
Thesis Summary:
**Evaluation of the special remote teaching regime in Pará (2020-2021)
by school agents: contributions from Bourdieu's relational analysis**

Resumo de Tese:
**Avaliação do regime especial de aulas não presenciais do Pará (2020-
2021) pelos agentes escolares: contributos da análise relacional
bourdieusiana**

Resumen de Tesis:
**Evaluación del régimen especial de clases no presenciales en Pará
(2020-2021) por parte de los agentes escolares: contribuciones del
análisis relacional bourdiesiano**

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Resumo: This research evaluated the special remote teaching regime in Pará (REANP, Brazilian acronym for regime especial de aulas não presenciais do Pará) during the COVID-19 pandemic (2020-2021), from the perspective of school agents and using Bourdieu's relational analysis. In general, it sought to analyze the REANP regarding its underlying principles, to understand its incorporation into the Pará state education network and its unfolding in the school context. Its specific aims were as follows: 1) to identify the documents, political agents, and prevailing values in the institution of the REANP as an educational policy; 2) to evaluate the incorporation of the REANP and its unfolding in the school context; 3) to verify the evaluation indicators in relation to social and territorial issues; and 4) to point out the effects generated by the REANP in the school context. The assumptions that underpin this thesis are based on the field of Educational Evaluation, and the main references are the works of Fernandes (2018a; 2018b; 2010) and Januzzi (2022; 2021; 2020; 2019; 2016; 2014; 2011), as well as the writings of Pierre Bourdieu on Science, the State and education (2021; 2020; 2018; 2014; 2013; 2011; 1989; 1983). This is a qualitative study developed using documentary analysis of the resolutions that regulate and guide teaching in the school years of 2020-2021 in the state of Pará; and the application of electronic questionnaires, via the Google Forms platform, to managers, pedagogical coordinators, and teachers working in the state public education network of Pará. The data were analyzed according to the relational method, using the Multiple Correspondence Analysis (MCA) technique, according to the categories of perception: field, capital, and habitus. The REANP was established as an educational policy during the pandemic by the Government of the State of Pará, through the State Council of Education (CEE/PA), by Resolution CEE/PA nº 102, of March 19, 2020, and aimed at "maintaining pedagogical activities without the presence of students and teachers on school premises" (Pará, 2020a). To achieve this objective, five actions were outlined: a) the planning and development of pedagogical and

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administrative actions aimed at providing study and learning materials; b) the preparation of specific study materials for each stage and modality of education; c) recording attendance and pedagogical activities for certification purposes and proof of studies completed; d) organizing assessments of the content taught. The development of the policy began with the State Secretariat of Education of Pará (SEDUC/PA) encouraging the use of remote teaching practices in schools, through the #TodosEmCasaPelaEducação (EveryoneAtHomeForEducation) movement. The movement was a type of program that fostered a set of actions to promote remote activities, guaranteeing a minimum study schedule and motivating students not to abandon school during the critical moment of social isolation. Among the actions, the following stood out: video lessons, "Para Casa" (Homework), Enem Pará (Pará State High School Exam), SeduCast (a podcast), structuring activities, activity compendiums, and teacher training. The analysis results indicate that the educational policy established to guide schools during the emergency period was weak and limited, aiming only to maintain pedagogical activities without the presence of students and teachers on school premises. It merely indicated the adoption of pedagogical actions aimed at bureaucratizing teaching by directing schools to prepare and send easily accessible study and learning materials, and to record student attendance and pedagogical activities, with the sole purpose of fulfilling the teaching hours and school days established in the LDB (Brazilian Education Law). Thus, the data suggest that the regime did not provide concrete measures to ensure that the right to education was truly guaranteed to all students in Pará, given that, as an educational policy, it acted to exacerbate the deepening of structural inequalities in society through intense precarization of school institutions and the weakening of teaching and learning.

Keywords: Education. COVID-19 pandemic. Special remote teaching regime. Assessment of Policies and/or Programs. School agents.

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