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work.</p> <p><b>Respondent 23</b> – Very little.</p> <p><b>Respondent 24</b> - As I said before, there was the delivery of food kits and cash bags, in these actions the school where I work was a delivery hub for families, in addition the school promoted vaccination and was also a reference location.</p> <p><b>Respondent 25</b> - The children and families received baskets and green kits, but this action is already the child's right since they were not using snacks.</p>	<p><b>Respondent 2</b> - I don't think what happened was material assistance.</p> <p><b>Respondent 3</b> - No, there was a lack of articulation and initiative from the public agent responsible for educational management.</p> <p><b>Respondent 5</b> - No. We realize that there are no new social inclusion policies and the school is unable to play this role as an intersectoral support network is needed for implementation.</p> <p><b>Respondent 6</b> - I was not very present during this period at the school, but I felt that there was a concern for the families most impacted by the school.</p> <p><b>Respondent 7</b> - I was not aware.</p> <p><b>Respondent 8</b> – No</p> <p><b>Respondent 10</b> – No</p> <p><b>Respondent 11</b> - No, because the decisions taken were unilateral, meaning that the school community was not listened to.</p> <p><b>Respondent 12</b> – I don't know.</p> <p><b>Respondent 13</b> – Unfortunately, not.</p> <p><b>Respondent 14</b> – No</p> <p><b>Respondent 15</b> – No</p> <p><b>Respondent 18</b> - There were some initiatives, but they did not have a major impact on people's lives.</p> <p><b>Respondent 3 1</b> - No! Accessibility for few.</p>

**Respondent 26** - Not much. Few public policies were adopted, including in the case of special education, which was the public most affected by the difficulties experienced post nos.

**Respondent 28** - Yes, the school provided printed material.

Source: Own elaboration, 2023

## 5. Conclusion

The social political role of the teacher gained notable visibility in the current context of the COVID-19 pandemic in light of the pedagogical work carried out in 2020 and 2021. The world missed the school, the teacher and the entire context that involves a school community. There were many impacts on early childhood education in the face of social inequalities. However, the educational working class did not stop producing. These were moments of great anguish, but also of a lot of pedagogical work aimed at the unusual times we are experiencing.

Now, at the end of September 2022, children in Region IV of Vila Velha were vaccinated with the first dose, that is, almost two years later. Classes in the municipality were stopped in March 2020 and today the pandemic still has global emergency status, hospitalizing many children because they have not yet been vaccinated and the virus continues to circulate.

In addition to the pedagogical losses with closed schools and non-face-to-face teaching, teachers found themselves forced, from one moment to the next, in many cases, without appropriate training for the demands of the moment, to teach their classes remotely. This resulted in many other impacts of an affective and emotional nature that the pandemic period brought to the exercise of their activities in the school in this region investigated, as teachers, in addition to not mastering technological resources, also did not have resources such as cell phones, notebooks, and families. , internet, data package and *wi-fi* network . The school didn't even have one and if it did, access was limited and was only used by the school secretariat and its management.

Social pedagogy, as this triad between social work, social service and education, demonstrated that it is possible, based on the local reality, to investigate the social problems that influence academic performance and the emotional aspects of the academic community.

With the specific objective, to identify the impacts and which pedagogical actions were adopted to work on the challenges and possibilities of distance learning in student learning in the academic period of the years 2020 and 2021 in public education, it was found that the measures adopted were not sufficient to to obtain quality and inclusive education. This reinforces the thesis that social problems strongly influence educational aspects and their non-recognition causes problems throughout the school community, affecting the family as a whole.

In relation to Knowing the effects of social policies applied during the Covid-19 Pandemic in the 2020 and 2021 academic years in public early childhood education in Region IV of the municipality of Vila Velha, given the challenges faced by teachers and students, it was highlighted that they were not sufficient and were presented late, this reinforces that by not including social pedagogy in the system, the opportunity to quickly allocate social triggers to meet the needs of the community is lost.

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