



### **Thesis Summary:**

**Paraná's education policy in the 2020-2021 pandemic period  
evaluated by female educators from state public schools**

### **Resumo de Tese:**

**A política educacional do Paraná no período pandêmico 2020-  
2021 avaliada por pedagogas das escolas públicas estaduais**

### **Resumen de Tesis:**

**La política educativa de Paraná durante la pandemia 2020-2021  
evaluada por pedagogas de escuelas públicas estatales**

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**Abstract:** The object of study of this research is the education policy in the state of Paraná during the 2020-2021 pandemic period as implemented by the Paraná State Education Secretariat (SEED-PR). It aimed to analyze the education policy developed by the state for the COVID-19 pandemic context (2020-2021) based on assessments carried out by female educators in state public schools. The specific objectives are as follows: a) to characterize the field and agents of the state of Paraná education policy implemented in the state public network in the 2020-2021 period, during the COVID-19 pandemic; b) to reveal the female educators' understanding of the political-educational guidelines imposed to public schools in the pandemic context; and c) to indicate, from the female educators' assessment, the limits and possibilities identified in the education service provided by state schools in Paraná in the pandemic period. The thesis is also based on the idea that female educators working in the state public education system adapted and reconceptualized the education policy proposed during the 2020-2021 pandemic period in the state of Paraná. The main argument is based on observation of the main policies made by SEED-PR and specific actions implemented inside education institutions in the pandemic period, which, a priori, provided a view of the education and governance that currently predominates in the state of Paraná. The theoretical background supporting the study is based on the evaluation of education policies and programs (Afonso, 2007; Fernandes, 2010) and on Bourdieu's Theory (1983; 1989) referring to the concepts of State, capital, field and porosity between fields from a relational analysis approach, among others. The procedures used to gather data were document analysis and online questionnaire, with open, closed and mixed questions sent via Google Forms. The research participants were female educators working in the State of Paraná Regional Education Offices, selected by means of intentional sampling. The Discursive Textual Analysis methodology, by Moraes and Galiazzi (2011) was employed to analyze the data collected. The research results revealed intensification of the managerial character of the state of Paraná governance, given the State action during the pandemic. The evaluation data revealed some problems in education institutions such as the existence of a big

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gap between political and school agents, which is characterized by an authoritarian and bureaucratic relationship among them, lack of consideration of the school reality regarding the possibility of use of technologies during the pandemic period, and the accumulation of bureaucratic work for those female educators. The evaluation also indicated the relevance of evaluating the state education policy in Paraná by those who experienced it and recontextualized it in the school field.

**Keywords:** Evaluation of Education Policies and Programs. Managerialism. COVID-19. Female Educators. Education Policy.

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