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The Brazilian Journal of Public and International Policies would like to express their appreciation and deep gratitude to colleagues who served as peer reviewers in the second issue of 2022, as listed below.

PGPCI
Programa de Pós-Graduação em
Gestão Pública e Cooperação Internacional

CONTENT

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[1] The authors are solely responsible for the translation and editing of papers published in the Brazilian Journal of Public and International Policies (RPPI) in a foreign language.

EDITORIAL

The RPPI and contributions to teaching

The Brazilian Journal of Public and International Policies (RPPI) greets the esteemed members of the editorial board, area editors, journal manager, editing assistants, authors, reviewers and readers. With great pleasure, we present to the public our 2022 number 2.

This issue contains eight texts, the majority of which are contained in the Dossier published in this issue. Prof. Dr. Elia Elisa Cia Alves and Prof. Dr. Cristina C. Pacheco have been organising this Dossier since 2021. The articles present teaching cases related to International Relations disciplines that were discussed in the Mettrica Lab (Laboratory of Methods and Techniques for Active Learning in IR). This debate on teaching cases is an area with potential for scientific journals, which, in addition to disseminating research, can also fulfil the important role of disseminating teaching experiences. The Dossier presented in this issue adds to these experiences.

In addition to the articles contained in the Dossier, this issue also features two other articles with debates more related to public policies. As the RPPI seeks to be an innovative vehicle that crosses the areas of International Relations and Public Policies, this issue can be taken as an example of these meetings and the synergies they generate.

In the context of the Magazine's activities, we inform you that the assistant director, Polianna Almeida, will take on the role of Magazine Manager. Although acting voluntarily, this arrival allows greater autonomy and capillarity for the journal's activities and coordination of the Journal's editing processes.

In addition to the arrival of the magazine manager, in recent months other new editing assistants have also joined the RPPI: Brenda Dominguez, who has been with RPPI since the first semester, and more recently: Isabella Loiola, Leandra Pereira and Maria Jessica Silva da Costa.

We, the editors and publishers, the magazine manager and the editing assistants, wish you all a great read.

Anderson Rafael Nascimento
Editor-Chefe da Revista Brasileira de Políticas Públicas e Internacionais

Teaching and Learning International Relations in the Pandemic of COVID-19: challenges, proposals and results

Ensino e Aprendizagem de Relações Internacionais na Pandemia de COVID-19: desafios, propostas e resultados

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Since 2000, the field of International Relations has undergone great expansion in Brazil with the support of flexible regulations, increased public investment and the growing interest of public opinion in the subject. From 2002 to 2020, 27 new programs were created in Brazilian public universities in all regions of the country. However, most of these institutions were not prepared for distance education, and were seriously affected. Moreover, this emergency context hit Brazil in the midst of a political-economic crisis, which was aggravated by socioeconomic, health, organizational and technical-operational factors. As a consequence, most of these institutions had to abruptly discontinue their teaching activities.

While the private entities outlined a scenario of rapid implementation of the education digitalization plan, suffering financial pressures due to default and mass layoffs of professors, the public higher education institution (HEIs) offered three different types of response, faced with the alternatives within their three areas of activity: teaching, research, and extension. In some cases, transitioning to the remote context revealed challenges far greater than access to the Internet, including the very survival of teachers and students. Besides the human losses, the pandemic was a source of professional interruptions for higher education in Brazil. Even so, in the midst of this complex context, professors have sought to adapt and create new teaching and evaluation methodologies

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and techniques, with the objective of minimizing the losses in the teaching-learning process.

COVID-19 has affected teaching and learning in almost every HEI in the world. Marinoni et al (2020) estimate that two-thirds of HEIs have implemented distance education. In March 2020, the beginning of the academic semester in most HEIs in Brazil was surprised by the need for in-person suspension of teaching activities. Until then intended only for Distance Education (DE), digital learning has spread throughout the Brazilian educational system in different modalities, such as remote learning, different from the original concept of distance education. In the specific case of higher education, digital activities and the use of virtual learning environments have been adopted as a way to replace in person activities.

This was done in an emergency way, without any training of teachers, especially those who were not familiar with remote teaching. The challenge was there: to learn how to use new digital tools, for which a vast majority of the teaching staff had done little or no work before, but, above all, to reinvent themselves in face of this "new normal". It should also be mentioned that students were not trained either. Moreover, the transition to digital media has accentuated an already existing gap, especially for students who do not have the financial or geographical conditions to have access to the internet.

We suppose remote teaching, although it has been installed in an improvised and emergency way, has significantly impacted the teaching and learning process. In this scenario, Mettrica Lab (Laboratory of Methodologies and Techniques for Active Learning in IR) understands that it has a key role in the construction and dissemination of pedagogical practices compatible with remote teaching which can be employed also in in-person teaching.

Therefore, the dossier brings together contributions that contextualize these challenges of the transition to the remote modality in a critical political-economic context, such as possibilities and paths for teachers to adapt their teaching styles in disruptive contexts, considering conjunctural challenges, such as access and use of technologies in teaching, engagement, and structural ones, considering socioeconomic and emotional issues that have gained evidence in this context, permeating teaching activities. We also present some experiences of active learning methodologies developed to be applied in the remote context, aiming to overcome the challenges of engagement and other difficulties

related to teaching mediated by digital platforms. Some of these experiences have been designed, applied, and tested within the Mettrica Lab, also virtually. This allowed us to identify improvement opportunities in order to make them more interesting and effective.

The dossier is composed of five papers that bring different, although complementary, views in theoretical-methodological, institutional and geographical terms, but all with a reflective and propositional perspective, as far as possible, of the challenges imposed on the teaching of international relations from the experience of COVID-19.

The first work, prepared by Lais Kuss (Fecap) Cristina C. Pacheco (UEPB) presents a mapping of the transition to the remote context in institutions in the Northeast of the country: "From face-to-face to remote: mapping the transition of Northeastern International Relations courses to COVID-19 social isolation".

Isabel R. Siqueira of (PUC-RJ) and Nycolas Candido discusses one of the biggest challenges of remote learning, engagement, with the reflection, "What does it mean to be present in the process of distance learning? Reflecting on learning during the pandemic?"

Augusto Teixeira (UFPB), Elia Cia Alves (PGPCI, UFPB) and Cristina C. Pacheco (UEPB) present an active teaching experience in international security studies with "The Teaching Case in the Remote Context: the experience of Geopolitics and International Security discipline"

João Paulo Pereira (PPGCPRI, UFPB), Artur Egito (PPGPCI, UFPB), Letícia Montenegro (PPGRI, UEPB) and Elia Cia Alves (PGPCI, UFPB) bring a reflection about public policies employing a free and interactive platform "Decarbonise! An online game-simulation experience on decarbonization climate policies"

Jan Marcell (UFT), Fernando Ludwig (UFT) and Italo Sposito (UFT) contribute with their experience of the transition from a simulation model to the online context, in "Simulations in International Relations (SimulaRI): a pedagogical innovation project for a virtual simulation at UFT".

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What does it mean to be present in distance learning? Reflections on pedagogy and the discipline of International Relations in the context of the pandemic[1]

O que é estar presente no processo de ensino à distância? Refletindo sobre pedagogia e a disciplina de Relações Internacionais no contexto de pandemia

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Nycolas Candido Da Silva Lau[3] (iD)

Abstract: What distance learning brought to the classroom was some rupture in many cases, but it also provoked us into invest even more in formats and processes. In the case of International Relations, a discipline in which formation does not presuppose pedagogical training, the pandemic may represent an important turning point. We propose to think of three "interstices" insofar as they ask what it means to be "present" in the classroom. We deal with the way in which the digital architecture in which we operate divides us into pieces of information and what the role is of pedagogical practice in challenging this form of digital existence, even in times of remote education. We also talk about the role of narratives as ways to promote contiguity, calling for a qualified presence in the conversation. Finally, we look at how teaching can be permeated by constructions of alternative imaginaries in such ways as to guarantee presence in this construction. For all these reflections, we offer cases of "in-class" activities to extend this contiguity in terms of a decompression of narrative arcs, that is, in defiance of the sometimes divisive and superficial engagement of digital times.

Keywords: Presence; Distance Learning; Digital Architecture; Narrative; Futures.

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[1] A previous version of this article was presented at ABRI's 8th annual meeting on July 28, 2021, at the panel "Teaching and Learning International Relations in the Pandemic: Challenges, Proposals and Outcomes."

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Resumo: O que o ensino à distância trouxe para a sala de aula foi uma ruptura, em muitos casos, mas ele também nos provocou a investir ainda mais em formatos e processos. No caso das Relações Internacionais, uma disciplina cuja formação não pressupõe treinamento pedagógico, a pandemia talvez represente um ponto de inflexão importante. Propomos pensar três "interstícios" na medida em que indagam o que significa estar presente na sala de aula. Tratamos da maneira como a arquitetura digital em que nos inserimos nos divide em parcelas de informação e sobre qual é o papel da prática pedagógica em desafiar essa forma de existência digital, mesmo em tempos de ensino remoto. Falamos também do papel das narrativas como formas de promover contiguidade, clamando por uma presença qualificada na conversa. Por último, olhamos para como o ensino pode ser atravessado por construções de imaginários alternativos de tais modos a garantir presença nessa construção. Para todas essas reflexões, oferecemos casos de atividades "em sala" para o prolongamento dessa contiguidade em termos de uma descompressão de arcos narrativos, ou seja, em desafio ao engajamento por vezes decisivo e superficial dos tempos digitais.

Palavras-chave: Presença; Ensino à Distância; Arquitetura Digital; Narrativa; Futuros.

1. Introduction

In Brazil, in order to teach in higher education, a person is usually required to have at least a *lato sensu* graduate certificate in the case of private universities, and a *stricto sensu* graduate degree (e.g. Masters or PhD) for public universities. These positions, therefore, do not necessarily require training in the field of Education. This is a common fact in many countries. However, especially in face of recent movements for the decolonization of knowledge and of universities (Grosfoguel, 2013; Joseph Mbembe, 2016) and in view of debates on the relationship between science and politics in the classroom (Jong, Icaza, & Rutazibwa, 2018), discussions about pedagogical training for the teaching profession are increasingly important. After all, the challenges of this work have multiplied, especially in the current COVID-19 pandemic context: there are still numerous cases of anxiety, depression, and panic among students and faculty, associated with difficulties and doubts posed by the pandemic, isolation measures, and current economic and political crises (Levecque *et al.*, 2017). Even those least affected by these factors find themselves struggling to maintain levels of concentration and dedication when, in some cases (see articles in this special issue), we are already heading towards the end of the second year of distance learning (DL)[4]. Since students and faculty members

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[4] Emergency remote learning refers to the set of online responses to the educational challenges generated by the impossibility of face-to-face classroom interaction in the pandemic context. Remote learning differs from distance learning, which comprises the more planned systematization of forms of study that do not require the presence of teachers and students in the same place (Veiga, et al. 1998). On the other hand, in 2021, after almost two years of isolation measures, one can perhaps no longer talk about *emergency* remote

are together as an academic community in this scenario, it is important for us to engage in these reflections together as well, as seen in the teacher/student co-authorship of this article.

In this sense, if the pandemic has caused countless disruptions, it has also been a time to reinvent and experiment. Surrounded by care, as a material, affective, and ethical practice (Puig de la Bellacasa, 2017), these movements can foster important reflections, which should take root in the way we practice pedagogy.

We propose three paths of reflection, drawing from a broader contemporary context of the pedagogy/market relationship: (i) the digital architecture of DL and its interstices with digital existence in a global political economy of knowledge; (ii) the role of narratives and its interstices with the temporal experience of distance pedagogy, and (iii) the imagination of possible futures and its interstices with the guarantee of presence.

Thus, we firstly aim to practice a critical gaze at the digital architecture in which we are living the DL experience. In the words of Hassan and Sutherland (2017, p. 10), digital logic "moves us towards a virtual world that has no analogue in the complex ecologies of organisms that comprise life on Earth – and of which humans are a component part." A "virtual world," on the other hand, can be understood as "a simulated environment" that is distinguished from the material or physical world by the "types of experience available for the user afforded by the combination of different technical features, most notably the avatar" (Girvan, 2018, p. 1903). It is important to note that the analog and the digital are not separated by a clear boundary. As stated by several authors, there are no linearities; we are talking about complex sociotechnical mediations that are unpredictable in their crossings and their resonances (Cesarino *et al*, 2021; Segata and Rifiotis, 2021).

Any digital architecture is an inextricable part of a global political economy (Zuboff, 2019), which means that economic interests are absolutely enmeshed in our digital social relations as well. Inspired by the work of Gilles Deleuze, Tiziana Terranova (2004, p. 34) suggests that in the digital world we become "*dividuals*", that is, the result of "the decomposition of individuals into data clouds subject to automated integration and disintegration." Automated integration is driven by a whole market of information targeting for individuals, or consumers – of products, ideas, and ideologies. This

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learning. Thus, throughout the article we have chosen to use both terms interchangeably, without the addition of "emergency".

phenomenon leads us to the first reflection: what does it mean to be <u>present</u> today in this digital architecture, facing so many fragments of us? And what is the impact of these reconfigurations of presence for the construction of collectives, the formation of shared dreams, and the pedagogical practice in which we usually attempt to nurture and make sense of these constructions (Freire, 2013)? Here we evoke the way Isabelle Stengers mobilizes the term "presence" in her cosmopolitical proposal, referring to that which produces an interstice, that is, slows down the assertions of what we know and invites us to hesitate about the way we consider ourselves authorized to make these assertions (2005, p. 995). We share some inquiries about the digital classroom as a space that forces us to engage in self-reflection on the quality of conversations we have in class.

As we become digital beings, decomposed into infinitely recombinable particles, some authors argue that we are losing important components of the analog rhythm of life: in the acceleration and quantity of everything we consume in this digital medium, we often lose the "flow" (Hassan & Sutherland, 2017, p. 141). This means there is little room, in this presentist existence, either for the past or for the construction of futures: the future takes on, tacitly, a somewhat inevitable character; it follows the natural path of technological advancement, something we inhabit and trust enough to refrain from taking part in its construction. With this, the analog duration of experiences and narratives has been set aside, with crucial impact on how we relate and, therefore, how we engage in dialogue in the democratic space (Rocha de Siqueira, forthcoming). It is in this sense that we build the second path of reflection of this article, presenting some attempts to reenact this analogical experience even in DL. To this end, we will address the use of fictional literature in the classroom.

The third path of reflection consists in dreaming together, through "hope" ("esperançar") as a pedagogical practice that is even more crucial today. To this end, we draw inspiration from the works of Paulo Freire (2013), bell hooks (1994), and Silvia Rivera Cusicanqui (2018) regarding the role of theorizing and education as practices of freedom and solidarity. In this respect, DL has in a way opened up possibilities for exchanges that were normally prevented by geographical distance and financial costs. DL, in this case, helps us look for inspiration wherever it seems possible to find them. Faced with the impossibility of lamenting some a priori "impossibles" (the distant and unattainable), what lessons does remote learning offer us for introducing creativity and radical openness into pedagogical practice?

Methodologically, therefore, the article mobilizes narratives, presence, and dreams as interstices (Stengers, 2005). The aim is to explore case studies of pedagogical practice in the context of a digital architecture whose processes of acceleration, compartmentalization, and commodification did not arise with the pandemic, but are intensified and expanded by it. To this end, we as teacher and student have collaborated by gathering autobiographical elements of classroom experiences for this exercise of theorizing as a practice of freedom (Freire, 2011, 2013, 2019; hooks, 1994). Rather than sharing experiences lived by both authors in their completeness, the main goal is to promote, among ourselves, the "theoretical talk" proposed by hooks (1994, p. 70), contributing to analyses on DL in IR at the current context. Several iterations of these talks, between us, have led to the present text.

2. Challenges of digital architecture

In this section, we start by contextualizing the pedagogical practices that will be analyzed and proposed in the following sections, in terms of global economic, political, and social dynamics. As expressed above, digital existence did not start with the pandemic and, in education, it did not start with DL. However, the digitality that was already gaining strength has now taken on more dramatic contours. The use of Information and Communication Technologies (ICTs) by educational institutions already raised important concerns before the pandemic, such as the lack of transparency in partnerships between companies and universities regarding the management of data, messaging, and the creation of virtual rooms (Cruz *et al.* 2019). In an attempt to gather more information about these agreements and analyze their effects, *Observatório Educação Vigiada* [Surveilled Education Observatory][5] was created. The Observatory is a scientific dissemination initiative that aims to promote literacy and spread information on "the platformization of public education in Brazil and South America". The Observatory's research uses open-source software to map the data centers in which educational institutions' e-mail servers are hosted[6]. Their goal is to demonstrate the reach of tech companies within the organizational dynamics of public institutions in the education sector. In 2016, their research showed that about 45% of public universities in Brazil used Google or Microsoft servers instead of their own servers or other ways to host their email

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[5] See Observatório Educação Vigiada. Available at: https://educacaovigiada.org.br/pt/sobre.html. Access: October 6, 2021.
[6] The program can be found at: https://gitlab.com/ccsl-ufpa/get-mx-universities/. Access: October 6, 2021.

service (Cruz et al., 2019, pp. 12-13). By 2021, of the 144 institutions analyzed, 79% used private solutions[7]. These agreements grew significantly during the pandemic: from 63% in March to 74% in October 2020 (Cruz and Venturini, 2020, p. 1069).

One of the main theoretical foundations of the Observatory's work is the concept of surveillance capitalism, developed by Zuboff (2019, p. 11). It suggests that the extraction of marketable digital data for advertising purposes has inaugurated a type of capitalism in which the appropriation of work, land, and wealth, a hallmark of industrial capitalism, has been supplanted by the appropriation of "private experience for translation into fungible commodities that are rapidly swept up into the exhilarating life of the market." At first, this data was mainly a by-product of users' activity. Under increasing pressure from investors, it started to be "hunted aggressively, procured, and accumulated – largely through unilateral operations designed to evade individual awareness and thus bypass individual decision rights" (Ibid., p. 13). In this capitalism, the dimension of surveillance is composed through the reduction of interactions, emotions, and complexities that constitute human experience to "measurable observable behavior," a "free raw material" for the sale of targeted products (Zuboff, 2019, pp. 20 and 13). Interacting with each other, digital technologies form a "global architecture that renders, monitors, computes, and modifies, replacing the engineering of souls with the engineering of behavior" (Ibid., p. 20).

The most worrisome contours of this architecture are expressed in the way they interfere with forms of social participation and collective action. Zuboff (2019, p. 21) understands that, in this manifestation of capitalism, tech companies establish an intense relationship of dependency with populations that, in industrial capitalism, had been framed as consumers – and who are now (re)conceptualized "as undifferentiated 'users.'" We, as users, mobilize ICTs as tools for the most varied daily tasks, and it becomes a great challenge to perform basic activities without any connection to Big Data networks, for example. Interaction between economic interests and everyday social relations is thus intensely deepened, "as the same channels that we rely on for daily logistics, social interaction, work, education, health care, access to products and services, and much more" also serve to ensure the flows of surveillance capitalism (Ibid., p. 25).

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[7] Available at: https://educacaovigiada.org.br/pt/mapeamento/brasil/. Access: October 6, 2021.

This is not to say, however, that ICTs are only a destructive force. Cruz and Venturini (2020, pp. 1072 and 1076) suggest that the educational platforms offered by tech companies make it possible to handle the complex tasks required by remote learning, such as real-time interaction between a large number of teachers and students, and the flexibility of this interaction across different types of devices.

In this sense, rather than deciding whether to vilify or celebrate the increasing integration of ICTs into pedagogical practice, it is important to highlight the moral and political challenges and dilemmas that arise in this integration, which have been exacerbated by the isolation measures against COVID-19. Considering the problematic integration of ICTs into our daily lives, one of the challenges lies in coping with the commodification of experience in a pedagogical context in which the use of digital technologies has become not only useful, but a requirement for collective health. This is a question that is central to pedagogical practice, not only because education is one of the aspects of our daily life that is imbricated with technologies, but because it centrally affects the conditions of presence in the classroom. As hooks (1994, p. 8) puts it, the interest in "hearing one another's voices, in recognizing one another's presence" is associated with "[s]eeing the classroom always as a communal place", which in turn increases the likelihood of "creating and sustaining a learning community."

The global architecture of surveillance capitalism intervenes in this communal presence and its values, by turning us into "dividuals" in a continuous process of integration and disintegration. The flow of this process challenges what we can know and experience in terms of the social interactions that enable the construction of communities. It establishes what Hassan and Sutherland (2017, p. 138) call "efficiency-oriented acceleration in social relations." In digital life, social relations matter to the extent that they are able to generate, as quickly as possible, the next combination of data. However, as Estévez (2009, p. 402) puts it, in a digital time, "we cannot see the continuity of movements crossing space and time to produce an effect", since computers "do not operate physically like something we could recognize in nature [...]." This erasing of continuity is a pedagogical challenge mainly because of the aspects of our sociability that we no longer experience in the dynamics of digital time.

In other words, there is a complexity in the space-time of our encounters that is hardly captured by digitality. In the exercise of participating in the life of the other (hooks, 1994), that relation constitutes its own effects and dynamics; it is thus not reducible to the

previously existing behavior of either one of the subjects who relate, nor to any "common denominator of sameness" (Zuboff, 2019, p. 21). Paying attention to this unpredictability is essential in building learning communities, as the emergence of reflections and needs that had not been previously planned reveals the importance of adapting class plans so that everyone feels like a participant whose voice is heard (hooks, 1994, p. 8).

In digital logic, however, even the ability to start and end a class with a few clicks on Google Meets or Zoom interfaces can be taken as an indication of how quickly interactions can be done and undone in virtual space. Moreover, the collectivities formed in these interactions are sometimes simultaneous: "students" of a university course, for example, enter online classes already as "users" of a videoconferencing platform and as "potential buyers" of a premium package of this platform, or of related products.

In this architecture, the fractions that make us "dividuals" are also recomposed in a process of datafication (Segata and Rifiotis, 2021) that imposes enormous challenges on our agency: "we are temporary members of different emergent categories" (Cheney-Lippold, 2017, p. 4), since "there is no single, static sense of us but rather an untold number of competing, modulating interpretations of data that make up who we are" (Ibid., p. 27). In this way, not only are particularities disintegrated, but "collectives" are formed without each person being present – the famous "profiles," taking shortcuts and thus collapsing recognition dynamics (Campanella, 2021).

According to Cesarino, Walz, and Balistieri (forthcoming), this kind of platformization generates "a highly fragmented landscape [...]. These worlds are only integrated in and by each individual user's cognitive process, which Van Zoonen (2012) has called 'I-pistemology'", in which the measure of truth is individual experience and opinion. Van Zoonen's (2012) research has shown that all these phenomena go together: surveillance or platform capitalism; the datafication and digitalization of life (see also Segata and Rifiotis, 2021); and a general distrust in institutions, replaced with an epistemology of the self. We can say that between the reliance on innovation and on the self, therefore, the analog duration and performance of experiences and narratives, with their interruptions, surprises, unpredictability, and their investment in certain flows, are left aside. More importantly, this loss has a crucial impact on how we relate to each other and, thus, how we engage in dialogue in the democratic space (Rocha de Siqueira, forthcoming). A crucial question, therefore, is: how can we recognize something of us and among us in this fragmented presence?

3. First interstice: how to be present in remote learning?

Perhaps one of the most common complaints from teachers in this period of remote learning has been about this fragmentation: the fact that they are often communicating with names written on little black screens or, at most, with small pictures, because several students would not turn on their cameras in the digital classroom. This can happen for any number of reasons, and empathy invites us to keep some possibilities in mind, such as circumstances in the students' home and the need to take care of other duties simultaneously. The aesthetics of a big screen full of small black screens with only names or pictures is in itself a powerful message, capable of inhibiting or discouraging both students and teachers. The emotions in facial expressions, the small reactions to what was said, the eye contact that allows one to ascertain interest are lost; and that becomes a snowball, as each decrease in interaction raises the cost to the student who would like to interact, but ends up believing that the effort of interruption may not be worth it. Some students compensate in the chat box by commenting in real time, but there is difficulty in monitoring the few connected screens in addition to the slides and the chat, and the written language has its own time and functioning.

What does it mean to actually be present in a virtual classroom? How many presences are there when half the group has their cameras off? Or does it not necessarily make a difference? What is the difference between in person and virtual presence for pedagogical practice?

We want to stimulate reflection along two important lines to think about IR in particular: an area in which it is common, especially in more traditional views of the discipline, to take as classical research objects that which is geographically distant. If in the Social Sciences, for example, the family is likely a frequent research topic, in IR themes such as the war in Iraq or the crossing of refugees in the Mediterranean Sea tend to be as frequently researched as they are distant from the everyday realities of their researchers. As a result, there is much debate about the ethical and political implications of doing science when the researcher does not live near the people she is writing about, nor does she have many elements with which to connect her reality and her research object.[8] We can state that "taking distance geographically", in the IR discipline, has clear

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[8] Here the knowledge of feminist theorists is of utmost importance for the entire field and other areas of the Social Sciences. See, for example, Hill Collins, 2002; Enloe, 2014; Ballestrin, 2017. We have chosen, here,

"epistemological consequences" (Freire, 2013, p. 58) for an entire form of scientific practice that has become hegemonic or common sense, and that has only recently started to be disputed.

If we add to this the absence of pedagogical training (which is not particular to IR), we are left with an important question: to what extent does the non-presence of research objects in the discipline, with which we have gotten used, find some resonance with a certain non-presence in pedagogical practice? And here we do not restrict this non-presence to DL, precisely because we may take advantage of this moment to reflect on the changes DL has brought to this qualified classroom presence, in the case of pedagogical practice in IR.

We now briefly dwell on this concept of presence, which we borrow from Stengers (2005). In her concern with favoring "democratic habits" and "slowing down" thinking, we find parallels with the attempt to place "interstices" in the presentism of digital life into which DL has inevitably dragged us with even greater force. By recovering the abstract figure of the "idiot" from Deleuze, who borrowed it from Dostoïevski, Stengers wants to highlight the character "who resists the consensual way in which the situation is presented and in which emergencies mobilize thought or action" (p. 994). The insistence on dismantling emergency is associated with the desire to question the conditions under which authority is attributed to it, rather than to the asserted content. That is, rather than disputing the truth of what is asserted, one disputes the authority for saying it without the <u>presence</u> of those who might be "victims of their decision" (p. 997). Thus, the cosmos is the insistence itself, for its potential to generate the opportunity for this presence. Here, Stengers' discussion prompts us to think about the relationship, central for democracy, between *ethos*, the way of behaving peculiar to a being, and the *oikos*, its habitat, in what she calls an "etho-ecological" perspective (Ibid., p. 997). What would be decided if the space were different, with other presences and other possible interstices? The "idiotic" proposal calls into question the "etho-ecological" stability of this world (Ibid., p. 451). It is thus a "'cosmic' event" (Ibid.), in the sense of Stengers' cosmos.

While we propose interstices to it, we invite the reader to think of the COVID-19 pandemic itself as an interstice, a cosmic event that poses the need to think about the

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to use nouns in the feminine, welcoming demands from feminist studies to break with cisheteronormative patterns in the construction of "neutral" and "impersonal subjects" during academic writing (Rio Grande do Sul, 2014).

stability of our etho-ecological perspective in the context of pedagogical practice. The way we exercise this practice is, after all, related to the space in which it takes place, and this space has been radically changed in DL.

In a public dialogue, as she called the conversation with her colleague philosopher Ron Scapp, hooks (1994) deals with the presence of the teacher in the classroom:

> Liberatory pedagogy really demands that one work in the classroom, and that one work with the limits of the body, work both with and through and against those limits: teachers may insist that it doesn't matter whether you stand behind the podium or the desk, but it does. [...] Acknowledging that we are bodies in the classroom has been important for me, especially in my efforts to disrupt the notion of professor as omnipotent, all-knowing mind (Ibid, p. 138).

Since the presence of the body in the classroom space is so central to a critical pedagogical proposal – in this case a feminist one – how can we think about the consequences of moving to a virtual classroom through this path? This disembodiment is an important research agenda: what does the fact that we are all in an equal position with screens laid out side by side represent, vis-à-vis the idea of the classroom and the conventional expectations that hooks and Scapp describe?

For now, we want to emphasize that in hooks' proposal, inspired by Freire, pedagogy is a constant practice of freedom, so that a community could never have fixed boundaries or modes of functioning. The construction will always be collective and changing. It is impossible not to be affected in the learning community. hooks and Scapp suggest that the presence of the teacher, including her emotions, is fundamental to the overall enthusiasm, which is in turn an essential ingredient of this community. For if the construction of the learning experience is collective and if emotions have a prominent place, it is almost inconceivable that under the current health, economic, and political crisis, emotions would not displace previously set programs. Conversations about the direction of learning need to happen not only at the beginning of the semester (when hooks and Scapp diagnose a natural moment of excitement), but frequently and honestly (Ibid., pp. 155-156).

One interesting experience in this regard has taken place at a semester-long course of PUC-Rio's undergraduate degree in International Relations, as part of its International Cooperation and Development axis, in which students developed their final undergraduate papers (*Trabalhos de Conclusão de Curso*, or TCCs). The discipline aims to support the development of students' TCCs, so there is no expectation of content

lectures or of formally structured classes. However, the teacher author of this paper deemed it important to add content on critical approaches to supplement what students had normally seen up to this stage in the axis. She also considered it essential to offer more practical workshops on how to develop various writing formats, since students have the autonomy to produce texts in forms that are not strictly academic. The course includes the production of policy briefs and the elaboration of projects, both of which are relevant materials in the field of international development. Thus, the program was composed of a first part with critical readings, combining academic and policy-oriented texts, in more conventional classes; a second part with workshops on the production of policy briefs and projects; and a third part focused on the supervision of TCC writing and submission. In addition, the teacher distributed partial submissions throughout much of the program, in the form of suggested paths to ensure TCCs would be finished on time; and these paths included the personalized participation in synchronous meetings. This was done in the following way: a form was distributed to students before classes started to ascertain the best time and day for synchronous meetings, considering that at the end of the undergraduate course, many students are doing an internship or taking many credits in order to graduate. In the form, I also asked how they would like to work, whether individually or in pairs, designing a project or a brief. The general proposal is that each student can decide what content she needs to know, when and how, considering the path already taken in the undergraduate course, their current internships or end of course credits, and any family and social issues, especially at this time of DL and pandemic. At each meeting, the paths were adjusted, as I checked if everyone who would like to be engaged was succeeding to so. The synchronous meetings were always recorded for reference. Several of these initiatives are inspired by contributions from critical pedagogy and feminism (Figure 1).

Figure 01: Proposal from the Feminist Pedagogy for Teaching Online project[9]

Feminist Pedagogical Tenets

- Connecting to the personal and to communities outside of academia
- Promoting reflexivity
- Concern with materiality (bodies, labor, not just virtual and discursive)
- Treating students as agentic co-educators
- Building equity, trust, mutual respect, and support
- Promoting cooperative learning
- Presenting knowledge as constructed
- Examining how gender, intersecting with other social categories, structures our lives, learning, and knowledge production, access to resources and information
- Uncovering the causes of inequality and leveraging resources toward undoing power structures
- Honoring diversity and lived experiences through intersectional approaches.
- Considering alternative histories and narratives
- Examining the "why" in addition to the "what"
- Cultivating self-care and boundaries

Feminist Pedagogy in the Online Environment

- Humanizing online teaching/learning
- Creating cultures of care in online classrooms
- Examining (dis)embodiment in virtual teaching/learning
- Using technology intentionally to build communities and enhance learning

Results been very positive, with most students turning in high-quality TCCs. But what is noteworthy is that even among students who do not often participate in synchronous meetings, several of them seem to be <u>present</u> in a way that is at times even surprising, considering their context, life stage, and academic moment. The teacher received several e-mails from those who could not participate, but wanted to explain their absence in consideration of her effort to personalize the program and her commitment to making the course work. Many of them reported extremely painful cases in their families and ended up, from the first contacts, seeking advice and guidance even without participating in all meetings, and managing to turn in their TCCs at the end.

This personalization and, through it, the reassertion of presence has been revisited every semester, with the aim of affirming the co-construction of the learning community and ensuring an equal, receptive, and welcoming environment, which is considered crucial in critical pedagogical proposals.

4. Second interstice: reading and telling stories

Fundamental to being present in a learning community is <u>recognition</u>, that is, not only knowing about people and content, but recognizing the experiences of those who

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[9] See Feminist Pedagogy for Teaching Online. Available at https://feminists-teach-online.tulane.edu/. Access: July 26, 2021.

make it up and recognizing <u>ourselves</u>. Of course, in large classes, short courses, or more bureaucratic courses, this may sound utopian, and perhaps it is. Here, then, a relevant provocation is found in how Freire addressed our ability to connect learnings and thereby practice recognition as well: "Sometimes, it is we who do not perceive the 'kinship' between lived times and thus lose the possibility of 'welding' disconnected knowledge and, in doing so, illuminating with the latter the precarious clarity of the former". With these "welds" and "ligatures," Freire says, one creates "a kind of 'anchorage' that makes it possible to reconnect memories, to recognize facts, deeds, gestures, to unite knowledge, to weld moments, to recognize in order to know better" (2013, pp. 24-26).

Moreover, we point here to the compression of the narrative arc that seems to occur in our way of increasingly relating through digital media. Central to this is the idea that learning and the flow of narratives are powerful allies, not only in terms of pedagogical achievements, but of building "politically active" knowledges and cultivating democratic habits (Stengers, 2005).

> [...] relations with difference in the digital space often happen by means of shortcuts: the context is given, that is, by means of profiles, micro-segmentation and so on, the narrative arc is compressed, dismissing moments of discovery and, with this, restricting moments of small agreements[...]. Consensus based on discrete and accelerated differentiations jumps over everything in between, closing off possibilities for dialogue and unity (Rocha de Siqueira, forthcoming).

If every pedagogical process is about knowing and recognizing others and ourselves, the feeling of being "dividuals" and of belonging, even if temporarily, to categories that we often have not helped build politically, raises important barriers for learning. It becomes difficult to make the "welds" that Freire talks about, because the flow of narratives of ourselves and of us in community is lost. And it is in this flow that discoveries and small agreements take place – and where, therefore, democratic practice is also learned.

In the context of the IR Methodology course at IRI/PUC-Rio's graduate program, the teacher author of this article decided, a few years ago, to include fictional literature as an essential part of the learning dynamics, largely because she believes in the "slowing down" proposed by Stengers (2005) and in the importance of practicing the analogical time of narrative as a way of knowing and recognizing oneself. The student author of this article attended a term of this course. Commonly regarded as a boring and bureaucratic course, Methodology had all the ingredients to be difficult for teachers and students.

Moreover, it is offered in the first semester already with a view to supporting the writing of research projects; but this often causes enormous anxiety, because it is very common for students to still have no idea what they really want to research and/or to be constantly changing topics.

In our opinion, this definition of a dissertation topic goes through a) a self-recognition; b) the recognition that one is capable of knowing different themes, believing in the continuous learning process – which, at this point of the course, is just beginning – and c) the knowledge of how to tell a story and how much there is of this "storytelling" in the making of any academic work. By textually building interest in a theme and presenting arguments on the importance of thinking about it, what we do, after all, is telling a story, which needs to have a flow, a rhythm, certain elements of identification in the plot, and the construction of a climax that justifies the reader's investment. Thus, learning to appreciate the art of storytelling and to recognize in it the fluid construction of a worldview – or of an entire world – are, for us, crucial elements in the definition of research topics and the design of projects (see Candido da Silva Lau, 2020; Inayatullah; Opondo, 2019; and Naves, 2019). The student author (2020) subsequently wrote about this self-recognition from her experience with this discipline.

The dynamics of using fictional literature in the second part of the course, with oral presentations by students, continued in DL and took on other proportions. The selected fiction books – one per class – are aligned with the epistemological proposal of the academic literature discussed in the same week: for example, for the class on postcolonial approaches, we read Itamar Júnior's *Torto Arado*. A group of two or three students is responsible for reading and presenting the book with the help of slides. The idea is to put aside a bit of the tension around the project and the broader challenges posed by the beginning of the graduate degree, as well as to read a book that shifts the gaze from other readings being done but that also naturally leads students, through its theme and language, to think of the questions posed by academic texts.

During the pandemic this exercise, which had already received excellent feedback, became even more important to students. Signs of this are the fact that presentations last longer and longer, up to 1h20, surpassing the stipulated 40 minutes; and the surprise to see students going beyond the proposed activity and creating, for example, *surveys*, which they send to the class beforehand to connect their presentation to their classmates' experiences. Regarding the duration, we have stayed in the classroom beyond the set time,

but the teacher tries to make it clear that those who need to leave can do so. While that is not ideal, it cares for the pedagogical element by making sure that the excitement, so difficult to achieve in this pandemic and DL context, is not restrained. In the case of *surveys*, the answers have been used by students to compare experiences, laugh, tell anecdotes, and relate all of this to fiction and back to academic texts, in a very rich dynamic. In this scenario, DL made improvisation easier: it allowed us to stay longer in the classroom, not depending on a disputed physical space, and it enabled consultations that are, in themselves, methodological practices. The main thing is that narratives – the space and time of/for them – have become even more important for building the learning community, promoting knowledge and recognition, slowing down exchanges, and thereby creating conditions for "welding" together events, concepts, and people.

5. Third interstice: the space of the dream in the pedagogical process

As we are faced with so many crises – ecological, health, political, economic –, it is no coincidence that we experience a multiplication of initiatives aimed not only at modeling future scenarios in the statistical and computational sense, but also at articulating pedagogical processes with "dreams" about possible futures. UNESCO, for example, mentions "futures literacy"; the OECD has invested in "prospective foresight"[10] or simply "foresight" (OECD, 2020); and from critical perspectives, there are initiatives such as *Ecoversities*[11], dedicated to the exercise of crafting futures, often in conjunction with reflections on education. In an interview for the Foresight for Development initiative, "futures thinker" Kwamou Eva Feukeu explains the importance of investing in "futures knowledge": "[...] thinking about futures is urgent (1), and more importantly, thinking creatively about the future(s) is dire (2). This is not only about adding new patterns to our skillset, but rethinking why our skillset, why seeking such an accumulation of knowledge. (2) It is about finding ourselves, locating ourselves in both time and space."[12]

In *Ideias para Adiar o Fim do Mundo* [Ideas to Postpone the End of the World], Ailton Krenak calls on us to create colorful parachutes in the face of uncertainty as an invitation to explore the cosmos: "Let's use all our critical and creative capacity to build

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[10] See https://ideas4development.org/en/possible-options-africa/;
http://www.foresightfordevelopment.org/. Access: October 6, 2021.
[11] See: https://ecoversities.org/. Access: October 6, 2021.
[12] See: https://www.foresightfordevelopment.org/profile/kwamou-eva-feukeu. Access: March 14, 2022.

colorful parachutes. Let's think of space not as a confined place, but as the cosmos where we can plummet in colorful parachutes." And how are these colorful plummeting shapes created? "From where are these parachutes projected? From the place where visions and dream are possible. Another place we can inhabit beyond this hard earth: the place of the dream." Faced with the current dystopian context, however, one inevitably wonders: could it be that what we lack is the capacity to imagine alternatives?

Freire (2013, p. 12) speaks of hope, which we deem inseparable from dreaming, as an ontological necessity, but he states that "hope needs practice to become historical concreteness" and this practice needs to be learned. Much of this learning involves paying attention to our surroundings, looking at the many small initiatives that emerge even in the midst of this dystopian context and that can offer motivation and practical lessons. They show that everything starts somewhere, within certain limits: "The crisis helps us overcome these blockages [of thinking only about big issues] and pay attention to the small, the multiplicity and diversity of thinking practices that spring up everywhere" (Rivera Cusicanqui, 2018, p. 117). As if pulling a string, these stories can provide the small but constant impetus to practice hope.

Back in the context of graduate school, a very rich experience in this sense started with the pandemic. The teacher author, together with Matt Davies, offered for the third time the course Everyday Political Economy in the Global South, attended by the student author of this article. In 2020, the program featured even more themes from our daily life in Brazil. As part of the course activities, each student coordinated a debate in one of the classes, inviting a person whose work inspired them. In the class on racism, for example, guided by the question of which bodies "count"/ "are counted", one of the guests was Luciana Viegas, creator of a collective in São Paulo that advocates against ableism. As a Black, peripheral, autistic woman, a mother of an autistic child, and an educator, the conversation with her was shuddering, provocative, and inspiring. As with any stimulating conversation, we all came away invigorated, full of the will to dream and put it into practice, learning from those who gave concreteness to hope how they engaged in their struggle. By giving students the responsibility of more specifically framing the debate and defining the name to be invited, there was a shared ownership that was in itself full of potential. It is less about each student going out to build projects right away and more about making it common practice to promote the "welding" that Freire talks about,

leaving among the elements to be welded each one of these dialogues – whose content and form will certainly not be lost, just as what each person felt in these encounters.

These activities were opportunities that arose with DL. Otherwise, they might not have happened, both because we would not, perhaps, search so intensively for alternatives to compensate for what remote learning does not allow, and because we would not even be able to invite people from outside Rio de Janeiro, for example, let alone during "business hours". Moreover, since they are also facing numerous challenges in this dystopian context, guests seemed even happier to share how they dream, what they dream about, and what they have achieved with their dreams. It seems clear that the impulse to resist hopelessness in the pedagogical process lies in finding possibilities to re-signify ourselves as agents of change.

6. Final considerations

As a cosmic event, the COVID-19 pandemic invites presence in DL as a questioning of pedagogical conditions that seemed stable. It makes the effort to be in class, amidst all the challenges of digital architecture, a constant pondering of spaces, times, flows, and sociabilities in which these presences may or may not be possible. Therefore, we should take note of the questions raised by pedagogical practice in DL regarding the increasing digitalization of our experiences.

In this sense, if the health crisis and the other crises we experience have created or exacerbated significant challenges for teaching in all areas, it has also been a time when some necessary experimentation has yielded important lessons. Here we try to grasp these learnings through reflections about three interstices that we consider crucial to the pedagogical process: the presence of all in the learning community – a fundamental factor of its co-construction, as the boundaries of this community are constantly renegotiated; the centrality of narratives for a way of being together that teaches and cultivates democratic habits, promoting a slowing down that allows us to recognize others and ourselves, an essential element of learning; and the practice of dreaming and hoping as a primordial element of teaching, not only in the sense of preparing for the future, but of preparing the futures, re-signifying participants as agents of change. Believing oneself capable of knowing and recognizing is, after all, at the heart of pedagogical practice, and now it is even more important for us to find ways to make this belief bear fruit.

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The Teaching Case in the Remote Context: the experience with Geopolitics and Security Studies

O Caso de Ensino no Contexto Remoto: a experiência da disciplina de Geopolítica e Segurança

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Abstract: How to improve student engagement in the remote context? The teaching cases create structures that allow the analysis of facts from the international reality, based on the application of theoretical concepts. They constitute an active teaching strategy widely employed in the areas of Law and Business, with a gradual growth in IR courses in Brazil, demanding an effort towards the creation, elaboration and testing of specific content for the disciplines in the area. This article presents the functioning and results of an assessment strategy implemented at the subject Geopolitics and Security (GPS) of the International Relations (IR) course at UFPB in 2020. We applied three case studies, focusing on different geographic regions and use of force in air, land and maritime domains. Among the results, through a survey with the students, we identified the strategy had positive effects on the self-perception of learning theoretical concepts discussed throughout the course. Considering that the COVID-19 pandemic and its effects in Brazil challenges student engagement, the report of this experience can encourage the adoption of active teaching methodologies, both in remote, hybrid and even in-person contexts.

Keywords: Teaching Case; Geopolitics; Active Learning; Remote Learning; International Relations.

Resumo: Como melhorar o engajamento dos alunos em sala de aula, especificamente diante dos desafios impostos no contexto de ensino remoto? Os casos de ensino criam estruturas que permitem a análise de fatos da realidade internacional, a partir da aplicação de conceitos teóricos. Constituem uma estratégia de ensino ativo amplamente empregada

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nas áreas de Direito e Administração, com crescimento paulatino nos cursos de RI no Brasil, demandando um esforço no sentido de criação, elaboração e testagem de conteúdo específico para as disciplinas da área. O presente artigo apresenta o funcionamento e os resultados de uma estratégia de avaliação implementada na disciplina de Geopolítica e Segurança (GPS), do curso de Relações Internacionais (RI) da UFPB, em 2020. Ao longo da disciplina, foram aplicados três estudos de caso, focando diferentes regiões geográficas e uso de força em domínios aéreo, terrestre e marítimo. Dentre os resultados, através de survey com os alunos, notou-se que a estratégia teve efeitos positivos na autopercepção de aprendizagem dos conceitos teóricos discutidos ao longo do curso. Considerando que a pandemia de COVID-19 e seus efeitos no Brasil geram desafios ao engajamento discente, o relato dessa experiência pode incentivar a adoção de metodologias ativas de ensino, tanto nos contextos remoto, híbrido e até presencial.

Palavras-chave: Caso de Ensino; Geopolítica; Segurança Internacional; Relações Internacionais; Ensino Remoto.

1. Introduction

The COVID-19 pandemic has affected teaching and learning in almost every global higher education institution (HEI). Marinoni et al. (2020) estimate that two-thirds of HEIs have implemented distance education. I In March 2020, right at the beginning of the academic semester in most HEIs in Brazil, the need to suspend face-to-face teaching activities was a surprise. In addition to the human cost of the pandemic, this measure delayed teaching and learning in most institutions in Brazil.

Professors and students began to face new obstacles beyond those that already existed in in-person environments. On the one hand, professors had to master new tools, unknown to most of them until then, and adapt their classes to the virtual environment. On the other hand, Brazilian students had an obvious obstacle: access to technological resources. Not only in terms of equipment but also the appropriate means to follow virtual classes, from a good and silent environment to a computer and internet that would support videoconferences (Alves & Ferreira, 2022).

The 2019 National Household Sample Survey (PNAD) showed that 82.7% of households had internet access. Of those, 99.5% used a cell phone to connect. Only 45.1% of households with internet access in Brazil used a microcomputer for this purpose (IBGE, 2019). In April 2020, in a survey with Federal University of Paraiba (UFPB) students, 92.3% reported owning a cell phone, 65.4% had access to a personal computer at home with working conditions, and 75.5% had access to a broadband connection (UFPB, 2020).

Existing technological resources conditioned the transition to remote learning. Access to devices, good internet quality, and online distance learning platforms are among the critical factors that should integrate into the design of an educational response to the crisis. To overcome internet access constraints, the University of São Paulo (USP), for example, was one of the first HEIs to provide internet chips for low-income students. This practice became common among most Brazilian HEIs, and many started to offer financial support to purchase tablets and internet bills.

Beyond the technical issue, one of the biggest challenges of remote learning permeates all socioeconomic strata: student engagement and ensuring involvement. Gaufman & Möller (2021) argue that simply transitioning long lectures to online contexts can lead students to a position of passive consumers of knowledge. In surveys, 41.7% of student respondents stated they had never taken an online course before April 2020 (UFPB, 2020). Although we do not have the same information regarding online faculty teaching, it is possible to infer that before 2020 most faculty members had probably never taught courses remotely.

Once students were not used to online courses, a trend that marked early remote classroom experiences consisted of replicating the same face-to-face teaching-learning practices in the remote context. Doing so was the path adopted by several professors, constrained by this sudden transition without the possibility of adequately preparing for the new online environment. Given this context, reflecting on and sharing active learning initiatives that promote interaction between professors and students in the remote context is essential. It circumvents the difficulties imposed in digital teaching, enabling participation in this relatively more plastered environment than the face-to-face one (Glazier 2021). Furthermore, active teaching strategies that had positive results during the pandemic may produce similar effects after the pandemic.

Therefore, this article aims to present the functioning and results of an evaluation strategy implemented in the Geopolitics and Security (GPS) course of the International Relations course at UFPB in the second semester of 2020. The evaluation consisted of the application of three teaching cases, focusing on different geographic regions. Throughout the semester, from a contextual perspective, it was discussed the use of force in air, land, and sea domains.

Active teaching methodologies allow the student to have learning experiences by applying an analysis framework based on theoretical concepts from a practical

perspective. Teaching cases, for example, enable the student to reflect on the reality of the international system through theoretical tools. It represents a proposal for an active methodology employable in both remote and face-to-face contexts.

Following this introduction, the article is divided as follows: Section 2 addresses the use of teaching cases in IR in Brazil, highlighting the advances observed in the area and the challenges that have intensified in the face of the Covid-19 pandemic, especially in promoting the adaptation of teaching in the remote context. Section 3 discusses the theoretical elements that grounded the Geopolitics teaching activity through the A2/AD debate. Section 4 presents the methodology and procedures of the case application. Section 5 presents the main results and challenges of the application, as well as final considerations, highlighting aspects related to the development and implementation of innovations in teaching international relations, especially in the remote context.

2. The case of teaching in International Relations in Brazil: advances and challenges

Already consolidated in areas such as Administration and Law, over the last 20 years, Anglo-Saxon International Relations often uses teaching case studies. The robust database at *Harvard's Kennedy School of Government*[1] supports teaching and research activities based on practical cases. More recently, however, something more specific has been emerging in IR: the teaching case. Along the lines of active learning, the teaching case is a strategy that encourages the student to envision a decision-making situation and explore complex issues that stimulate elements of critical analysis, evaluation, and reflection on the studied content. The *Institute for the Study of Diplomacy* (ISD) at *Georgetown* University (USA) is possibly the primary source of references and cases in the IR area (Golich et al., 2000).

The teaching case differs from the case study (Lynn, 1999; Lamy, 2012), the former being a teaching strategy, the latter a methodological research design. The fundamental difference is that a case study answers the given situation, while a teaching case requires the student to discuss the matter and develop a solution (Lynn, 1999, p. 15-16).

In the teaching case, students are placed in an environment that reproduces a complex and challenging situation and are encouraged to develop skills that include description, analysis, explanation, and prediction (Lamy, 2012, p. 245). The professor becomes a facilitator in this process, encouraging students to ask questions, suggest

explanations, and make decisions. To Golich et al. (2012, p. 12), this last aspect is perhaps the most significant opportunity in the learning process (2000, p. 12).

A good teaching case must have a fully developed personality, some drama related to the chosen decision or event, and direct references from the actors participating in the suggested situation (Lamy, 2012, p. 147). In addition to these three elements, Lynn (1999, pp. 117-119) identifies several qualities that contribute to a excellent case: a) its solution is not apparent, b) the description of the critical actors is as detailed as possible, c) there is enough information for different decisions to be made, d) it is complex, e) the reader understands how the political process of that particular situation works.

Finally, teaching cases can be of two types: historical retrospective or decision-making engaging (Lamy, 2012, p. 248). In the first case, they report the history of a significant event or issue. They show this event from the perspective of the relevant actors and bring out details that influence the decision-making process. These are cases that stimulate students to review critical historical events. They can include, for example, interviews and speeches given by key actors. On the other hand, cases that require a decision to be made stimulate students to find answers to complex problems, from which they will propose a decision.

Although it is often employed in teaching Anglo-Saxon IR, this tool is relatively rare in Brazilian classrooms. It is even rarer to find specific publications in the area. Milani & Tude (2015) organized a set of teaching cases around the issue of globalization, using as a parameter the script developed by Roesch (2007) for building teaching cases. Carvalho Pinto et al. (2017), in a dedicated dossier on teaching in International Relations (Ramanzini Jr. & Lima, 2017), also present an example of practical case application in IR theory.

All cited publications, however, reflect experiences from in-person classrooms. The remote teaching emergency led to teaching tools and academic activities that ensured social distancing and other pandemic requirements. In the first moment, in some institutions, there was a transition to the online context. It intended to offer a quick response in the face of an emergency. In the subsequent semesters, the course planning already considered the online courses, which permitted minimal preparation to implement activities in this new environment. Thus, the Geopolitics and Security course was adapted and went online. The educational objective of the course was to provide the students with basic theoretical concepts of Geopolitics and International Security, starting with the

debate on anti-access and area denial, A2/AD, so that they could critically evaluate the actions of international actors in specific geostrategic contexts. The following section summarizes the main theoretical elements discussed in the course. Student learning was continuously evaluated throughout the semester by applying three different cases, as detailed in the next section.

2. Teaching Geopolitics and International Security through A2/AD debate

According to classical authors such as Meira Mattos (2002), Geopolitics congregates the study of Geography, History, and Politics. As a science, it focuses on its related phenomena. More precisely, Gray & Sloan (1999) stated that Geopolitics seeks to account for the spatial dimension of international relations. Incorporating History since its genesis, Geopolitics would be responsible for aggregating the geographic perspective to the core of International Relations, mapping its effects for power politics.

Since the early days of Geopolitics, distinct theories have put different emphases on what would be the main dimensions of warfare. Alfred Mahan's Maritime Power theory and Mackinder's Land Power theory present this common trait, also reverberated by Nicholas Spykman's Rimland theory. The confluence between Geopolitics and the distinct expressions of military power contribute to a heuristic division of geopolitics and geostrategy, not only from their particular theories but also from the different geographical dimensions of warfare (Gray & Sloan, 1999).

Focusing on traditional geopolitics, ontologically linked to the realist tradition, we chose to study and teach geopolitics through domains of military operations such as land, sea, air, space, and cyberspace, prioritizing the first three to facilitate learning at the undergraduate level. Although geopolitical phenomena manifest themselves in the real world without respecting the limits of each domain, this cutout is useful pedagogically. It allows for more detailed teaching across theories, exploring the geographic environment, weapons systems, and political consequences. Through exercises and simulations, it builds the understanding that geopolitics and its force dynamics are, in current times, fundamentally multi-domain (Williams, 2017).

Anti-access and area denial strategies (A2/AD) combine two distinct modalities of operational strategy. Anti-access capability (A2) prevents an opponent from projecting military force against a contested area (Tangredi, 2013). Unlike defensive posture to retain key terrain, A2 prevents penetration into an adversary's contested area (national territory, overseas territory, Etc.) in any physical domain of warfare (sea, land, or air).

Suppose anti-access capabilities (A2) fail, or the country does not possess them. In that case, area denial (AD) capabilities will allow the defending country to mitigate or substantially reduce the invading power's mobility within a contested region. Denying mobility reduces the chances that the enemy will reach the defender's centers of gravity, leading the adversary to capitulate in the face of a war of attrition.

Among the contemporary debates that capture the relationship between geopolitics and military strategy, anti-access and area denial constitute an object of investigation of high heuristic value. First, recognized as an operational-level strategy (prioritizing the Theater of Operations), studies on A2/AD prioritize understanding the relationship between geography, technology, and military power. Secondly, A2/AD advocates a multi-domain perspective, allowing for the study of distinct manifestations of the phenomenon in geopolitics and geostrategy. Finally, notable cases of A2/AD in the literature coincide with prominent actors in contemporary geopolitics, such as the United States, China, and Russia (Tangredi, 2013). In addition to the Brazilian case, this explains the case selection, which was oriented to foster the application of theoretical concepts in real international politics and security situations.

3. Methodology and Teaching Notes

Geopolitics and International Security course (GPS) is often taught to third-period IR undergraduate students. Its main objective is to discuss the connection between geopolitics, geography, international security, and strategy. The experience took place in the second semester of 2020 with a class of 36 students. The content evaluation strategy consisted of applying three case studies throughout the semester, discussing theoretical concepts in a cross-cutting manner, throughout the semester, in different space-time contexts. In addition to the course's introductory texts, we made available specific material about each case to be analyzed, as presented in Charts 2, 3, and 4. The three activities were held in groups so students could explore the gains of discussion and reflection with peers, another strategy widely used in the active learning literature (Mazur, 2015). The list of cases, as well as the identification of the self-perception assessment instruments, are presented in Table 1.

Table 1. GPS Discipline Case List

Case Number	Case Title	Perception Assessment Forms

Case 1	A2/AD of Russian Federation	1.1 e 1.2
Case 2	East Asia's geostrategic environment	2.1 e 2.2
Case 3	A2/AD in North of South America	3.1 e 3.2

The first case applied was the A2/AD of the Russian Federation. Before the activity, the students had an initial explanation about the following subjects: what geopolitics is, the connection between geopolitics and strategy, and the relationship between war and geography. As a theoretical basis for these contents, we used the contribution of authors such as Colin S. Gray (1999) and Murray (1999). The students were introduced to the case of Russia as a manner to debate war and geography. There was an explanation of the geopolitical context of antagonism between the Russian Federation and NATO and the main conflicts in that region (Baltic, Ukraine, and the Black Sea).

The assessment, shown in Table 2, consisted of the students' group writing of a Geopolitical Analysis. Freier's (2012) text introduced the A2/AD for the first assessment. As a supporting tool, students had access to an interactive map named "The Russia - NATO A2/AD Environment, " produced by the CSIS Missile Defense Project (Williams, 2017). The map and its geostrategic information allowed the first experimentation with the A2/AD phenomenon, with Eastern Europe as the theater of operations under analysis. In both cases, students had data on the naval, land, and air attack and missile defense capabilities of the countries studied. In addition, information was made available on potential landing areas (air and sea), which helps think about access and anti-access.

Table 2. Teaching Case 1. A2/AD Geopolitics analysis of the Russian Federation

Question	Structure	References
How to understand the geostrategic landscape of the Russia-NATO	<u>Geopolitical Analysis:</u> a) <u>Title</u>: the title should be short and directly related to the topic.	Freier (2012) Interactive map (Williams, 2017)

| opposition in Eastern Europe from the perspective of A2/AD? | b) Context: Explore the regional context studied by emphasizing the relationship between geopolitics and strategy and war and geography. c) Dispute: Briefly contextualize the geopolitical dispute and describe its current status. d) Diagnosis: with emphasis on the group the student is in (red or blue), develop a diagnosis of the geopolitical dispute, with emphasis on the dynamics of anti-access and area denial (A2/AD) | https://missilethr eat.csis.org/russia-nato-a2ad-environment/ |

The second case focused on China, particularly the dynamics of rivalry between Beijing and Washington. At this stage of the course, students were already familiar with Land, Sea, and Rimland Power theories to conduct a more thorough assessment of the scenario under analysis. The geostrategic environment of East Asia (with primacy to the Western Pacific) was presented through the interactive map "*Chinese Power Projection Capabilities in the South China Sea*" by the *Asia Maritime Transparency Initiative* (CSIS, 2020). Following the expansion of resources available, the Chinese case presented the arrangement of air assets, missile platforms, and radar coverage. In the context of Chinese territorial claims through the 'Nine-Dash Line, Military equipment contributed to the production of capabilities. In addition, data on the positioning and means of the United States in the region was made available for analysis.

Table 3. Teaching Case 2. A2/AD Geopolitics analysis of East Asia

Question	Structure	References
How to understand the geostrategic landscape of the China-U.S. opposition in East Asia from	Geopolitical Analysis: a) Title: the title should be short and directly related to the topic. b) Context: With an emphasis on the relationship between geopolitics and strategy and war and geography, explore the regional context studied.	Geopolitical and Security Environment for Study: East Asia - https://amti.csis.org/chinese-power-projection/. - https://amti.csis.org/chinese-power-projection/. https://www.businessinsider.com/tensions-in-the-south-china-sea-

the A2/AD perspective?	c) Dispute: Briefly contextualize the geopolitical dispute and describe its current status.	explained-in-18-maps-2015-1#18trade-and-resources-in-the-indian-ocean-18
	d) Diagnosis: with emphasis on the group in which you are (red or blue), develop a diagnosis of the geopolitical dispute, with emphasis on the dynamics of anti-access and area denial (A2/AD).	https://www.pri.org/stories/2017-08-11/us-has-massive-military-presence-asia-pacific-heres-what-you-need-know-about-it https://www.businessinsider.com/without-the-us-navy-and-air-force-globalization-as-we-know-it-would-be-impossible-2015-3

After teaching content on geopolitics, such as war, and strategy, the classical theories of Mackinder, Mahan, and Spykman helped to analyze the selected cases. Air Power theory and space geopolitics completed the framework. Based on the accumulated coursework, the third case study - Brazil - sought to propose an analytical reflection on the A2/AD environment in South America, starting with the Brazil-Venezuela dyad. Students had to think, in a comparative manner, how the geostrategic characteristics of the previous cases contributed to the analytical effort about Brazilian reality. To bring them closer to the Brazilian geopolitical and military reality, military authors such as Gheller et al. (2015), Lima Junior (2016), and Paiva (2016). The former discussed weapon systems (missile and rocket artillery - ASTROS) and their potential for the Brazilian A2/AD, while the latter allowed for a glimpse of the suitability of this strategy modality for the Brazilian reality. Table 4 summarizes the structure of the assessment activity in this last stage.

Table 4. Teaching Case 3. Geopolitical Essay on South America

Question	Structure	References
How could Brazil incorporate A2/AD	Geopolitical Essay: a) Title: the title should be short and directly related to the topic.	Gheller et al. (2015) Lima Júnior (2016) Paiva (2016)

| perspective into its defense strategy? | b) <u>Context:</u> By focusing on the relationship between geopolitics and strategy, explore the regional context (Amazon and South Atlantic environments).

c) <u>Strategic Challenge</u>: provide a brief contextualization of the geopolitical challenges (countries) that may give rise to Brazil's A2/AD system.

d) <u>Proposal:</u> develop a proposal for an anti-access and area denial (A2/AD) system for Brazil. | Geopolitical and Security Environment for Study: South America.

https://www.google.com.br/maps |

We applied forms before (pre) and after (post) the application of each of the case studies implemented in the course, making up six answer forms: 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2. The goal was to assess the student's self-perception of their knowledge of concepts before and after each activity. It is essential to highlight that self-perception analysis usually carries a critical element of bias, as the student may perceive improvement in learning only to correspond positively to the professor's effort. Still, this information is valuable from the point of view of the teaching-learning process. It is so because it measures how much students perceive the activity may have contributed to enhancing their learning.

The application forms were structured in two sections: a theoretical and a specific section. The first section (theoretical) repeated throughout the six forms. In it, students choose a score from 0 to 5, on a *Likert scale*, as to their self-perception of theoretical and conceptual mastery of concepts. There were eleven main concepts discussed in the course, namely: geographic positioning, strategy and tactics, anti-access (A2), area denial (AD), freedom of action, weapons systems, land domain, maritime domain, air domain, space domain, and cyber domain. The second part of the forms consisted of a section with the specific concepts addressed in each case.

In case 1, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the case of Eastern Europe concerning': (i) Russia's interests, (ii) NATO's interests, (iii) anti-access (A2), (iv) area denial (AD), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

In case 2, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the East Asian case' regarding (i) China's interests, (ii) United States' interests, (iii) anti-access (A2), (iv) area denial (AD), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

In case 3, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the North of South American case': (i) Brazil's interests, (ii) anti-access (A2), (iii) Area Denial (AD), (iv) Joint Anti-Access and Area Denial Defense System (SCDANA), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

4. Results, challenges, and final considerations

The consolidation of the results highlighted practical challenges from the professor's perspective, who seeks to systematize and monitor the application and effectiveness of the teaching activity. The first challenge was to get the students to fill out the self-perception forms about their mastery of the theoretical concepts related to each case. This procedure repeated itself before and after every activity. As identification was mandatory (through the enrollment number, for control purposes), we identified cases with single answers (only before or after) and excluded unpaired data for a proper analysis. After cleaning the dataset, the number of respondents in the first case (1.1 and 1.2) was 18 students; in the second case (2.1 and 2.2), 10 respondents, and in the third case (3.1 and 3.2), 9 student respondents. The major implication of this problem is the low number of observations in the samples, making it challenging to calculate statistical significance, so the analysis was restricted to a descriptive analysis of the data.

Figure 1 indicates that as the cases were applied over the semester, the average student's perception of learning the eleven major theoretical concepts of the discipline increased. These concepts were assessed in the first section of each form applied before and after the cases.

Figure 01: Average of students' self-perception of learning about the main theoretical concepts in the discipline across the 3 case studies
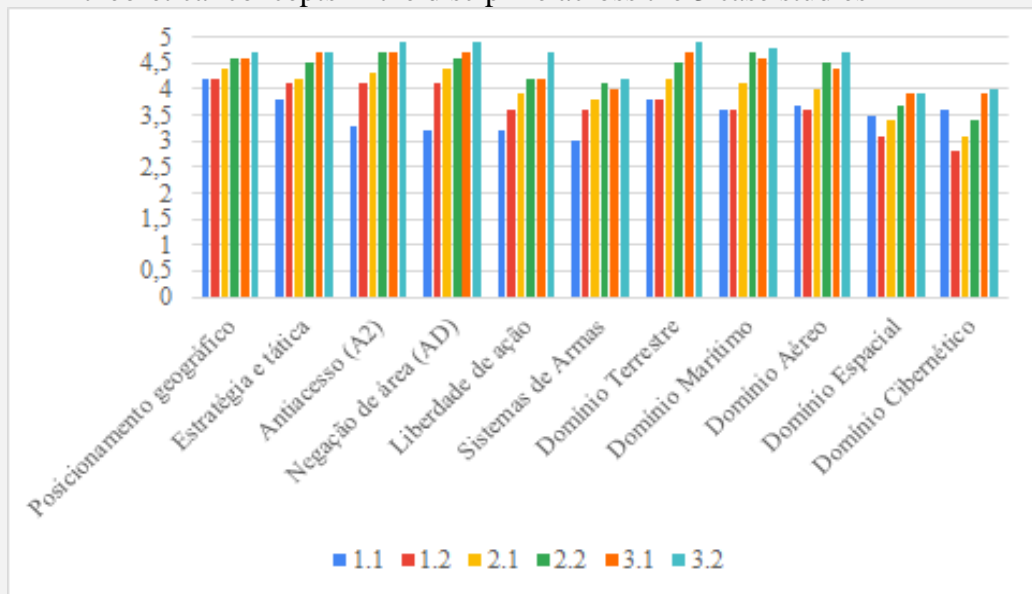
Figure 2 shows that the activities successfully consolidate the theoretical concepts throughout the course. It is possible to verify a decrease in the variance between students' answers, indicating greater convergence between responses and greater consistency about the respondents' perception of learning the subject's main concepts.

Figure 02: Variance of students' self-perceived learning about the main theoretical concepts covered in the course
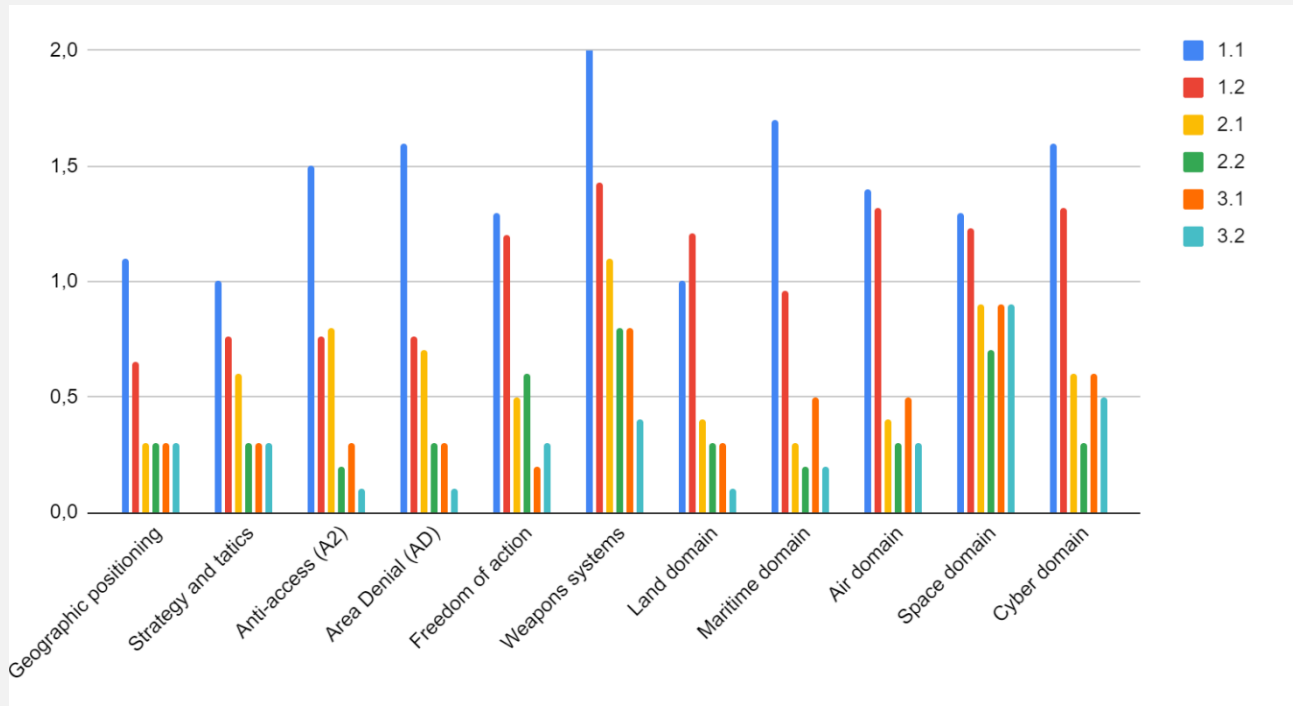
Source: the authors.

Figures 3, 4, and 5 illustrate each case's self-perception of specific concepts. In all concepts, the students declared an improvement in their self-perception of learning after the activity. It is also evident that the averages for self-perceived learning in the concepts of space, cyber, and weapon systems were lower than in other domains (land and sea, for example). This level of learning, lower than the other concepts, was expected by the instructor because they were less explored in the course literature (especially weapon systems and space domain) and presented in the last part of the course. There was less time for a deeper understanding of the technical concepts and terms of the military field. Discussions around the land, maritime, and air domains were mainly employed, which was not the case with the debates around cyberspace and weapon systems (discussed less consistently).

Figure 03: average of students' self-perceptions about learning the specific concepts of case 1, Eastern Europe (0, "do not know anything about the concept" 5 "mastery of the concept"), pre and post activity
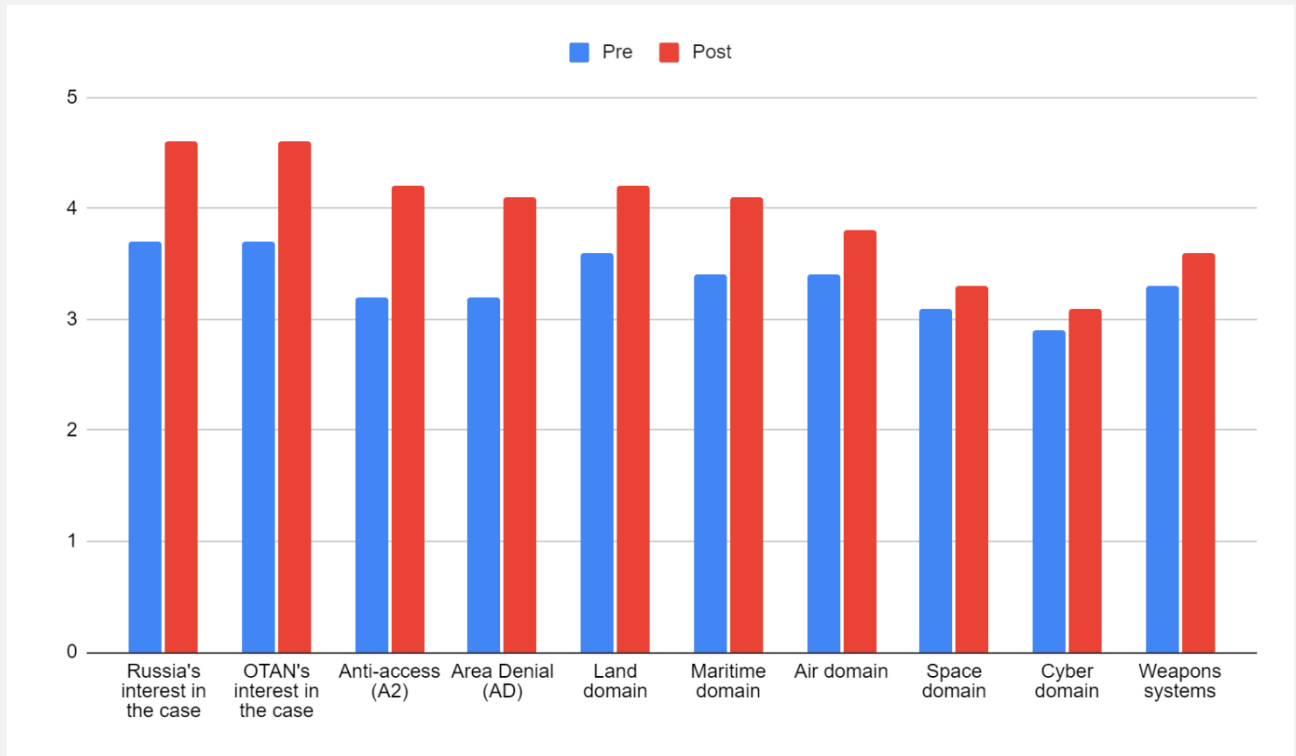
Figure 04: Average of students' self-perceptions of learning the specific concepts of case 2, East Asia (0, "do not know anything about the concept" 5 "mastery of the concept"), pre and post activity
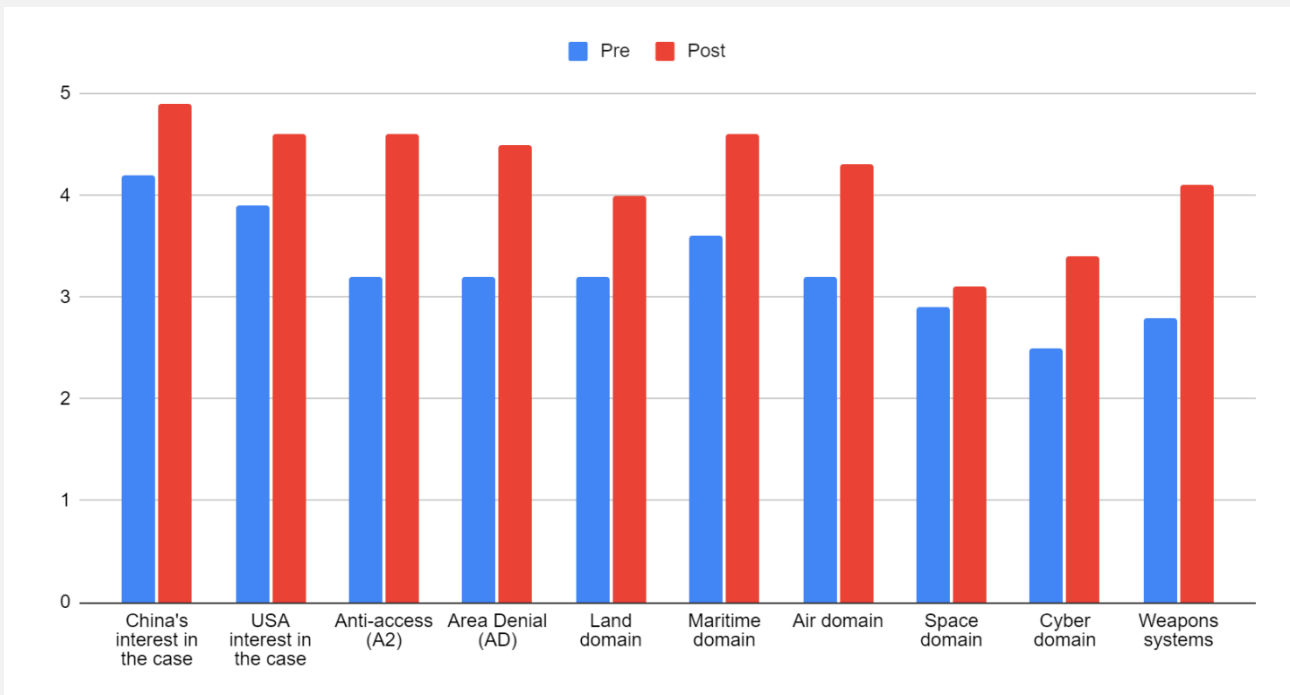
Figure 05: Mean of students' self-perception of learning the specific concepts of case 3, South America (0, "do not know anything about the concept" 5 "mastery of the concept") pre and post activity
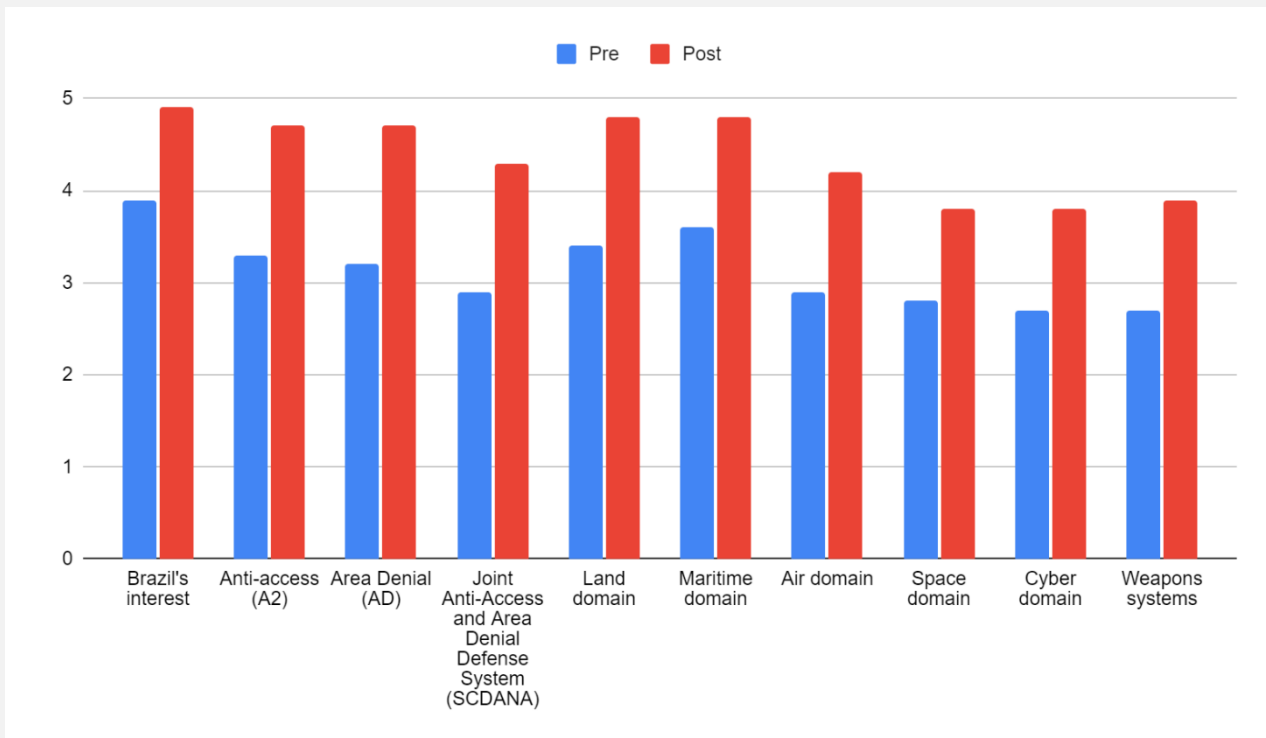
The average assessment scores for the students were 8.90 in Case 1, 8.63 in Case 2, and 8.62 in Case 3. As the subject progressed, the assessment content was cumulative. Adding to this difficulty, the ability of the learners to mobilize a wide range of demanding military-technical concepts, several of which were new to the students. For this reason, despite being relatively high, the class average showed a downward trend. The professor's responsible for the subject and the evaluation opinion is that it resulted from the increased rigor of the assessments throughout the course. In summary, the results suggest that the activity effectively achieved its objectives of making the teaching-learning process more dynamic and improving it through practical reflections on the international system.

Teaching Geopolitics and International Security in a single subject is challenging. To maximize the chances of students learning about the geography of international relations and its security dynamics, we chose to engage in a contemporary debate: operational strategies of anti-access and area denial. This option presented a *trade-off*. Although it has high explanatory value about the connection between geography, military power, and security, this debate demands knowledge of a complex set of military concepts and terms, usually linked to weapon systems. We tried to mitigate the negative side of the

trade-off by offering complementary information, documentaries, and lectures with experts on various subjects discussed in the course. However, one observation is apparent: the students' difficulty in better understanding military issues says more about how necessary this content is in undergraduate courses. We conclude that teaching such content has broadened the horizon of analytical opportunities for students, contributing to endowing them with tools that enable them to understand geopolitical phenomena and international security. To mitigate this deficiency, we will seek to offer more often Strategic Studies courses, a suggestion already contained in the National Curricular Guidelines of the area of International Relations.

The Covid-19 pandemic intensified numerous political, economic, social, and technological challenges permeating Brazil's teaching activity. Professors and students had to adapt to the difficult conditions in this scenario, and the countless hardships have made higher education even more challenging than ever. There was an effort to rethink the Geopolitics and International Security course to give students a practical experience of the contents taught. The low participation in filling out the forms may also relate directly to the remote environment since, in a face-to-face setting, it is more straightforward for students to fill out and when, and the activity only begins after filling out the application forms.

The results presented here provide an expectation that more professors in international relations may rethink and reformulate the content and tools within their subject programs in future semesters. It should happen in remote, hybrid, or even face-to-face contexts, enabling the use of teaching cases or other active learning strategies. In this way, it will be possible to provide practical experiences and activities so much in demand by students in international relations courses.

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Transition to Remote Learning during the Covid-19 Pandemic: Mapping the transition International Relations undergraduate courses took in northeastern Brazil from attendance in class to remote learning during the Pandemic

Do Presencial ao Remoto: mapeamento da transição dos cursos de Relações Internacionais do Nordeste para o isolamento social na Pandemia de Sars-Cov 2

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Abstract: The SARS-Cov 2 Pandemic has changed the world scene, including education. Faced with isolation measures, as Higher Education Institutions (HEIs) were forced to adopt Emergency Remote Education (ERE). This sudden transition impacted the routine of teachers and students in several ways and posed serious challenges to these institutions. In this scenario, the objective of this research is to map how the adaptation process carried out by the International Relations bachelor degrees in northeastern Brazil takes place in two moments of the pandemic: April 2020 and in the next year, between May and June 2021. For both, semi-structured ones were assigned with representatives of institutions in the region that offer a bachelor's degree in International Relations. We started with the question: how did the IES adapt its classes to the remote environment? The results point out paths for several reflections on the challenges of transition, remote education and the pandemic, in addition to differences between public and private institutions, both in speed and in the initiatives carried out.

Keywords: Pandemics; COVID-19; Emergency Remote Teaching; International Relations.

Resumo: A pandemia de SARS-Cov 2 modificou o cenário mundial, inclusive o da educação. Diante das medidas de isolamento, as Instituições de Ensino Superior (IES)

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foram obrigadas a adotar o Ensino Remoto Emergencial (ERE). Essa transição brusca impactou de diversas maneiras a rotina de professores e estudantes e impôs sérios desafios a essas instituições. Nesse cenário, o objetivo da presente pesquisa é mapear de que maneira ocorreu o processo de adaptação realizado pelos cursos de Relações Internacionais localizados no nordeste brasileiro em dois momentos da pandemia: abril de 2020 e no ano seguinte, entre maio e junho de 2021. Para tanto, foram realizadas entrevistas semiestruturadas com representantes das instituições da região que oferecem o bacharelado em Relações Internacionais. Partiu-se da questão: como a IES adaptou suas aulas para o ambiente remoto? Os resultados apontam caminhos para diversas reflexões, acerca dos desafios da transição, do ensino remoto e da pandemia, além de diferenças entre instituições públicas e privadas, tanto na celeridade quanto nas iniciativas realizadas.

Palavras-chave: Pandemia; COVID-19; Ensino Remoto Emergencial; Relações Internacionais.

1. Introduction

The SARS-Cov-2 pandemic modified the international scenario in March 2020 after the outbreak spreading from Asia to the whole world. The measures to control the pandemic, initially planned for a period of ninety days, ranged from personal recommendations such as the use of protective masks, adoption of gel alcohol for basic hygiene care, to more drastic guidelines, such as social isolation and closing of borders. This affected directly the world's educational system, from elementary to higher education, leading worldwide Higher Education Institutions (HEIs) to adapt to this new reality.

The case of Brazil did not differed. In March 2020, the SARS-Cov-2 arrived in the country, bringing the need to social isolation and, in addition, the adjournment of classroom lessons, both in elementary and higher education (PIERRO, 2020). According to UNESCO (2021) estimates, the adjournment affected almost 53 million students, being 8 million at the higher education level. Unprecedented in its proportions, this event affected the field of education to such an extent that discussions on accelerating the growth of distance learning, expanding existing differences between public and private education in the country and mental health care, both of students and educators, became a mandatory agenda in the area (GUSSO et al, 2020; PIERRO, 2020).

Although recent, the relevance of the topic stimulated this research, which has as its main objective mapping the adaptation process carried out by the International Relations (IR) courses of public and private HEIs in Northeast Brazil. The article is

structured into three parts: first, the pandemic and its challenges in the field of education are contextualized. Then, the results of the mapping are presented; carried out at two different moments of the pandemic (in its beginning, 2020 and in the following year, 2021) to, finally, raise some reflections and questions about emergency remote teaching in IR courses.

This study is characterized as exploratory, as it aims to raise questions and reflections on a recent topic, still little worked on. As a method, qualitative data was used, obtained through semi-structured interviews with representatives of HEIs that offer IR bachelor's degree courses in Northeast Brazil (ROCHA, 2021). From the answers offered by the coordinators, some considerations were raised about the experience of implementing the emergency remote teaching (ERT) in higher education in Northeast Brazil.

The interviews were carried out in two different moments of the epidemic: the first was carried out in April 2020, right after social isolation, a moment in which the institutions experienced something new, unprecedented in the Brazilian experience and whose duration, at that moment, was expected to not exceed three months (WHO, 2020). Eight higher education institutions located in Northeast Brazil were contacted. The second moment was through May and June 2021, when the pandemic was already at a more 'mature' stage, in which both professors and students had adapted to the implemented dynamics, although already worn out. The expectation of permanence in emergency remote teaching was until December 2021. In the second moment, the same institutions of the first stage were contacted again, to verify which of the implemented measures had been maintained and how these institutions evaluated the impact that such measures had on the courses. In addition to those analysed at first, the number of institutions approached was expanded, adding five new ones to the initial list[3].

2. The Pandemic, social isolation, and the emergency remote teaching

Initiated as an atypical pneumonia in Wuhan, China, in November 2019, for reasons not yet clarified, the new coronavirus fell into the category of pandemic on March 11, 2020, determined by the World Health Organization (WHO). This new condition modified the disease guidance protocols, which, at that time, did not only affect the Asian continent. The WHO advised local governments to implement necessary measures to

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[3] The list with the HEIs interviewed and the questions used can be found in the attachments.

minimize the effects of the pandemic. Among the recommended measures were social isolation, mass testing of the population and an increase in hospital beds, professionals, facilities and health equipment. In addition to research on the origin of the disease, treatment possibilities and the creation of a vaccine. The disease was still an unknown for scientists, with no known treatment, and social distancing was the most efficient non-pharmacological measure to prevent the further spread of the virus.

For this reason, the pandemic affected directly the educational activities. In March 2020, the new coronavirus caused the closing of schools in about 85 countries as an attempt to contain its dissemination, a measure that affected more than 700 million children and young people around the world according to UNESCO (UN, 2020). The most extensive use of distance learning resources such as the internet, radio or television was recommended. At that time, the WHO projected a quarantine period of ninety days, a period considered by educational institutions when organizing their calendars.

In Brazil, the closing of higher education institutions took place in the week of March 18, 2020. From then on, public and private institutions organized themselves based on the guidelines established by the National Education Council (NEC), which was devised during the H1N1 pandemic in 2009, seeking to implement/expand access to new technologies, the main support for the "new normal" that would be established in Brazilian higher education in the following months (BRASIL, 2009).

Based on this scenario, still in March was created the Emergency Operating Committee of the Ministry of Education (COE-MEC), followed by several other legal instruments that purveyed guidelines in relation to what educational institutions could or could not do in order to maintain their activities remotely. The COE-MEC authorized the use of digital media to conduct classes (except for internships, laboratory practices, and medical courses and residencies). In addition, it relaxed the number of school days, while at the same time maintained the workload of the modules (Ordinance n. 343/2020, amended by Ordinances n. 345/2020 and 473/2020, and Provisional Measure n. 934/2020) (BRASIL, 2020c, 2020d, 2020e, 2020f). In this context, a new teaching category emerged in Brazil: Emergency Remote Teaching (ERT).

From that period onwards, HEIs witnessed several waves of the pandemic in Brazil. As expected in a country of continental proportions, the 26 states and the Federal District presented different moments of peaks and falls in cases and number of deaths,

which also led to different restrictions on the movement of people and the return of certain in-person activities in different moments. Thus, what would have been a period of 90 days, ended up extending for more than a year. The abrupt implementation of the ERT, with all its nuances and challenges, for both students and teachers, sparks the debate around the differences between in-person and virtual teaching and the challenges that the pandemic scenario has brought to the life of the entire higher education environment.

2.1.Emergency Remote Teaching as Category

Before starting the discussion on the challenges of Emergency Remote Teaching, it is worth differentiating it from a well-known category: Distance Learning (hereafter DL). DL is an "educational modality mediated by technologies in which teachers and students are physically separated" (GUSSO et al., 2020, p. 5). In order to conduct the teaching-learning process through this means, specific strategies are planned and used, which consist of the preparation of adequate material, training of teachers and pedagogical support for students. To this end, DL has a multi-professional team to provide guidance and support to students and faculty (KAPLAN; HAENLEIN, 2016; GUSSO et al., 2020).

The ERT by its turn does not rely in aspects such as planning and training. Hodges et al (2020) and Gusso et al (2020) highlight that the lack of planning, training, and technical support, as well as considerations regarding aspects of the reality of students and educators in addition to the risk of exclusion to those without proper access to technological resources, make it difficult to guarantee conditions for a quality course. Charczuk (2020) claims that the main difference between DL and ERT lies on the theoretical-conceptual assumption contained in this 'in-person to digital' transition. In the same sense as Hodges et al (2020) and Gusso et al (2020), the author states that in the ERT there was no planning and establishment of specific assumptions for this practice, only the in-person transition. Therefore, it cannot be considered a modality such as distance education, but only a "pedagogical action" (CHARCZUK, 2020, p. 5). The author sustains moreover that exists a false dichotomy between DL and ERT on one side, and on the other, in-person teaching (CHARCZUK, 2020). In this false dichotomy, teaching mediated by digital means is seen as inferior to in-person teaching. However, neither in-person teaching is effective, nor DL or ERT are inherently inferior. In this way,

the effectiveness of teaching depends on the quality of the interaction between student, teacher and knowledge, as well as on the assumptions on which it is based.

Gusso et al (2020) adds another complicating element: physical distance imposes some natural limitations, such as the impossibility of developing certain physical/motor and social/interpersonal skills. Furthermore, it should be noted that these inherent limitations, in the case of the ERT, are added to the variables derived from the lack of planning, and the pandemic environment.

In this sense, DL and ERT are also not dichotomous, as there are institutions in which, given the infrastructure conditions, teachers' experience and conditions of access of students and professors to digital media, it was possible to ensure a greater approximation between ERT and DL. Thus, based on available resources and conceptual frameworks of the teaching-learning process, each HEI can make several decisions, which lead to simpler or more complex paths (GUSSO et al, 2020).

The simpler path is based on three premises: a) everyone has access to the resources; b) everyone is in condition to perform remote activities, and c) teaching is about transmitting content. The more complex path "involves a broad characterization of the working and study conditions in each HEI" (GUSSO et al, 2020, p. 7). Therefore, the most complex path considers everyone's access to the internet, the way students deal with the virtual environment (autonomy and other skills) and the training of teachers to plan and execute the ERT, in addition to evaluating students.

Therefore, in choosing how to move to the remote, it becomes essential for managers, in the view of Gusso et al (2020), to reflect on the conception of higher education and the teaching-learning process. In this sense, in a teaching-learning concept as capacity development, the HEI seeks to train professionals capable of analysing social needs and generating solutions and not just reproducing knowledge. In view of this reflection, decisions regarding the ERT should be taken by teams of education specialists, representatives from academic and infrastructure areas, and the Ministry of Education's Own Assessment Commission (CPA).

2.2. Challenges to Emergency Remote Teaching

Such debates generated the beginning of a specialised literature on the subject. According to Neves, Assis and Sabino (2021), from the Scielo platform, between March 2020 and March 2021, 16 articles on the ERT were published in Brazil. Among these, 14

focus on this modality in higher education, of which nine are in the medical sciences field. The low number of publications, even on a recent subject, indicates potential for research on the topic. Based on the review conducted in this research and the authors' experiences, there is great concern about the numerous challenges of the ERT in the SARS CoV-2 pandemic and its consequences. For didactic purposes, these challenges were divided into three categories: 1) didactic-pedagogical challenges; 2) challenges related to digital technologies and 3) socio-emotional and social challenges.

Table 01: Challenges to Emergency Remote Teaching

Didactic-pedagogical
Maintaining the quality of teaching without planning
Appropriate training and strategies
Academic performance of students
Relationship between teachers and students
Challenges in dealing with digital technologies
Technological
Lack of access to digital technologies
Limited or poor-quality access to computers and the internet
Challenges in dealing with digital technologies
Excessive use of technologies
Socio-emotional and social

Psychological support guarantee

The teacher's workload

Unemployment and/or reduction in student income

Inappropriate environment for study/work

Care of the elderly and children during isolation

Illness, grief and fear in the face of the pandemic

Economic, racial and gender inequalities

Source: the authors.

Among the didactic-pedagogical ones are the maintenance of the quality of teaching without planning, training of teachers and students and the use of appropriate strategies; students' academic performance; relationship between teachers and students and the challenges in dealing with available digital technologies.

In the second category, technological challenges, are the lack of access to necessary digital technologies; limited or low-quality access to computers and the internet; challenges in dealing with available technologies (the result of low digital literacy) and the excessive use of technologies (which can lead to other problems). It is noteworthy that these obstacles are repeated in category 1, as they are closely related to the didactic-pedagogical issue.

Finally, the socio-emotional and social category includes the guarantee of psychological support to the academic community; teachers' work overload (in adaptation to the ERT); unemployment and/or reduction in student income; inappropriate environment for study/work (either without infrastructure or home with few rooms); care of the elderly and children during isolation; illness, grief and fear in the face of the pandemic, in addition to economic, racial and gender inequalities that potentiate the

negative consequences of other challenges (GUSSO et al, 2020; MENEZES et al., 2020; SILUS; FONSECA; JESUS, 2020).

The systematization of the challenges contained in Emergency Remote Teaching, made in Table 1, allows us to understand the range of difficulties faced by the educational institutions, as well as teachers and students, with the arrival of the SARS Cov-2 pandemic in Brazil. This shows that there is an extensive research agenda to be explored by experts in the coming years.

When considering the context mapped in this article – Northeast Brazil – reflecting upon the impact of the ERT is extremely important. This is because the states of the region already faced lower rates of access to technologies and higher education, when compared to the states of the South and Southeast, in addition to lower average years of study than all other regions (figure 1, below). Furthermore, even with the great expansion of access to higher education in the region at the beginning of the 21st century, the enrolment rate in higher education in the Northeast region is still low (DOS SANTOS; DA SILVA, 2015; IBGE, 2020).

Image 01: Average number of years of schooling for people aged 25 and over

Número médio de anos de estudo das pessoas de 25 anos ou mais de idade (anos)

	Homem	Mulher		Norte		Nordeste
	8,7	9,1		8,3		7,6
	8,9	9,3		8,6		7,7
	9,0	9,5		8,7		7,9
	9,2	9,6		8,9		8,1

Branca	Preta ou parda
10,0	8,0
10,1	8,2
10,3	8,4
10,4	8,6

Centro-Oeste
9,2
9,4
9,6
9,8

Sudeste
9,7
9,9
10,0
10,1

Sul
9,2
9,4
9,5
9,7

Brasil
8,9 9,1 9,3 9,4

▮2016 ▮2017 ▮2018 ▮2019
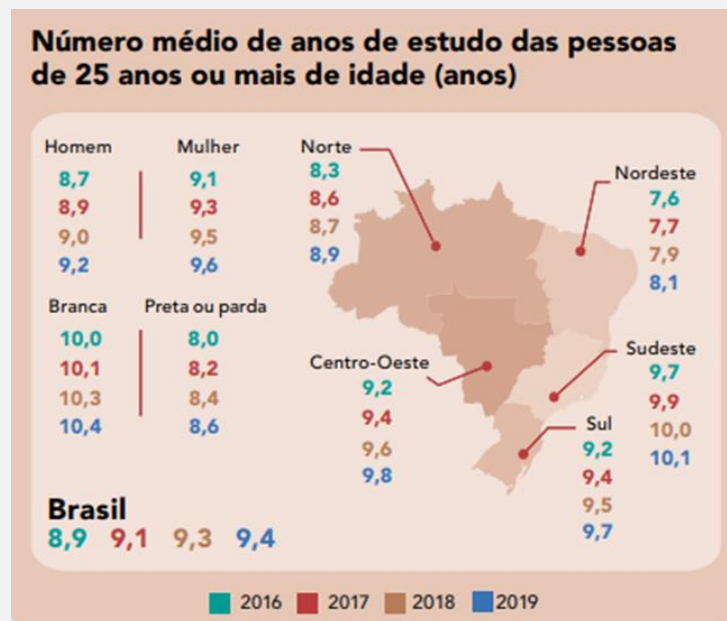
Source: PNAD Contínua 2019 - IBGE (2020).

Despite the challenges, it is noteworthy that emergency remote teaching was the factor that enabled the continuity of classes (CHARCZUK, 2020; GUSSO et al, 2020; NEVES; ASSIS; SABINO, 2021). In this sense, it is also necessary to reflect upon the

benefits of this pedagogical action, and how the period can contribute to the improvement of teaching practices.

Based on this dichotomy and the impact that ERT may have in the coming years on Brazilian education, the following is an exploratory study carried out in International Relations courses in Northeast Brazil.

3. Methodology

By aiming to raise reflections and questions about a recent topic that still has little literature, the present study is characterized as exploratory. For that, as a method, the authors used qualitative data obtained through semi-structured interviews with representatives of HEIs in Northeast Brazil that offer bachelor's degree courses in International Relations (ROCHA, 2021).

The mapping process was guided by the question: how did the HEIs in the Northeast that have a bachelor's degree in IR adapt to the ERT? Starting from this question, some factors were considered such as: a) response time of the institution to the problem; b) virtual resources made available to students; c) preparation of teachers for the new virtual teaching instruments; d) consultation with students about the means adopted (whether only remote access, hybrid regime or maintenance of the in-person model), and e) provision of internet to teachers and students. Another factor considered was the nature of the participating institutions: whether public or private. This characteristic seems to be crucial to understand some of the measures taken, and some of the patterns found vis a vis the solutions offered by the institutions to face the pandemic.

The interviews were conducted at two different moments: 1) April 2020, including eight higher education institutions in the region at the time, raising the factors listed above; and 2) May and June 2021, where the same institutions were sought to verify which of those measures had been maintained, whether at any time during the relaxation of the measures there was a return to classroom classes, and how the pandemic had impacted the course (enrolments and suspensions in 2021). The latter, as it is a sensitive topic for private higher education institutions, was treated with the necessary kindness. In this second moment, it took the opportunity to contact some institutions not covered in the first stage, which increased the number of consulted courses. The list with the HEIs interviewed and the questions used are in the attachments section.

In the analysis, a tabulation of the data was performed for better comparison, in order to observe the similarities and differences between the transitions of each HEI. From this, we sought to observe these differences and similarities in parallel with the context of each institution, in its space (where it is located) and nature (public or private).

4. Results

In July 2021, the BA in International Relations was offered in eleven higher education institutions in Northeast Brazil. In addition, the region also counts on two BA's in Political Science (UNICAP and UFPE[4]), area considered to be the "mother" of IR. In general, they were the result of recent encouragement to create these courses in the country (MYIAMOTO, 2003; FELIU, KATO, REINER, 2013). Directed specifically towards the field of IR, public universities in Sergipe, Paraíba[5] and Bahia also offered this course.

The University of International Integration of Afro-Brazilian Lusophony (Unilab), located in the State of Ceará, offers the course at the Malês Campus, outside its headquarters, in São Francisco do Conde, State of Bahia. Created in 2010, as a cooperation initiative with CPLP countries to promote solidary cooperation between their peoples, it has students from both Latin America and Africa, which makes it unique in the Brazilian context. This singularity also leaves it quite fragile in a political scenario of significant cuts in funds for higher education that has occurred since the victory of Jair Bolsonaro for the presidency of Brazil, in 2018[6].

According to Revista Fórum (2021), in an article published in April 2021, Education was the sector that suffered the most cuts during the Bolsonaro government. Between 2019 and 2020 alone, the ministry's budget was reduced by almost twenty billion Brazlian reais.

In the private sector, the State of Pernambuco stood out, as it has the largest offer of IR courses in the Northeast. With the exception of Asces-Unita, located in the city of

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[4] In the case of UFPE, the degree in Political Science offers IR as a possibility of concentration. In practical terms, a mandatory minimum workload is dedicated to specific subjects in the area.

[5] Interestingly, Paraíba has two IR courses, both in public universities, in the same city, João Pessoa, at a distance of 15 km from each other, which perhaps explains the lack of courses in the private sector in the state.

[6] It is important to mention that, before the pandemic in 2019, Jair Bolsonaro criticized Unilab for offering entrance exams to transgender and intersex people. The institution suspended the initiative, after questioned by the MEC. Available in: https://www.cartacapital.com.br/educacao/pelo-twitter-bolsonaro-anuncia-suspensao-de-vestibular-para-pessoas-trans. Access in July 5th 2021.

Caruaru, the other faculties are located in Recife, the State's capital. Alagoas, Maranhão and Piauí did not have International Relations courses at the time of the research.

Table 02: Institutions that participated in the interviews, by state and nature

Nature	State	Institutions	April 2020	May-June 2021
Private	BA	UNIFACS	--	S
	BA	Unijorge	--	S
	CE	Fac. Stella Maris	--	S
	RN	UnP	S	S
	PE	Faculdade Damas	S	S
	PE	UNICAP (CP)	S	--*
	PE	Asces-Unita	S	--*
	PE	Estácio do Recife	--	S
Public	BA	UNILAB	--	S
	PE	UFPE (CP/RI)	S	S
	PB	UEPB	S	S
	PB	UFPB	S	S

	SE	UFS	S	--
Without IR	AL	--	--	--
	MA	--	--	--
	PI	--	--	--
		13	**08**	**10**

Source: elaborated by the authors.
* Both Asces and UNICAP were not sought in the second round of interviews, but it is intended to include new data in the future.

There were two moments of the interviews. In the first, right after Ordinance no. 343/2020, of the MEC, recommending social isolation measures, in April 2020, eight educational institutions were consulted, which promptly participated in the interview, through virtual means or, in some cases, by answering the questionnaires via WhatsApp. In the second moment, in addition to those who participated in the first conversation, participation was also expanded to those who were absent. Among the institutions contacted, the Federal University of Sergipe did not respond to the contact made. In any case, almost all the HEIs with an IR course in the Northeast were covered.

In the second round of interviews, contact was returned in order to understand how the pandemic affected the institutions and the resources adopted. Although in the private sector the number of enrolments (and mainly, its decrease) is a sensitive data, as mentioned above - and, for this reason, not disclosed - the doubt was to understand if there was any new strategy for the problems identified during the period.

The data collected will be presented as follows: first, a general mapping of the strategies adopted in the pandemic will be carried out, to then show the aggregated data on the impacts of the pandemic on institutions, referring to the responses offered in May and June 2021.

Table 03: Structuring of the institutions for the SARS-CoV 2 pandemic of IR courses located in the Northeast (April 2020)

Kuss & Pacheco. Transition to Remote Learning during the Covid-19 Pandemic: Mapping the transition International Relations undergraduate courses took in northeastern Brazil from attendance in class to remote learning during the Pandemic

	Response Time*	Resources Adopted	Professors Preparation	Students Prepation	Offer of Internet
Asces-Unita/PE	01	Google/ Moodle	S	N	N
Unijorge/BA	00	Canvas	S	S	S
Damas/PE	01	Google/ Microsoft Office	S	S	N
Estácio de Recife	03	Microsoft Office	S	S	N
Fac. Stella Maris/CE	02	Google	S	S	N
UEPB	12	Google	S	S	N
UFPB	12	Google/ Moodle	S	S	S
UFPE (CP/RI)	12	Google	S	S	S
UFS	16	Google/ Microsoft Office	S	S	S
UNICAP/PE (CP)	01	Google	S	S	S

UNIFACS/BA	00	BlackBoard/ Microsoft Office	S	S	S
UNILAB/CE	31	Google	S	N	N
UnP/RN	00	BlackBoard/ Microsoft Office	S	S	S

* time in weeks. Source: own elaboration based on interview data.

The first feature that stands out in the table above is the response time to social distancing instituted with the pandemic. Private higher education institutions responded quickly, and this time can be counted in weeks. As they belong to the same maintainer, UNIFACS and UnP[7] had the same response time of 48 hours, and shared this speed with Unijorge, which already had the entire system organized in 72 hours. These institutions responded to the questionnaire explaining that they adapted the existing structure in use for distance education to ERT, which is why they did it so quickly.

Regarding the criterion of offering internet to students, among the private institutions only Unicap, Unijorge, UNIFACS and UnP offered some incentive to compensate for the excessive use of internet that students would have. Nevertheless, this happened differently in each of the institutions. Unijorge provided SIM cards to its students through a plan with the telephone company that provided the service and was paid by the institution. For students who returned to their homes, the institution used a network of distance education centres to send SIM cards to cities where there was demand. At UnP and UNIFACS, students and employees had discounts on internet packages and purchase of equipment, through partnerships with companies in the

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[7] Both belong to the same network of private universities (Ânima Educação), which is why their answers are similar.

appropriate sectors. At UnP, there was an initial mapping of students without internet or computer, in order not to have any damage to their assessments due to these factors.

The same speed of response did not occur in public educational institutions. Although most of them also offer distance education, this modality works separately in the institution, generally constituting its own Dean's Office. The faculty that make up the Distance Learning staff is small compared to the total faculty of the institution, since DL usually has many more tutors than professors. The transition to the virtual environment was therefore slower and more gradual, with many of the public institutions offering teacher training courses and tutorials for students on the new tools to be used. Only UEPB and UNILAB did not offer specific internet grants to needy students, aiming to compensate them for the lack of resources, at this time, essential for the implementation of emergency remote teaching.

In the case of UNILAB, according to the report collected, a significant portion of its students depend on financial support from the university, which is aggravated by the fact that many are far from their country of origin. Added to a scenario of scarcity of federal resources, all these problems seem to accentuate the difficulties in implementing virtual teaching environments quickly. In this way, it is questioned whether in fact it was a delay or simply the absence of necessary conditions to implement the basic virtual environment for the continuity of classes.

The other requirements were met. The big winner in the use of technology was Google, without a doubt, although competition with Microsoft Office was fierce. However, at least in the Northeast, Google was the winner, used by nine of the thirteen HEIs (considering the two rounds of interviews). Both professors and students were able to prepare themselves for the use of the new tools available, receiving training, even if of short duration, with the exception of Asces and UNILAB, which did not prepare their students in advance.

These questions composed the interviews conducted during the first moment of the pandemic, in April 2020. In May and June 2021, given the possibility of including in the discussion institutions that have not participated previously, it was also considered the appropriate time to go back to the previous institutions and raise elements to consider how the issue of the pandemic had impacted them. The concern here was to understand how students and teachers felt the challenges of the pandemic a year later.

For the public sector, the first step was to search for data regarding the enrolment of students in the years of 2020 and 2021, on the website of the Anísio Teixeira National Institute for Educational Studies and Research (INEP)[8], in order to compare such data and verify more or less demand for higher education institutions. Unfortunately, this site has not been updated since 2019, which made it impossible to update the data. Regarding the private sector, the data are sensitive and the conversations were made in a general way, without exactly counting on absolute numbers nor percentages.

Table 04: Impact of the SARS-CoV 2 pandemic in IR courses located in the Northeast (May-June 2021)

	Student Dropout	New Classes	Return to in-person Classes	Challenges of the Period
Asces-Unita/PE	--	--	--	--
Unijorge/BA	S	Smaller	N	More familiarity; level of student participation and interaction is lower than in person; students do not turn on their cameras, but participate a little by chat. Everyone prefers to return to face-to-face as soon as possible.
Damas/PE	S	Smaller	N	--

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[8] INEP is an autarchy of the Federal government, "responsible for assessments and exams, for statistics and indicators, and for knowledge management and educational studies" (INEP, in: http://portal.inep.gov.br/web/guest/sobre-o-inep).

Estácio/PE	N	Bigger	N	Good adhesion of students to the proposed activities; greater emotional exhaustion and isolation of students when contagion increases. Exhaustion, lack of physical contact and depletion of the teacher's creativity.
Fac. Stella Maris/CE	S	Drastically Decreased	N	More familiar with this class format, with the resources used and with being in front of the screen to follow the class.
UEPB	N	Increased	N	Everyone became more familiar, which allowed the learning of new virtual teaching tools, but distanced students and teachers. Closed camera of students with little use of chat. Worn out teachers and students. A long-awaited return to in-person classes.

UFPB	N	Entry similar to the previous year	N	Students are tired, as they kept the same number of subjects in the virtual as in the face-to-face.
UFPE (CP/RI)	N	N	N	The main challenge is how to make the class interesting, on the part of the teacher. On the part of the student, the challenge is to treat the class seriously, since the cameras are off even when asked to turn them on.
UFS	--	--	--	--
UNICAP/PE	--	--	--	--
UNIFACS/BA	S	Smaller	N	More familiarity, exhaustion of the model, tiredness of teachers and students, possibility of attending classes after emptying rooms.
UNILAB/CE	S	No entry yet	N	More familiarity, language difficulties, digital divide

UnP/RN	S	Entry similar to the previous year	N	Students and teachers are more familiar with technologies, but there is fatigue from remote teaching. Student attendance decreased, as did participation. It is necessary to innovate to have greater participation. Even so, there is an emotional wear and tear on the part of students and teachers.

Source: own elaboration from the data of the interviews.

The dropout of students already enrolled was significantly perceived within the IR courses of both public and private institutions throughout the SARS-CoV 2 pandemic. Although it is not possible, at this moment, to illustrate with data for the reasons already mentioned above, both in the case of those already enrolled and in the case of new admissions, the numbers dropped.

At UFPE, although there was no access to the data, the perception informed by the coordinator was that there was no decrease in the number of classes. However, the case of UEPB is worth mentioning: the course coordinator reported that the number of students enrolled over the last two semesters has increased by approximately 20% each semester. As for dropout rates, they had the same positive effect during the pandemic: they decreased. The immediate explanatory factors, from the perspective of coordination, are economic difficulties to stay here or difficulty adapting to the city. In the IR course at UEPB, most students are from outside João Pessoa, and even from other States of the Northeast. Thus, during the pandemic, social distancing at this institution had a curious effect: an increase in the number of enrolled students and newcomers when compared to

previous years. The same phenomenon occurred with the UFPB, albeit in a smaller proportion. As reported by that coordination, the increase in enrolled and incoming students was about 15% higher in 2021, compared to the two previous years.

No institution, whether public or private, had returned to in-person meetings by the time of the second round of interviews. This was mainly because IR is a course that does not require laboratory practice. Those have returned to in-person classes when it was the case, in several public or private institutions over the last few months.

The challenges faced are of the most diverse orders. Wear was pointed out as something recurrent, both in professors and students[9]. Although both are more adapted, it was frequent in the interviews to mention the fatigue of the ERT model, and a very high expectation, also here on both sides, for the return to in-person classes. Closed cameras, non-participation of students, emptying of classes are some of the issues frequently mentioned by professors as discouraging in the virtual relationship between them and their students.

Among the results obtained in the first round interviews, it was observed that the private HEIs responded more quickly to the crisis, with an agile transition to the ERT. In public universities, the response was slower, causing a few weeks of delay in the academic calendar. As not all effective professors participated in distance education, training was offered for this new modality.

In terms of the technology used, one of the factors that contributed to the faster adaptation in the private institutions was the virtual resources already available to professors and students of the on-site courses, before the need for ERT. In public institutions, these resources were previously used only for distance education professors, tutors and students, a small portion of their total courses. Regarding the availability of resources, such as computers and the internet, there is a diversity of types of support provided.

More than a year later, the HEIs continued, in the midst of the pandemic, still in ERT. The expectation of something that would last a few weeks turned into more than a year outside the physical environment of the classroom, which seemed to transform the problems and challenges for professors, students and for the managers themselves.

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[9]Course representatives in the interviews pointed out this perception of student wear. There were no interviews or research on the issue with the students.

Everyone already knew the tools and there is no need for an emergency change anymore. However, the extent of isolation brought an even greater concern for everyone's mental health due to gaps in knowledge, brought about by a period of great change, isolation and grief. These difficulties, which involve complex elements such as reconciling the crisis of a pandemic with student training over such a long period, can increase evasion or lead to postponement of enrolment in higher education. In private HEIs, this reduction in the number of students also brings financial risk.

5. Reflections on remote teaching in IR courses

Based on the interviews, on materials already published on the adaptation of HEIs to remote teaching and on the authors' own experience, we sought to raise some considerations that may contribute to the debate on the challenges faced during this adaptation, as well as the perspectives future of remote teaching and the return to classroom classes.

In an article published on the website of the Brazilian Association of Education Institutions Maintainers (ABMES), for example, some of the challenges listed are default (brought on by the economic crisis); dropout; learning difficulties; and how institutions will prepare for the in-person return (SILVA; RIVERA, 2020). The round table entitled "Accessibility and Inequalities in Teaching, Research and Extension in International Relations in Brazil in Times of Crisis" brought by professors Cristina Pacheco and Marta Fernández, already applied to the teaching of IR, also included social issues. Some were the situation of professors and students who have children, especially women, who historically have a greater workload in the domestic environment.

Although unexpected, the pandemic brought as an immediate response from higher education institutions in Brazil the implementation of what is conventionally called ERT. Unlike distance education, which involves not only planning, but also education and training of those involved in a specific platform, the ERT was simply put into practice, as its name implies, on an emergency basis. This happened more quickly in private institutions than in public ones, which is explained by their very nature. Subjected to market scrutiny, the delay costs the private sector more. Although the long response of some public institutions is not justified, it is worth mentioning that, in some cases, the delay generated an overload in the subsequent semesters, as in the UEPB which, in 2021, offered the equivalent of three semesters of course in just one year.

The didactic-pedagogical challenges were verified in its extension. The relationship between professors and students was perhaps the most affected of all the challenges listed, given the reduction in their interaction. Although technological tools allow it to happen, student participation is scarce, either through audio or through video. Moreover, they are directly related to technological challenges. Reports are that students claim that their connections do not support video calls, and some of them claim they do not have quality internet service available in their hometowns or do not have a camera and microphone. Nevertheless, the challenges are not just technological. The fact that students are not physically present in front of the teacher seems to facilitate their dispersion and, in addition, there is the shyness of being in front of a camera, often in a home setting. Finally, the recording of classes, used as a resource to provide students with access in the event of connection failures or problems arising from the context of the pandemic, represents a risk of accommodation, since not interacting with the professor "live" in these cases, did not represent a loss of all the content of the class.

In this sense, the challenges of professor-student interaction can also be related to the difference in the preparation and strategies of DL and ERT. According to what has been presented, the remote/digital environment requires different engagement techniques from students, from HEIs and professors. Thus, not only the pandemic context, but also the lack of a structured preparation for ERT, can contribute to the interaction (key factor in the quality of teaching) being impaired, as the interview reports showed.

Finally, socio-emotional challenges are perhaps the most difficult to monitor, but are likely to make sense in the end. Upon returning to their cities of origin, students find themselves involved in domestic dynamics that include the guardianship of their siblings or minor family members, unable to dedicate themselves at that moment exclusively to the class that takes place online. The gap in their social structure will be felt for years to come.

After a period of strong expansion of higher education in Brazil, the crisis brought about by the pandemic poses great challenges to HEIs, both public and private, and their students: how to deal with the learning gaps left by the transition period?; How to implement teaching strategies in the remote model?; How to get around the social and psychological challenges of the pandemic and ensure that students learn?; What are the main differences between the experience of men and women during the pandemic and

how has the pandemic affected existing gender inequalities?; What is the impact of the health and economic crisis on the financial health of private HEIs?; Faced with a changing higher education, is it possible to reverse the evasion and decrease in enrolments?; What is the role of HEIs in the midst of this crisis?

The initial literature on the ERT and the mapping of this transition in the Northeast leaves some clues. First, the mapping reinforces an important point in the initial literature on the subject: the difficulties of planning and meeting the different needs of students and professors. The ERT, in fact, exacerbated inequalities and showed that HEIs and students were not ready for this reality, with a mix of intensive use of technologies (when available) in an emotionally draining context (with risk of illness, death, increased unemployment, social distancing, etc.). This is a context, per se, difficult, which becomes even more dependent on: the socioeconomic context; the way each HEI and professor was thinking about the teaching-learning process of their students; the planning of HEIs in times of crisis and their response capacity (both in infrastructure and decision-making processes), and access to autonomy and digital literacy for students and teachers.

Another key point is to recognize the relevance of digital media for education in the midst of an unprecedented pandemic. Surely, the losses would be greater if there were no greater access to these resources. In this sense, there is a lot of speculation about the acceleration of the use of Digital Information and Communication Technologies (DICTs) in the teaching-learning process and even a large increase in enrolments in distance education courses themselves.

Studies made available by ABMES throughout 2020 show the growing relevance of DL[10] and point out the opportunities lost by HEIs that did not have a mature distance education. In addition, in the interviews, some reports related a level of migration of students to this modality. With regard to the relevance of DICTs, Silus, Fonseca and Jesus (2020) state that technological advances in recent years have already forced reflection on pedagogical practices. This becomes more urgent in view of the difference between DL and ERT, pointed out by the literature, among which is the reflection on the pedagogical model and strategies that each HEI and professor adopts. This does not mean that digital

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[10] ABMES makes available on its website several surveys carried out in the remote period. Five of them are surveys that took place at different times in 2020 and reflect some of the concerns and opportunities observed by the institution. Available at: https://abmes.org.br/covid-19#covid_pesquisa. Access July 4th de 2021.

tools will only be used in distance education, but that they can be used to achieve learning objectives, adapting them to each reality.

However, it is noteworthy that there is no declaration of death to in-person teaching in sight. On the contrary. Some of the challenges highlighted and issues inherent to teaching through digital means make clear the importance and essentiality of classroom teaching, either because of the inequalities still present in access to DICTs, or for the development of social and motor skills and the relevance of a 'private' space for professors and students to work and study.

From now on, it becomes urgent to plan the return, which is already foreseen, unlike what happened with the classroom classes suspension. In this context, it seems relevant to continue discussing the consequences of the ERT period and understanding the context of students and teachers of each HEI, in order to be able to contribute to the recovery of learning gaps that have arisen and possible social and psychological consequences, such as the worsening inequalities and increased stress and overload.

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ATTACHMENTS

Attachment A – HEIs Interviewed

Private HEIs

- Centro Universitário Tabosa de Almeida (Asces-Unita) (PE)
- Universidade Católica de Pernambuco (UNICAP) (Universitas) (CP) (PE)
- Damas College (PE)
- Stella Maris College (CE)

● Estácio Recife University Centre (PE)

● Jorge Amado University Centre (Unijorge) (BA)

● Salvador University (UNIFACS) (BA)

● Potiguar University (UnP) (RN)

Public HEIs

● Federal University of Sergipe (UFS) (SE)

● Federal University of Paraíba (UFPB) (PB)

● Federal University of Pernambuco (UFPE) (CP/RI) (PE)

● Paraiba State University Paraíba (UEPB) (PB)

● University for the International Integration of Afro-Brazilian Lusophony (UNILAB) (BA)

Except for the HEIs with Political Science courses interviewed, the others make up the total universe of HEIs offering a bachelor's degree in IR in the Brazilian Northeast, according to E-MEC data.

Attachment B - Questions for the semi-structured interview

How long (weeks, months) did the institution offer a way out to deal with the pandemic?

How did the institution prepare for the remote system?

What virtual resources are available?

Were the teachers prepared to use the new virtual teaching instruments?

Has the students been prepared to use them?

The students were consulted on which ways to adopt whether only remote access, or whether a hybrid regime and, later, the in-person model will be introduced?

Was there any type of facilitation/subsidy/scholarship for acquiring internet for students?

Was there a significant student dropout? Are the new classes smaller?

What do you think has changed from the challenges of the beginning of the remote period to now?

Was there any face-to-face feedback at any time?

Simulations in International Relations (Simulari): a pedagogical innovation project for a virtual simulation

Simulações em Relações Internacionais (SimulaRI): um projeto de inovação pedagógica para uma simulação virtual

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Abstract: Simulations and models are a powerful educational tool that allows the student a practical activity different from that traditionally experienced in the classroom. This paper presents a teaching innovation project that linked it to teaching activities and the training of scholarship and volunteer monitors to format a simulation model of International Organizations, in virtual format, due to the Covid-19 pandemic. The objective of the article is to present the application of the project and evaluate the application of this teaching-learning tool, aiming to contribute to its use in other institutions. In the empirical evaluation of the results, a follow-up of those involved in the project, was made through monthly reports during the eight months of the project, the project products (such as the guides, manuals, and the events themselves), and debriefings (evaluation questionnaires) to evaluate the learning of International Relations concepts and theories. The evaluations indicated that the instrument was considered highly positive by the participants, assisting in the teaching-learning process, increasing engagement with course activities and decreasing the prospects of dropping out.

Keywords: Simulation; International Organizations; International relations; Active learning; Pedagogical Innovation Project.

Resumo As simulações e modelos são um poderoso instrumento educacional que permite ao estudante uma atividade prática diferente da tradicionalmente vivenciada na sala de aula. Este artigo apresenta um projeto de ensino de inovação pedagógica que as aplicou

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de forma vinculada às atividades de ensino e por meio do treinamento de monitores bolsistas e voluntários para a formatação de um modelo de simulação de Organizações Internacionais, em formato virtual, devido à pandemia do Covid-19. O objetivo do artigo é apresentar a aplicação do projeto e avaliar essa ferramenta de ensino-aprendizagem, buscando contribuir para sua utilização em outras instituições. Na avaliação empírica dos resultados, foi feito um acompanhamento dos envolvidos no projeto por meio dos relatórios mensais elaborados pelos bolsistas durante os oito meses de vigência do projeto, dos produtos do projeto (como os guias, manuais e os próprios eventos) e debriefings (questionários de avaliação) para acessar os resultados no aprimoramento da aprendizagem de conceitos e teorias de Relações Internacionais. As avaliações indicaram que o instrumento foi considerado altamente positivo pelos participantes, auxiliando no processo de ensino-aprendizagem, aumentando o engajamento com as atividades do curso e diminuindo as perspectivas de evasão.

Palavras-chave: Simulação; Organizações Internacionais; Relações Internacionais; Aprendizagem ativa; Projeto de Inovação Pedagógica.

1. Introduction

International organization simulations have grown increasingly popular in courses in International Relations, Law, Journalism, and other social sciences fields. Simulations and models are an extremely effective educational tool because they provide students with a richer experience and a more in-depth understanding of their study objects (Casarões and Gama 2005; Lemes 2013; Oliveira 2018). In the discipline of International Relations, such models facilitate contact with some of the field's most pressing issues and hypothetical situations, enhancing the learning process.

Students benefit from an enriching educational opportunity, as a simulation is not limited to rehearsing an eventuality but also to intense instruction within the context of international negotiations. That enables individuals to enhance their negotiation, public speaking, writing, research, dispute resolution, and cooperation strategies, among other skills (Giorno et al. 2019; Medina and Pavarina 2015; Oliveira 2018; Sousa 2017). We saw a simulation in the Bachelor´s Degree of International Relations (BDIR) at the Federal University of Tocantins (Universidade Federal do Tocantins - UFT) as an opportunity. It had already taken place in an experimental format in October 2018, when participants debated Venezuela's crisis within the Organization of American States (OAS) (Lopes 2018).

The activity, used in higher education, is an alternative to traditional teaching methods, transforming the classroom into a more dynamic environment in which students develop and improve essential skills for professional growth, such as the ability to

communicate in public (Casarões and Gama 2005; Giorno et al. 2019; Medina and Pavarina 2015; Oliveira 2018; Sousa 2017). Various simulation models in Brazil are being consolidated and dispersed across the country, including AMUN in Brasilia; TEMAS in Belo Horizonte; MONU in São Paulo; UFRGSMUN in Porto Alegre; SONU in Fortaleza; SOI in Natal; and MUNDI in João Pessoa.

Additionally, it exposes its participants to a world they would not typically encounter by acting as diplomats and the like, familiarizes them with the world of International Relations, international politics, and various issues of the international agenda. Thus, the Pedagogical Innovation Project (PIP) Simulations in International Relations (Simulações em Relações Internacionais - SimulaRI) strives to provide students with a novel format for studying in Tocantins and the Northern region of Brazil.

This article describes the project. It focuses on establishing a collaborative network between teaching, research, and extension at UFT, and developing a simulation model of international organizations in the state of Tocantins and the northern region, as part of the BDIR. SimulaRI's operations are being conducted virtually amid the COVID-19 pandemic and is one of the first simulations in the country to do so.

This essay examines the question: how the usage of simulations or virtual modeling of international organizations can impact the teaching-learning process in the FUT International Relations course?

As such, in conjunction with the theoretical studies of the IR course, we intend to use the methodology of simulations from international organizations to address the most diverse issues and themes in international relations, including power, peace missions, war and peace, military intervention, migrations, and the environment. Thus, this essay will investigate the outcomes of using simulations or modelling in an IR course, particularly in a virtual format.

Finally, we intend to connect a research and extension project, which consisted, regarding the former, of continuous research on relevant topics in the International System, particularly the role of International Organizations in international politics, and the latter, in holding events in secondary schools of the State of Tocantins. The project intends to develop simulation activities within the International Relations course and its disciplines, train fellow monitors and volunteers to format a simulation model for Internship Organizations and culminate with a large simulation event attended by students

from UFT and other universities. As a result, the SimulaRI project integrates teaching, research, and extension activities within the UFT's BDIR mandate.

The following is the structure of the article. First, it discusses simulation as an active teaching tool in International Relations courses and its effect on students' acquisition of concepts, theories, and decision-making processes in international politics. Second, we present the PIP SimulaRI, debating the project's connection between teaching, research, and extension, and presenting how the Organizing Committee will organize the experimental and final simulations. Finally, we outline the project's implementation and discuss our initial findings, which indicated an increase in student learning through active teaching methodologies, simulation knowledge, and event organization.

2. International Relations and Simulation

Obendorf and Randerson (2013) assert that educational simulations of the activities of intergovernmental organizations date back to experiential learning methods utilized in the United States in the 1920s. The League of Nations Assembly, to increase students' knowledge of international policy concerns.

Model United Nations (MUN) simulations developed concurrently with the establishment of the world organization. The first simulation of the United Nations (UN) took place in March 1947, just 18 months after the organization was founded (Obendorf and Randerson 2013). Additionally, the authors state that simulations have become a worldwide phenomenon as a result of the spirit of the theoretical model of International Relations - liberal institutionalism – since:

> The liberal institutionalist spirit of the post-1945 years, the UN's growth in membership and global relevance following widespread decolonization in the 1960s, and the shifts in global power that occurred with the end of the Cold War and the collapse of the Soviet Union all served as motivation for educators and students to embrace MUN simulation as a method of teaching and learning about transnational issues, global governance, and diplomacy (Muldoon, 1995: 28). Based on this historical foundation, MUN simulation is now a global phenomenon that is taught and learned at practically every level of education, from primary and secondary schools and colleges to universities, undergraduate and graduate programs (Obendorf and Randerson 2013: 351)[4].

With the growth of International Relations courses in recent decades in Brazil, the use of pedagogical technologies to supplement traditional teaching techniques has

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[4] Translated by the authors.

increased. Among the numerous tool options, the decision-making process simulation activity is one of the most frequently employed and deemed effective kinds of active learning or methodology for teaching International Relations (Casarões and Gama 2005; Inoue and Valença 2017; Rebelo 2018).

The model is best understood as an operational simulation that combines case-based identification and representation-based investigation (investigation combined with play-based identification) and analysis of contemporary international concerns (Obendorf and Randerson 2013). In other terms, it is a role-playing exercise in which participants assume the roles of characters in a fictional scenario or case. It is worth noting that:

> The United Nations model is based on current body work and utilizes job descriptions and participant expectations provided by the organization. Additionally, it invites individuals to become active in current events, topics, and stories affecting the UN system. International relations (IR) programs and academics frequently play critical roles in facilitating or providing services in academic settings and supporting such conferences at the university level; however, these services are frequently not included in the formal curriculum (Obendorf and Randerson 2013: 351)[5].

In this context, the SimulaRI Project aims to incorporate simulation as a Pedagogical Innovation Project (PIP) within the International Relations course, as well as to institutionalize simulation more formally within the course curriculum through connections between classes, research, and extension projects.

According to Inoue and Valença (2017), active learning is defined as a departure from the conventional instructional approach in the following ways:

> As teachers and academics, teaching and learning are integral components of our daily life. However, these acts have become so normalized that thinking on best practices has been neglected, causing us professors to operate on autopilot. Teaching has become second nature to the teacher, who operates without considering the consequences for the establishment of a learning environment that is suitable not only for our pedagogical objectives, but also for students' expectations and retention of knowledge (Inoue and Valença 2017: 1–2)[6].

The dominant teaching paradigm assumes that an authority centralizes knowledge, unilaterally conveyed to the student via lectures and/or readings. However, as new issues and concerns arose in society, theorists and academics began debating the necessity of

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[5] Translated by the authors.
[6] Translated by the authors.

revising the method of education. That includes shifting from the dominant paradigm of teaching to the Learning Paradigm, which is based on the understanding that knowledge is constructed through the collaboration between teacher and student, moving beyond the reproduction of what is taught to the pursuit of a learning environment in which the student begins to connect not only with the information but also with what is being taught. As a result, the student must abandon the passive receiver of knowledge to actively construct the connections and meanings required to comprehend what is taught (Inoue and Valença 2017).

According to McIntosh (2001: 270), students recall only 10% of what they read, 20% of what they hear, and 30% of what they see. When used in conjunction with presentation techniques, you can boost knowledge retention by up to 50%. When students participate actively in the learning process, they retain 70% of the information they provide to one another and 90% of what they say and do as a team. Thus, the use of simulations or organizational models is an active method of learning that is a teaching approach that can assist students in understanding International Relations concepts, theories, and decision-making processes. When Rebelo (2018:6) discusses the results produced in IR courses that use simulations, he emphasizes the following:

> According to the literature, the usage of simulations places students at the center of the teaching-learning process. Along with fostering students' autonomy to analyze and provide solutions to everyday situations, this active methodology exercise can boost speaking and writing, which are crucial for the debates required by the dynamics (NEWMANN; TWIGG, 2000). In this way, the student takes the initiative in their academic development, with the teacher ensuring that vital learning occurs. During simulations, the teacher takes on the role of a tutor, facilitating group conversations. As a result, it will be the students who supply the solutions.

According to McIntosh (2001: 270), Model United Nations shares many of the benefits of case-based education and problem-based learning (Problem-Based Learning – PBL) by moving beyond the traditional method of lecture and reading. In this regard, Inoue and Valença (2017) demonstrate that the literature documents a range of activities aimed at implementing the Learning Paradigm, including (i) case studies, (ii) alternative texts, (iii) simulations and games, and (iv) technology use.

Casarões and Gama (2006) identify scenarios to aid in the comprehension and fixation of International Relations Theories with simulations and models, highlighting the following: case I – simulations of international organizations; case II – simulations based

on the formulation of theoretical models; and case III – simulations based on a case study. Above all, as McIntosh's findings (2001: 270) indicate, there is a requirement for articulation between examples or sharing with other active learning approaches because:

> It is critical to underline that articulation across different simulation scenarios is conceivable – and perhaps desirable and pedagogically intriguing (such as the cases already exemplified). Thus, events involving international organizations can be simulated using case teaching cuts and bars in a particular theoretical model (Casarões and Gama 2006: 25).

Thus, based on the findings of Casarões and Gama (2006), Inoue and Valença (2017), and McIntosh (2001), our Pedagogical Innovation Project (PIP) seeks to articulate cases and practices of active methods learning with simulations of international organizations, the use of technologies for the virtual application of the simulation, and the case study to comprehend the simulated reality. In short, as McIntosh (2001: 270) states, "to encourage successful learning, question selection, role assignments, and rules of procedure must be connected to both the course material and the classroom's practical constraints."

3. SimulaRI - A Project for Pedagogical Innovation in International Relations

SimulaRI is linked to UFT's BDIR and is part of the Institutional Program for Pedagogical Innovation, organized by the Office of Dean of Undergraduate Studies.

In terms of the macrostructure within which the project is embedded, we assume that the university is an open system in constant interaction, composed of two fundamental functional assets. First, the legal framework that governs its organization and the dynamic and relational games that define it (personal relationships and power distribution). While decision-making is collegial, the individuals' logic of action complicates the development of global projects. As a result, institutional growth is also reliant on collaborative learning processes to build a shared identity and institutionalize procedures by acknowledging reality, exploring adjustment measures, and cementing new practices (Zabalza 2007).

Thus, the development of integrative projects such as SimulaRI, which involve collaboration between professors and students and dialogue between teaching (including different curricular units), research, and extension, contributes to institutional

development, the establishment of a shared identity, and the institutionalization of complementary procedures to aid in the teaching-learning process.

During the experience at BDIR, we confronted recurring issues regarding the interactions with the student community, such as evasion and a lack of preparation for newcomers,a result of the socioeconomic context in which we are inserted.. Inadequate basic education, along with the growth and democratization of public higher education, brought students who were less prepared for higher education. Along with the growing importance of the public university as a tool for social transformation, the training process began to necessitate both financial and pedagogical support. Consequently, the university needs institutional policies to retain students and new modes of teaching-learning to address students' persistent complaints about the excessive theoretical workload and expository format.

The university administration's initiative to promote and finance novel kinds of teaching and learning aligns with a new student profile – interested in the classroom application of technological tools – and the pandemic setting we are currently experiencing – with virtual interaction. According to D'Ávila (2011), information and communication technologies are vital. Teachers must organize their pedagogical interventions around a "digital or interactive style of learning."

The Institutional Program for Pedagogical Innovation is a component of this effort to adapt the teaching-learning techniques at UFT to such issues. As discussed, the simulation model is extremely beneficial for the academic and professional development of students involved with extension projects and event participants. Additionally, the secondary level event for high school students will be critical for spreading the word and increasing public knowledge about UFT's BDIR.

Additionally, we must acknowledge that students learning is related not just to their cognitive development but also to methods of teaching-learning evaluation. As such, institutional expectations must be aligned with the evaluation technique (Sternberg 1997). The initiative advances mediation in two ways. Cognitively, by allowing students to "objectify their knowledge when they conceptualize it", and didactically, by leveraging learning to "make the object valuable to the subject."

The objectives of the project's consider the teaching conditions at UFT's BDIR. The project's overall goal is to imitate international forums so that students can have a better understanding of diplomacy and put theories into practice. As a result, the students

who comprise the organizing committee of tutors, monitors, and volunteers will gain experience arranging events, working in teams, and teaching delegates in the norms and rules of international institutions. Students from the BDIR who participate in the simulations will consolidate and apply knowledge gained throughout their academic careers. Subsequently, we will invite high school students from the state of Tocantins to participate in the experience, aiming to publicize the course for the local community, potentially attracting students and increasing competition for admission, and stimulating public debate on international relations issues.

To this end, the project's implementation is linked to the development of teaching, research, and extension activities for the academic community, particularly BDIR, including the following: 1) Organizing a simulation of an international organization at the higher education level and another at the secondary education level; 2) Preparing two lectures, one educational and explaining the rules of the simulated committee to students, and an introductory lecture, delivered by a specialist in the simulated subjects (to offer students a better understanding of the subject); 3) Hosting debates to choose potential SimulaRI committees and themes; 4) Organizing the environment that will serve as a simulation of an international forum in the most trustworthy manner feasible. 5) Creating a Participant Manual and Study Guide to offer practical and theoretical assistance to event participants; 6) Researching to assess and improve BRI's teaching-learning processes (activity in which the first product is this article).

The project represents a significant step forward in increasing interdisciplinarity and establishing the prerequisites for transdisciplinarity. While hyperspecialization drove disciplines to establish new boundaries that compelled them to engage in new dialogues not only among themselves, interdisciplinarity enables the interaction of disciplines, integrating concepts and methodologies. Transdisciplinarity, on the other hand, refers to the highest degree of relationship between disciplines, intending to construct a total system, without solid boundaries between disciplines. This is still difficult to achieve given the traditional structure of undergraduate courses in Brazil (Sommerman 2008). Through simulation exercises, we attempt to disrupt this pattern of individualized action and logic of thinking that dates to the dawn of modern empirical-rationalist science.

Six BDIR disciplines are incorporated directly into this: International Institutions (3rd semester), Foreign Policy Analysis (4th semester), Contemporary International Relations I and II (6th and 7th semesters), International Security (7th semester), and

Public International Law (7th semester) (8th semester). Additionally, the project's execution team and simulation participants will apply theoretical knowledge from diverse fields. Along with incorporating the project and encouraging student engagement in simulations, one of the assessment techniques for these disciplines is creating supplemental material for the project. This discussion with the courses enables the development of evaluation methods that require students to engage in a dialogue between theoretical knowledge and the professional practices of International Relations.

The technical team of the project is assisting students enrolled in those courses to develop assessments, including guides and manuals for the simulations, case studies for analysing States' foreign policies, and others. That will allow the tutor and monitors to hone their teaching skills and interpersonal relationships while organizing and implementing the project. Thus, the usage of the simulation tool will be a novel approach to teaching and learning at UFT.

The primary output of the Simulation in International Relations pedagogical innovation project is a simulation model involving professors, tutors, monitors, volunteers, and students enrolled in UFT courses. Together, the model will generate simulation expertise for the course's students. It will also enable its applications to high schools throughout the state of Tocantins through an extension project focused on conducting simulations for high school students. Additionally, research on International Organizations in international politics and the main issues debated on the international stage contribute to the development of research within the BDIR's scope as it serves as the foundation for scientific articles on theoretical topics and organizations addressed in the simulations.

In the short run, until the end of 2021, in addition to the immediate results associated with the direct products that the team would develop, the project worked as an additional activity tool by establishing a bond between students and the course, thereby decreasing their likelihood of evasion. For participants, simulating an experience in an international organization, which is so removed from local reality, acts as a practical activity, and helps connect theoretical concepts to their implementation. In the medium term, this link should be strengthened, as scholarships discourage students' evasion. The experience gained via the activities enables students to receive a broader education and acquire abilities that will aid them in a variety of professional pursuits.

The project's long-term goal is to institutionalize the practice of international organizations conducting simulations at BDIR. Apart from the positive effects on the teaching-learning process, as detailed in the article, the project serves to publicize the course's activities in the region and establish an institutional memory for the course by maintaining a digital collection of its activities. The replication of the project in subsequent years will ensure the sustainability of a group of fellows with a medium-term institutional connection. It will also encourage other interested students to enhance their extracurricular activities and grades (and thus, their overall academic performance) to increase their chances of participating in the project, either as a scholarship recipient or as a volunteer. This inaugural edition of the project attracted a considerable portion of our academic community, with 30 candidates (out of a total of 131 students enrolled) for the team, of which only six earned a scholarship and three volunteered. It's important to note that the Tutor is a Ph.D. student in Environmental Sciences at UFT, as the position is only open to graduate students.

Thus, the SimulaRI pedagogical innovation project is establishing a network between teaching, research, and extension at UFT, as well as funding the development of a simulation model for International Organizations in the state of Tocantins and the northern region.

4. Implementation of the project and anticipated outcomes

BDIR's PIP project has an enormous potential in the Tocantins and the Northern of Brazil, as it is the only simulation in the North run by International Relations students, allowing them to apply their knowledge of various theories and practices, assisting them in acting more diplomatically according to each country's foreign policy.

Most of the outcomes are attributable to the work of the project's human resources and technical team. The coordinating professor and collaborating professors are accountable for academic contacts and interactions with the university, as well as for overseeing SimulaRI's documentation and an academic component. Additionally, they are responsible for monitoring, following up, and evaluating the simulations. Notably, planning entails monitoring/follow-up/evaluation of students participating in the extension project and university events. Due to its connection to a UFT institutional program, it is important to adhere to stringent requirements for the workload of complementary activities (required for diploma obtainment) and the generation of manuals, guides, and other outputs. Coordinating instructors, tutor, and monitors also

need to complete monthly reports, attendance forms for students aided by monitors, and courses on teaching methods.

Students enrolled in the project are responsible for creating a schedule (which must be approved by the entire team), preparing the infrastructure for the events, planning academic and structural documents, moderating debates, and coordinating personnel during the simulation day, among other responsibilities. Additionally, they developed all didactic material (study guides and manuals) used during the events' stages, which's construction required significant research. Finally, they are accountable for all event dissemination (elaboration of flyers, banners, blogs, websites).

The preparation of the events requires a heavy burden on the organization committee, as their members need to create documents such as a Study Guide and Rules, a Guide for Participation. They also need to publicize a call for participants with the rules for delegation registration/selection and the schedule of activities. Additionally, they created promotional material for social media platforms, including educational content about simulations of international organizations and United Nations Security Council members, as well as schedules for the event. In this regard, the project's students conducted research on topics, chose a theme related to the simulation, and prepared probable discussion topics for the delegates.

The project was constructed in two stages: the first stage included an experimental simulation that was confined to BDIR and UFT Law students, and the second stage included plans to expand to other courses in relevant subjects offered by other universities and states. Concerning the first stage, the organizing committee delivered educational talks to familiarize event attendees with the simulation model's rules. They included explanations of the supporting materials and digital platforms used in the simulation. Although meetings were initially arranged with a pre-determined schedule, the model did not produce the desired results, with a low enrolment of students seeking support. The executive committee expressed a lack of confidence in raising queries. To address it, we formed WhatsApp groups to bring together members of the executive committee and the two delegation representatives for direct support. The modification to an on-demand structure and focus on specific questions from each couple proved to be effective as it ensured a private area for dialogue between the organizing committee and participants.

The simulation took place for two days, from 8 a.m. to 6 p.m. It was arranged similarly to an actual meeting of the designated International Organization – the United

Nations Security Council – and occurred virtually due to the Covid-19 pandemic. The topic chosen was the renewal of the United Nations Stabilization Mission in the Democratic Republic of the Congo (DRC) - MONUSCO. Its primary objectives are to protect civilians, assist in stabilizing and strengthening public institutions, and implement governance and security reforms.

Professor Augusto W.T. Junior, Ph.D., was invited to the opening lecture based on this theme and delivered a presentation titled "International Security, Peace Missions, and MONUSCO." Along with a comprehensive explanation of the formal foundations of the UN system's institutional framework responsible for sustaining peace, the speaker analysed the types of missions and the DRC's crisis to address its primary issues.

In addition to the primary crisis issue that served as the backdrop for the debate, the Guide for the Simulation included subsidiary themes and references to news articles, international organization websites, and bibliographical information to aid in the debate and preparation of the delegates. We list such subjects following. 1) Food insecurity: according to data from the United Nations Food and Agriculture Organization and the World Food Program, the Democratic Republic of the Congo is the country with the largest need for food assistance. Given that insecurity regarding access to enough food can exacerbate the escalation of violence, the debate on the relationship between food security and the promotion and consolidation of peace was promoted; 2) Refugees: based on the United Nations High Commissioner for Refugees (UNHCR) data indicating that turmoil in the DRC caused a surge of refugees and that forced displacement worsens the vulnerability of local civilians and exposes them to ill survival conditions, the refugee argument is another main subject in this crisis; 3) Threat to child development: In light of Sustainable Development Goal 16.2 of the 2030 Agenda, which calls for the elimination of abuse, exploitation, trafficking, and all forms of violence against children, it is critical to discuss the issue of child soldiers in the DRC conflict and to consider alternatives that promote these children's reintegration into a fair, safe society that advance their full development; 4) Violation of Women's Human Rights: Between December 2020 and July 2021, the UNHCR registered 243 occurrences of rape in the DRC. Sexual violence is reportedly used as a weapon of war to seize control of mineral-rich regions. Thus, it was proposed to discuss the critical nature of preserving women's rights in the process of establishing peace and a more just and egalitarian society; 5) Population growth: several African countries are experiencing a population explosion. Given the projected doubling

of the DRC's population (estimated at 87 million inhabitants in 2017), proposals to support demographic control were encouraged; and 6) Ethnic conflicts between armed groups: Given the country's continued conflict is a result of numerous paramilitary groups squabbling over Congolese territory, financed in part by foreign capital drained by local mining companies, such grudges were encouraged. Thus, considering alternatives to this clash, which affects a sizable portion of the population, is a necessary step in pursuing resolutions (Matheus et al. 2021).

The experimental simulation generated a resolution with 19 articles, jointly proposed by 11 delegations and voted individually. It was adopted without negative votes, with a few individual abstentions on specific articles. Along with extending MONUSCO's mandate in the DRC until December 2021, delegates and delegates proposed policies to assist in the fight against the Covid-19 pandemic, including the sending of vaccines, tests, and human resources with the assistance of the peace operation, the World Health Organization, and Doctors Without Borders. Additionally, they proposed awareness efforts regarding the necessity of vaccination around this topic. Additionally, Estonia pledged to supply equipment and assistance in establishing field hospitals to combat the disease. The People's Republic of China would supply 40 million doses of the Corona Vac vaccine in two batches until May 2022, as well as Personal Protective Equipment. The Russian Federation, for its part, has pledged to provide ten million doses of the Sputnik V vaccination beginning October 10, 2021. As of November 2021, the United Kingdom has committed to sending a further 12 million doses of vaccinations against Covid-19 and the Republic of India, as well as 17 million of the English AstraZeneca.

The Russian Federation has committed to sending experts to support the development of family farming in the DRC, intending to alleviate food insecurity. Also, made available expert professionals on sexual education to help to prevent sexual abuse and violence, offering investments of US$ 1 million in campaigns to support the cause. The US, France, and the United Kingdom delegations, for their part, will guarantee a combined financial aid of US$14 million to address violations of women's rights. The latter two have committed to accepting Congolese refugees.

Additionally, the resolution emphasizes the importance of peacekeepers paying special attention to violations of children's rights. They proposed, in collaboration with the World Bank, the International Monetary Fund, and philanthropic foundations, to create a fund to raise resources for Non-Governmental Organizations to work on the

reintegration of children and youth descendants of militias. The resolution's final item reaffirmed the need to toughen up the reaction to blue helmet wrongdoing in safeguarding civilians and holding those responsible accountable. Among them are the repatriation and preservation of funds paid to soldiers who participated in these crimes.

Apart from the fact that the organization evaluated the final event record favorably, the students who participated in the simulations were monitored via a survey (debriefing) with questions regarding the simulation. Thus, the purpose of this study was to ascertain how participants in simulation activities assimilate concepts, theories, and decision-making processes.

Despite the inherent limitations of self-perception questionnaires, it is the most frequently used method for assessing experiential learning. It is, above all, an essential formality for conducting an in-depth study of the outcomes of active learning activities. That enables evaluation, the identification of problems, and the development of remedies to improve results.

The findings, as determined by the participants' self-perception, were quite favourable. The questionnaires used an ordinal scale adapted from a template proposed by Shellman and Turan (2006) for evaluating simulations. It employs an ordinal scale, which is well-suited for quantifying qualitative phenomena through categorization. It presupposes an order relationship between categories (levels, classes), in addition to an equality or difference relationship. As a result, the scale's categories are hierarchical, and each answer must represent just one of the scale's values (Pereira 2004). The participants were asked to rate the activity on a scale of 1 (low) to 5 (high)[7]. They were questioned regarding the correspondence of the event with the institutions simulated, whether the activities helped their learning regarding theories, concepts, and respect the learning results of the simulation when compared to other activities. Eighteen persons (69 percent) responded out of a total of 26 delegates. The results, as shown in Graph 1, indicate an extremely positive average rating, with all evaluations between categories 4 and 5; no item received an individual rating inferior to 3.

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[7] The scale follows a logic like the Likert that seeks to capture the respondents' opinion regarding their level of agreement concerning a statement. Generally, this scale tries to identify whether an individual evaluates something positively or negatively, with the average value (3) representing a neutral assessment, the values at the extremes (1 and 5) a high agreement/disagreement, and the intermediate values a low agreement/disagreement (Mutz 2011). In our case, the values do not represent agreement or disagreement but degrees of support, ranging from low to high.

Graph 01: Evaluation of delegates participating in the first simulation

Additionally, participants were asked if they would advocate the use of simulations as a learning tool in the future as a complementary method for capturing participant assessment and probing for new adhesion during other project activities. As illustrated in Graph 2, none of the respondents did discourage its usage, with 81% strongly recommending using it in the future and 19% supporting it.

Graph 02: Recommendations for future simulation events
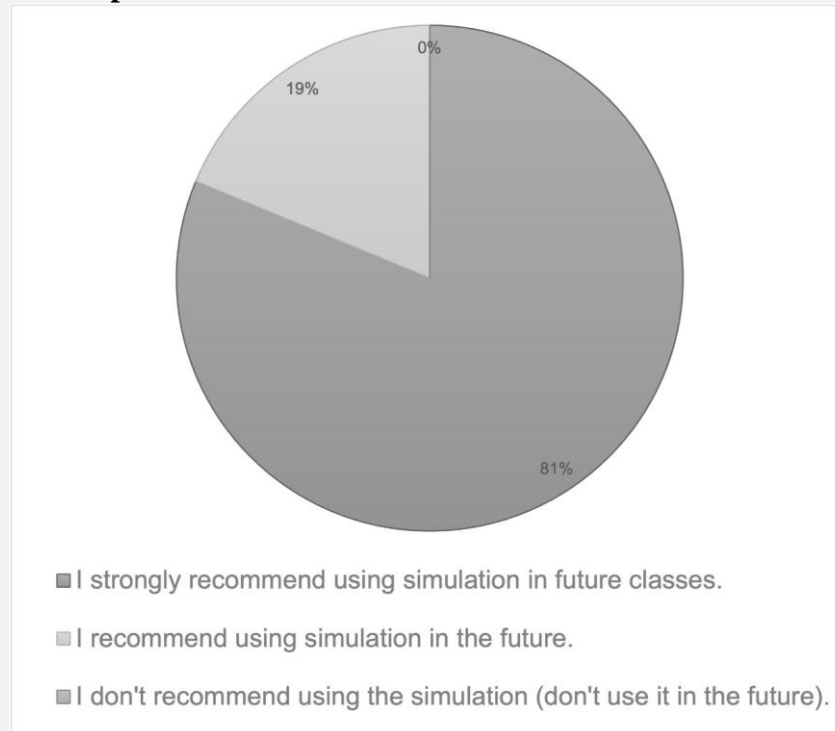
Source: data collected and compiled by the authors

Finally, as an optional item on the questionnaire, we inquired about how the simulation's performance altered their perspective on leaving the BRI. Only one responder to this item believed that the activity had a negligible effect on the likelihood of dropping out, while the others fell into assessment 4 or 5. Given our institutional worry about dropout, which is particularly prevalent in Brazil's Northern Region, this outcome is highly significant for the program.

5. Final Considerations

The article suggests that simulating international organizations is a tool for active learning and active teaching methodologies, serving as a complement to the Traditional Teaching Paradigm. It goes beyond classroom expositive lectures and readings and focuses on knowledge construction through collaboration between teachers and students. Thus, the learner transitions from a passive recipient of knowledge to an active creator of connections and meanings of topics under study.

This tool facilitates experiential learning and, more importantly, integrates different instructional methods, including simulations with case studies, problem-based learning (PBL), investigation based on representation (with play-based identification), and technology use. This is the case for our pedagogical innovation project Simulations in International Relations - SimulaRI -, in which we combined these tools with the creation of a virtual simulation in response to the current COVID-19 pandemic and the implementation of remote learning in Brazilian universities.

The purpose of this article was to introduce the PIP SimulaRI and demonstrate how its incorporation into the UFT's BDIR can help students retain key concepts, theories, and decision-making processes in international politics. Additionally, it assists undergraduate monitors and the graduate tutor to act as organizers of the simulation event, thereby contributing significantly to their education as IR students and talents and abilities relevant to the internationalist profession. Finally, institutionalize simulations as an active teaching approach in the UFT IR course and SimulaRI as a teaching tool for this course.

When both experimental and university simulations are used, the perception of the influence of virtual simulation on the teaching-learning process of PIP SimulaRI will be improved, allowing for a comparison of the outcomes. The experiment's statistics already demonstrate a significant gain in knowledge of international relations concepts and procedures, with all questions scoring between 4 and 5 on a 1 to 5 scale.

The question with the lowest average score was about the simulation's use of virtual media, with a score of 4. However, this occurred probably because the simulation was programmed to take place in the Discord virtual tool, which did not support the number of people in the room, effectively turning it into an audio room with no cameras opening for the participants. The issue was quickly remedied with the migration to Google Meet and increased usage of WhatsApp for official discussions with participants and, more importantly, informal interactions between delegates to negotiate within the simulation. Notably, every student who responded to the debriefing recommended the usage of simulations.

Through questionnaires (debriefing) with the participating students, undergraduate monitors, and a graduate tutor, we analysed the overall state of the PIP's teaching-learning process. Above all, identifying failures and their causes will permit seeking alternative strategies for avoiding difficulties and improving results in the learning of concepts, theories, and decision-making processes in international politics.

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Decarbonise! An online game-simulation experience on decarbonisation climate policies

Descarbonizar! Uma experiência de jogo-simulação online sobre políticas climáticas de descarbonização

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Abstract: How to introduce a practical dimension to the study of climate change in international relations teaching? This article is a statement of the application of a gamification strategy in a class of graduation in International Relations from UFPB in a distance learning context, to illustrate the understanding of public climate policies on decarbonisation. The platform of simulation Decarbonise! was developed in Europe and is available online, free of charge, and with pedagogical purposes. In this article, we contextualize the importance of the discussion on environmental issues in International Relations courses and we present the operation and results of the simulation experience. Based on the feedback of eighteen students, the simulations enabled the theoretical discussion of the topic more practically and actively. According to eleven self-perceptions form responses around the simulation experience, we observed a significant increase in understanding around pricing-based policies (Carbon Tax) and alternative energy trading schemes (Energy Budget Scheme), while self-perceived understanding of multiple green policy instruments (Green Economy Toolbox) has also increased, but to a lesser extent.

Keywords: Online games; Simulations; Active learning; Decarbonisation Policies; Climate Politics.

Resumo: Como introduzir uma dimensão prática da discussão climática para o ensino em relações internacionais? O presente artigo é o relato da aplicação de uma estratégia de gamificação com alunos de graduação do curso de Relações Internacionais da UFPB em

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contexto remoto, com o objetivo de ilustrar a compreensão em torno do desenho de políticas públicas climáticas sobre descarbonização. A plataforma de jogo-simulação Decarbonise! foi desenvolvida na Europa e está disponível online, gratuitamente, para fins didáticos-pedagógicos. Nesse artigo, contextualizamos a importância da discussão da temática ambiental nos cursos de Relações Internacionais e apresentamos o funcionamento e os resultados da experiência da simulação. A partir do feedback de dezoito alunos, o jogo-simulação viabilizou a discussão do tema de modo mais prático e ativo. Com base em onze respostas a formulários de auto percepção sobre a experiência, observamos um acréscimo significativo na compreensão em torno de políticas baseadas em preços (Carbon Tax) e esquemas alternativos de comercialização de energia (Energy Budget Scheme), enquanto a auto percepção de compreensão de múltiplos instrumentos de política verde (Green Economy Toolbox) também aumentou, mas em menor proporção.

Palavras-chave: Jogos online; Simulações; Aprendizado ativo; Políticas de Descarbonização; Políticas Climáticas.

1. Introduction

Teaching practices at the higher level have undergone numerous changes, aiming to improve the teaching-learning process (Barr e Tagg, 1995). In this context, professors worldwide started active learning initiatives. Those initiatives consist in stimulating the improvement of critical thinking through different teaching-learning strategies that incorporate the students in the educational process. Some examples of this type of method are teaching cases, workshops, debates, simulations and the use of creative and challenging games (gamification) (Asal, 2005; Alves et al., 2019; Lantis et al., 2000).

Although still relatively incipient in Brazil, the expansion of the employment of these techniques in International Relations (IR) courses signals the efforts of educators to make learning in the discipline more participatory and interactive (Inoue & Valença, 2017). In this effort, the Mettrica Lab is an initiative that promotes an inter-institutional collaborative environment that brings together collaborating professors, graduate and undergraduate students from institutions located in various regions of Brazil. Through the development, testing and reproduction of active teaching-learning techniques and methodologies, the Mettrica Lab performs adjustments and improvements in teaching cases, dynamics and simulations, to then apply them in the classroom.

In this scenario, the article in question has as its object of analysis the application of the online game-simulation entitled *Decarbonise!* in the discipline of Global Environmental Politics of the Bachelor's Degree in International Relations at Universidade Federal da Paraíba (UFPB, Brazil) in May 2021. The environment is an

essential topic when discussing International Relations in the 21st century, and it is even a requirement in courses in the area, according to the National Curriculum Guidelines (DCN) (MEC, 2017).

The consequences of climate change have become the subject of countless debates and studies, which seek to find alternatives to reverse the damage caused by human action to the environment. The atmosphere, considered a global public good, has a limit on the emission of gasses, with carbon being one of the elements responsible for the greenhouse effect, which results in the warming of the earth (Viola, 2002). Thus, to achieve a reduction in the emission of these gasses, it is necessary to coordinate numerous interest groups, not always converging. The climate summits, the agreements signed by the States and the participation of society represent a joint attempt to resolve the dangers of this scenario, even though they involve countless challenges.

Our main goal is to describe an application of a game-simulation discussing decarbonization politics, including the results from students' self-perception on main concepts before and after the experience. We divided this work into five more sections, in addition to this introduction. Section 2 discusses the context of active learning teaching methodologies, specifically the gamification aspect, and section 3 presents brief conceptual theoretical elements related to public decarbonization policies. Section 4 explains the Decarbonise! game rules and its educational potential. In section 5, we report the game simulation experience and its practical implications in the students' perception of the studied topic, and section 6 summarizes the work with some final considerations.

2. Active teaching and gamification in International Relations

Active learning approaches allow for greater student involvement in complex topics in order to facilitate the development of critical thinking more effectively than traditional learning techniques, through different types of activities that stimulate reflection (Fink, 2013), such as simulations, cinema, art, teaching cases, interactive games, among others (Lantis et al, 2000; Inoue and Valença, 2017). Priority is given to the use of instruments that promote significant interaction in the classroom, with the aim of developing skills and not just transmitting information, encouraging the student to employ a critical analysis of the theoretical elements presented.

Although definitions vary, they generally share common priorities: a) students need to do more than just listen; b) the teacher seeks to develop skills and abilities, according to predetermined learning objectives (Lantis et al., 2000); c) students

participate in activities that interact with the content and are encouraged to analyze and criticize, positively or negatively, specific theoretical elements (Fink, 2013).

In essence, it seeks to remove the student from a passive position, to occupy an active role in his teaching-learning process, which is composed by: information (content), experiences and reflection. When combined, these moments allow the student to develop a broader and more holistic perspective on a given topic. Intuition and imagination are developed through the action of relating the concepts learned during the reading and the lecture, with the reality portrayed in a more practical way (Inoue and Valença, 2017).

In addition to the perspective of active teaching strategies, it is noteworthy that teaching through games is not new. According to Huizinga (1938), the game is part of the transmission of knowledge from the oldest societies that have a historical record. Kapp (2012) reinforces this idea by proposing that every teaching process configures a type of game. This is because, as learning is usually marked by a logic of challenge and offering solutions, the same structure can be simulated with the help of games. In this way, it reiterates that the strategy itself is quite compatible with the classroom environment, functioning as a learning enhancer if there is attention to planning the activity.

Although the employment of the playful element in teaching is ancient, the term gamification dates back to the digital age and reflects the role that virtual reality and games have acquired in human interactions, reinforcing their ability to create, transmit and share content (Deterding et al., 2011). In the classroom, there are several reports of the use of playful games and simulations to discuss theoretical elements (Alves et al. 2019), however, a novelty with the Pandemic was the intensification of this type of playful element in the digital environment.

Although there is no convergence on how to implement gamification in the learning process, there is the possibility of going beyond than only scoring activities, such as verifying aspects like creativity, ability to recognize errors and change directions, technical knowledge, logic and ability to deal with decisions and consequences (Kapp, 2012). In this context, game platforms have the differential of creating virtual environments that allow participants to get in touch with themes or role-play in scenarios/situations that encompass global politics (McGonigal, 2011).

According to Kapp (2012), the first academic works that report experiences of creating, using or incorporating games into classes are relatively recent and date from the first decade of the 21st century. Researchers have widely recognized and validated this

teaching strategy, although unconventional in most of the field of knowledge, mainly for its capacity for engagement, due to the logic of awards and inputs that demarcate the methodology (Hakulinen, Auvinen & Korhonen, 2013). Games also stands out for offering instant feedback to the student about their performance, in addition to ensuring the general perception of participants about the fulfillment of the steps and tasks required in groups or individually (Kapp, 2012). Finally, these activities may develop skills useful for real life (McGonigal, 2011).

Regarding the application of this strategy in the classroom, the first step is to select the activity that provides the means to achieve educational content goals, favoring initiatives that encourage collaboration and participation at the same time (McGonigal, 2011, Kapp, 2012, Rocha Seixas, Gomes & Melo Filho, 2016). Reeves & Read (2009) reinforce this idea, suggesting that work environments that introduced learning platforms through games had increased levels of creativity and collaboration from the moment of implementation.

Prince (2004) discusses some of the problems related to these strategies, as well as attempts to gather data on their effectiveness. The author highlights the establishment of multiple and general educational goals by teachers, which are difficult to assess, for example. On the other hand, the writer concludes that employing such strategies in a specific and intentional way, focused on overcoming basic difficulties of students, can increase engagement and learning. The review by Ishiyama (2013) concludes that this is not necessarily a reason not to accept simulations for teaching, but that more research is needed to contribute to this agenda. Onuki and Oliveira (2017) also have an important contribution to this agenda, gathering data from more than 10 years applying simulations in international negotiation courses.

Considering that, in the next section, we will introduce important contextual elements about decarbonization policies, before reporting the experience of the application of the Decarbonise! game-simulation.

3. Public policies for decarbonization: the paths of the Paris Agreement up to the 1.5°C ceiling by 2100

The 1990s marked international relations from an environmental perspective, especially with the signing of the Framework Convention on Climate Change (UNFCCC) in 1992. Since then, countries and non-state actors have sought to structure and consolidate strategies in order to promote the mitigation of greenhouse gases (GHG)

(Alves et al., 2021). In this sense, there was a growth in the relevance of public policies seeking to enable the energy transition, given that the generation and use of energy are the main global sources of GHG emissions (Leite et al., 2020).

With the progress of negotiations, the countries established, in 2015, the Paris Agreement, through which they defined targets to reduce GHG emissions, based on voluntary contributions from the countries. One is to keep global warming below 2 °C, preferably at 1.5 °C by the end of the century [2100] (UN, 2015). National governments have become involved in building their own commitments, considering specific social and economic landscapes, with Nationally Determined Contributions (NDC) (Figueres, 2020).

In order to promote the functioning of NDCs, Bataille et al (2016) quote the global consortium Deep Decarbonisation Pathways Project (DDPP). The initiative represents an alternative for decision makers on how to implement decarbonization policies at the domestic level, through short-term strategic plans in line with long-term goals. The DDPP proposal is to promote GHG mitigation through the implementation of a common transition method, through which different actors can debate and compare their decarbonization policies (Bataille et al., 2016). Regarding this framework, Green et al. (2020) reiterates central obstacles: the modesty of changes in behavior when it comes to business operation and the existence of different paths to achieving decarbonization. They argue that the most ambitious firms in the business sector prefer to implement hedging, which consists of mitigating GHG risks through diversification rather than decarbonization policies, a practice which researchers discredit (Green et al., 2020).

The establishment of a global decarbonization policy represents a process that requires systemic reorganization, as it affects and regulates different sectors of society (Bernstein & Hoffman, 2015). Examples of public policies applied in different countries indicate that carbon governance is not restricted to tool offering (or technical cooperation), once they are embedded into the phenomenon that Tozer (2020) calls *momentum*, which is effectively the strengthening of partnerships and political dynamics towards decarbonization. With a team of more than 40 experts, the author carried out a study on energy transition in Stockholm, London and San Francisco, seeking to verify whether public institutional political dynamics relate to the implementation of renewable energy policies [fossil-free]. The author proposes that decarbonization initiatives to be

effective must offer instrumental solutions and provide momentum through organization and political implementation.

Studies on renewable energy incentive policies, which comprise a sectorial niche of decarbonization, suggest a categorization into three groups of policies: technological, market and industrial regulation. The first group includes Research and Development (R&D) programs, as well as instruments aimed at promoting interaction and creating innovation links between the main actors in the sector. Market regulation policies aim to create and consolidate demand and supply of renewable energy. Such policies are based on several different setting mechanisms such as quotas (e.g. renewable portfolio standards, RPS); feed in tariffs (FITs), fiscal incentives for consumption (reduction in energy sales taxes), on excise duties, on value-added taxes (VAT), or on auctions that encourage the inclusion of renewable sources in the energy matrix. Finally, the category of industrial policies includes measures to protect local industry, with capital subsidies or subsidized interest rates, tax credits for production or investment, or to encourage the creation of foreign markets (Alves et al. 2019).

Another aspect in decarbonization policies is the short-term negative impacts on competitiveness and distributional results. Based on a systematic review of the results and trade-offs of ten types of decarbonization policies, Peñasco et al. (2021, p. 263) argue that "in some contexts, and under specific policy instrument designs, there are short to medium term trade-offs between decarbonization and other socioeconomic objectives". Some notable examples are direct government investments, subsidies for the deployment of renewable energy and carbon prices.

Furthermore, the literature also points out that even in the cases of the implementation of low carbon transition policies, the problem of climate injustice and vulnerability persists. Sovacool et al (2019) conducted a study on four types of decarbonization policies (nuclear energy in France, smart meters in the UK, electric vehicles in Norway and solar energy in Germany) applied in the European context. It was possible to observe the externalities generated by the adoption of these decarbonization policies on the pre-existing structural factors of injustice in the energy markets and in the economy/society in general. This example reveals how the trade-offs of decarbonization policies present themselves in different ways and in different contexts.

The aforementioned initiatives regarding the types of decarbonization policies are some of the most elaborated since the signing of the Kyoto protocol, in which it was

noticeable an increase in the number of actors involved, starting from an individual level to the state level. Bernstein & Hoffman (2018) question how such initiatives, combined with the various actions of actors, especially subnational ones, can contribute to decarbonization, without dispersing activities. For these authors, it is necessary to face decarbonization policies not as a goal, but as a journey.

Regarding the Brazilian case, the implementation of public policies aimed at environmental issues is, in general, a matter of interest to policy makers and, gradually, it became part of government strategies, especially after the Rio-92 Conference. During the UNFCCC COP15, held in 2009, Brazil announced voluntary targets to reduce between 36.1% and 38.9% of the total GHG emissions projected for 2020. This goal was endorsed by Law No. 12,187, which established the National Policy on Climate Change (PNMC) (Brazil, 2009), providing reduction instruments, especially for the three largest emitting sectors in the country: agriculture and deforestation and land change and the energy sector.

Through the PNMC, efforts were focused on equating socioeconomic development with the protection of the climate system, reducing anthropogenic GHG emissions, preserving and conserving environmental resources (with a focus on local biomes), encouraging reforestation of areas that suffered degradation and development of the so-called Brazilian Market for Emission Reduction (MBRE) (Brasil, 2009). In line with these initiatives, oversight bodies such as the National Adaptation Plan (PNA) and the National Emission Registration System (SIRENE) were created (Santos, 2021). When analyzing Brazil's GHG emissions, Santos (2021) identified a significant reduction since the signing of the PNMC, noting, however, important divergences between government data and those from the Climate Observatory.[5]

4. Decarbonise! Rules and Operation

The challenge of limiting global warming to 1.5°C by 2100 would make it possible to achieve many aspects of sustainability, including reducing poverty and inequality. However, with targets nationally determined under the Paris Agreement, achieving such planning seems unlikely (Vick, 2021). Its fulfillment requires a transformative systemic change that leads to the combination of innovative policies, directing financial flows towards low-emission investments. Therefore, it is necessary to

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[5] Non-Governmental Organization composed of members of civil society. Available at <https://www.oc.eco.br/> Accessed on September 28, 2021.

stimulate debate and promote discussion around the design of public policies that drive the zero carbon transition of economies.

In order to achieve that, the researchers Veronika Kiss and Klára Hajdu, who carry out studies in the areas of sustainability, domestic energy consumption and issues related to the environment created the game *Decarbonise!*. Both were part of sectors of the European Union on issues related to environmental preservation, seeking to promote new policies aimed at reducing the negative consequences of climate change (Decarbonise, 2021).

Decarbonise![6] is a digital decision-making game-simulation platform that can be downloaded for free from the website. The rules in Portuguese are available in Annex A. The goal is to achieve carbon neutrality in a country by 2050, without negatively influencing important socioeconomic variables such as unemployment and inequality. The game starts in 2020 and has three rounds. Each group needs to choose a climate policy kind for each of the decades (2020, 2030 and 2040).

The game serves the most varied audiences, including educators, policy makers, working in large companies or activists. The groups, which can be composed of different stakeholders, must represent some country (real or fictitious) and choose specific climate policy options in each round. You can choose between three types of policies — Energy Budget Scheme (EBS), the Carbon Tax, and the Green Economy Toolbox — that could potentially achieve decarbonization by 2050 and then make decisions about particular aspects of those policies later. Table 1 presents possible decisions.

Table 01: Group's decision options

Options	Definition and decision
Energy Budget Scheme (EBS)	It is a system of transfer of rights, defined based on the per capita consumption of energy. It is necessary to choose the initial entitlement distribution rule and its pricing.

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[6] See <https://www.decarbonisegame.com/play> Accessed May 29, 2021.

Carbon Tax	It consists of a tax that a government imposes on the burning of fossil fuels. You need to decide (i) the amount of tax (price per tonne emitted, which can range from 1 EUR/tCO2e in Mexico, Ukraine or Poland, to 85 EUR/tCO2e in Switzerland and Liechtenstein and 114 EUR/tCO2e in Sweden) and (ii) the revenue distribution mechanism obtained from taxes.
Green Economy Toolbox	It is a list of policy instruments already implemented in several countries, such as renewable energy subsidies, sustainable construction rules, phasing out fossil subsidies, green state funds, among others. It is necessary to decide among various types of instruments, considering the country's budgets restrictions.

Source: Own elaboration (2021), based on the rules of the game.

EBS aims to reduce the consumption of non-renewable energy at national level. This policy is based on an energy rights scheme and establishes a limit on the use of energy with a high carbon content, in which individuals who use less than the allocated amount can sell their excess energy to an issuing agency. Consequently, individuals and businesses that consume more non-renewable energy must pay for the additional expense. Thus, the game requires groups to i. establish an initial percentage to limit the amount of non-renewable energy bonds and that ii. choose between three general energy rights distribution strategies and iii. fix pricing mechanisms to deal with individuals who consume more energy than was allocated.

The general strategies for the distribution of energy rights are per capita distribution based on: the national average of consumption (equal transfers); socioeconomic differences between families (the lowest the income, the greater the amount of rights received) or the level of energy consumption (the less costly it became the greater the rights granting). The six pricing mechanisms are: i) excessive consumption, progressively priced (throughout the year); ii) the previous mechanism plus

price increase, if the annual target exceeded; iii) excessive consumption paid at the end of the year; iv) based on the previous target (an extra tax at the end of the year, if the target is exceeded); v) linear pricing (regardless of the increase or decrease in consumption) and vi) linear pricing with taxation in case of national exceedance (with a final annual payment).

The Carbon Tax is a tax imposed by the government regarding the burning of fossil fuels, that is, the greater the burning of fossil fuels, the higher the price of the carbon tax. Initially, groups need to establish a fee in euros per ton of CO2e (carbon dioxide equivalent). Next, the game offers five scenarios for allocating these revenues that envision a reduction in income tax, financing the energy transition or redistribution to members of society, with some variants between these options[7].

The Green Economy Toolbox consists of a compilation of policy options that players can adopt to reduce their carbon footprint. These choices bring together options such as national awareness campaigns, policies to encourage research and use of renewable energies, among others. Although the game offers nine options of policy instruments that make up the green economy, there is a limit of instruments per round, considering the public budget (4X). In this sense, a fictitious value is assigned to each green economy policy instrument ranging from "-2X" to "3X".

The first instrument of the Green Economy Toolbox is the national public awareness campaign, as a way to encourage changes in people's lifestyles (1X); the second is a national campaign aiming to change business practices towards a carbon neutral economy (1X); the third envisions the corporate tax benefit for research and development for renewable energy and energy efficiency technologies (2X). The fourth is the incubation program for startups to promote innovative energy with technologies with the help of funding and training (1X); the fifth consists of greening state funds to invest in renewable energy companies instead of oil and other fossil energy (0.5X); the sixth is the national building renovation program to increase energy efficiency (3X). The seventh is a state support program for the use of renewable energies, such as solar, wind or geothermal (2X); the eighth is the phasing out of harmful state subsidies for non-

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[7] Specifically, the options are: i) the revenue could be used to reduce the income tax, so that neither the state nor the household budget would suffer from the introduction of carbon tax collection; ii) the tax revenue would be partially spent on the energy transition, aiming at adapting less harmful energy policies; iii) the revenue could be fully spent on the energy transition; iv) the revenue could be distributed among society as carbon dividends and v) option iv), but considering the socioeconomic differences, that is, the poorest population would benefit more.

renewable energy (-2X) and, finally, the ninth is support for alternative fuels and gasolines (e.g. biodiesel, bioethanol, fuel cell technology, fuel from hydrogen) (1.5X).

After selecting the policies, at the end of each round, participants can observe the social, economic and environmental impacts on five reference indicators: i) CO2 emissions; ii) the use of land and natural resources; iii) proportion of the population affected by energy poverty; iv) household savings and v) unemployment rate. In each round, the policy scenario chosen by the groups will distinctly affect these five indicators and will serve as a basis for understanding the implications that each policy adopted has on the ultimate goal of decarbonization by 2050 (Decarbonise, 2021).

5. Decarbonise! Practical Experiences

The first experience of application was within Mettrica Lab's members two weeks before class, in order to test the platform. This was a fundamental step and it is recommended that any professor who wishes to implement this activity (or any other that involves a playful dimension, such as games or simulations), does it beforehand on an experimental basis. This step makes it possible to become familiar with the rules, with the game software and allows mapping potential failures.

From this experience, it was possible to identify the need to implement adaptations to the game's-simulation recommendations, given the limitations of time and space, in the context of remote education imposed by the Covid-19 pandemic. We decided not to adopt the proposal of role-play, in which students would represent different stakeholders linked to the climate issue of the country represented. In addition, we adjusted the rules, which were available to the students, who should attend the activity having read the material and with any doubts resolved in order to optimize the time on the day of the activity.

The game-simulation was applied with International Relations students of the Global Environmental Policy (GEP) discipline taught between March and July 2021. This teaching technique was inserted in the course to allow the fulfillment of one of the learning objectives of the program, namely: *to enable the student to elaborate analysis and conjectures on topics in environmental policy*. During the preparation of the Course Plan, a possible gap was observed, it was that students of the Bachelor's Degree in International Relations could not dominate knowledge related to public policies associated with climate change. In this sense, after dividing the course into three modules, that is: i. concepts, theories and methods of GEP; ii. GEP actors and institutions; iii.

themes in GEP. An entire class was designed to address the theme, in the transition from the second to the third part of the course.

This lesson would consist of two activities: a lecture with a public sector representative who would explain concepts related to climate policies and the game *Decarbonize!* At first, the professor had thought of using the game as an evaluation of the class, but, throughout the discipline, this was changed, since it was observed that the students' lack of similarity with the theme of public policies in general, had become a hindrance and a risk in terms of evaluation. The theoretical material and information related to the simulation were made available to the students three weeks in advance so that they could prepare.

The class in question, taught after the third stage of the course, took place after a lecture with a former government representative of the city of Recife/PE, responsible for creating the carbon emissions inventory of the state. The responsible professor and the teaching assistant participated in the simulation, plus eighteen students present in the online class, previously divided into three groups, each representing a fictitious country. There was an initial moment to resolve doubts and the activity lasted 2 hours.

In order that each group could negotiate their decisions, we created three parallel rooms, one for each group. The groups had 10 minutes to discuss each round. At the end of each round and the presentation of the results of the decisions, the teacher conducted the following debriefing questions:

1. What were the best decisions made? Why?

2. What were the worst decisions made? Why?

3. Which aspect of the chosen policy caused the greatest difficulty in your group's decision? Why?

4. What would you do differently in the next round of play?

These moments of discussion were essential for students' reflection and learning on the policies path, for the next application. In the midst of the game, the students started asking for more time for group discussion and debriefing, in order to enable greater deepening discussion of the object.

We highlight each groups' decisions. The groups were Brazil, Vittarlândia and Norway, respectively. We follow the order proposed in the rules of the game, that is, the analysis of decisions in 2020, 2030 and 2040 to understand the results of each group on the indicators for decarbonization until the year 2050.

Round 1: 2020

The first round of decisions consisted in the definition of a climate policy, by each group, in 2020. After the moment of private discussion of the groups, two groups decided for the carbon tax policy, with different tax levels, and one of them opted for the policy of EBS. Table 2 summarizes these decisions.

Table 02: Decisions in 2020

	Climate Decarbonization Policies (2020)					
	EBS			Carbon Tax		Green Economy Toolbox
	Consumption limit	Distribution of rights	Pricing Mechanisms	Carbon tax price fee	Purpose of tax revenue	Options
Brazil	-	-	-	30 EUR	2.5	-
Vitarlândia	-	-	-	250 EUR	2.2	-
Norway	85%	2.2	3.1	-	-	-

Source: Own elaboration (2021). See more of the EBS and Carbon Tax items on Appendix I.

Despite the similarity in policy choice, the group "Brazil" adopted a relatively modest carbon tax ($30 euros), while the group "Vittarlândia" opted for a significant tax ($250 euros). In addition, both policies differ, given that the "Brazil" chose a distribution of revenue considering social differences (2.5), while the "Vittarlândia" preferred to adopt a distribution that considers both the energy transition and the reduction of income tax (2.2). The "Norway" group, on the other hand, decided to establish a limit of 85% for the production of fossil energy, which adopted the strategy of distribution of bonds considering social differences (2.2), based on the progressive pricing instrument throughout the year (3.1).

In the first round, when we announced the groups' decision, there was a certain insecurity and little grounding in the justifications. It is noteworthy that the decisions sought to consider, from the beginning, social aspects in the distribution instruments.

After the results generated by the software in the first round, students visualized the impacts of their decisions, referring to the idea of instantaneous feedback from the literature that addresses games in education. The high carbon tax adopted by "Vittarlândia" had a significant impact on the reduction of GHG, but generated a considerable negative increase in energy poverty rates and household savings (as shown in Graphs 1, 3 and 4). At that moment, it was already possible to identify that the students began to understand how their decisions affected the socioeconomic variables. The possibility of repeated rounds to change the decision, as pointed out by the literature on games in education, proved important as a learning tool for the groups, according to observations until the end of the activity.

Round 2: 2030

After observing the results, we started a new round and groups had to decide on possible changes in policies in 2030. At that moment, the game software announced an external shock: the occurrence of a global economic recession, affecting unemployment rates and shrinking productive sectors. In addition, it also presented the International Advisory Council on Carbon Neutrality (CCINC), an *ad hoc* international organization, which would start to propose recommendations at each new round of the game, including the possibility of stimulating international cooperation in the dimension of decarbonization. In this round, the CCINC suggested the adoption of a global treaty on land use, in view of the worsening of all groups in this indicator. Each group had to consider the impact of their decisions in this crisis, as well as decide whether to sign this treaty. Table 3 summarizes the decisions taken in 2030.

Table 03: Decisions in 2030

2030	Climate Decarbonization Policies						Signatur to the treaty on land use change
	EBS			Carbon Tax		Green Economy Toolbox	
	Comsumption limit	Distribution of rights	Pricing Mechanisms	Carbon tax price fee	Purpose of tax revenue	Options	

Brazil	-	-	-	-	-	1, 4, 5 e 9	Yes
Vittarlândia	20%	2.2	3.4	-	-	-	Yes
Norway	-	-	-	110 EUR	2.2	-	Yes

Source: own elaboration (2021).

At this stage, "Vittarlândia" changed the type of policy, but adopted the same profile of more ambitious actions. This group chose to establish a limit of only 20% of fossil energy use and a distribution of bonds in the EBS market, considering social differences (2.2), from the progressive pricing instrument at the end of the year with an extra amount in case of national overrun (3.4). In turn, the "Norway" group changed to the Carbon Tax policy and adopted a rate of 110 euros, seeking a distribution that considered both the energy transition and the reduction of income tax (2.2). The "Brazil" group decided on the Green Economy Toolbox and chose a series of options, including the (1) national public awareness campaign, (4) startup incubation program to promote innovative energy technologies, (5) greening of state funds and (9) support for alternative fuels and gasolines.

In this new round of discussion, after the definition of policies, we verified a concern among students with social indicators, mainly by the "Vittarlândia" group. The students mentioned the context imposed by the economic recession as a major reason for redefining the trajectory of each group's policies. In addition, all groups opted to sign the treaty on land use change, which resulted in an immediate stabilization of the indicator, according to the projections made by the software, as shown in Graph 2.

Round 3: 2040

In the last round, the context of economic recession remained and the CCINC made a general recommendation regarding supporting most vulnerable groups and the poorest families, in order to guarantee their basic needs without harming the environment, while also warning about the urgent action to avert the global catastrophe. We reinforced it was the last decision-making round and the facilitator again highlighted the imminence of the global decarbonization framework of the economy until 2050.

Again, there were changes in the choice of policies by the groups: "Vittarlândia" decided to switch to the Green Economy Toolbox and "Norway" returned to the EBS

choice. "Brazil", on the other hand, decided to stick with its choice of the Green Economy Toolbox policy. Table 4 shows the final choice of these policies:

Table 04: Decision in 2040

2040	Climate Decarbonization Policies					
	EBS			Carbon Tax		Green Economy Toolbox
	Consumption limit	Distribution of rights	Pricing Mechanisms	Carbon tax price fee	Purpose of tax revenue	Options
Brazil	-	-	-	-	-	4, 6, 7 e 8
Vittarlândia	-	-	-	-	-	2, 5, 7 e 8
Norway	25%	2.2	3.2	-	-	-

Source: Own elaboration (2021).

This time, however, Brazil adopted different options, such as the (6) national program for the renovation of buildings, to increase energy efficiency; (7) national program for the use of renewable energy and (8) phasing out of national subsidies for non-renewable energy resources. "Vittarlândia" also adopted this policy and, in addition to options 7 and 8 mentioned above, they also chose the (2) national campaign aiming at changes in the practices of companies aiming at a carbon neutral economy and (5) the greening of state funds. "Norway" returned to the EBS policy, but signaling for a lower limit of 25% for the production of fossil energy, in which it also adopted the strategy of distribution of titles considering social differences (2.2), now based on the progressive pricing instrument throughout the year and an extra amount to be paid in case of national overruns (3.2).

In this final round, the groups were aware and confident of the policies adopted and had greater knowledge of some positive and negative impacts on the indicators. Given the limited time, we held a final discussion of the results. Regarding the activity, students reported its usefulness for discussing climate policies in practice, which was

complemented by the lecture with the public manager, previously performed. However, they also highlighted time limitation impaired the quality of their decisions, as well as the limits of doing it online. They also declared it would be better to participate in person of the dynamic, instead of its realization online, due to the pandemic of Covid-19.

The game software reports the general performance of the groups by each indicator. Figure 1 illustrates the level of per capita emissions of all countries in 2020: 6.97 tons/capita of GHG emissions in 2020. Regarding the results in 2050, only "Vittarlândia" and "Norway" were successful in individual reduction of emissions. This suggests that "Brazil's" decisions were less effective in this central aspect of climate policy, precisely because they only replicated policies and measures widely adopted by other political units, which reinforces the need to implement tougher measures with the goal of achieving decarbonization.

Figure 01: Comparison of the indicator "greenhouse gas emissions" every decade, by group (country)

Source: Decarbonise! Platform (2021).

Regarding the indicator on land use, all groups initially started from a rate of 100% in 2020. Due to the high carbon taxation action of the "Vittarlândia" group in the first round, there was an increase in land use in this country, while the changes were modest in the other groups. Figure 2 illustrates that the signature by all groups of the global treaty proposed by the CCINC contributed to stabilizing the rates of this indicator below 90% in 2050.

Figure 02: Comparison of percentages by group of the indicator "changes in land use" for each deca

Source: Decarbonise! Platform (2021).

The energy poverty indicator starts at a level of 10% for all groups, and it varied a lot throughout the rounds. Figure 3 indicates a large negative effect on this indicator, from the large carbon tax made by the "Vittarlândia" group in the initial round, while the redistribution action considering the social differences of the "Norway" group had a positive impact on the reduction of energy poverty. At the end of all rounds, "Norway" had greater success in reducing energy poverty.

Figure 03: Evolution of energy poverty, every decade (2020, 2030, 2040, 2050)
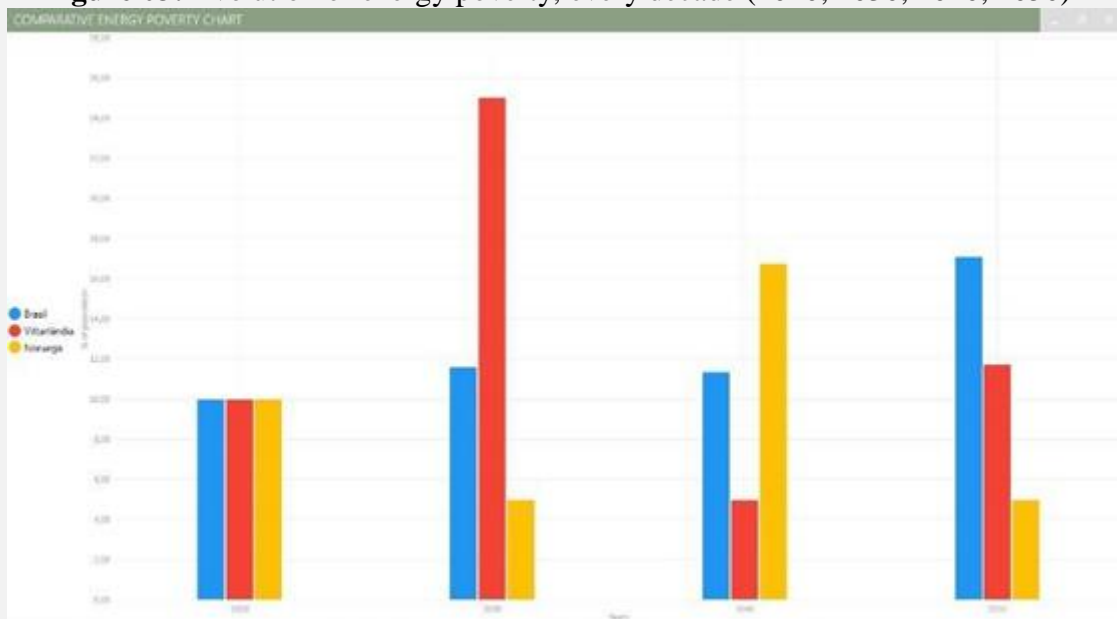
Source: Decarbonise! Platform (2021).

Similarly, Figure 4 shows the initial negative impact of the high carbon tax decision made by "Vittarlândia", in which initial household savings dropped from 13% to 3%. However, overall, all groups performed well on the indicator. The "Brazil" and "Norway" groups managed to increase the percentage of household savings after all decisions on climate policies.

Figure 04: Evolution of household savings by decade
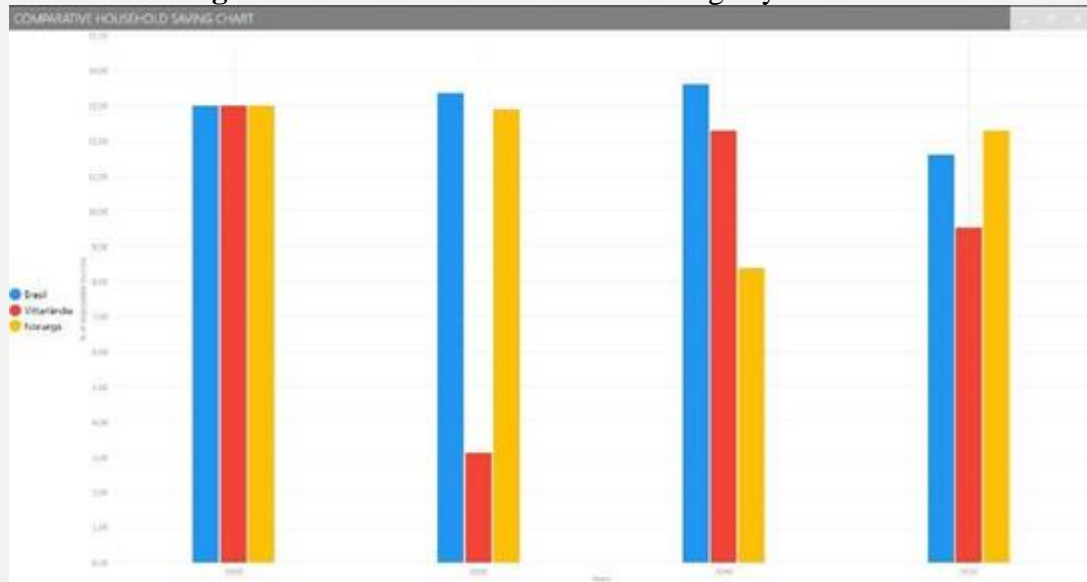
Source: Decarbonise! Platform (2021).

Finally, the indicator on the unemployment rate shows how the "Vittarlândia" group was successful in progressively reducing the issue based on its decisions. On the other hand, the decisions of "Brazil" resulted in an increase in this rate over the 2020 and 2030.

Figure 05: Evolution of the unemployment rate, by decade
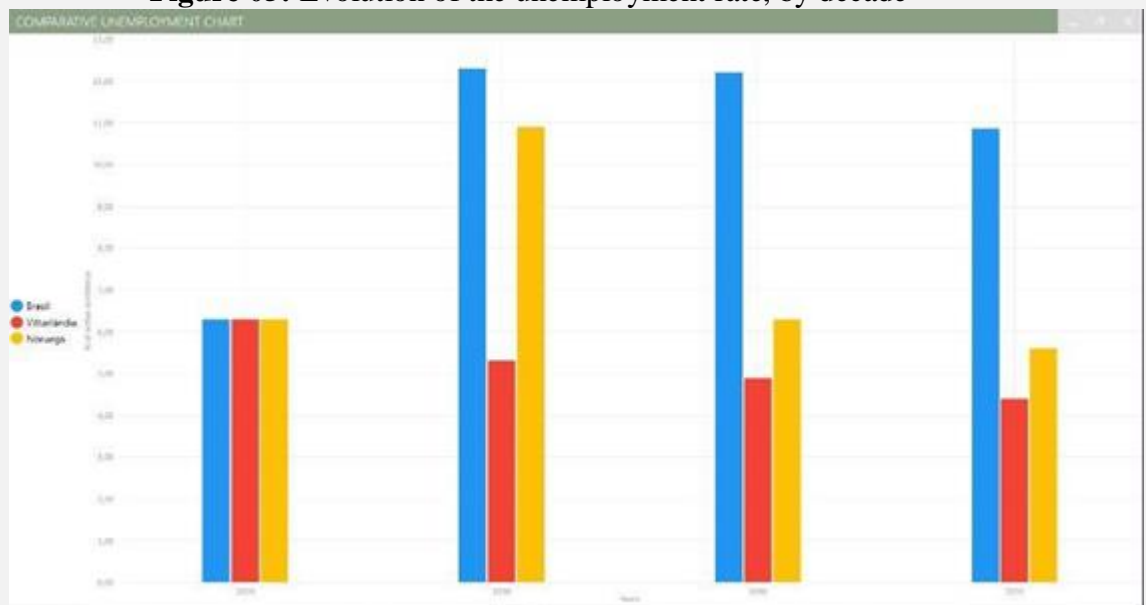
At the end of the game-simulation, we surveyed students on their learning self-perception, assessing their previous knowledge on the game topics before and after the experience. We interrogated "What is your prior knowledge of climate decarbonization policies, in your perspective?" to infer whether the students understood the rules of the game and the climate policies they needed to decide. Students answered this question before and after the simulation, in order to assess progress in learning. Figure 6 systematizes the results.

Figure 06: Pre- and post game-simulation students' self-perception about the level of knowledge on climate decarbonization policies
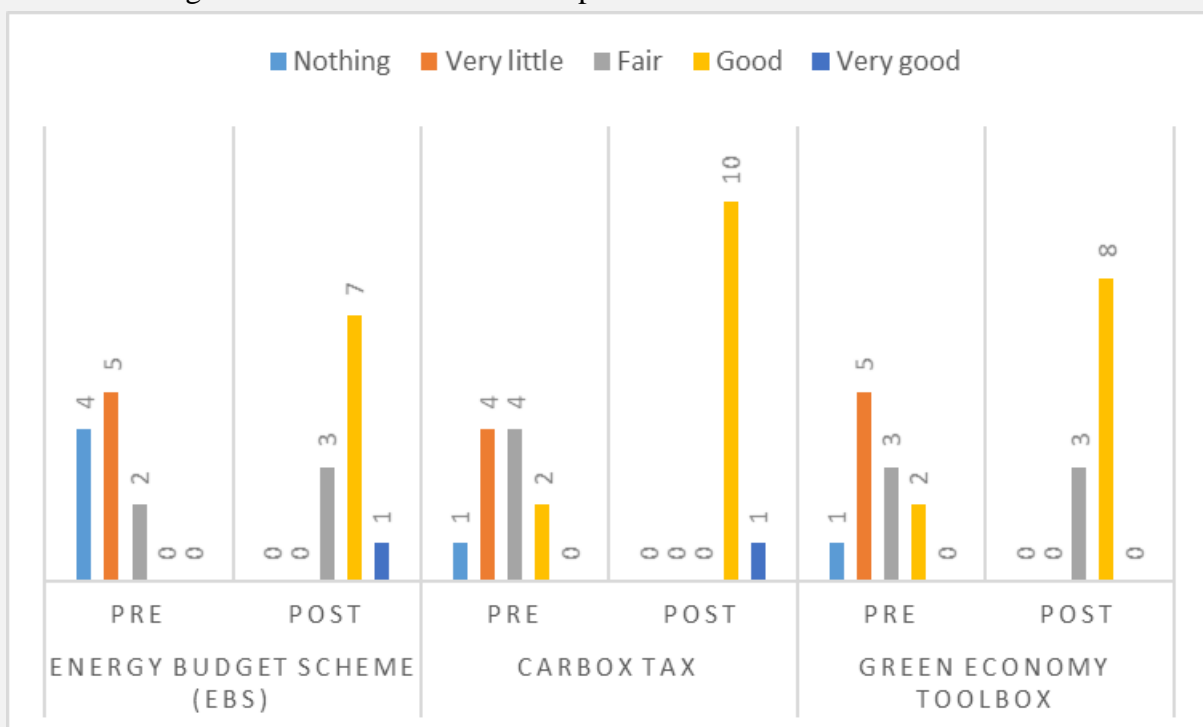
Only eleven out of the eighteen students who participated in the game-simulation answered the forms, before and after the simulation, and thus, the comparative analysis of the results was limited to this reduced number of answers. The responses suggest a significant increase in students' understanding of the Energy Budget Scheme and Carbon Tax policies after the experience. In turn, the perception of understanding of the Green Economy Toolbox policy instruments was relatively lower and no one chose the "very good" option.

From the perspective of pedagogical gains, based on students' oral reports and feedback[8], the game-simulation was effective in promoting student engagement in the discussion of climate policies. Feedback was collected in two ways, first, in a form that the students filled out anonymously, as well as in a diary, which the students had to deliver at the end of the course, reporting the knowledge learned during the course. The answers about the game experience are reported in figure 7.

Figure 07: Post-activity student statement about their experience
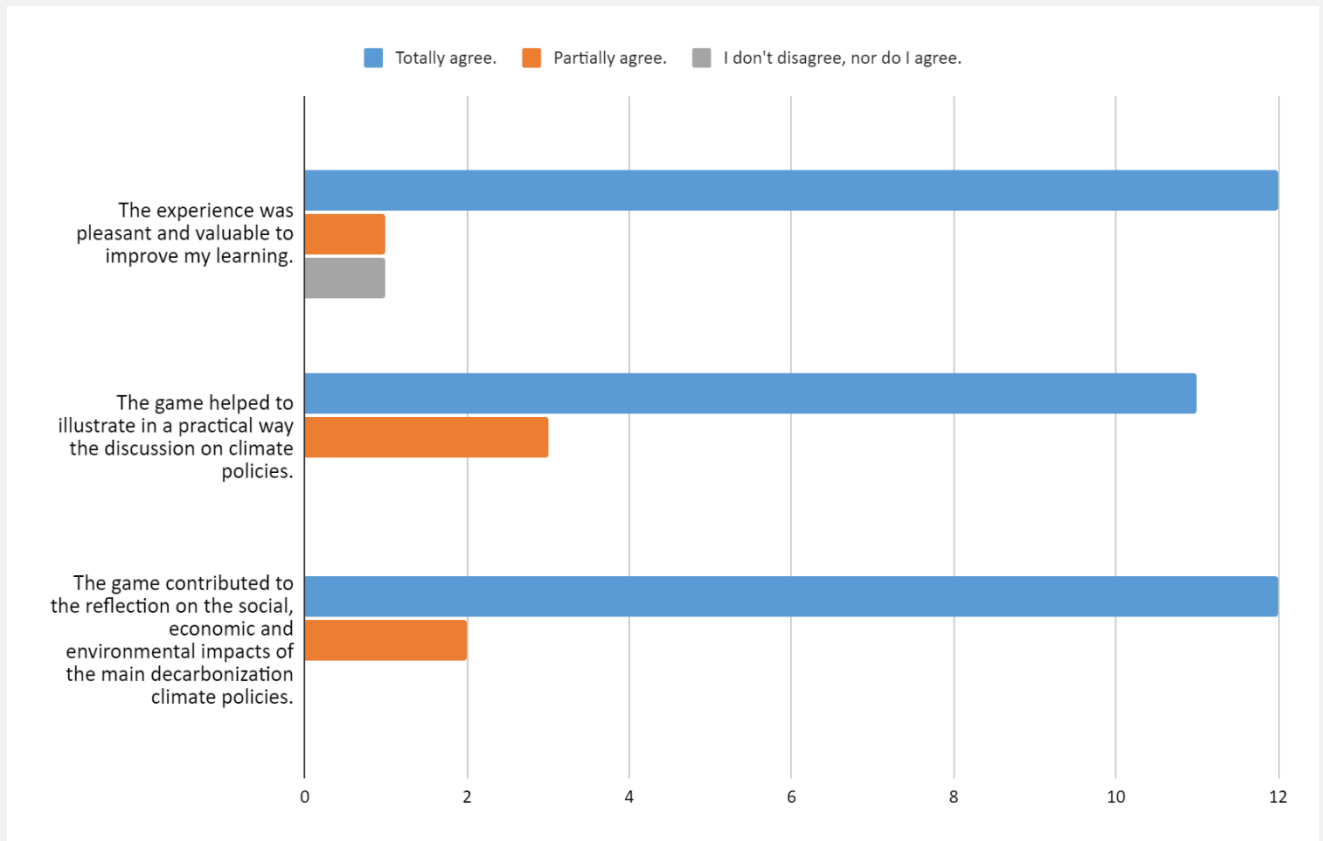
Source: Own elaboration (2021).

Among the six groups formed, one of the reports caught our attention:

As for the preparation for the dynamics, it must be said that it was affected by the confusing way in which it was explained. The lack of direct and concise guidelines made

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[8] As well pointed out by one of the reviewers of this work, it was not the objective of the activity, nor of its report, to test the effectiveness of the dynamics in the teaching-learning process. The present experience reported here fits within the scope of the proposals and results of the present Dossier that it composes, bringing a portrait of the evolution of students' self-perception in relation to the apprehension of theoretical contents (Figure 6, before and after). We did not make a formal assessment around the perception of the dynamics itself, which is a weak point in the application as a whole. However, informally, students reported that the dynamics were very good in the sense of promoting interest in the discipline and in the course as a whole, in a context of great social, economic, health and institutional insecurity, with great potential for negative impacts on teaching (Alves and Ferreira, 2022).

the group confused at many times during planning. As for the day of the dynamics, the group of six students got together in a room at meets alone to be able to reason about the activity. The execution was very interesting, the game itself was very good for understanding the possible environmental policies. The dynamics were very engaging and in fact they fulfilled their pedagogical role.

We observed that, despite the preparation, explanation and availability of the material, in practice, the students only really understood what the game was about on the day of the activity. As in the reports of other colleagues, we perceived that the students said that the activity was 'engaging', further evidence that the students were engaged in the activity since one of the biggest challenges of the remote context was the promotion of engagement. We acknowledged that the proposal of a concrete discussion of a problem of international politics, promoted greater interest and participation.

Another pedagogical gain consisted in learning about the complexity of the climate change problem, involving socioeconomic and environmental dimensions, as well as the different results that different designs of public policies can generate. It was also noted the importance of repetition and the possibility of changes in decisions throughout the rounds as an aspect that reinforced results already identified in the literature on games for teaching. Although the platform does not foresee the interaction between the countries, the repetition of the round over the decades allowed the analysis of the effects of the decisions of the previous period, strengthening the learning process.

6. Final considerations

Teaching strategies through active learning have expanded significantly in the field of International Relations, resulting in the creation of teaching and research laboratories that aim to improve the application of learning methodologies. In order to contribute to this study, the work started with the realization of a *gamification* strategy in an International Relations class at UFPB, through the game *Decarbonise!*

Through a self-assessment instrument filled out by 11 students before and after the game-simulation, we found a consistent increase in public climate policies learning. The results reinforce the benefits of learning through gamification; all respondents declared that they acquired new knowledge on the subject after playing the game. Students reported several positive statements of the activity, in the final survey of the discipline.

Regarding the limitations of the application of the activity, we identified the limited time for debate (10 minutes) and the need for a minimum prior knowledge in the area of public management and public climate policies. We suggest the professor to dedicate one or two entire classes to the activity, foreseeing a theoretical stage with an indication of specific literature on the subject (such as those referenced in the theoretical part of this work).

During the rounds, the difficulty in political choice was notorious. Despite being educational, the game has a certain degree of complexity, requiring time both to internalize the rules (by students and teachers) and to carry out the rounds. This difficulty connects to the lack of perception about public policies, a field of study that is still in its new in IR.

In short, Decarbonise! demonstrated a potential teaching-learning tool for the discussion of environmental governance and which can be adopted in several disciplines transversely, in order to discuss the construction of public policy, for example, providing an environment of stimulating reflection on innovation in institutional designs. The game can be applied in face-to-face classes or in remote learning. Finally, the dynamics also proved to be effective in promoting engagement in remote learning, by making the class more dynamic and open to student participation in order to reflect on new public policy designs.

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The Public Policy of Care to Victims of Domestic/Intrafamily Violence: The Social Representations of Public Network Professionals

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Abstract: The objective of this research was to understand the care provided to women and their children, victims of domestic and/or intrafamily violence, through the social representations of professionals in the public service network in the city of Viçosa/MG. Violence against women in the family environment is the result of a sexist and discriminatory culture, established over the years. This social and family phenomenon affects everyone involved in this context, especially women and their children. Thus, adolescents and children also become victims due to exposure to aggressions committed between their parents. To this end, 17 interviews were carried out with professionals who worked in three care institutions. The analysis of the lexical content was performed with the help of the IRaMuTeQ software. As a result, the terms woman, child, victims and violence appeared close, however, far from the terms linked to the actions provided by care institutions, such as policy, care, confrontation, law and resources. It is possible to conclude that the public policy to combat domestic/family violence needs to be restructured, through an integrated system between support institutions (health, justice, social assistance and education), so that implemented actions reach everyone involved and not discontinued before reaching their goals. The results presented constitute an advance for studies related to violence in the family environment and provide a basis for strengthening the Network to Combat Violence against Women, with support for both women/mothers and children and adolescents/children, who are also victims of that violence.

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Costa, Teixeira & Sani. *The Public Policy of Care to Victims of Domestic/Intrafamily Violence: The Social Representations of Public Network Professionals.*

Resumo: O objetivo desta pesquisa foi compreender os atendimentos prestados às mulheres e aos seus filhos, vítimas da violência doméstica e/ou intrafamiliar, por meio das representações sociais dos profissionais da rede pública de atendimento no município de Viçosa/MG. As violências cometidas contra a mulher no ambiente familiar são práticas resultantes de uma cultura machista e discriminatória, estabelecida ao longo dos anos. Tal fenômeno social e familiar atinge todos os envolvidos neste contexto, principalmente mulheres e seus filhos. Assim, adolescentes e crianças também se tornam vítimas pela exposição às agressões cometidas entre seus pais. Para tanto, foram realizadas 17 entrevistas com profissionais que atuavam em três instituições de atendimento. Foi realizada a análise do conteúdo lexical com o auxílio do software IRaMuTeQ. Como resultado, os termos mulher, criança, vítimas e violências apareceram próximos, porém, distantes dos termos ligados às ações prestadas pelas instituições de atendimento, como política, atendimentos, enfrentamento, lei e recursos. Permite-se concluir que a política pública de enfrentamento a violência doméstica/familiar precisa ser reestruturada, por meio de um sistema integrado entre as instituições de apoio (saúde, justiça, assistência social e educação), para que ações implementadas atinjam todos envolvidos e não sejam descontinuadas antes de atingir seus objetivos. Os resultados apresentados constituem um avanço para os estudos relacionados à violência no ambiente familiar e fornecem base para o fortalecimento da Rede de Enfrentamento à Violência contra as Mulheres, com apoio tanto para as mulheres/mães como para crianças e adolescentes/filhos, que também são vítimas dessa violência.

Palavras-chave: violência doméstica; violência familiar; política pública; enfrentamento.

1. Introduction

Domestic and family violence is a practice resulting from a sexist and discriminatory culture that has been established over the years. It is considered among the most serious problems faced by society and includes several practices, such as physical, emotional, psychological and verbal abuse, generating pain and fear for victims of aggression.[4] [5] Domestic and family violence is a practice resulting from a sexist and discriminatory culture that has been established over the years. It is considered among the most serious problems faced by society and includes several practices, such as physical, emotional, psychological and verbal abuse, generating pain and fear for victims of

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aggression.[6] [7] Children living in homes where violence is part of everyday life can experience the effects of violence in a variety of ways. They may learn the aggressive behaviors witnessed and/or develop emotional and cognitive problems.[8]

In Brazil, as a way of preventing and restraining domestic and family violence, Law No. 11,340/2006 was created, known as the Maria da Penha Law, which started to consider domestic violence a specific crime. The Maria da Penha Law provides for integrated public policies between the responsible bodies, such as the operational integration of the Judiciary power, the Public Ministry and the Public Defender's Office, and areas of public security, social assistance, health, education, work and housing. The law aims to help women, victims of domestic violence, to rebuild their lives and recover from the trauma they have suffered.

In line with Law No. 11,340/2006, there is the National Policy to Combat Violence against Women, prepared by the Secretary of Policies for Women, with the purpose of establishing concepts, principles, guidelines and actions to prevent and combat violence against women, as well as assistance and guarantee of their rights. Therefore, networking arises with the objective of integrating the services in which the woman, in a situation of violence, goes through. Within the government, the Assistance Network for Women in Situations of Violence is composed of the following services: Reference Center for Care to Women; Centers for Assistance to Women; Shelters; Temporary Drop-in Centers; Specialized Women's Police Stations (DEAMS); Nuclei or Care Centers for Women in Common Police Stations; Civil and Military Police; Legal medical Institute; Women's Defenders; Courts of Domestic and Family Violence; Women's Assistance Center – Call 180; ombudsmen; Women's Ombudsman of the Secretariat of Policies for Women; Health Services aimed at treating cases of sexual and domestic violence; Humanized Service Station at the Airports and Women's Center at Casa do Migrante (BRAZIL, 2011).

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[8] HASSELLE, A.J *et al.* 'Childhood Exposure to Partner Violence as a Moderator of Current Partner Violence and Negative Parenting', **Violence Against Women**, v.26 n.8, p. 851–869, 2020 Available at: https://journals.sagepub.com/doi/abs/10.1177/1077801219847291. Access on: Dec 4th, 2020.

[9] Recently, Law No.14,022/2020 was enacted, guaranteeing the uninterrupted care to victims of domestic/family violence, even in the presence of the pandemic caused by the coronavirus - COVID-19. [10] Due to it, the situation of social isolation intensified the challenges experienced by women victims of violence in the domestic/family environment, who were forced to live longer with the aggressor. According to a digital data survey conducted by the Brazilian Forum on Public Safety (FBSP), reports of Intimate partner violence witnessed by neighbors increased by 431% between February and April 2020. Only in April, there was an increase of 53% in cases. Another aggravating factor indicated in the study is the dichotomy between the increase in cases of abuse and the decrease in denunciation, possibly explained by the difficulty found by victims to leave the house or fear, for being constantly with their partner.[11]

Considering that the indication is that these women, in most cases, are assaulted in the family environment, concerns emerges with their children, kids and adolescents, exposed to these aggressions. The aggressive practices experienced can even model the aggressive behavior of a child.[12][13][14][15] According to Sani,[16] the child constructs meanings and representations of interparental violence from their experiences with incidents. In this context, the process of witnessing violence can contribute to a possible revictimization/perpetration in adulthood, denoted as "intergenerational transmission",

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[9] BRASIL, Lei Maria da Penha: Lei nº 11.340, de 7 de agosto de 2006, que dispõe sobre mecanismos para coibir a violência doméstica e familiar contra a mulher. Brasília: Câmara dos Deputados, Coordenação Edições Câmara, 2010. 34 p. [882143] CAM. Available at https://www2.camara.leg.br/legin/fed/lei/2006/lei-11340-7-agosto-2006-545133-norma-pl.html. Access on: Nov 10th, 2020.

[10] BRASIL, Senado Federal. CDH aprova monitoramento eletrônico de medidas protetivas da Lei Maria da Penha. *Brasília, DF:* Senado Federal, 2020. Available at: https://www12.senado.leg.br/noticias/materias/2020/02/12/cdh-aprova-monitoramento-eletronico-de-medidas-protetivas-da-lei-maria-da-penha. Access on: Dec 11th, 2020.

[11] FÓRUM BRASILEIRO DE SEGURANÇA PÚBLICA (FBSP). Violência Doméstica Durante Pandemia de Covid-19, 2020. Available at: https://forumseguranca.org.br/publicacoes_posts/violencia-domestica-durante-pandemia-de-covid-19/. Access on: Dec 9th, 2020.

[12] ELIAS, N. Ü. Z. Frankfurt am Main: Suhkamp Taschenbuch Verlag, 1984. Sobre o tempo. Rio de Janeiro: Editora Jorge Zahar, 1998.

[13] RIBEIRO, M.C.O.; SANI, A.I. As crenças de adolescentes sobre a violência interpessoal**. Revista da Faculdade de Ciências Humanas e Sociais,** v. 5, p. 176-186, 2008. Available at: http://hdl.handle.net/10284/909. Access on: Dec 10th, 2020.

[14] GODO, C. K; FREITAS, S. M. F.; CARVALHO, T. B. Motivação na Aprendizagem Organizacional: Construindo as Categorias Afetivas, Cognitivas e Social. ADM. MACKENZIE, v. 12, n. 2. São Paulo, 2011. Available at: https://www.scielo.br/pdf/ram/v12n2/a03v12n2.pdf. Access on: Mar 8th, 2020.

[15] LEAL, M. B. G.; SOUZA, R.; CASTRO, A. C. D. Desenvolvimento Humano e teoria bioecológica: ensaio sobre "O contador de histórias". **Psicol. Esc. Educ**, vol.19, n.2, Maringá, 2015. Available at: https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1413-85572015000200341&lng=pt&tlng=pt. Access on: May 28th, 2020.

[16] SANI, A. I. Crianças expostas à violência interparental. In C. Machado & R. A. Gonçalves (Coords.), Violência e vítimas de crime, vol.2, p. 95-131). Coimbra: Quarteto Editora, 2002.

since it was something built throughout childhood and, inevitably, learned, which gives it a character of naturalization of violence.[17] [18]

Corroborating this understanding, the research conducted by Singulano and Teixeira, [19]in which they analyzed the perception of adolescents about the cause of domestic and family violence against women, indicated the prevalence of opinions formulated from the personal experiences of adolescents, remaining the naturalization of violence against women and sexist values among adolescents, especially boys. The research indicated the need to invest in actions aimed at the primary prevention of violence.

In addition to the efforts of the State through the creation of laws to protect children and adolescents, studies are needed to ascertain, in practice, the situation of children of women who suffer domestic/family violence. Several areas, such as criminology, public health, sociology and psychology, have directed their studies to understand the complexity of family violence and contribute to the State creating strategies to combat family violence. Combat strategies must take into account the types of violent interactions, considering the profile of victims and aggressors and the stage of violence experienced.[20]

Given this context, this study aimed to understand the care provided to women and their children, analyzing the representations of professionals who work in the public policy to combat domestic and family violence in the city of Viçosa/MG. As a theoretical contribution, we used the Program Theory to understand how interventions, projects, programs, strategies and initiatives of government assistance networks are being implemented to support victims.

2. Development

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[17] RIVAS, E., BONILLA, E., & VÁZQUEZ, JJ. Consequências da exposição a abusos na família de origem entre vítimas de violência praticada por parceiro íntimo na Nicarágua. **American Journal of Orthopsychiatry,** v. 90 n.1, p. 1-8, 2020. Available at: https://doi.apa.org/doiLanding?doi=10.1037%2Fort0000374. Access on: Mar 15th, 2020.

[18] WAGNER, J.; JONES, S.; TSAROUCHA, A. & CUMBERS, H. Intergenerational Transmission of Domestic Violence: Practitioners' Perceptions and Experiences of Working with Adult Victims and Perpetrators in the UK: Practitioners' Perceptions of Domestic Abuse Transmission. **Child Abuse Review,** v. 34. p. 577–588, 2019. Available at: https://link.springer.com/article/10.1007%2Fs10896-018-0018-9. Access on: May 6th, 2020.

[19] Singulano, Y. L., & Damiano Teixeira, K. M. (2020). Percepção de adolescentes sobre as causas da violência doméstica e familiar contra as mulheres. Oikos: Família E Sociedade Em Debate, 31(1), 96-118. Available at: https://periodicos.ufv.br/oikos/article/view/8979. Access on: Jan 20th, 2021.

[20] SANI, A. I.; ALMEIDA, T. Violência interparental: a vitimação indireta de crianças. In A. I. Sani (Coord.), Temas de vitimologia: realidades emergentes na vitimação e respostas sociais. Edições Almedina, Coimbra, p.11-32, 2011.

2.1 Theoretical Framework

As a theoretical contribution, we used the Program Theory to understand the actions and results implemented by the public policy of care to victims of domestic and family violence in the city. Program Theory is seen as a framework of knowledge that bases, organizes, categorizes, describes and explains the functioning of programs, that is, the way in which the interventions were designed and intend to achieve the projected objectives. [21] It is used to assess programs and public policies as a whole, both in terms of assessment aspects and in the analysis of information or diagnosis of results. [22]

As components of the Program Theory, there are the Theory of Change and the Theory of Action. The first is related to the central process, guided by what is intended to change; an interpretation of how an intervention can lead to the desired results. On the other hand, the Theory of Action explains how programs or other interventions are constructed to activate the Theory of Change[23]. Through them it is possible to determine the success or failures that may be occurring in the development of program activities, indicating aspects in which the program should be improved.[24]

One of the ways to design and understand the Program Theory is through the use of Logical Models, a systematic and visual way of presenting and sharing the understanding of the relationships between the resources available for programmed actions and the changes or results expected to be achieved. [25] One of the suggested logics is the differentiation of input, process, result and impact indicators. [26]

In the research, we considered INPUTS, activities, products, results (OUTPUTS) and impacts. In the INPUTS we consider the physical structures and human resources, structured to assist victims of domestic/family violence. In the activities, we consider the direct activities, those linked to the program's beneficiaries, and the indirect

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[21] MOREIRA, V. S.; SILVEIRA, S. F. R. Minha Casa, Minha Vida: Proposta de Avaliação com base na Teoria do Programa. **RIGS Revista Interdisciplinar de Gestão Social**, v.7, n. 1, jan-abri., 2018. Available at: https://periodicos.ufba.br/index.php/rigs/article/view/24713. Access on: Nov 23rd, 2020.

[22] FREITAS, G.; SILVEIRA, S. F. R. Programa luz para todos: uma representação da teoria do programa por meio do modelo lógico. **Planejamento de Políticas Públicas**, n. 45, jul./dez, 2015. Available at: https://www.ipea.gov.br/ppp/index.php/PPP/article/view/504. Access on: Dec 19th, 2020.

[23] WEISS, CAROL H. Evaluation: Methods for studying programs and policies. 2. New Jersey: Prentice Hall, 2.ed, 1998.

[24] SHARPE, G. A. Review of Program Theory and Theory-Based Evaluations. **American International Journal of Contemporary Research,** v.1, n.3, nov.2011.

[25] CASSIOLATO, M.; GUERESI, S. Como elaborar Modelo Lógico. *IPEA*, Nota Técnica nº 6. Brasília, DF. 2010.

[26] JUNUZZI, P. M. Indicadores para diagnóstico, monitoramento e avaliação de programas sociais no Brasil. **Revista do Serviço Público**, Brasília, v. 56, p. 137-160, abr.- jun. 2005. Available at: http://www.conei.sp.gov.br/ind/ind-sociais-revista-serv-publico.pdf. Access on: Sep 12th, 2020.

ones, those necessary to guarantee the implementation of the policy. In the products, we consider the activities implemented, such as the number of children and adolescents assisted by the program, the number of hours of duration of an intervention, the number of trained professionals working in the program. In the results (OUTPUTS), we consider the changes observed after the implementation of the program, assessment of the efficacy, efficiency and effectiveness of the policy. Finally, regarding the impacts, we will assess whether there is intended social change.[27]

2.2 Methodology

This exploratory-descriptive study used a quantitative-qualitative approach to describe and understand the care offered to women and children, victims of domestic and/or family violence. The population and sample universe consisted of professionals who worked in the assistance network for victims of domestic/intrafamily violence. The chosen context were three institutions that offer basic and special social-care assistance to these victims, namely: CREAS, Núcleo Mulher Viçosa and Military Police. CREAS is an institution that offers assistance, psychological and legal services to people violated in their rights.[28] The Núcleo Mulher Viçosa is an institution created to expand the services offered to women victims of violence, with attributions focused on the reception and psychological, emotional and legal assistance.[29] On the other hand, the Military Police is an institution that develops activities to protect victims, firstly promptly, in which they make the police report and take all protective measures. The institution also develops prevention work, through the Patrol for the Prevention of Domestic Violence (PPVD), in which those assisted women become part of the protection program, with the aim of restraining new practices of violence.[30]

We collected the data from November 16 to 30, 2020, through interviews based on a semi-structured script, conducted virtually. At CREAS and at Núcleo Mulher Viçosa,

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[27] BRASIL, Casa Civil da Presidência da República. Avaliação de Políticas Públicas – Guia Prática de Análise Ex Ante**. Brasília, 2018. Available at: https://www.ipea.gov.br/portal/index.php?option=com_content&view=article&id=32688. Access on: Apr 22nd, 2020.

[28] BRASIL, Ministério da Cidadania. Centro de Referência Especializado de Assistência Social – CREAS. Brasília: DF: Ministério da Cidadania, 2015.

[29] VIÇOSA (MG). Núcleo Mulher Viçosa amplia o atendimento à mulheres na cidade, 2020. Available at: https://www.vicosa.mg.gov.br/detalhe-da-materia/info/nucleo-mulher-vicosa-amplia-o-atendimento-a-mulheres-na-cidade/72147. Access on: Dec 4th, 2020.

[30] POLÍCIA MILITAR DE MINAS GERAIS. Violência Doméstica – Por Município. Armazém de Dados do CINDS/PMMG, Minas Gerais: PM, 2020. Nº PM 150.433-1. Available at: https://intranet.policiamilitar.mg.gov.br/lite/assinador/web/validar?id=806944A259B7. Access on: Nov 10th, 2020.

the sample consisted of 12 professionals linked to psychosocial and legal assistance to victims, with 4 psychologists (3 from CREAS and 1 from Núcleo Mulher Viçosa); 5 social workers (3 from CREAS and 2 from Núcleo Mulher Viçosa); and 3 lawyers (2 from CREAS and 1 from Núcleo Mulher Viçosa). In the Military Police, the sample consisted of 5 professionals who work directly in the fight against domestic violence, indicated by the coordinator of the 10th Independent Military Police Company of Minas Gerais, with 1 lieutenant colonel (with coordination role in the confrontation policy); 1 corporal (who works on the elaboration of confrontation plans through occurrences); 3 military police officers with PPVD performance. The interviews followed the following themes: the diagnosis of the situation that demanded action; the actions and procedures adopted after the diagnosis; results achieved with the interventions; and, assessment of services.

We made simple and multivariate lexicographic analyzes and Descending Hierarchical Classification using the IRaMuTeQ software (Interface de R pour Iês Analyzes Multidimensionnelles de Textes et de Questionnaires)[31]. The software allowed the analysis through 4 graphic formats: the Class Dendrogram for Descending Hierarchical Classification (DHC); the Factor Map for Correspondence Factor Analysis (CFA); and the Maximum Similarity Tree and Tag Cloud.

At first, we conducted the statistical analysis using DHC. In this analysis, we separated the text segments into several vocabulary classes, in such a way that the highest possible values were obtained in a chi-squared test (X^2). It was also possible to present the oppositions between the classes in the form of a dendrogram. The main frequencies of words favored the formation of representation.[32] In a third moment, we conducted the Correspondence Factor Analysis (CFA), which allowed to visualize, in the form of a factorial plan, the oppositions resulting from the DHC, through the correlations between

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[31] IRAMUTEQ (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires), created by Pierre Ratinaud and maintained until 2009 in the French language. It currently has complete dictionaries in several languages. IRAMUTEQ is developed in the Python language and uses features provided by the statistical software R. They contribute to the dissemination of the various possibilities for processing qualitative data, since it allows different forms of statistical analysis of texts, produced from interviews, documents, among others. (CAMARGO & JUSTO, 2013).

[32] COUTO, P. L.S.; PAIVA, M. S.; OLIVEIRA, J. F.; GOMES, A. M. T.; RODRIGUES, L. S. A.; TEIXEIRA, M. A. Dilemmas and challenges for HIV prevention in repesentations of Young Catholics. **Online braz. J. nurs**, v. 17, n. 1, p. 97-108, 2018. Available at: http://www.objnursing.uff.br/index.php/nursing/article/view/5909. Access on: Mar 14th, 2019.

the variables, the lexicons with the highest frequencies and co-occurrences present in the speeches. We identified congruences and divergences within the belonging group.[33]

The data obtained from the interviews and processed in the IRaMuTeQ software originated a corpus consisting of 725 Text Segmentos (STs), with an 84% utilization of the corpus content, which represented 609 STs subdivided in a hierarchical and descending manner into interconnected classes, forming categories and subcategories. We found 13,860 occurrences[34]; 2,353 distinct word forms; 19.11, on average, of forms by segments. From the corpus analysis, we found 06 classes of representational content, each one linked to a descriptive or interventional aspect.

We used the similarity trees and tag clouds as graphs to represent the co-occurrence of terms and the similarity indices of the words that composed the Factor Map and the Class Dendogram. In the similitude trees, the circles and lines represent the importance and/or representativeness of the analyzed content. The line and distance between the circles indicate the strength of the link, the closer they are, the stronger the link.[35] Another important information concerns the categorization of circles, which are united by some common characteristic, forming clusters.[36] The identification of clusters is represented by different colors, providing a direct view of the connections.

2.3. Results and Discussion

The research aimed to understand the social representations of professionals about the care provided by the institutions where they worked. The representation in the form of a dendrogram (Figure 1) allowed to identify the existence or not of differences

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[33] COUTO, P. L. S; GOMES, A. M. T.; VILELA, A. B. A.; PEREIRA, S. S. C.; FRANÇA, L. C. M.; NOGUEIIRA, P. F. A presença do genitor no pré-natal: um estudo de representação sociais com gestantes. **Rev. Enferm***, UERJ, Rio de Janeiro, v.28, 2020. Available at: https://www.e-publicacoes.uerj.br/index.php/enfermagemuerj/article/view/43407. Access on: 12/07/2020.

[34] The number of occurrences refers to the number of characters retained in the 84% of the corpus systematized in the
DHC. Through the lemmatization process, the different occurrences are counted by the software in their reduced form, based on the stem corresponding to the word without inflection. Thus, the number of forms is smaller than the occurrence, since a reduced form can occur in the corpus in gender, number, degree, etc.

[35] ZHANG, W.; BANERJI, SUJIT. Challenges of servitization: A systematic literature review. **Indusdustrial Marketing Management**, v. 65, p. 217-227, 2017. Available at: https://www.yellowcats.nl/media/1531/challenges-of-servitization-industr-mark-mgt-meta-study-2017.pdf. Access on: Dec 15th, 2020.

[36] CARVALHO, M. M., FLEURY, A., & LOPES, A. P. An overview of the literature on technology roadmapping (TRM): contributions and trends. **Technological Forecasting and Social Change***, v. 80(7), p. 1418-1437, 2013. Available at: https://www.sciencedirect.com/science/article/abs/pii/S0040162512002934?via%3Dihub. Access on: Jan 5th, 2021.

between the groups and the position that each group presented in relation to the care policy in the city. Analyzing the themes, it was possible to identify the existence of 02 blocks: general categories, composed by class 06, and another block, composed of classes 05, 04, 03, 01 and 02. In the organization of the classes, we made the categorization considering the frequency and percentage of distribution of each word in each class, considering the chi-squares measured.[37] We divided and subdivided the classes into thematic axes and named according to the objective proposed by the research (Table 1).

Table 01: Dendrogram of thematic classes that emerged from the analysis of the interviews

CLASS 6 71 STs 11,7%	CLASS 3 149STs 24,5%	CLASS 5 136 22,3%	CLASS 4 92 STs 15,1%	CLASS 1 91STs 14,9	CLASS 2 70STs 11,5%
Politician	Achieve	Something	Mother	Agressor	Position
Resource	Work	Better	Child	Search	Receive
Confrotation	Psychological	Situation	Adolescent	Woman	Child
Model	Family	Training	Father	Son	Protective
Instrument	AccompanimentPsychologist	Woman	Witness	Center	Services
Law	Care	Treatment	Behavior	Cause	CREAS
Public	Welcomed	Dependence	School	House	Referral
Protocol	Assistant	Victimization	Assault	Victim	Direct
Relationship	Receptive	Help	Symptom	Frequency	Measure
Formative	Right	Depend	Reproduce	CREAS	Spontaneous
Policy	Institution	Group	Experience	Environment	Send
Failure	Young	Session	Challenge	Violence	Denunciation
Opinion	Legal	Offer	Agressive	AccompanimentPriority	Victim
System	Clinical	Attend	Speak	Risk	Forum
Implement	Program	Refined	Exposition	Relative	Visit
Intrafamily	CAPS	Condition	Violence	Partner	House
Intervention	Act	Professional	Suffer	Local	Judiciary
Plan	Psychosocial	Communication	Son	Military	Police
	Improvement	Refuse	Signal	Man	Crime
	Integral	Financial	Naturalize		Author
	Individual	Need	Report		Police Station
		Place			Demand
					Report

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[37] CAMARGO, B.V; JUSTO, A.M. Tutorial para uso do software de análise textual IRAMUTEQ. Universidade Federal de Santa Catarina, 2013. Available at: http://www.iramuteq.org/documentation/fichiers/tutoriel-en-portugais. Access on: Dec 10th, 2020.

Protection Prevention Protective Domestic violence Exposition System Implement Intrafamily Intervention Plan Protection	Development Adult Process Area City Feedback Assistance	Cycle Society Job Continue Talk Cease Help	Episode Develop Domestic violence Interparental Technique		Diverse Protective Change Achieve Woman Call

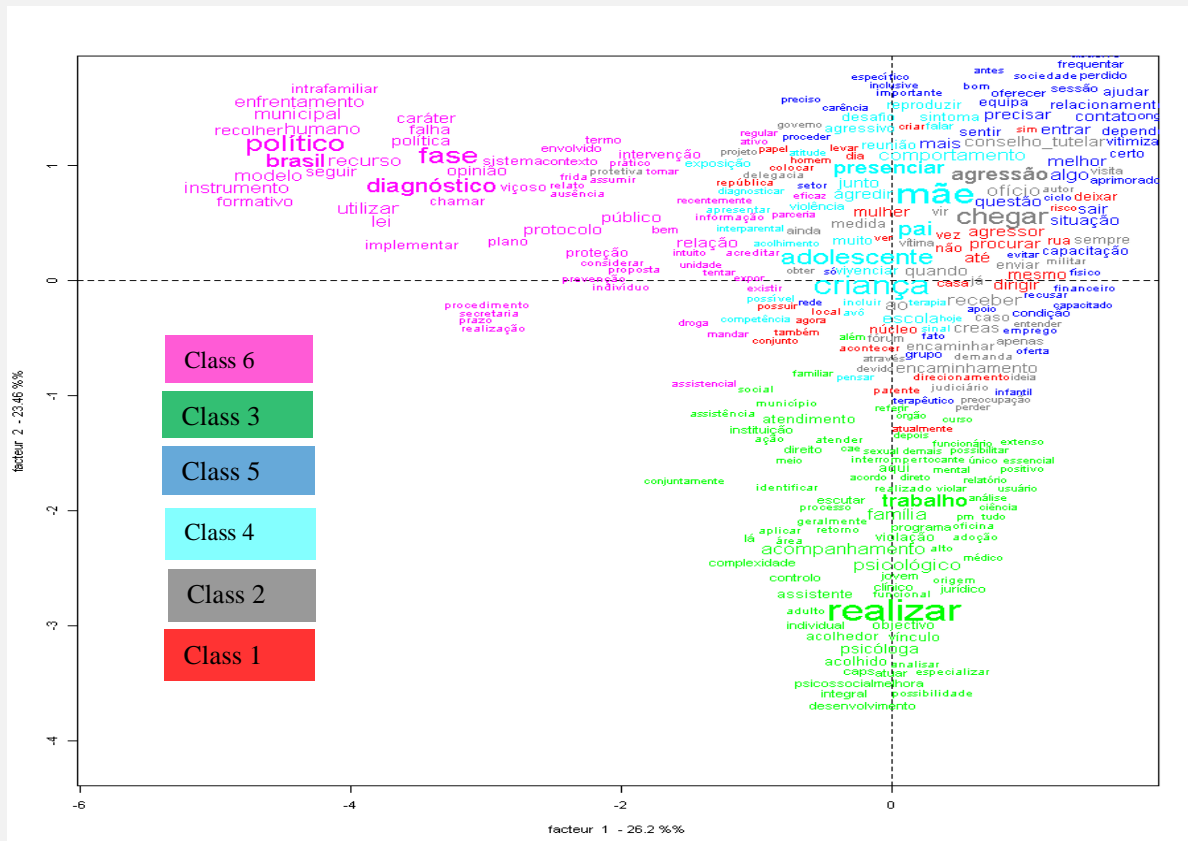**Source**: Authors' elaboration based on IRaMuTeQ software reports, 2020.

We notice that the initial corpus was divided into 02 groups, showing the vocables with the highest X² and the attribute-variables that contributed significantly. The first group was composed only by class 06, which brings a general approach to the professionals' perception of actions implemented by the care policy. By analyzing its position, it is possible to infer that there is a gap between class 06 and the other classes. In the second group, "assessment of implemented actions", we obtained 05 thematic classes, which we subdivided into other categories. The first of them is represented by the thematic category "results obtained with the public policy of confrontation", composed only by class 03. The second, "care policies design", is composed by class 05 (expected actions and results) and by another branching (confrontation strategy). The "confrontation strategy" branch, in turn, is composed of class 04 (challenges to break the cycle of violence) and the "problem diagnosis" branch. The most interconnected ramifications were those composed by classes 01 and 02.

We can observe, from the construction of the dendrogram (Figure 1), the graphic representation of the Public Policy of Care to victims of domestic/family violence. The first step to construct a public policy, based on the Program Theory, is to have a well-defined problem to be faced, its objectives, target audience and expected changes. With this construction, it is possible to make the necessary actions to face the problem that demands providence. The analysis of the dendrogram is presented in the next section.

The CFA results (Figure 1) corroborated the DHC results. The total variance of the words was explained by the sum of the percentage values of the correlations emerged

with the data processing, with a total of 84% of utilization of the corpus content, which demonstrates reliability of the statistical parameters and consistency of the responses. The words that are in the middle, intersection between the axes, are interpreted as the words that stood out, with more relevant content, in the common sense of the interviews. Words that, even belonging to other word classes, are closely linked to one of the themes.

Figure 01: Correspondence Factor Analysis with the representation of the relationships

Source: Authors' elaboration based on IRaMuTeQ software reports, 2020.

The CFA confirms and exemplifies the relationship among classes. From the analysis, we observe an approximation between classes 02, 04 and 05 and a distance between classes 03 and 06. When word classes tend to go to the ends, as in the case of class 06 (purple color) and 03 (green color), it means that the content they represent are distant. We believe that this distance is related to the notes made by the participants, who indicated a fragility in the actions implemented by the public policies of network care. According to the Theory of Change, one of the components of the Program Theory, the distant classes can be understood as central points that need to be reviewed, considering

how an intervention can lead to the desired results.[38] In order to confirm this hypothesis, it is important to conduct the similarity analysis, with the representation of similarity trees and tag clouds, which will be done next.

2.3.1 Care policies overview (Group 1)

Initially, in group 01, composed of class 06, we categorized the contents referring to the perceptions of the interviewees about the public policy to combat interparental violence. We obtained a utilization of 14.9% in DHC, with 91 STs. We systematized the words that represent this category in the similarity analysis and are presented in Figure 2.

Figure 02: Similarity of words that indicate perceptions about the implemented actions.
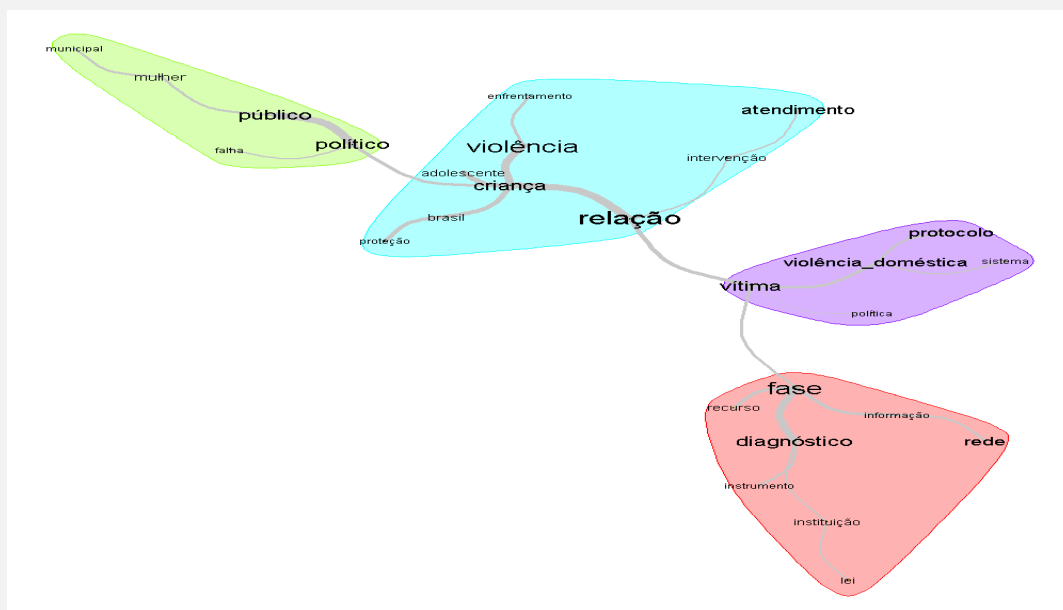
Source: Authors' elaboration based on IRaMuTeQ software reports, 2020.

The result of the similarity analysis has brought indications of connectedness among the words, forming a co-occurrence tree, used to interpret the structure of representations. The results of this analysis, through the formed clusters, are close to the assessment, based on the Theory of Change: diagnosis phase (pink color); the actions and procedures adopted after diagnosis (lilac color); results achieved with the interventions (light blue color); and, assessment of services (green color). There is a gap between the groups formed, and the clusters of words are separated from each other and thin lines make the link between them. Only at some points there is a greater connection, with

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[38] WEISS, CAROL H. Evaluation: Methods for studying programs and policies. 2. **New Jersey: Prentice Hall,** 2.ed, 1998.

thicker lines. The weakest and most distant links indicate the points of public policy that need to be revised to reach the desired result. From this, we can infer that the actions implemented to assist victims of exposure to domestic/family violence have failures, demanding changes in their structure. The interview segments corroborate the results presented in Figure 2.

> (...) need for a bill, I believe that if there is a law that makes interventions and protocols mandatory, the process works, in addition to charging responsibility by the institutions. (P15 - Lawyer - Núcleo Mulher Viçosa)
>
> (...) even develop work with the aggressor, since the woman has the option of separating from her partner, but the child does not (...) (P16 – Psychologist – Núcleo Mulher Viçosa).
>
> (...) it is necessary to revise the legislation on public policies, because like the law that governs the coordination, it has failures. (P 15 - Lawyer - Núcleo Mulher Viçosa)
>
> (...) needs interaction with schools to learn out about the behavior of the child assisted, accompany for a certain time, report card, behavior, attendance, etc. (P4 - Psychologist - CREAS)

There is a need to implement actions in order to integrate education, health and social work professionals, forming an assistance network. The city's care policy presents difficulties in working with all those involved within the violent family context, especially regarding children and adolescents. State intervention is essential through effective public policies that focus on actions aimed at helping victims to overcome trauma and break the cycle. In relation to children and adolescents, programs and/or public policies must create actions that involve awareness and sensitization in schools and media, considering the influence of these spaces in adolescents' lives.[39]

2.3.2 Assessment of implemented actions (Group 2)

In the second group, categorized by the assessment of the implemented actions, we obtained 05 thematic classes, forming 02 groups (Figure 1). The first group was formed only by class 03, while the second contained classes 05, 04, 01, 02, which were subdivided into other categories. The tag cloud presented in Figure 3 shows the categorization and organization of vocables by the usage of their frequency.

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[39] SINGULANO, Y. L.; TEIXEIRA, K. M. D. (2020). Percepção de adolescentes sobre as causas da violência doméstica e familiar contra as mulheres. Oikos: Família E Sociedade Em Debate, 31(1), 96-118. Available at: https://periodicos.ufv.br/oikos/article/view/8979. Access on: Jan 20th, 2021.

Figure 03: Cloud of the occurrence of words within the assessment of actions

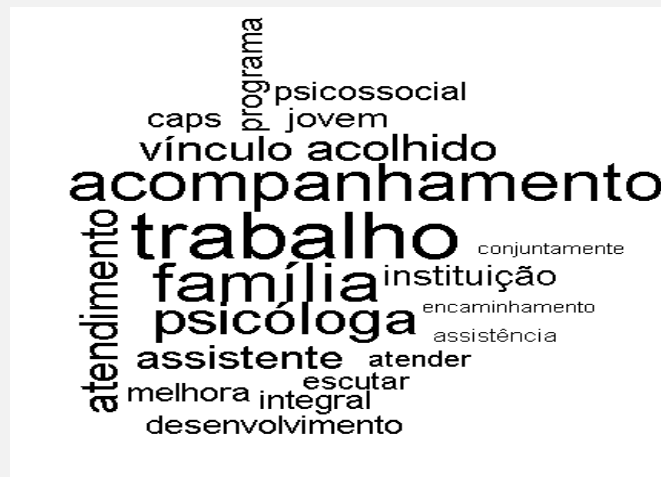**Source:** Authors' elaboration based on IRaMuTeQ software reports, 2020.

In Figure 3, we observe that the words woman, victim, child and violence appear in the center of the figure, co-occurring with each other. The actions that must be implemented to work within a care policy appear at the ends of the figure: diagnosis, protection, reception, monitoring, listening, assistance, therapy. Based on the Program Theory, their distance from the words that appeared in the center may indicate failures in the execution of program activities.[40] These results corroborate the previous ones, which indicated the need for improvement in the public policy of care to victims of domestic/family violence.

2.3.2.1 Public Policy of Confrontation

The group "public policy of confrontation", formed only by class 03, presents the results obtained with the care policy, which had 24.5% of the STs retained in the DHC. Class 03 shows the results already obtained with the public policy of care in the city of Viçosa/MG, represented by the tag cloud in Figure 4.

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[40] SHARPE, G. A. Review of Program Theory and Theory-Based Evaluations. **American International Journal of Contemporary Research,** v.1, n.3, nov.2011.

Figure 04: Tag cloud about public policy of care

The corpus indicates the services provided by the networks, and the most frequent words were: monitoring, work, family, psychologist, assistant, reception and care bond. The segments in this class highlight the actions, actors and intervention measures implemented with the objective of stopping any form of violation of rights and strengthening the family bond. The interviewees emphasized that the process of social readaptation is slow, considering that the family is an environment of privacy and that there is a lot of resistance, by the families, to continue with the planned interventions.

2.3.2.2 Care policy design

The group "care policy design" is represented by the category "care policy design". In turn, this category is composed of class 05 (expected actions and results) and another branch (confrontation strategy), composed of class 04 (challenges to break the cycle of violence) and another branch (problem diagnosis). The most interconnected branch is composed of classes 01 and 02.

The results of the previous analyzes demonstrate the need to restructure the services, both regarding the beneficiaries of the policy and the execution of planned actions. The subjects' segments indicate failures in the care, such as: the lack of trained professionals; lack of physical structure; lack of family support involving victims and aggressors; lack of interaction with some care networks, pointing to a new intervention model, such as protective and preventive actions.

Based on the Theory of Change, activities that demand changes can be classified as direct or indirect. Direct activities are linked to the beneficiary of the program (woman/victim, child/adolescent/victim, man/aggressor), and indirect activities are those necessary to ensure the implementation of the policy. In direct activities, specialized and

structured services are visualized in order to assist both women and children/adolescents, including, when possible, the man/aggressor, with the objective of creating mechanisms to overcome the effects of violence. On the other hand, indirect activities are aimed at training all professionals involved, so that they can work in a more specialized way with victims and the aggressor. [41]

2.3.2.2.1 Expected actions and results

In Class 5, named expected actions and results, 22.3% of DHC STs were used. Figure 5 presents the tag cloud obtained for this class.

Figure 05: Tag cloud that deal with the expected actions and results.
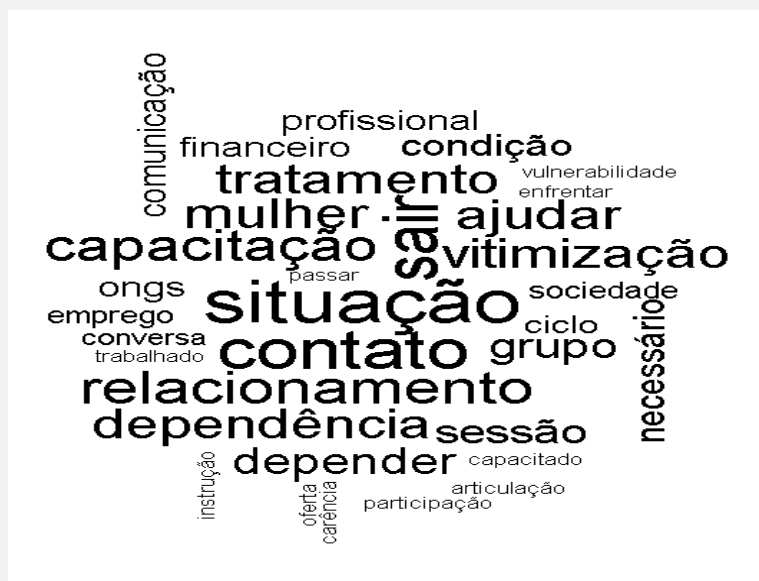
Source: Authors' elaboration based on IRaMuTeQ software reports, 2020.

The words that stood out the most were: situation, contact, leave, training, victimization, treatment. Then, words that refer to necessary actions for the construction of more extensive and regular policies were highlighted, as expressed by the research subjects:

> (...) function performed to support technicians to seek improvements for the equipment to promote better communication with the network (P7 - Social Worker - CREAS).
> (...) the institution's functional objective to stop any form of violation of rights, strengthening the family bond of the target audience with the aim of promoting qualification and stopping the financial dependence of their aggressor partner and their child (P1 - Lawyer - CREAS).

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[41] RIBEIRO, A. Teoria de mudança: aplicações e aprendizados em uma experiência brasileira. **Revista Brasileira de Avaliações,** vol.9, p.4-15, 2015. Available at: http://dx.doi.org/10.4322/rbma201509002. Access on: Dec 12th, 2020.

In class 5, the subjects indicate measures they hope to achieve with a structured care policy: integration of support, health, justice, social work and education networks (CREAS, CRAS, WOMEN'S HOUSE AND SCHOOLS), training of professionals, promoting attention to the health (physical and psychological) of victims, developing work with families to combat forms of violence.

2.3.2.2.2 Confrontation strategies

The category "confrontation strategies" is a branch composed of classes 4, 1 and 2. The words that represent this category were systematized in the similarity analysis and justify the need for actions to assist children and adolescents, who live within a context of violence (Figure 6).

Figure 06: Similarity of word relationships within confrontation strategies
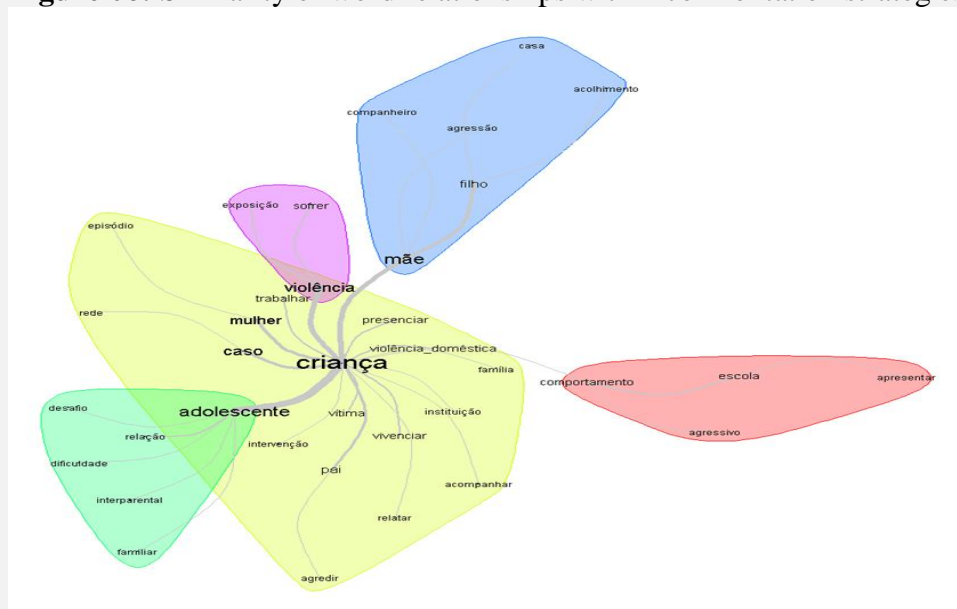
Source: Authors' elaboration based on IRaMuTeQ software reports, 2020.

In Figure 6, we observe that 05 clusters were formed. The cluster that stood out the most was the yellow one, in which the words child and adolescent appear in the center, interconnected with words in the same group, which refer to the family context in which they are involved: case, woman, violence, witnessing, domestic violence, witnessing, victim, intervention, accompany, among others. The word child also connects to the green, pink, blue, and purple clusters. We observe that the lines that connect the clusters become thinner and the most distant cluster is the pink one, composed of the words

behavior, school, aggressive, present. According to Zhang e Banerju[42], the closer the clusters are, the stronger the link between them.

The result of the similarity analysis has brought indications of the need for structuring the care policy for the children of women victims of domestic/family violence. Studies have demonstrated that children who witness intimate partner violence face greater risks of developing anxiety, depression, low school performance, low self-esteem, nightmares, aggressive behavior and are more likely to suffer physical, sexual and emotional abuse in the short and long term. Therefore, this type of abuse should not be disregarded, but characterized as a growing public health problem. There is also the aggravation of re-victimization of family members affected by this violence, in case of remaining in the environment of aggression. [43][44]

Thus, it really important that victims of witnessing violence are treated as victims of family abuse and maltreatment, which justifies the development of actions to combat the consequences of violence in their lives. These actions must be developed by multidisciplinary teams (educators, social workers, psychologists, lawyers, among others) to conduct tasks of assistance, prevention and fight against family violence.

Based on the analysis of confrontation strategies, we notice that there is awareness of the existence of crime due to exposure to domestic/intrafamily violence. However, there is no such policy officially, which justifies the improvement of the policy presented so that there is an integration within this context.

2.3.2.2.3 Problem diagnosis

The most interconnected branch, composed of classes 01 and 02, was named "problem diagnosis". Figure 2 brings a relevant result for this branch, when it analyzes the words that compose the problem diagnosis cluster (pink color). We observe that the

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[42] ZHANG, W.; BANERJI, SUJIT. Challenges of servitization: A systematic literature review. **Indusdustrial Marketing Management**, v. 65, p. 217-227, 2017. Available at: https://www.yellowcats.nl/media/1531/challenges-of-servitization-industr-mark-mgt-meta-study-2017.pdf. Access on: Dec 15th, 2020.

[43] MADALENA, M.; CARVALHO, L.F.; FALCKE, D. Violência conjugal: O poder preditivo das experiências na família de origem e das características patológicas da personalidade. **Trends in Psychology**, v. 26, n. 1, p. 75-91, 2018. Available at: http://pepsic.bvsalud.org/pdf/tp/v26n1/v26n1a04.pdf. Access on: Nov 22nd, 2020.

[44] PAIVA, T.T.; PIMENTEL, C.E.; MOURA, G.B. Violência conjugal e suas relações com autoestima, personalidade e satisfação com a vida. *Gerais:* **Revista Interinstitucional de Psicologia**, v. 10, n. 2, p. 215-227, 2017. Available at: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1983-82202017000200007. Access on: Oct 6th, 2020.

words diagnosis, resource, network, instrument, institution and law are interconnected by very thin lines, indicating failures in the problem diagnosis phase. In addition, the pink clusters are distant from the others.

From this analysis, it is possible to diagnose the problem: failures in care for victims of domestic and family violence. Demonstrating the need to improve the policy so that a set of actions is promoted to combat and prevent the effects of domestic violence on the lives of women and their children.

3. Conclusion

This work aimed to study the services provided by the care institutions to women and their children. There is a weakness in the actions implemented by the public policy of network care, which compromises the process of assistance to direct and indirect victims of domestic and/or intrafamily violence.

Based on the Program Theory, we visualize the need for the actions of the care network for women/mothers and kids and adolescents/children to be developed in an integrated manner between the fields of health, education, social service, human rights and justice. Institutions, governmental and non-governmental services (such as schools, Military Police, CREAS, CAPS, Child Protective Services, school, Women's House, society) must act in combatting the negative effects of violence. Therefore, it is important the connecting link in the stages of constructing public policies, from the diagnosis, construction of strategies to combat and prevention to the execution of actions, we visualize the need for joint work by the institutions.

The initial indicators of effectiveness of the axis justify the restructuring and/or improvement of the public policy to combat domestic and family violence, so that the implemented actions reach everyone involved and are not discontinued before reaching their goals   We suggest to create an integrated system between the support network (health, justice, social work and education), so that they can include exposure to family violence in their activities; train professionals so that they can identify behavioral problems in children resulting from problems with their families; promote attention to health (physical and psychological) and to victims of witnessing family violence; and, develop work with families in order to combat and prevent forms of violence within the family space.

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Analysis of the implementation of the public policy to strengthen female entrepreneurship in Porto Velho (RO) and its perception by the target audience

Implementação e implicações da ação política de fortalecimento ao empreendedorismo feminino

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Abstract: Globalization has driven the insertion of women into entrepreneurial activities as a strategic means to distance themselves from situations of poverty. This study aims to understand aspects and processes of the implementation of the policy to encourage female entrepreneurship called "Entrepreneurial Women's Fair" and its perception by the target audience. The event aims to help women improve their small businesses, through training and other opportunities. The article dialogues with the importance of encouraging other women entrepreneurs through public policies and the need for these actions to be more holistic. To this end, non-participant observation of the implementation process of the public policy, which occurred before the Covid-19 pandemic, was carried out. Later, after the first three months of the pandemic, an ex-post analysis was conducted through a questionnaire applied to the participants of the event to capture the perception about their participation and experiences with the public policy. After the observation and analysis of the results, it was identified that the actions allowed to add knowledge to the participants and expand female empowerment, even amidst the difficulties of partnerships, limited resources, and structural difficulties of the proponents of the action.

Keywords: female entrepreneurship; public policy; implementation. female empowerment.

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Resumo: A globalização tem impelido a inserção de mulheres em atividades empreendedoras como meio estratégico para se distanciar de situações de pobreza. Este estudo tem como objetivo compreender aspectos e processos da implementação da política de incentivo ao empreendedorismo feminino denominada de "Feira da mulher empreendedora" e sua percepção pelo público-alvo. O evento tem como finalidade auxiliar a mulher a aprimorar seu pequeno negócio, através de capacitação e outras oportunidades. O artigo dialoga com a importância de incentivar outras mulheres empreendedoras por meio de políticas públicas e a necessidade de que estas ações sejam mais holísticas. Para isso, realizou-se observação não participante do processo de implementação da política pública, ocorrida antes da pandemia da Covid-19. E, posteriormente, decorridos os primeiros três meses da pandemia, realizou-se uma análise ex-post por meio de questionário aplicado às participantes do evento para capturar a percepção sobre sua participação e experiências vivenciadas na política pública. Após a observação e análise dos resultados, identificou-se que as ações permitem agregar conhecimento às participantes e ampliar o empoderamento feminino, mesmo em meio às dificuldades de parcerias, recursos limitados, e dificuldades estruturais dos proponentes da ação.

Palavras-chave: empreendedorismo feminino; política pública; implementação empoderamento feminino.

1. Introduction

The participation of women as providers of their family arrangements is increasing (Cavenaghi & Alves, 2018). Also, globalization and its constant changes in the economic world have made it more flexible for women to enter entrepreneurial activities. Sebrae (2019) reports a 40% increase in female entrepreneurs in Brazil. However, most of themare entrepreneurs out of necessity. This characteristic implies some barriers, such as: the double or triple female journey experienced among work, family, and educational training, little access to loans, and the fact of earning little money. Thus, it is remarkable, the predominance of women owners of smaller businesses (Navarro et al., 2018; Silva et al., 2019).

These characteristics are reinforced by elements of Brazil's patriarchal culture, whichprevents women from being well articulated with their businesses. While there is a need for greater involvement of various public agencies in the implementation of policies (Natividade, 2009), it is currently faced with the discontinuity and deactivation of public policies based on gender (Gouveia, 2021).

Studies on entrepreneurship in Brazil are frequent and, as much as it is possible to find research conducted in the last 50 years, the scientific visibility on the subject in the publicpolicy sphere tends to be slow, but progressive (Freire et al., 2017; Natividade,

2009). Thus, inthe face of frequent market transformations for entrepreneurship, the need to seek strategies forsurvival is inevitable. Sometimes, governmental political action is necessary to generate conditions of equity that lead people located in contexts of socioeconomic vulnerability, in thesearch for financial autonomy and sustenance through entrepreneurship.

Therefore, public policies can be considered as actions that the State adopts to ensurethat socioeconomic changes - such as schooling, health, and family income - improve the individual's quality of life. Public policies can act as an aid for society to adjust in the face of such social crises and other uncertainties (Souza, 2018). Thus, the analysis of implementation and evaluation of public policies, regardless of their nature, enable the production of knowledge, the improved application of their results, and the improvement of the policy system (Brazil, 2018).

In the perspective of encouraging the insertion of the female gender in the economic sector and in activities with income generation, through public policies, the National Program for Women's Work and Entrepreneurship (NPWWE) sought to foster female entrepreneurship. The program worked by promoting education, business outreach, employment generation and occupations, and other employment opportunities for women (Costa et al., 2012; Rigoni & Goldschmidt, 2015). This initiative originated in the Special Secretariat for Women's Policies of the Presidency of the Republic, in 2007, but was discontinued nationally as of its abandonment by subsequent government administrations. The NPWWE is amodel of intersectoral program, with recorded results that serves to analogously analyze the public policy studied in this work.

Aligned to this, this study also considers as political reinforcement gender equality punctuated in the Sustainable Development Goals - SDGs. Among these goals, we can highlight as important for this study SDG 5: achieve gender equality and empower all women and girls (Brazil, 2017; Rome, 2019).

This research is based on the need to verify the results of the effectiveness of the political action for the support and promotion of women entrepreneurship. To this end, the researchers investigated the process that includes participation and observation during the event of the Women Entrepreneur Trade Fair and the application of a questionnaire with women participatingin the event. The Trade Fair is an annual activity coordinated by the Department of Public Policies for Women - DPPW, which belongs to the organizational structure of the Municipal Secretariatof Social Assistance and Family -

MSSAF, a sector in which development and gender equality policies for women are articulated (Porto Velho, 2019).

The Trade Fair tends to occur during the month of October, preceded by training activities, contact exchange, reception, and activities alluding to "Pink October", the month devoted to breast cancer prevention campaign. The scope of these actions is to develop entrepreneurial women in social vulnerability, through training, information, and promotion of space to exhibit their productions (Porto Velho, 2019). Therefore, we seek to answer the main question: How does the public policy "Women Entrepreneur Trade Fair" work and what are the results for the promotion of female entrepreneurship?

The objective of this paper is to understand aspects and processes of the implementation of the policy to encourage women entrepreneurship called "Women Entrepreneur Trade Fair " and its perception by the target audience. To fulfill this objective, we seek to understand the process of implementing the policy, to identify how the actions taken during the implementation of the policy can help female entrepreneurs and, finally, to identify issues for their improvement.

The results clarify the dynamics of the implementation of the activities by the management team, through the processual vision of the event's realization. It contributes with proposals for improvement, topics on the involvement of the managers, and challenges in attracting new supporters to the organization. It also turns evident the perception of existing institutional restrictions in the realization of public policy actions aimed at female entrepreneurship, such as the lack of intersectorial articulation that hinder the achievement of greater effectiveness. To this end, it is considered that the effectiveness of the policy is related to the achievement of the objective for which it was formulated, which would require its knowledge by the implementers (Lima and D'Ascenzi, 2017). For the women participants, it was verified that the action through trainings and events results in empowerment in the process of entrepreneurship, articulation of support networks and expansion of professional contacts, greater dissemination of business, among other processes of strengthening their experience in entrepreneurship.

The results of this research can provoke a greater appreciation of the agents involved in the executed public policy, through the disclosure of the procedural vision of the event's realization. It also contributes to the possibility of improvement, recognition and, perhaps, attraction of new supporters. This article is structured in four sections: the

theoretical foundation, the methods, the results and discussion, and the final considerations, which are intended to bring contributions for future studies.

2. Women entrepreneurship in Brazil: challenges and empowerment

The female participation in the entrepreneurial world is permeated by challenges, facing a patriarchal social conjuncture that, although latent, does not prevent the growth of thenumber of women entrepreneurs. Studies on female entrepreneurship in Brazil have their beginning associated with concerns about the motivations, characteristics, and profiles of female entrepreneurs and difficulties they face in their companies, considering the economic axis and their gender (Camargo et al., 2018; Gimenez et al., 2017).

Many women undertake entrepreneurship with the objective of diversifying their wayof raising income to provide for their homes, in the face of a progressive increase in single- parent families. Women live in this constant exercise of establishing struggles to breakprejudice barriers and conquer gender equality rights (Santos & Oliveira, 2010; Souza et al. 2020; Teixeira & Bonfim, 2016). Furthermore, there is a personal life context that involves thechallenges in reconciling work, home care, motherhood, self-esteem, empowerment, and self- care, among others (Machado et al., 2016).

Some behavioral factors, such as patience, intuition, and sensitivity are considered feminine attributes that can favor the quality of female performance in entrepreneurial activities(Franco, 2014). However, it is necessary to be careful with processes that fixate women in a stereotype about 'what is considered feminine'. In this sense, many women undertake in so- called "feminine" businesses such as those in the food and aesthetic branches (Santos & Haubrich, 2018). This thought allows reflecting that such stereotypes can reinforce gender inequality in the business world.

Therefore, the place and life arrangements of women entrepreneurs seem to be constructions based on a set of social ideals that tend to fix the female identity in a web supported by precariousness and social limitations. This way, the most prominent motivations for women in situations of socioeconomic vulnerability to undertake entrepreneurship is the financial support of the family (Machado et al., 2016). So, the practice of entrepreneurship can be considered an emancipating activity for women in society.

According to Natividade (2009) the bond of a woman in the entrepreneurial world is not always formalized, nor do they always have guidance on how to manage their businesses, thuscausing the possibility of empowerment to be minimized. Empowerment,

as a definition, refersto the idea of encouragement and empowerment of commitment (Cisneros, 2015).

Thus, it is considered that female participation in the market reflects the search for income equalization between the male and female genders, and the strengthening of female independence. The latter directly influences the psychological empowerment of women entrepreneurs and those who intend to start a business (Fernandes et al., 2016). In this connection, empowerment can be conducted and induced by public authorities through public policy actions.

3. Public policies on gender and sustainability in the promotion of women entrepreneurship

This article is developed in the context of public policy implementation, which is related to the stage of execution of decisions. This strand starts from the idea that public policiescan be strategically analyzed considering the cycle composed of the stages: agenda, formulation, implementation, and evaluation (Lotta, 2019). The study of the implementation ofpublic policies generally focuses on the relationship between what was planned and what was accomplished in the policy studied, in addition to scoring the performance of the executors' actions and their impact on the transformation of the policy (Lima and D'Ascenzi, 2013, 2017;Lotta, 2019).

Hence, this study articulates the model of policy analysis based on interaction, which focuses on the context and elements involved in the implementation of the policy, such as: material and organizational resources and human resources, in the figure of the executors ofthe policy, considering their attitudes and the affective processes experienced (Lima and D'Ascenzi, 2017). This interaction process is demarcated by the implementation space in whichthe normative and structural elements of the policy, the dynamics and characteristics of the place where the policy is executed, besides the subjectivity of the actors involved in the operationalization of policies such as executors, partners, client, and others are related (Lima and D'Ascenzi, 2013, 2017).

Within this context, public policies are a set of decisions or government actions designed to solve problems of collective or public interest, in a general or specific way, and are subject to analysis of their process and results (Agum et al., 2015; Souza, 2018). Such actions producespecific effects and can be characterized by the government actions or lack of actions. Farah (2018)indicates that production in the policy field in Brazil is characterized by multiple governmentaland non-governmental actors and can count on

the active participation of society. The author further states that scientific production for public policy analysis involves several areas and cross-cutting themes such as, for example, gender and labor. In general, government policies, financial support, education and training, workforce characteristics, and cultural and social norms can limit entrepreneurship activities (Silva et al., 2018). However, if these social elements are favorable, they can positively influence the formation of new ventures (Hisrich &Peters, 2004).

Public policies that foster entrepreneurship can lead to local cultural promotion and encourage entrepreneurial education (Sarfati, 2013). Thus, there is a need for political incentive for the implementation of such policies. Hence the importance of academic research, such as this one, which helps to identify positive or poor characteristics in the implementation of some policies (Borges et al., 2013; Gomes et al., 2013).

Public policy for women can be classified as reproductive, productive, inclusive, and reactive. The reactive ones aim to solve problems generated by social demands presented by women, such as those aimed at promoting entrepreneurship activities. The State's reactive actions are configured as incremental adjustments that can reinforce existing policies, aiming to address women's specific needs and interests (Mello & Marques, 2019).

Gender public policies were strengthened in Brazil with the creation of the Secretariatfor Women's Policy in 2003, which is currently linked to the Ministry of Women, Family and Human Rights. The Secretariat for Women's Policy plays a fundamental role in promoting gender equity in the country, through the appreciation and inclusion of women in the social, economic, political, and culturaldevelopment process in the country (Rigoni & Goldschmidt, 2015). The Secretariat operates in three areas: combating violence against women; programs and actions in the areas of health, education, culture, political participation, gender equality and diversity; and policies for women's work and economic autonomy, which is the focus of this research.

As actions of the Secretariat for Women's Policy we can highlight the construction of the National Plan ofPolicies for Women I and II, built based on international documents such asConventions No. 100 and 101 of the International Labour Organization - ILO and the CEDAWCommittee - Committee on the Elimination of Discrimination against Women (Rigoni & Goldschmidt, 2015). However, currently federal policies for women, in general,seem to have been relegated from the space of

institutional importance in government policies.It thus reverberates in the worsening of the invisibility of gender policies in the governmentstructure and strengthening of the patriarchal structure of the Brazilian State (Gouveia, 2021).

Thus, this article invests efforts in the rescue of implemented gender policies that yielded good results, such as the National Program for Women's Work and Entrepreneurship. The National Program for Women's Work and Entrepreneurship was primarily based on the II National Plan ofPolicies for Women with focus on expanding women's economic and financial autonomy through support for entrepreneurship, associativism, and access to credit and microcredit, among others (Costa et al., 2012). The program was implemented in Rio de Janeiro, Pernambuco, and Pará systematically, and with the involvement of local partners (Carvalho, 2017; Rigoni & Goldschmidt, 2015).

The National Program for Women's Work and Entrepreneurship resulted mainly in increasing the self-esteem of the women participants.Thus, entrepreneurship can be understood as an activity that establishes means for female autonomy, the creation of business networks that contribute to the articulation of women to access microcredit, the improvement of business, and increased income. This government initiative demonstrates how support for female entrepreneurship training adds a variety of knowledge that contributes to the empowerment of women (Costa et al., 2012).

The concern with implementing public policies that expand women's financial autonomy is also expressed in international documents discussed and prepared within the perspective of sustainable development. According to the Bruntland Report (1987) (Elkington,2004) sustainable development:

> "[...] seeks to meet the needs of the present generation without compromising the ability of future generations to meet their own needs, means enabling people, now andin the future, to achieve a satisfactory level of social and economic development and human and cultural fulfillment, while making reasonable use of the earth's resources and preserving species and natural habitats (p.5)."

The balance among economic, social, and environmental elements is the fundamentalbasis of the sustainable movement, which has had other strategic elements added over the years, resulting in the SDGs. In this sense, in 2016, the Brazilian government ratified the adoption of the Global Goals for Sustainable Development - SDGs through the institution of the National Commission for Sustainable Development

Goals, by Decree No. 8.892/16, having been revokedby the current government in 2019 (Machado, 2021).

In the absence of a body responsible for monitoring sustainable actions, the operationalizations of local policies reflect some of the norms built based on global needs. Among these global goals for sustainability, this research highlights "SDG 5 - Achieve genderequality and empower all women and girls" (Brazil, 2017; Rome, 2019). Thus, it is understoodthat the achievement of sustainable development in Brazil depends on the inclusion of womento their financial autonomy and spaces of power (Brazil, 2017). In this context, this article analyzes the political action around the Women Entrepreneur Trade Fair that aims to strengthen and expand women's economic autonomy in the realm of entrepreneurship through workshops, training, and lectures on gender and entrepreneurship "empowerment."

4. Methodological procedures

The research was conducted with the Department of Public Policies for Women, which coordinates policies for women. The Department belongs to the organizational structure of the Municipal Secretariat of Social Assistance and Family, which deals with policies that encourage development and gender equality for women (Porto Velho, 2019).

One of the department's main activities is the Women Entrepreneur Trade Fair, an annualevent. The Trade Fair is the result of a set of other activities that, initially, take place during the monthof October, such as training, contact exchange, welcoming and activities alluding to "Pink October", the month devoted to breast cancer prevention campaign. The focus of the set of actions is to serve women entrepreneurs in social vulnerability, through training, information, and promotion of a space to exhibit their productions (Porto Velho, 2019).

The research is basic qualitative, which focuses on aspects of the reality of the researched action that cannot be quantified (Merriam, 2009). In this way, it is concerned with explaining the dynamics in the social relations constituted in the implementation of political actions for women entrepreneurs. Its nature is descriptive and exploratory, when it is possible to observe, to record, to analyze and to confront facts or phenomena without changing them (Creswell, 2007).

The research participants were selected by convenience, being chosen the women event organizers and the thirty-five women entrepreneurs served by the political action from the training activities to the Trade fair. The number of women entrepreneurs who

participated in the entirewelcoming process, lectures, and training courses differs from the number of women entrepreneurs who participated on the day of the Trade fair: thirty-five women entrepreneurs (who arethe target audience of this research) participated in the training process and Trade Fair, while there was a total of 150 exhibitors at the Trade fair. The participants signed an authorization and informed consent form. Thus, their namesare concealed to maintain ethical confidentiality, and with the purpose of keeping the focus on the process and meanings that emerged during the realization of the public policy of strengthening female entrepreneurship.

The approach of the researchers with the organizing team took place through meetingsscheduled to define the monitoring for observation and through participation in actions promoted during the weeks preceding the Trade Fair, such as lectures, courses, and training (Porto Velho, 2019). The approach with the women entrepreneurs, took place in two different temporal moments: the first in the pre-pandemic moment of Covid-19, during the training activities andthe Trade fair through informal conversation, and simple non-participant observation, in which researchers are not integrated into the community to be studied (Stake, 2011). In the second moment, already in the first months of the Covid-19 pandemic, an *online* questionnairewas applied. In this second stage of the total of thirty-five women, only twenty-two answeredthe questionnaire.

At first, the collection technique of observation was used, this being the naturalistic study in which the researcher attends the place where the phenomena studied occurnaturally (Gil, 2017). The observation conducted in this study was unstructured, free form, in which the research team made notes, photographic records, and video recording. Such materials are archived for consultation, when needed.

The observation and analysis of the material collected were oriented to answer the objectives of the article. Thus, the observation makes it possible to verify the process of the actions of the policies implemented in the Women Entrepreneur Trade Fair. The information abstracted from the researchers' memory was used, being consolidated through meetings and knowledge sharing among the authors, through the triangulation of researchers (Yin, 2016).

The operationalization of the research took place through visits and meetings scheduled with the organizers of the policy, at which time the researchers' participation in the actions was established. During the observation process, the researchers focused on theoperationalization of the actions, such as: the registration process of the women

entrepreneurs who participate in the actions and in the event, the way in which communication about the eventoccurs, the organization and participation in the training course, the partnership alliances, and the relationship among the organizers and the women. At these moments, we interacted with the women participants. Later, the approach was done *online* considering the context of the pandemic**.**

During the social distancing context, we used an online questionnaire with open-ended questions as a data collection tool with the aim of capturing the women participants' perceptions of the effectiveness of political action for business practice. Open-ended questions enable research participants to elaborate comments, explanations, and clarifications that expressmeaning (Carmo, 2013). Therefore, this application focused on women participants' perceptionsof how their participation in the event assisted their business. The data collection procedures were fundamental in the field, as they allowed answering the objective of understanding the dynamics of operationalizing the policy within the *ex-post-facto* research perspective (Brazil, 2018).

Thus, the application of the questionnaire made it possible to identify the vision of women entrepreneurs as to their participation in the training process and in the Women Entrepreneur Trade Fair. The questionnaire was carried out using *Google Forms* and *links* sent via*WhatsApp*. It is understood that the expression of the women's vision may have been limited bythe little depth that the technological collection mechanism allows. Thus, the perception expressed by them may be influenced by the difficulty in using the technologies, by the difficulty in interpreting the questions, by the time available to answer, among other random issues of the moment. From this process, we move on to the results and discussions of this study.

5. Results and discussions

This topic is divided between the discussion about the process of making the public policy, and the women's perception about their participation in the formation and the Trade Fair, as explained below.

5.1.*Process of implementation of the public policy of strengthening women entrepreneurship*

The first step to carry out the actions of this public policy occurred through the enrollment of women in the activities of the policy to strengthen women's entrepreneurship.The registered women arrived at the event in different ways: by pre-existing registration in thedepartment, because they had already participated in previous

actions; by the indication of women who already knew about the Trade fair; or by advertising the Trade Fair on the City Hall website.

The first event that followed the registrations was the training course offered by one of the partners, Sebrae. It was a three-day, three-week course. The courses were offered to help the entrepreneurs understand their target audience, know how to monetize their business, learn how to communicate, and other elements that involve the initial phase of a business. On the course days, materials such as handouts, notepads, pens, and utensils were provided so that the women could record the information provided by the course. The environment seemed to generate conditions for women entrepreneurs to experience and exercise situations like the business world. Thus, many interactions occurred during the days of the course. This dynamic gave them elements to reflect on the scope of their business and possibilities of adjustments.

These moments of interaction and collective experience can promote different mental models for women to improve their entrepreneurial performance (Fernandes et al., 2016; Hisrich & Peters, 2004). It is noted here that the relevance of education for entrepreneurship can be guided in the formulation and design of public policies to enhance entrepreneurial training and the strengthening of support networks that help women in the act of entrepreneurship. (Costa et al., 2012).

During the course, presentations were offered with information about female entrepreneurship, specifically an action that is part of the Delas/Sebrae project, which developsfemale entrepreneurs with the aim of increasing the probability of success of ideas or businessesled by women. The project seeks to give tools to improve the management of businesses undertaken by women (Sebrae, 2019).

The explanation addressed data on female entrepreneurship, its problems, and challenges in the face of gender. It was clarified that women leaders or managers are more likely to succeed because they dedicate themselves more to their business, mostly because it isdirectly related to the family support (Machado et al., 2016). It was also informed that many enterprises do not even start, because there are women who are not able to dedicate themselves exclusively to a business that is just beginning. The presentations had as a highlight, subjects that permeate entrepreneurship and gender equality. Thus, the perception of the stereotyped conditioning thatthe social structure sometimes determines to women, can contribute to the strengthening and empowerment of women as entrepreneurs (Cisneros, 2015; Fernandes et al., 2016; Santos & Haubrich, 2018).

At the end of the presentations, there was the provision of consulting for those interested in registering their enterprise as individual microentrepreneurs and many of the women were interested. Natividade (2009) states that not all women entrepreneurs have their businesses formalized. It is possible to state then, that despite having an enterprise that may or may not be the livelihood of their family, these women have other vulnerability factors related to the lack of security of their business, of benefits such as retirement or access to microcredit by staying in informality. The formalization of women's enterprises also refers to the idea of income equalization and female independence from the male gender, which is also linked to empowerment (Fernandes et al., 2016; Santos & Haubrich, 2018).

In an unstructured conversation with some women, some difficulties faced by these servers to implement the public policy became clear. The difficulties permeate the lack of morepartners who support financially and who could provide better conditions for the Trade Fair; the shortage of employees who help in the process of implementing the policy; and the institutionaldelay in authorizations to carry out the actions of the public policy. The women organizers demonstrated to be aware of the local objectives set for the implementation of the public policy,however, they said they were unaware of the origins of these policies at the national level, linked to the SPM and previous policies such as the National Program for Women's Work and Entrepreneurship.

The organizers' commitment seemed to be a need anchored in their motivation to keepthe action going. Sometimes, according to reports of public managers in other studies, they actin adverse situations driven by their professional/personal motivation to achieve the objectivesof their actions (Mello et al., 2020). This context is demarcated by the discretionary action of the policy implementers, in which they make decisions in the allocation of scarce and/or insufficient resources, in an environment of uncertainty, which also stems from the ambiguity and little clarity of the policy objectives (Lima and D'Ascenzi, 2017).

According to Borges et al. (2013) there are still many precarious services and policiesthat permeate the area of entrepreneurship, causing women entrepreneurs to see no improvements in the short or long term. However, in this research, it was noticed that this precariousness is not totally related to cultural and regional aspects, since there is interest fromboth the organizers and the women entrepreneurs in participating. The most

latent issue seemsto be related to intersectoral and inter-institutional relations regarding the alignment of objectives and resources for the realization of public policy.

Silva et al. (2018) clarifies that aspects such as cultural and social norms that permeate a political action can limit local entrepreneurial activities, however social contexts of crisis can positively influence the formation of new entrepreneurs regardless of sociocultural structures (Hisrich & Peters, 2004). However, the institutional mismatch in the coordinated performance of actions considering the mobilization of human, financial, and other resources, can point to dynamics that generate difficulties and operational maladjustments of actions as well as, of the managers who organize the implementation of policies (Mello et al., 2020; Souza, 2018).

The day before the Trade Fair, a breakfast was held to welcome and adjust information between the organizing team and the women entrepreneurs who participated in the training process. During the breakfast, the speeches were more intimate, and more focused on building the motivation and empowerment of the participating women entrepreneurs, focusing on their life stories. The moment had the intention of favoring the integration between the organizing team, entrepreneurial women who participated for the first time, and women who are regulars at the events.

When passing on information about how the Trade Fair would take place, the organizers regretted that there would be no stall for all entrepreneurs, and that they would have to share the space. At this moment, one can notice the resulting failures and misalignments in the intersectoral and/or inter-institutional articulation regarding the organization of the material resources for the activity. This information created a small commotion that soon died down with the opening of the coffee table. After the process of clarifying the Trade fair's realization, the crochet workshop on recyclable objects began, focusing on adding more knowledge to the participating artisans.

In general, the direction of the actions had the proposal to develop attitudes and speeches of encouragement, aiming to awaken in the women participants the perception of theimportance of being motivated with their life trajectories and feel able to achieve their goals through the activities they develop as entrepreneurs. Experiences such as these can reproduce the understanding that public policies that foster women's economic and financial autonomy help increase self-esteem and offer tools for them to develop professionally (Costa et al., 2012).In a broader analysis, these actions can offer financial, personal, professional, and relational empowerment conditions that contribute to

achieving gender equality through women's autonomy, as advocated by goal number 5 for sustainable development (Rome, 2019).

And finally, the Women Entrepreneur Trade Fair, took place for a whole day in a publicspace located downtown. It had the participation of exhibitors from all kinds of business branches, such as crafts, clothing, food, aesthetics, and others (Porto Velho, 2019). It began with an official moment with speeches by representatives of the municipality, speeches by thewomen organizers of the event, as well as speeches by representatives of other public institutions that work in other policies for women. Soon after there was a dance presentation and activities to encourage the practice of physical activities. Concomitantly, the exhibition ofwomen's businesses was organized by means of shared tents with handicrafts, food products, beauty products, among other branches of activity.

The implementation of political actions that stimulate the culture and education for thepromotion of entrepreneurship can encourage women to develop in life in society with greaterpotential to achieve professional and personal autonomy, with the possibility of breaking free from the cycle of structural impediments in society (Fernandes et al., 2016). And in this sense of aggregating, during the Trade fair there was a welcome, registration, and dissemination of the businesses of women who did not participate in the training stage. The place was not overcrowded and most of the clients were known to the participants or belonged to the neighborhood. The event itself had no apparent problems in its execution because it happenedon time and within the actions coordinated by the organizing team.

Besides promoting a space for dissemination and interaction among women entrepreneurs, the Trade Fair is also a space in which the organizing team can contact potential partnerships for the next actions of the public policy to promote entrepreneurship. Thus, new partner contacts were identified focusing on programs to promote innovation, incubation of women's businesses, and new credit opportunities for women entrepreneurs.

5.2. *Women entrepreneurs' perception of public policy contributions to their businesses*

After the Women Entrepreneur Trade Fair took place, the researchers had difficulties in contacting the organizing team because of some address changes and new adaptations. And, besides this, the world went into a pandemic moment generated by the

high contagion of Covid-19. However, the researchers decided to apply a questionnaire *online*, to focus on measures of social distance. Of the twenty-two female respondents, a total of 40.9% work in the handicraft business, thus being the group, most represented in the responses (Graph 1).

The women who answered the questionnaire were active in the following industries.

Graph 01: Business sector.
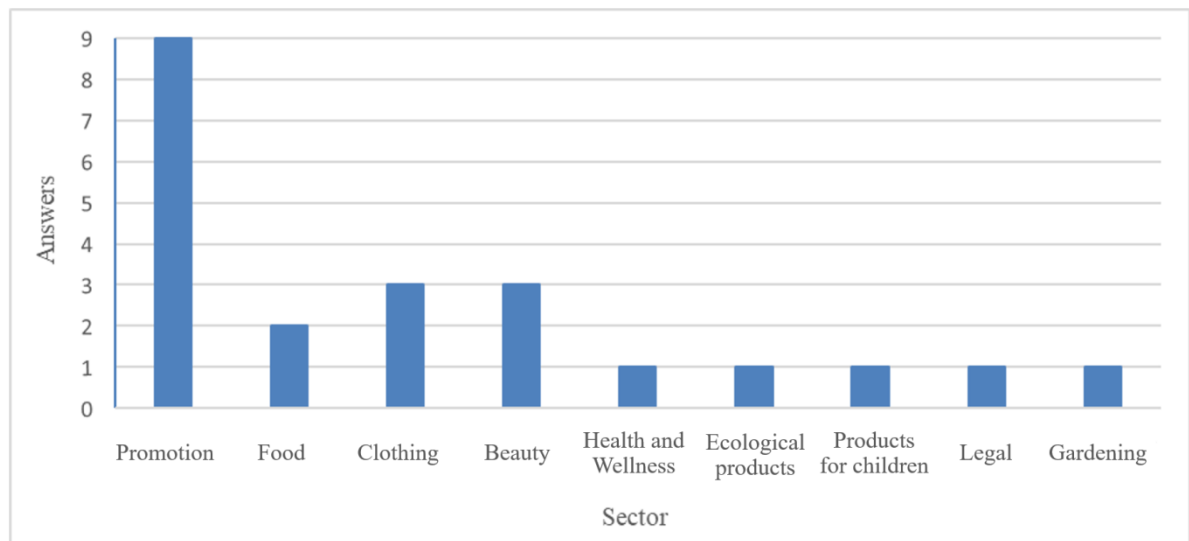
The data in the chart confirms other studies that report that most female entrepreneurships have an emphasis on activities such as clothing, services, and food. Thus, it reaffirms the stereotype about activities considered feminine, which can limit and direct women's choices of professional performance in society (Camargo et al., 2018; Gimenez et al.,2017; Natividade, 2009; Santos & Haubrich, 2018).

When asked about what the Women Entrepreneur Trade Fair added positively to their businesses, most of them cited the promotion of their enterprise and the attraction of new customers. The answers with the same idea were, for example, like this:

Participant A: "*I gained new customers*.

Participant B: "*in the dissemination of work*".

Participant C: "*to publicize my work and win new clients*.

The answers of the participants indicate that one of the objectives of the Trade fair, which isthe dissemination of the work of women entrepreneurs, can be achieved, thus demonstrating anaspect of efficiency of the policy. It is verified that the policy with strands for entrepreneurship can promote more positive points such as promotion of culture and entrepreneurial education, through courses and other training activities (Costa et al., 2012; Natividade, 2009; Sarfati, 2013).

When asked how the policy could be improved, the answers were:

Graph 02: Improvements in the implementation of the Fair as a public policy.
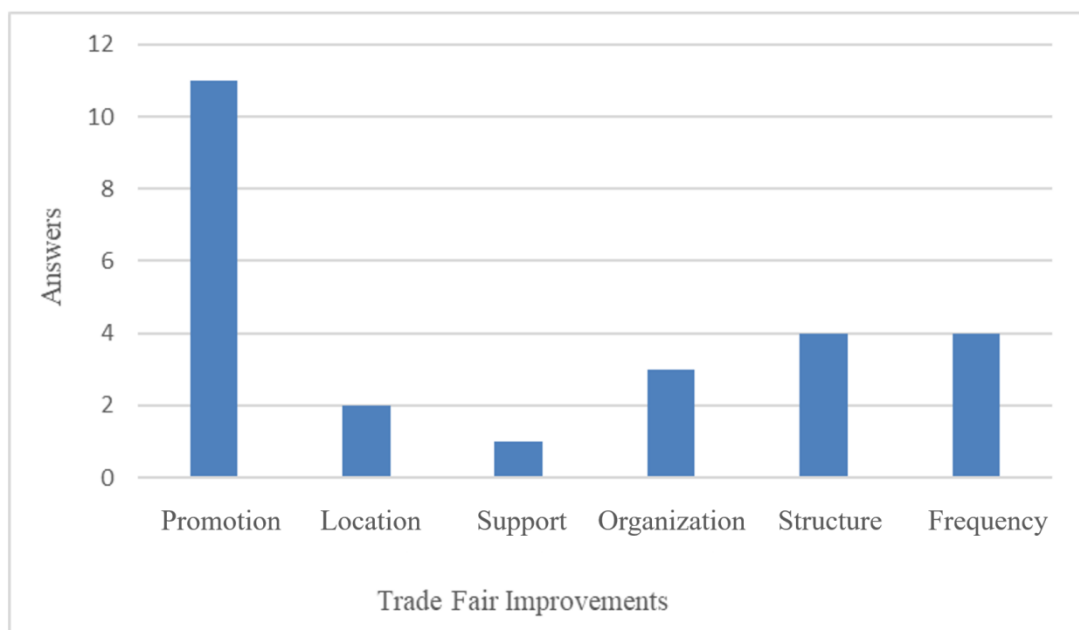
One can see that, even though there are positive responses regarding the promotion of their businesses, the women still see the need for improvement in the way the Trade Fair is promoted.They affirm that the event still leaves much to be desired in terms of publicizing its realizationto those who are the target public of the public policy and to people who would be potentialcustomers at the final event, the Trade fair. Thus, they consider that the Trade Fair has little social visibility.Faced with the context of the Covid-19 pandemic, they were asked if they were managing to act with their ventures, and all of them answered yes. Thus, they explained the action strategies used, as shown in Graph 3.

Graph 03: Customer service strategy for sales during the pandemic.

It is perceived that even in times of social, health, and economic crisis, in which everyone is guided to maintain social distancing, female entrepreneurs need to stay active withtheir enterprises, and adapt to new protection measures. The versatility and the need to maintainlivelihood reveals one of the characteristic aspects of entrepreneurship: the triggering of sensesreferring to improvisation (Santos & Haubrich, 2018). The group of women surveyed who work face-to-face and use the strategy of scheduled visits, add up to half of the total women surveyed.

Considering the need for adaptation in their sales routines at the pandemic time, they were asked how the sales levels were.

Graph 4: Sales performance after Trade Fair participation and during the pandemic.
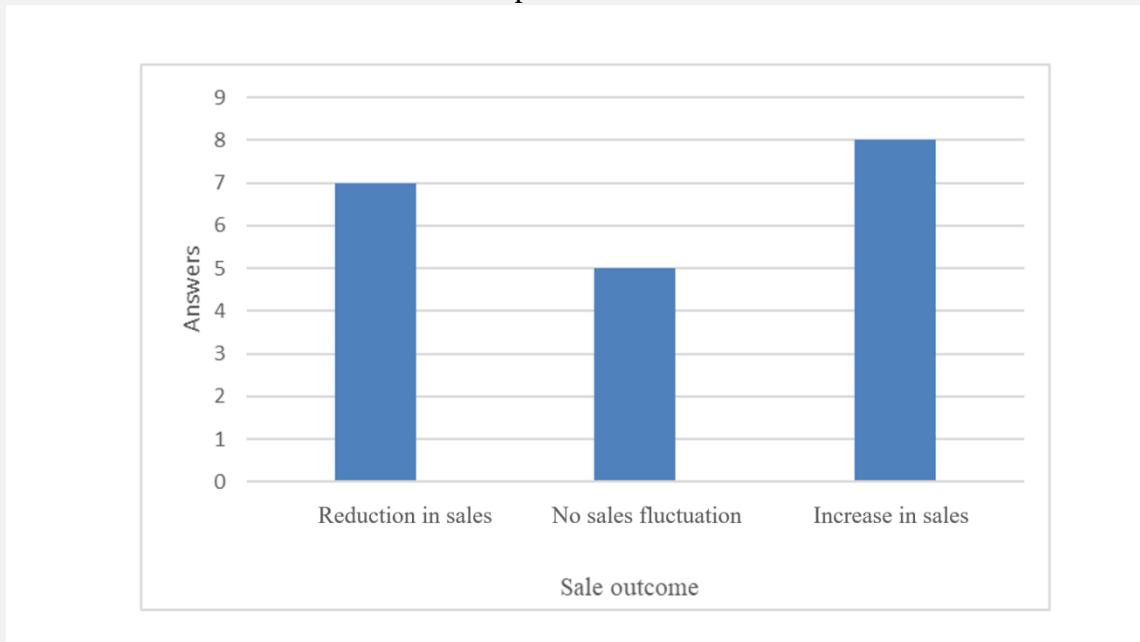
It was identified that even with all the difficulties of adaptation, and the social change caused by the pandemic, the participants managed to adapt in such a situation and maintain their businesses. In addition to the development of many essential characteristics for the business environment, and the need for solutions and creative ways out to deal with existing problems in crisis environments (Camargo et al., 2018; Machado et al., 2016; Santos & Haubrich, 2018). It is also relevant to imagine that the various qualities of the performance of women in entrepreneurial activities, may have been allied to their need and motivation for the improvement of new measures to their activities (Santos & Haubrich, 2018).

Finally, the women answered whether what they learned in the activities, such as courses and/or lectures offered in the women's entrepreneurship action, was helping their businesses. Most of the participants affirmed having received knowledge that helped them in their entrepreneurial activities, and only six respondents considered that they were unable to use this knowledge in their businesses.

Thus, there is a positive indication about the use of the knowledge received during the implementation of the actions of the Women Entrepreneur Trade Fair. However, the contrary answers allow us to reflect on whether the knowledge offered during the entire implementation of the entrepreneurship promotion policy would be aligned with the real needs of some women entrepreneurs. And if not, this work leaves a question for future

research: whatwould be the training needs that could subsidize improvements in the businesses belonging to women located in conditions of social and economic vulnerability?

At the same time, one can analyze that, despite the need for improvements in public policy, the answers were significantly positive regarding the participation in the event and the good use of the information passed on during the policy of promoting women'sentrepreneurship. Thus, it is notable that even when the public policy needs improvement, the positive perception regarding the action and its results cannot be disregarded.

6. Conclusion

The objective of this research is to understand the aspects of the policy to encourage female entrepreneurship and its perception by the target audience, besides, as specific objectives we aim to understand the process of implementing the policy, to identify how the actions taken during the implementation of the policy can help female entrepreneurs and to identify issues for their improvement. During the research, it was possible to notice that the problem verified by the participants of the political action of strengthening female entrepreneurship is based on the difficulty of disseminating the actions of this policy to potentialpartners and to the community in general. However, it can be seen that prior to this apparent problem, there is a disconnection of intersectoral and inter-institutional alignments that contributes to generate obstacles in attracting institutional resources, external resources, and new partners.

The organization and operationalization of the political action, even with structural and institutional problems, interacts with the community in an aggregative and flexible way. The political action happens with the support of women entrepreneurs who have already participated in previous actions of the department, and this allows the inclusion of new participants who can enroll at any time during the event. This welcome creates the opportunityto expand the number of participants and increases the possibility of the action's impact.

This impact somehow reveals itself in the answers of the women entrepreneurs surveyed after their participation in the event. Thus, it is possible to see that the knowledge

provided during the training process and at the Trade Fair contributes to relevant aspects in the performance of the entrepreneur, for example, regarding production and sales planning and other activities that are more latent in the routine of women and their businesses.

During the research it was possible to realize that encouraging the empowerment of women entrepreneurs can influence the increase of women's self-esteem, the expansion of theirnetwork of connections and social relationships (Costa et al., 2012). Many of them, during a moment of the training, expressed feeling 'more alive', 'more motivated' and even 'more beautiful'. It is emphasized here that the process of developing gender equality and promoting women's autonomy cannot be considered only a process of adjustment of external social elements, but also a process of internal transformation, whose empowerment emanates in women through their view of themselves in society. From this fact, it is possible to notice the added value behind this political movement: the increase in self-esteem, the internal empowerment, the activated representativeness in the relationship with other women, among other elements not identified in the observation process.

The research resulted in the identification of difficulties and precarious situations in the development of these actions, related to the few human and material resources and little political and institutional support. New partners and strategies are needed to execute more efficiently all processes of the Trade fair: courses, promotion, organization logistics and improvement of the Trade Fair's structure. It is evident, essentially, the difficulty in the institutional alignment on the planning, the holding of meetings and the decision-making process.

This research contributes as a practical implication with the recommendation that managers who carry out policies to strengthen female entrepreneurship should promote greatervisibility of these political practices to favor a greater social reach of the action. Thereis a need to review the articulation processes with hierarchical sectors to design strategies for planning, participation, and coordination of the action with the participation of high-ranking managers, that is, those who can help in the decision-making process. In this aspect, it is a matter of creating conditions that will allow us to remedy elementary problems such as possible failures in communication, little financial support, and flaws in the event's infrastructure, to generate a greater effectiveness of the policy.

New research can be conducted to know in depth the training needs of women entrepreneurs located in conditions of socioeconomic vulnerability. On the other hand, research would still be necessary to investigate structural processes that mark the dysfunction of articulations, planning and implementation of public policy, to verify strategies to mitigate bottlenecks in the operationalization of similar policies.

The formation of new female entrepreneurs is one of the elements that are part of the economic development of a place or region, being a magnet for the increase in the creation of innovative enterprises, as well as a builder of social capital with a high level of knowledge. Entrepreneurship education and investments in policies that foster the creation and maintenance of new businesses can generate an economic and social transformation of regions, especially when it comes to businesses owned by women. In addition, such actions act to strengthen social development, since women entrepreneurs tend to invest their financial earnings in educational activities and support their families (Machado et al., 2016).

Therefore, we identify the need to expand the dialogue between entrepreneurship policies aimed at the female gender, to create economic and social conditions of gender equality. Thus, the consonance between policies aimed at entrepreneurship and policies that promote women's autonomy contribute to the expansion of women's participation in positions of power and to gender equality in the social structure.

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