



Campus education and information and communication technologies: obstacles and possibilities in times of pandemic

Educação do campo e as tecnologias de informação e comunicação: entraves e possibilidades em tempos de pandemia

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ABSTRACT

This work, whose theme is Rural Education and Information and Communication Technologies: Obstacles and possibilities in times of Pandemic, presents reflections on the challenges and strategies adopted to guarantee the access and permanence of peasant students to the EMEIF Odil Pontes school during the social distancing resulting from the COVID-19 pandemic, where face-to-face teaching was replaced by remote teaching and the teacher began to develop a strategy using technology to continue the school period, enabling a teaching and learning process that encompassed all students. The teaching practice has become a challenge both for the school and especially for the teachers who should improve teaching aiming at methodologies that include technological devices in order to enable the continuity of teaching and learning. It is intended to discuss the possibilities and obstacles that public education systems in the municipality of Tome-Açu faced to continue school activities during the period of social distancing in 2020. To better address the issue, a qualitative research is developed through a case study in which the data collection instrument was carried out through a structured questionnaire with open questions in order to verify the current problem caused by COVID-19, considering the social and educational



aspects. The research is concluded, based on the discussion of the results by analyzing the content of the participants' speeches, which brought a detailed view of the problems and obstacles that the pandemic caused in the researched location.

Keywords: COVID-19, Remote Learning, Teaching Learning, Teaching Practice.

1 INTRODUCTION

To have access to the right to education, peasants face many obstacles throughout history, even in contemporary times, through social movements, many strategies have been outlined and thus possibilities of access to quality education become increasingly real. However, faced with the pandemic scenario of COVID-19, decades of struggles seem to have their results overshadowed, since the need for the adoption of remote teaching has highlighted the contrast between the reality of urban schools and rural schools.

When reflecting on the need for an emancipatory education, he points out that education is a political act and, therefore, the school is not neutral and is always reproducing the interests and ideas of the class in power.

For many years, schools inserted in rural areas had the function of serving the Euro-usa-centric society and capitalist interests. The schooling model brought the idea of the countryside as a subordinate territory, an idea that is still present in our days, since when referring to the spaces of a municipality it is common to hear "I live in the city" or "I live in the colony", the latter being the designation of rural territory, the countryside.

Searching then for an education that would strengthen these spaces by trying to get rid of the one that fragmented them, in the 1990s, a large movement of people arose in the fight for the guarantee of their rights, articulating the demands for the right to land with the fight for the right to education through social movements, the project for a rural education as a possible strategy for the emancipation of the countryside is started.

The valorization of the identities of peasant territories, rural education is intertwined with the political and pedagogical proposals, however it is not reduced to a branch of pedagogy, because in the peasant spaces there is a diversity of subjects, a diversity of territories and when the subjects are others there is also the need for other pedagogies. Therefore, this project of education from the countryside for the countryside is strengthened with the social movements, reaches legitimacy, conquers its own guidelines, and becomes a tool to strengthen all peasant territories.

The educational achievements of the countryside for the countryside were invisible during the 2020 pandemic scenario, since after a long period of suspension of classes due to the need for



social distance to avoid the rapid spread of the (Corona) virus, school activities returned through the Emergency Remote Education (ERE). This new teaching format brought to light the latent social inequalities in the Brazilian territory.

In post-modern society, technologies evolve at a surprising speed, because they seek to meet the expectations of a globalized, digitally interconnected society

Information and Communication Technologies (ICT) never cease to amaze us in our search for efficiency and a super-technology that solves all problems, as Cabero and Román (2006) state. They become powerful by increasing the possibility of new opportunities for success, new challenges that accelerate evolution and life processes, driving the transition from an economy and society based on the skills characteristic of the Information Age, logical, linear, almost calque of the operation of a computer, to an economy and society erected on empathic creative skills (QUADROS-FLORES; RAPOSO-RIVAS, 2017, p. 4).

However, amidst these social expectations of development through access to information mediated by ICT, not all territories are prioritized, this statement is justified in the analysis of Stevanim (2020, p. 10) who states that "4.8 million children and adolescents between 9 and 17 years of age in Brazil do not have access to the *Internet* - corresponding to 18% of this population". And at this conjuncture, there is no doubt that rural areas are the most affected by the lack of connectivity.

In the midst of the reality of social distancing, due to public security, resulting from COVID-19, the educational practices, especially in the rural territories, "revealed contexts characterized by the lack of technological equipment for teachers and students where internet access is non-existent or the connection is precarious" (CASTRO; SILVA; SELAU, 2021, p. 1) and this interferes directly and abruptly in the advances of rural education.

Facing this set of situations inherent to the pandemic of COVID-19, this paper presents a reflective research on the provision of teaching and school learning during the year 2020, as we face the weaknesses and social inequalities in relation to the basic right to offer and guarantee access to school education, amid the pandemic of COVID-19. Starting from the following problem question: what strategies were adopted for the supply of school education during the social distancing in rural schools?

We propose to discuss here, from the perspective of a rural school, the problems that the rural territories faced so that the rural school would continue its activities in the Emergency Remote Education (ERE) format. In this sense, our main objective is to discuss the possibilities and the obstacles that the public school system of the municipality of Tome-Açu faced to continue the school activities during the period of social distancing in the year 2020.



The research methods are configured in a case study, for which the structured questionnaire is used to collect data of qualitative approaches (GIL, 2003). However, still regarding the ways to reach a satisfactory answer to the problem raised, it was necessary to establish, besides the general objective, three specific objectives: 1- select a field education school in the municipality of Tomé -Açu; 2- interview the school community; 3- verify the problems and the strategies adopted for teaching learning.

In this way, the approaches carried out lead us to reflect on the municipal strategies to guarantee the offer and access to education in the countryside in times of social distance, one of the strategies found was remote teaching, however, as a result the research presents the challenges that teachers and students faced to guarantee school efficiency in this teaching modality.

To better understand the basis of this discussion, we will bring here a set of information covered in recent studies on the strategies adopted for the continuity of the 2020 school year. It is necessary, however, that we understand that the contexts are distinct, the Brazilian and Amazonian territorial realities are plural, so we find the need to know each one of them to think of ways to minimize and/or reverse the impacts caused in rural education.

2 THEORETICAL CONTRIBUTION

This section presents data related to the problems arising from the pandemic scenario and the side effects of strategies to combat viral spread in the Brazilian territory, especially the rural territory of the Amazon region of Pará. These are reflections of studies carried out between the years 2020 and 2021 with a description of the social impacts, highlighting the educational problems subsequent to the paralysis of school activities.

2.1 THE BEGINNING AND WORSENING AND CLOSING OF SCHOOLS AND SECTORS DUE TO THE PANDEMIC

In early 2020, an influenza outbreak originally identified in China left the whole world on alert. Faced with the terror of "the rapid international spread of the new coronavirus" since in a period of about a month it left "a hundred dead and thousands sick, and more than 20 countries affected" (LORD, 2020, p. 2), led the World Health Organization (WHO) to adopt health security measures to contain it, the WHO recommended three basic actions: isolation and treatment of identified cases, massive testing, and social distancing that ranged from the popular quarantine to the paralysis of activities that were not configured as basic necessities.



The emergency in adhering to quarantines to prevent population contagion is due to the way that contagion happens, because, given that the individual comes into contact with someone infected, he/she can be contaminated "through coughing and sneezing. It is also spread when the person comes into contact with a contaminated object and then touches his eyes, nose or mouth" (SANTOS, JÚNIOR; MONTEIRO, 2020, p. 2), thus the proliferation of the virus occurs by personal contact and also environmental, alerting to protective measures that go beyond contact with people and reaches the restriction of use and access to enclosed public places and the constant use of sanitizers.

Santos Júnior; Monteiro (2020) describe that the WHO informs about the possibilities of recovery without the need for hospitalization, however, in severe cases the patient may die. And the situation that was hopefully intended to be resolved in a month, extends for more than a year. Unfortunately, even with the strategies adopted, there were many human losses and many measures were taken to contain the pandemic (FERNANDES N. 2020; KABIR M, 2020)

Brazil adopts the quarantine at the beginning of the second fortnight of March and the Paraense city of Tomé-Açu paralyzes the school activities on March 18th, the news that the coronavirus pandemic was a real threat reaches the Tomé-Açuense school communities during the afternoon shift classes, with hopeful hope that the quarantine would last only fifteen days.

As far as Education is concerned, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), we know that the crisis caused by Covid-19 resulted in the closure of classes in schools and universities, affecting more than 90% of the world's students(DIAS; PINTO, 2020, p. 545).

This scenario of closed schools and frozen school activities is worrisome. And this concern goes beyond simple uneasiness, because the achievements and educational advances are still recent, fragile, and the side effects of the pandemic will possibly increase inequalities and may reverse the progress achieved by some countries in expanding educational access and improving learning, and when we look at the Brazilian territory, with its continental size, we realize that many of these inequalities have not been overcome and now become more entrenched.

The social inequalities are latent during the pandemic and according to Stevanim (2020) "the policies adopted for education, such as the implementation of remote education mediated by technologies, were thought outside this inequality, without bringing ways to solve the structural problems" and it is exactly this structural inequality of society that weakens what the legislation of rural education guarantees, as an example the valorization of identity and its own methodologies to meet the educational needs of the subjects that inhabit the rural territory.



However, it is worth noting that schools were not the only institutions affected by social distancing. As the virus "rapidly spread throughout the world, with profound impacts on public health and unprecedented shocks to economies and labor markets" (COSTA, 2020, p. 970), many were affected by the financial crisis, job losses, and work activities performed remotely at home, which impacted the country's economy; however, these impacts are more aggressive for those who constitute the popular classes.

Another issue that stands out is that informal workers don't even have access to credit lines, not to mention that many of them earn by production, and the measures to suspend activities that are not configured as essential causes commotion and even revolt in the population that, by depending on these activities for family sustenance, sees it as essential and indispensable.

2.2 TEACHING STRATEGY WITH THE REMOTE SYSTEM

As the number of confirmed cases increased, new decrees were issued until there was news of suspension of the school year due to the worsening of the pandemic and although the closing of schools, social distancing and the intensive use of masks contributed to contain the pandemic, however, science was concerned in the search for vaccines to contain the virus and the news mobilized at national and international levels took the world to the level of virus investigation followed by scientific publications (FOLHA DE SÃO PAULO, 2021; CHARNEY SA, 2021; HEALTHY CHILDREN, 2021).

There was then a period of replanning in which school systems had to organize strategies for offering classes through Emergency Remote Education (ERE) and reformulate the school calendar.

The Educational Institutions and teachers followed the MEC's recommendations, closed their premises temporarily and started to glimpse a range of new opportunities for the strategic use of current Information and Communication Technologies (ICT) in order to promote an efficient educational process, capable of bringing knowledge and learning opportunities to billions of students through the media resources offered by the internet (SANTOS JUNIOR; MONTEIRO, 2020, p. 2).

The strategies of remote return of school activities are due to try to minimize the impacts of the suspension of classroom classes and based on these measures, the weaknesses as well as the inequalities, one cannot disregard that even the remote teaching, seen as a strategy, was also an excluding action, As Stevanim (2020) points out, school represents a place of socialization and social interaction for students, and in this sense the difficulties of access to ICT are not the only interference in teaching and learning, because "it is not enough to think of alternatives for the



delivery of content to students" since the real development is given by the inter-relationships with the school community as a whole. But, since the inter-relationships cannot be maintained as a learning strategy, we will focus on the deficiency and inequalities in the access to ICT, as the main problem of remote teaching.

The municipality of Tomé-Açu needed to conduct a public consultation, to know the conditions of access to information and communication technologies of the school population, given that most schools in the municipality are located in rural areas. Although some schools have access to the internet, through the government program Educação Conectada, that access is predominantly for the internal setting of the school, access to the internet and to digital resources and being so, since the activities at school are suspended, both teachers and students must have this service contracted for their homes, which unfortunately does not fit in the budget of many rural households.

2.3 ACCESS AND DIFFICULTIES THROUGH THE ONLINE SYSTEM

As Stevanim (2020, p.11) notes, with "the implementation of emergency remote education, students and education workers are faced with a reality: the digital exclusion, which hinders the adoption of measures such as classes and assessments over the Internet" and what to do when only a minority has the resources to access remote activities? This new educational scenario puts the school's identity in crisis, especially the field school, because teaching in this format is homogeneous and "there is still the risk of exposure and persecution for teachers, especially for those who position themselves critically in relation to social inequalities" (STEVANIM, 2020, p. 12) causing a crisis in the teacher's identity as well.

The opinion no. 5/2020 emphasizes that the problems of digital access by students are structural inequalities and also highlights the socioeconomic problems such as the increase in unemployment and the reduction of family income "these aspects demand a careful look at the proposals to guarantee the rights and learning objectives now in order to minimize the impacts of the pandemic on education" (BRASIL, 2020, p. 3) since the hiring of internet services and acquisition of cell phones or computers, tablets reflect directly on the families' expenses.

Another aggravation in the adherence to the remote teaching format is the need that teachers find to master digital tools from the simplest to the most sophisticated, since their demands range from simple text typing to elaborate video and audio editing. The authors also point out that it is not enough to use digital tools, it is necessary to know how to use them for the educational purposes for which the class was planned.



When mentioning the teachers' lack of skills with digital tools for education, it is worth noting that the same happens for students who, although they were born in the digital age, remain socially excluded from this reality, because "digital exclusion is the first obstacle to the implementation of distance learning classes, both for students and for educators" (STEVANIM, 2020, p. 12), because without access to these technologies, skills are not developed.

even if they had access to the internet and devices compatible with the proposal of remote classes, a significant portion of students would not be able to follow the activities from home, for not having adequate space for studies or the need to share the equipment with other family members. The situation is even more complex when it comes to children, for not having autonomy to manage their teaching-learning processes (STEVANIM, 2020, p. 13).

3 RESEARCH METHODOLOGY

The research follows the dialectical method, for agreeing with Demo (1995, p. 88) that this is the "most convenient methodology for social reality" and since it is a social research, we need to analyze social phenomena from a particular group of people, which in this case is the school community. According to Gil (2008), when the researcher needs to collect data, it is common to use the questionnaire, which is a different tool from the interview and also from the form.

A questionnaire is understood as a set of questions that are answered in writing by the respondent. Interview, in turn, can be understood as the technique that involves two people in a "face to face" situation and in which one of them formulates questions and the other answers. Form, finally, can be defined as the technique of data collection in which the researcher formulates previously prepared questions and writes down the answers (GIL, 2002, p. 114-115).

The questionnaire was structured with open questions, to which the teachers gave subjective answers that will be analyzed using a qualitative approach, which is more appropriate when analyzing social phenomena. The questionnaire used to collect the data has the following structure, as shown in the chart (**Chart 1**)

Table 1: structure of the questionnaire applied to the Odil Pontes school teachers

NO.	QUESTION
1.	As a result of the Covid 19 pandemic what difficulties were obtained in teaching through technology?
2.	Does the Odil Pontes school make technology available for classroom instruction?
3.	How are these technologies used in teaching?
4.	Are there any difficulties in conducting the classes using Google meet?
5.	In your opinion has the work with technology been effective?
6.	Regarding the quality of the technology, how do you define it: terrible, good, or bad?
7.	What are the difficulties encountered when teaching using only technology without the student present?

Source: Collection of the authors



The following section presents a brief history of the peasant community where the school, *locus of the research*, is located.

3.1 REPORT OF THE HISTORY OF THE COMMUNITY VILA NOVA ESPERANÇA.

Through reports acquired by a resident of the community Vila Nova Esperança, it began in mid 1972 with only two families. They saw the need for a church in the place where they were, and one of them donated an area of land for the church to be built. As the months went by, some people who lived farther away began to congregate in this church. From then on, the same person who donated the land for the church also decided that the congregants should build their houses in the same area, because he saw how difficult it was for them to get to the temple, and so the village grew. From then on, time went by and more residents arrived, and the first commerce was born. In this same period, with the families arriving, they decided to build a shed in the church area, because a place was needed so that the children could study, and so the first school was born.

At that time the mayor of Tomé Açu do PA was Mr. Benigno Goes Filho and his vice Odil Pontes. One of the councilmen of the town council Mr. Santos Maciel asked for a school to be built in the village and so it was done, and one of the residents donated an area of land measuring 150 m in front and 150 m deep for the construction of the same, and in honor of the deputy mayor of the time the school received the name Odil Pontes the school had two rooms a secretary, a lunch box and a bathroom, and two employees. On the same land donated for the construction of the school, houses could also be built, and since then the school and the village have only been growing. Today the school has about 15 classrooms, more than 40 employees, and is still under construction. The village today has about 50 families, and several shops and churches.

3.2 SCHOOL HISTORY

The Odil Pontes Municipal School of Early Childhood and Elementary Education started in 1972 and operated in a shed on the right side of the road PA140 km 23, Vila Nova Esperança, next to the Assembly of God (Figure 1 A and B). The concern of the community with the teaching-learning process made some people belonging to the Assembly of God congregation, realizing the need to have a space where the children of the area could study, could start a process of acquisition and practice of reading and writing, mobilized to get this space.

In face of all this concern, Mr. Benedito Alves sought partners for this endeavor to fight for learning, and found in Mrs. Sulamita da Costa Alves the ideal partnership to achieve such an important and common goal for everyone in the region.

Figure 1: A) Assembly of God Church; B) E. M. E. I. F. Odil Pontes



Source: authors' collection

In this way, and after so many challenges, the first class for rural education in the village of Nova Esperança was formed. This class had characteristics common to many other classes in other locations, because it was multigrade, but even so it had the enthusiasm, joy, and interest for everything that was taught with the certainty that things would soon change for the better.

As the years went by, always thinking of a better future for everyone in the community, other people joined the fight for a quality education in an appropriate and more comfortable place where teaching and learning could take place in a more pleasant and profitable way, and through Mr. Santo Maciel and Mr. Misac Barbosa de Lima, influential people in the Municipal government at the time, they sought means for this school to be built.

Then the school was built with two classrooms, a secretariat and a bathroom. The land was acquired by the municipality in the administration of the then mayor Benigno Filho and his deputy Odil Pontes, who named the school after one of its precursors (Figures 2, 3 and 4).

Figure 2: Miguel Rodrigues de Sarges sports court



Source: authors' collection

Figure 3: Walkways to the classrooms



Source: authors' collection

Figure 4: Living area



Source: authors' collection

4 RESULTS AND DISCUSSIONS

Due to the covid-19 pandemic, the research took place online, directed to three teachers, active in the Odil Pontes school, who we will call P1, P2 and P3 to maintain the confidentiality of their identities. The three participants have different backgrounds; P1 and P2 work in the final years of elementary school, and P3 works in the specialized educational attention room (AEE) (Chart 2).

Table 2: profile of the teachers participating in the research

INTERVIEWED TEACHERS	TRAINING	YEARS OF EXPERIENCE
P1	Bachelor in Biological Sciences	11 years
P2	Bachelor's Degree in Mathematics	11 years
P3	Degree in Field Education (Human Sciences) and post-graduate degree in school management.	5 years



Source: Collection of the authors

In the next section, we will discuss the problems and strategies for remote teaching from the point of view of the teachers participating in the research.

4.1 TEACHERS' TESTIMONY TO THE EDUCATIONAL REALITY IN REMOTE TEACHING

According to Stevanim (2020, p. 15) in the pandemic scenario it is necessary to think beyond the safety not only concerning health, but "it is also necessary to ensure social protection to students, their families and education professionals" among many other sectors that need attention mainly due to isolation and social distance. Thinking about social protection for students, families and teachers, we can visualize the remote teaching practices as an overload for these subjects, since they will have to adapt to a new reality in which their functions are expanded and their private spaces are abruptly invaded. Then, in an attempt to get to know the teaching reality when the ERE was launched, three teachers from the Odil Pontes rural school were questioned about the difficulties encountered in using technologies for remote teaching:

As a result of the new coronavirus, the school's routine has been drastically altered. And for supporters of our school technology is not being reported, because many students do not have this technology structure present in their homes. The pandemic is putting other financial difficulties on top of the ones that already existed. There are students who had internet in the beginning, but now no longer have, due to the financial situation (P1)

Many of the difficulties we faced were accentuated even more because we are a rural school, where the distance between the homes of students is great; in addition, we have few technological tools such as internet access, cell phones, computers, and few books so that we could schedule a time to answer our students' questions. This led us to make all the modules available in printed format (P2).

During the whole teaching process at the Odil Pontes school, the biggest difficulties encountered were: We know that in the country the media are still a little behind in relation to other countries, in our state and especially in our municipality, where students have more access to the internet is in the school, only that the school at the time of pandemic has few material resources to meet the great demand that are our students, Then, in the face of all these difficulties it was said that for students to study online, but how will the student study online if sometimes the student himself does not have a cell phone, in his house there is no internet, we know that this is the reality of our region, so it is one of our greatest difficulties are the means of communication that our country and our municipality are not yet fully covering with internet (P3)

According to the report of the interviewee X, it is clear that few students have access to the Internet, especially in this period when we are in the pandemic, it becomes more difficult to update their activities, also the distance of their locations contributes greatly to the difficulty of obtaining this access. Also noteworthy is the lack of necessary tools that many still don't have such as:



notebook, cell phone, computer, as the school doesn't offer a computer room some students are outdated with technology, being something very useful in their school life.

With little availability of the school to the teachers, they also have difficulties in meeting the demand of students that the school has, because it is a rural school, the process of advancing to technology is long. According to Moore; Kearsley (2007, p. 1).

The basic idea of distance education is very simple, students and teachers are in different locations for all or most of the time they are learning and teaching. Studying in different locations, they rely on some category of technology to transmit information and provide them with a means to interact.

However, since we are talking about communication and information technologies, we need to point out that for the information to travel between the sender (teachers) and the receiver (students) it is necessary that both master the communication tools; however, there is still the possibility that some of these subjects do not even possess such tools.

We questioned the participating teachers, about the availability of ICT tools to carry out school activities and the answers form the following:

Yes (P1).

We can understand technology as a set of technical tools, means, and instruments that come to favor the teaching-learning process and assist the teacher's work in this time of pandemic. However, like most schools in our municipality, although the school has internet and some computers, what we have is not enough for the classes in the classroom (P2).

Not during the pandemic. What was done, as I said, most of our students don't have access to the Internet, so the school had to make programs available to serve our students and the school doesn't have enough material to meet our needs. To serve their students then, most of the activities were performed by students at home and when some doubt arose in the activities they sought the school where teachers were available to remove the doubt of this student, but in very small numbers so that there was no contamination of the disease with both the teacher and the student was and is being very difficult on this side because some students do not have access to internet (P3).

As the interviewee affirms, technology is a set of technical tools, means, and instruments that come to favor the teaching and learning process.

And as a result of the pandemic, strategies were created so that all students received their activities at home. It is understood that these are difficult times, but that the goal of the professionals remains positive, even though there is a deficiency in the tools needed to complement or help this teaching method provided by the teachers.

In this case, it is not possible to change the way of teaching from one day to another and the pandemic is proving this every day and every challenge that arises, especially with regard to



the use of ICT, teachers must self-evaluate their practice, because the use of technologies is closely related to the methodologies used (OLIVEIRA; SILVA; SILVA, 2020) and this finding leads us to our third question which is: how are these technologies used in teaching? In response, we obtained descriptive reports that can be observed in the fragments of the teachers' statements below:

these tools are used gradually according to the understanding that it serves as an ally to carry out collaborative activities [...]. It is essential to merge the use of these resources with the teaching materials used in the classroom (P1).

The technologies are practically unused considering the coverage field by the community we serve. We are a rural school, if we do a survey, few students have computers here, moreover, a large part may even have a cell phone, but it has a low memory that does not support more advanced efforts, besides the fact that most do not have access to Internet. Anyway (P2).

In a way that can achieve the goal in teaching serving both students who have cell phones and those who do not. Also in the lesson plan we try to use both technology and teaching materials that can never be left out (P3).

The use of technology in the classroom has been little as we can see in the teachers' statements, and this little use is justified in the weakened social structure, where both students and impoverished teachers lack technological resources. In this sense, the school can be configured as the only space where the handling of ICT can happen for many in the community and many public schools do not have the infrastructure for the use of software such as digital classroom platforms or video conferencing, incurring in the atrophy of skills even of teachers and this leads us to another question which is. Is there any difficulty in conducting classes using Google Meet?

Yes (P1)

Yes. Difficulty of access by most students; Lack of training for teachers to use this tool; Quality internet for all; Devices, computers and cell phones for the student public (P2).

The school did not work with googlemet due to the students' difficulty not having the main thing like a cell phone or a notebook or computer and no internet, so it was unfeasible to work with this medium with this resource but they do the activities using other means of communication for some students who have internet access send messages via WhatsApp (P3)

This difficulty of access in a good part of the students, also the lack of training that the teachers do not have. These are problems faced in education but they don't make us lose focus, in view of the responsibility to form people to advance for the future, not letting the difficulties be bigger than their own efforts, but continuing their trajectories having as a positive result in the teaching/learning process of both.



"The larger goal of training teachers for pedagogical use [...] cannot be limited to the instrumental mastery of technological resources. However, this mastery is essential as a first step. One must learn how to use the tools before applying them for educational purposes." (RODRIGUES, 2020).

We agree with Rodrigues (2020), no doubt the subjects that will handle a communication instrument must have skills to use it efficiently, however, we return our discussion to the point where we ask ourselves: how to develop ICT skills since contact with ICT is limited to emergencies?

We have already seen in the teachers' statements that even among them there are those who do not have access to these technologies, and the same is true for the students. Especially when we talk about students, this exclusion from the digital age becomes more latent, and in the rural communities served by the Odil Pontes school we can portray the dimension of this exclusion in the speech of P3, when she states that "more than 90% of our students do not have access to the internet.

As the technology offered by the Odil Pontes school has not reached all students, the teachers do everything to meet the demand will be reached by all, to have a good success, the interest is important both from teachers and students, also from parents, even if this effort is arduous, difficult, but that the interest to a quality education will prevail.

Even in communities without Internet access, students are receiving didactic content and activity lists. Some schools, for example, have sent printed materials to pharmacies and supermarkets for later collection by families. Others fix didactic materials for students to take pictures of and study at home. "(OLIVEIRA, 2020).

The strategies described by Oliveira (2020) are valid, and some of them are likely to be adopted in rural communities, when the work of educating does not fall only to the school, local businesses, neighborhood, everyone collaborates so that the informative teaching material reaches the student, and in this chain for learning everyone can contribute so that everyone can be benefited in the future. But still with regard to the didactic use of ICT, we asked the teachers if in some way the work with ICT was effective, and the answers were consistent with everything that has been discussed previously:

During the pandemic the school is not working with technology with the students (P1).

No, because we do not adopt this teaching model. For reasons already mentioned (P2).

It would be important to be very effective if all students had access, but since they don't, it is very difficult (P3).



The teachers report that the work with the internet is not being effective, because they do not adapt this method, also due to the same problems cited as the lack of tools for both students and teachers. It would be very effective if all students had access, but since they don't, it is very difficult, says the interviewee. As we can see, it is not at all easy for education professionals to face this struggle every day, having to make do as they can. Even with these limitations, they do not become cowards or give up, but insist and manage with their willpower and love for their profession to provide a pleasant and quality education. According to Kenski (2009, p. 103).

One of the great challenges Brazilian teachers face is the need to know how to deal pedagogically with students in extreme situations: from students who already have advanced knowledge and full access to the latest technological innovations to those who are in full technological exclusion; from educational institutions equipped with the most modern digital technologies to precarious educational spaces with minimal resources for the exercise of the teaching function. The challenge, however, lies in the professional training itself to face these and many other problems.

Given these findings, we can understand that the absence of public policies of digital inclusion for rural areas is the biggest challenge for education in times of pandemic. Even when we identify the presence of governmental programs of digital inclusion in these spaces, we realize that this inclusion is limited to the school space, and even so the instrumentalization in these spaces leaves much to be desired in terms of quantity and quality, as can be seen in the teachers' statements.

To work in the classroom is a good tool to use with students, but during this pandemic course is being bad because not all students have access to internet. (P1).

The Internet that the school has is good, very good, but it cannot meet the demands of our students (P3).

The speeches of the two teachers are contradictory, as P2 only reported that the quality of ICT at school is "terrible," so we understand that for P3, considering the school's internet as "great" is not relating it to the educational demand, since further on in her speech, she reiterates "but it cannot meet the demands of our students. When we measure the quality of something, we do it relatively, and for our discussion the relationship that will infer quality or lack thereof, to the use of ICT in education is exactly the mediation with the students, so in this sense the assessment is that they are not of good quality in the Odil Pontes school community.

The remote activities, with or without ICT, is a challenge faced by teachers who, even if they meet the requirements of the classes, do not conform preferring the face-to-face class because



it is a field of domain that brings them security in their pedagogical work, contact with the teacher, student and productivity is much greater. The student's development is the teacher's concern, and even when he receives his activities at home, he has a goal to accomplish, and he does not neglect his responsibilities in order to have a good performance, with parental support.

It is emphasized that the use of an educational resource, by itself, cannot be considered the only factor of success or failure of an activity. It is necessary that the resource is aligned with other procedures and that most of them present quality of elaboration and execution. (PINHEIRO; SERUFFO; PIRES, 2019, p. 261).

For, the resource is just a mediation tool that the mediator, in this case the teacher, must handle with skill and in this sense there are several other factors and techniques that, in presential classes, teachers can constantly evaluate the efficiency of one and insert another if necessary, as in remote mode this evaluation is not and cannot be simultaneous to the use of the resource, causing a rupture in the teacher's mediation.

5 CONCLUSION

In seeking to answer the problematic of this research, the objective was to discuss the possibilities and obstacles that the public school system of the municipality of Tome-Açu faced to continue the school activities during the period of social separation in the year 2020. To reach a conclusion, we need to know the educational reality of a rural school and through dialogues with the teachers, get to know the most latent educational problems and the strategies developed to deal with them.

Initially, upon noting that the return of the classes took place through a new format, the ERE, which emerges in the emergency to value the link between students and school in the midst of social distance, with the proposal of remote teaching mediated by ICT, several doubts arise and all of them imply the quality of teaching learning in the Brazilian territory, especially in rural territories. When analyzing the statements of the participating teachers, we verified that there was a need for the adoption of supplementary strategies, since digital exclusion was a very present factor in the researched region.

We detect that the lack of socioeconomic structure in rural areas affects not only remote education, but also infers in an inertia of the necessary skills for social relations and services in today's society, configuring the countryside as a space where public policies are non-existent or inoperative. The consequences of this lack of technological and socioeconomic structure, which have invisibilized the identity of rural education in times of pandemic, can and will be a setback to the peasant struggles for quality education.



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