

### **Our position regarding the official school strategy against the pandemic**

We believe that we must ask ourselves what is the role of the FIMEM in view of the perspective that the Ministries of Education of the countries that promote teachers complete the official educational programs have been pressured, putting pressure on girls and boys to intense and overwhelming work in home, without any awareness of the severity of the pandemic and its significance for the child and youth population.

In many families, children and adolescents were pushed out of the house to fulfill tasks on the clandestine internet, which, in violation of health regulations, opened its doors for the use of computers in confined spaces and where contagion could occur in exponential form. Finally, it should be added that the tension in the homes increased in an increasing way, with long working hours entrusted by many teachers and directors for whom the order had been to finish the program, at any cost, without taking into account that the house was not the school, fathers and mothers were not the teachers; et not consider that confinement generates a specific stress that links fears, anxieties with previous emotional conditions that multiply. The circumstances experienced by the school population, their families and the teachers in those 70 days of confinement must be the reason for a deep analysis to guide future decisions and transform the sclerosed, heteronomous and authoritarian structure of the educational authorities so that they are able to listen to the critical voices of the teachers and the population.

This pressure has also been exerted on the teachers with surveillance and control and the demand to have evidence to show the work carried out, as is the case in Mexico of the "folder of experiences". All this without taking into account the serious inequality that exists in our country and that makes it a utopia for a large part of the population to have a computer or a cell phone to stay connected and meet the demands of the Ministry of Public Education. This position has led sectors of the population to think that the virtual education strategy may disappear the teaching staff.

But it is also necessary to recognize that there was another response by a very important portion of the teaching profession. For them, the fundamental thing was contact, sending their students the signal that school was not homework but people; that the school was not the books and the building, but the possibility of meeting and knowing that they were alive. Through multiple resources: WhatsApp's, voice messages, emails, phone calls or videoconferences, they established a permanent contact that deeply nurtured relationships and allowed schoolchildren to know they were present in the minds of their teachers and peers. These actions fulfill an essential educational function because one of the main objectives of the school is to promote healthy, creative and constructive socialization processes.

Likewise, it is necessary to reflect on the opportunism of all the computer companies that are looking to take up spaces in the virtual classroom in order to achieve, surely, juicy businesses that are oriented towards the privatization of the public school.



## Movimiento por una Educación Popular Alternativa

A time can be proposed in the general assembly for each movement to explain how the situation is in their country and in a second intervention to present their proposals.

We believe that it should be concluded with a manifesto of the FIMEM about the new directions that education currently requires.

Post-pandemic school requires a deconstruction and a curricular construction that provides cognitive, emotional and ethical tools for the new generations to understand that a transformation in the distribution of wealth is urgent, encouraging the fight against consumerism and reflection on other possible realities where the dignity of human life is a right exercised by all, the balance of ecosystems is protected, and social justice is practiced in every corner of the classroom so that it becomes a moral structure to stop the training of future entrepreneurs against the training of a massive mass of workers and employees who can die but must thank the boss that at least they have work. These new generations need to oppose all forms of exploitation of human labor and a fraternal fight for social justice, where they recognize that neoliberalism crossed by the dominance of financial capital has been unable to provide social or political responses to the catastrophe to which it led to global society, which is really evident today in the humanitarian crisis we are experiencing in the context of the pandemic.

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(Translation by google)

