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Abstract

This article discusses theoretical foundations about the role of the State in promoting sustainability in education in the context of the 2020 pandemic. Although the Millennium Development Goals are intertwined, we choose to highlight something that is behind the scenes: the State as an entity abstract policy responsible for putting sustainability into practice when solving real-world problems. The concept of sustainability is justified by the search for social and political homogeneity in the context of social isolation imposed by governments in 2020, under pandemic emergency. The lack of compliance with educational policies has triggered social inequalities, injuring human dignity and removing bases of sustainability. There is a pressing need to implement justice and equality in education in times of a pandemic by adapting laws and public policies so that all citizens have access to education. The responsibility of the State, therefore, comes to the fore when it is argued that the government's objective is the greater good of the governed. Sustainability in education is not compatible with ideal policies, but with the effective access of citizens to education.

Key Words: Politics. Sustainability. Education. Equality. Social Isolation.

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Riassunto

Questo articolo discute i fondamenti teorici sul ruolo dello Stato nella promozione della sostenibilità nell'educazione nel contesto della pandemia del 2020. Anche se gli Obiettivi di Sviluppo del Millennio sono intrecciati, scegliamo di evidenziare qualcosa che è dietro le quinte: lo Stato come entità politica astratta responsabile di mettere in pratica la sostenibilità quando risolve i problemi del mondo reale. Il concetto di sostenibilità è giustificato dalla ricerca di omogeneità sociale e politica nel contesto dell'isolamento sociale imposto dai governi nel 2020, in emergenza pandemica. Il mancato rispetto delle politiche educative ha innescato disuguaglianze sociali, ferendo la dignità umana e rimuovendo le basi della sostenibilità. C'è un bisogno urgente di implementare la giustizia e l'uguaglianza nell'educazione in tempi di pandemia, adattando le leggi e le politiche pubbliche in modo che tutti i cittadini abbiano accesso all'educazione. La responsabilità dello Stato, quindi, viene alla ribalta quando si sostiene che l'obiettivo del governo è il maggior bene dei governati. La sostenibilità nell'educazione non è compatibile con le politiche ideali, ma con l'effettivo accesso dei cittadini all'educazione.

Parole chiave: Politica. Sostenibilità. Educazione. Uguaglianza. Isolamento sociale.

■ Introduction

The tightening of the relationship between public policies, education and inequality makes public policies play a key role, as they become more uniform and more comprehensive. For the State governance for sustainable remote education to achieve good results, inequality needs to be alleviated, especially in remote education forcedly imposed in the period of the covid-19 pandemic in the years 2020 and 2021.

Education and inequality have been approached by researchers from fragmented perspectives, going in several directions, as can be seen in recent studies. Bonal and Belleï (2018) organized a book to better understand patterns, causes and consequences of spatial inequalities in education. From 1954 onwards, the US turned school segregation and desegregation policies into a central object of study for academics and researchers, focusing on different aspects (scale, spatial dynamics, consequences for performance, social cohesion, effects of desegregation policies) (Bonal and Belleï, 2018). For more than fifty years a body of research has maintained an interest in school segregation, but policies related to it have begun to decline and show controversy in US education, and their effectiveness has come to be questioned (Bonal and Belleï, 2018). Chiroleu and Marquina, M. (2017) deal with public policies for the expansion of higher education in Latin America with the objective of reducing discrimination and social inequalities. These policies took different forms, depending on the peculiarities of higher education systems in five coun-