



Planning educational activities and new methodologies during the Coronavirus pandemic in the rural area of Bagre – Pará

O planejamento de atividades pedagógicas e novas metodologias em período de Pandemia do Coronavírus no meio rural do município de Bagre – Pará

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ABSTRACT

The main objective of this work is to understand and reflect on the difficulties faced by two teachers in a municipal elementary school in the rural area of the municipality of Bagre-Pará, about the planning of pedagogical activities during the period of the Coronavirus pandemic - 2020/2021. The specific objectives were: to identify the challenges and unveil the difficulties of teachers from the question: what are the main challenges faced by teachers in the planning of pedagogical activities in the period of the Coronavirus pandemic? The research has a qualitative approach, using the semi-structured interview as a data collection technique. The type of research carried out was field research and bibliographic research. The study was based on authors such as Barreto & Rocha (2020), Castanheira, Maciel and Martins (2008), Eliezer, Ribeiro and Schutz (2020), Libâneo (1994), Menegolla & Sant'anna (2001), Molina (2007), Gil (2008), among others. From the analysis of the data, it was understood that the pandemic brought several difficulties related to the organization to carry out the teaching work. The lack of adequate planning, both by the competent bodies of the municipality and by the school, and the scarcity of resources to guarantee the teaching model adopted in the pandemic period – remote, in addition to the lack of knowledge of how to do it, both on the part of teachers and students, there were not the necessary conditions for this "new" teaching model. In view of the facts, it can be inferred that planning is a priority element in educational institutions – whether in differentiated or regulatory periods, in order to avoid greater impacts on the learning of students, especially those who are in places without resources that facilitate their learning and thus not violate one of their fundamental rights, which is schooled education.

Keywords: School, Pandemic, Planning, Challenges, Teacher.

INTRODUCTION

The Coronavirus Pandemic experienced by the world in the years 2020/2021 was, without a doubt, a great challenge for all countries, especially those with less economic development, because as cases increased it became more difficult to deal with the problems that arose in all sectors of society. In this context, a great race against time began in search of finding

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the best possible way to deal with a disease that until then was not known the origin of, much less the appropriate form of medication for the treatment of a disease that would be fatal for millions of people around the world.

While science struggled to discover formulas for the creation of a vaccine that could curb the high rates of transmission, several cases of false advertising were seen on social networks presenting "miracle" medications as the solution to the despair and chaos that had been taking over people and health systems in Brazil and in the world.

In this context and considering that Brazil is a country where educational, social and economic inequalities are extreme, it can be affirmed, based on the data presented in the statistics of government agencies, NGOs, among others that are concerned with social inequalities, that the largest portion of the population suffers consequences with the violation of their fundamental rights, including the right to education. that according to the region, state and place where it is offered, it can suffer even more the consequences of destabilizing situations of the systems, as was the case of Covid-19, for this reason it became essential to try to understand how the Coronavirus Pandemic was faced in the educational field in one of the municipalities of the Marajoara archipelago.

Thus, in order for the investigated problem to have objectivity, clarity and conciseness, the following question was formulated: what were the main challenges faced by teachers in the planning of pedagogical activities in the period of the Coronavirus pandemic in a municipal school in the municipality of Bagre - Pará?

From a qualitative approach of a basic nature, subsidized by a bibliographic research procedure with field study and semi-structured interview, it was sought in an objective way to understand and reflect on the difficulties related to the planning of pedagogical activities used in the period of the Coronavirus pandemic by two teachers of the aforementioned school. The specific objectives were: to identify the challenges faced by teachers related to the planning of pedagogical activities in the pandemic period and to unveil the difficulties in this process.

In all stages of the work, the organization and proper application of the methods used during the investigation were taken into account. Thus, according to Taylor and Bogdan (1984), the qualitative approach "leads the investigator to understand the fact beyond superficiality, thus revealing its meanings in greater depth". Bibliographic and field research were used as procedures. For the bibliographic research, Gil (2008) states that:

[...] it is elaborated from the analysis and interpretation of the content of materials such as books, journal articles, and internet texts, leading the researcher to seek ideas relevant to the study, with a reliable record of sources (Gil, 2008, p. 50-55).



In other words, it was of fundamental importance to research, collect and organize all the bibliographic data relevant to the *research corpus* and its discussion, in order to present something concise about the investigated theme. To this end, all sources included in the study were duly analyzed and referenced. In relation to field research, the same author emphasizes that:

Research of this type is characterized by the direct questioning of the people whose behavior one wants to know. Basically, a significant group of people are asked for information about the problem being studied, and then, through analysis, the corresponding conclusions are drawn from the data collected (Gil, 1999, p. 55).

In view of the pandemic context faced by thousands of people around the world, the use of this procedure becomes relevant, with the purpose of seeking to understand reality, which we cannot fail to address, especially when it comes to the educational sphere, a fundamental theme for the development of a nation.

The data collection technique used was through the semi-structured interview, which according to Triviños (1987, p. 146) "the semi-structured interview is characterized by basic questions that are supported by theories and hypotheses that are related to the research theme." It is understood that civil society, as well as professionals from the most varied areas of activity, can contribute to human development when they participate in studies that allow such reflection for the common good of society.

Two teachers who work with elementary school classes, with 4th and 5th grade students in rural schools in the municipality of Bagre - Pará, participated in the research. Both have a degree in Pedagogy from the Federal University of Pará (UFPA) and have been working in the field of education for more than 10 (ten) years. The choice of teachers was justified by the experience with Rural Education, which is also the object of study of this work, since the teachers and schools of this work are part of rural education.

The interviews were scheduled in advance so that there was a plan in the performance of the work. The teachers were given code names in order to preserve the integrity and identity of each one, in accordance with the provisions of Resolution 510 of April 7, 2016. Thus, both are represented in the research as (teacher "A") and (teacher "B"). As a technological resource, a cell phone "*smartphone*" was used to record and store the data collected in the interviews for later analysis and discussion. All professors gave their free and enlightened assent to the research.

The results of the research are found in this work organized with an introduction, which brings a brief contextualization of the theme and the organization of the research, followed by four sections and final considerations. The first section presents a brief historical journey of the



coronavirus pandemic until its arrival in the municipality of Bagre-Pará. The second presents concepts of planning in education, as a way to ratify the importance of planning in the educational sphere. The third section describes and analyzes the planning of pedagogical activities in the period of the coronavirus pandemic in the rural area of the municipality of Bagre – Pará and the fourth section analyzes the results obtained in the research, followed by the final considerations.

It is relevant to emphasize that this study does not have an end in itself, much less will it present all the difficulties faced by the teachers interviewed with regard to the effects of the COVID-19 pandemic on education in the municipality of Bagre, however, it enables reflections on what was possible to understand as the main difficulties faced by the school's teachers and that certainly have a lot of similarity with the other rural schools that are part of the network of the municipality of Bagre – Pará, being an open path for other researches of this nature in the sphere of Rural Education.

BRIEF HISTORICAL JOURNEY OF THE CORONAVIRUS PANDEMIC UNTIL ITS ARRIVAL IN THE MUNICIPALITY OF BAGRE – PARÁ

According to Barreto and Rocha (2020, p. 2), the first news attests that on December 31, 2019, in the city of Wuhan, a province of Hubei, People's Republic of China, there was the emergence of cases related to a strange pneumonia with symptoms and treatment still unknown. After the WHO (World Health Organization) was notified, the transmitting agent was then identified, "it was a new coronavirus: (SARS-CoV-2) which could cause respiratory problems, hospitalization and death." (Barreto and Rocha, 2020, p. 2).

On January 30, 2020, the World Health Organization (WHO) declared a Public Health Emergency of International Concern due to the outbreak of the disease caused by the new Coronavirus (SARS-CoV-2), also popularly known as COVID-19. According to the International Health Regulations (IHR, 2005), this is the organization's highest alert level in terms of problems related to imminent health risks at the global level. (Eliezer, Ribeiro and Schutz, 2020, p. 134).

Everything was happening quickly and uncontrollably, with no possible time to react to science and "as of March 12, 2020, the WHO (World Health Organization) classified SARS-CoV-2 as a Pandemic" (Barreto and Rocha, 2020, p. 2). At this time, "the world already had 125,048 cases and 4,613 deaths, reaching 117 countries across the globe" (Barreto and Rocha, 2020, p.2).



According to the Pan American Health Organization (PAHO), which acts as the WHO's regional office for the Americas, an exorbitant 13,150,645 cases of coronavirus and 574,464 deaths were confirmed in the world by July 2020 (PAHO, 2020). Barreto e Rocha (2020) states that the first confirmed case in Brazil was on February 26, 2020, being the first positive case in Latin America.

Data from the Brazilian Ministry of Health pointed to an imported case in which a 60-year-old man living in São Paulo had been infected after returning from a trip to Italy that same year. After the confirmation of the case on Brazilian soil, the numbers only grew, reaching all regions of the extensive country. Meanwhile, thousands of people were infected and killed due to the lack of an effective drug to combat the syndrome.

On February 6, 2020, Law No. 13 was published and entered into force. 979, which provides for measures to cope with the emergency chaos of public health in accordance with Article 2.

I - Isolation: separation of sick or contaminated persons, or affected luggage, means of transport, goods or postal parcels, from others, in order to prevent contamination or the spread of the coronavirus.

II - quarantine: restriction of activities or separation of people suspected of contamination from people who are not sick, or of luggage, containers, animals, means of transport or goods suspected of contamination, in order to avoid possible contamination or the spread of the coronavirus (Brasil, 2020).

Thus were born the first changes adopted by the government as a way to contain the proliferation of the virus in the country and thus try to avoid more extreme measures, which soon became inevitable, mainly due to the accelerated increase in contamination and deaths throughout the national territory. The suspension of face-to-face classes in March 2020 for all educational institutions in the country caused by Decree No. 10,282/2020 (BRASIL, 2020) was public knowledge. It is also public knowledge the lack of infrastructure and investment in Brazilian public education, both at the kindergarten, secondary and higher levels, "[...] that in the vast majority of cases, they are institutions that are in a very poor state of conservation and that have poorly paid professors and an excessive workload" (Eliezer, Ribeiro and Schutz, 2020, p. 134).

In Brazil, according to Ordinance No. 343, of March 17, 2020, face-to-face classes were replaced by classes in a remote format for the duration of the pandemic (BRASIL, 2020, p.2).

Art. 1 Authorize, on an exceptional basis, the replacement of face-to-face courses, in progress, by classes that use information and communication means and technologies, within the limits established by the legislation in force. (Brazil, 2020).



In this context, schools began to change their way of elaborating and teaching, everyone was called upon to adhere to the changes and guidelines indicated by the Ministry of Education (MEC) of the country. Thousands of students were affected by the measures imposed, which only told them what to do, without taking into account the differences in the way education is offered in this country, where many schools, including those in the Marajó archipelago, where the reference school for this work is located, as well as the others that did not have the conditions and technological support for this purpose.

In the State of Pará, according to Campos, *et al.* (2022) the first official case of COVID-19 was registered on March 18, 2020, in a resident of Belém who had traveled to Rio de Janeiro. At this point, almost three months had passed since the first recorded cases of the disease in Wuhan, China. (PAHO, 2022).

The first initial measures to combat COVID-19 were decreed by the Government of the State of Pará on March 16, 2020, this document restricted events and meetings, as well as public classes in the state of Pará (Pará, 2020a). Also on the 20th of the same month, the Legislative Assembly of the State of Pará (ALEPA) approved the decree of public calamity, announcing the closure of the main roads and land and river transport terminals that connected with other states, in addition to the closure of nightclubs, bars and restaurants from 00:00 (Pará, 2020b). The first field hospital was inaugurated on April 10 in Belém. (Pará, 2020d).

The most severe measure presented by the government to comply with the state's population was what was called *lockdown*, (a term in English that means confinement) between May 5 and 24, 2020 (Pará, 2020e). It is an action with the purpose of avoiding higher rates of contamination and consequently deaths of the population. Remembering that this same practice was at the discretion of the local governments of each municipality.

The total number of confirmed cases and deaths from COVID-19 in the state of Pará was 552,937 and 15,469, respectively, from March 2020 to June 2021. (Silva, *et al.*, 2021, p. 03). These authors also reinforce that:

The months with the highest frequencies of confirmed cases of COVID-19 in the State of Pará were June 2020 (65,245/11.8%), April 2020 (54,036/9.77%) and March 2021 (52,880/9.56%). Regarding deaths, they were May 2020 (2,715/17.55%), April 2021 (2,555/16.52%) and June 2021 (1,997/12.91%). (Silva, *et al.*, 2021, p. 03).

In this way, it is possible to observe how disastrous the pandemic was not only in the State of Pará, but throughout the country, which can be represented by the high rates of contamination and deaths mentioned above. It is also perceived that the changes imposed by governments throughout the pandemic period are undeniable, drastically affecting the



population, with education being one of the spheres most affected by the consequences of the syndrome due to its importance for the development of people and consequently of the nation.

In the Municipality of Bagre, State of Pará, the first case was confirmed on April 27, 2020, it was a 52-year-old male patient, resident in the municipality and who was infected after traveling to Belém do Pará. It is worth noting that the measures imposed by the municipality to face the pandemic began much earlier, specifically, on March 18, 2020, when the municipal mayor issued Decree No. 15/2020, which explains in its article 20 the suspension for a period of 15 days of the following:

- I – Licensing or authorization for events, meetings or demonstrations of a public or private nature and of any kind, with an audience greater than or equal to 10 (ten) people;
- II – The operation of gyms, sports gymnasiums, soccer fields, bars, snack bars, should only encourage delivery services, nightclubs, concert halls and the like.
- III – The functioning of municipal public schools. (Catfish, 2020)

Until the arrival of this decree, there was still no formal overview issued by the Municipal Health Department estimating whether or not the municipality would be affected more drastically by the public calamity in question, how it would be coped with and what would be the possible challenges imposed by the pandemic in the most diverse areas, including education. However, as cases emerged and were confirmed, the risks to the population became imminent if more restrictive measures were not taken to stop the transmission of the disease in the city. It was then that on April 3, 2020, the municipal mayor issued a new decree number 22/2020, "declaring an emergency situation in the municipality of Bagre – Pará, to face the pandemic resulting from the coronavirus, of international importance" (Bagre, 2020).

From the context generated by the spread of the disease, several activities were limited, suspended or prohibited, among them: intercity passenger transport, local commerce, pharmacy, gas stations, etc. The resumption of face-to-face classes in all schools in the municipality was also prohibited, and what was called "remote" classes were adhered to, a measure imposed by the municipal education department of the municipality (SEMED) and which was in force in the years 2020 and 2021.

At the end of 2020, the municipality already had 338 confirmed cases in the city and 143 in rural areas, with a total of 481 infected people and 10 deaths, according to the epidemiological bulletin issued by the municipality's health department (Bagre, 2020). On December 31, 2021, the information bulletin of the municipal government of Bagre reported that there were 956 confirmed cases, 765 in the city and 191 in the interior with 15 deaths recorded (Bagre, 2021).



From a national point of view, it was possible to verify that "On August 15, 2021, Brazilian data showed a total of 20,350,142 cases, with 568. 788 cumulative deaths." (Siqueira *et al.*, 2022). A number that is probably much higher, as we still had many cases of coronavirus transmission and deaths across the country. Therefore, the syndrome was highly transmitted and unprecedented in the timeline of history, without a doubt the impacts and challenges are countless due to the context and reality experienced by all countries during the years 2020 and 2021, a period that had higher rates of transmission and deaths. Brazilian education, which already had its problems related to the formation and development of the student, became even more deficient due to the teaching models employed during the pandemic, justified by the lack of infrastructure and technologies necessary to meet the type of education indicated.

CONCEPTS OF PLANNING IN EDUCATION

Humanity, since ancient times, has realized the need and urgency to organize itself to face the different situations and challenges of life, discovered that thinking first before acting, increased its chances of obtaining accuracy and making better use of the available resources of its habitat, that is, it thought about carrying out actions even if they did not know that in this way they would be planning. In this way, "planning is a reality that has accompanied the historical trajectory of humanity. Man has always dreamed, thought and imagined in his life" (Menegolla and Sant'anna, 2001, p. 01).

It is worth reaffirming that every act and effect of planning goes through the entire trajectory and evolution of humanity, of daily life, and it is no different in the school context, in which it is necessary, important, effective, when thought about responsibly in the objective that one wants to achieve. The school institution, as a promoter of the formation of the citizen, through planning, has the possibility of producing strategies for the structural and methodological organization of the pedagogical practices to be developed by the teachers within the socio-educational context and their execution throughout the teaching process.

For Libâneo (1994, p. 222), planning "is a process of rationalization, organization and coordination of the teacher, articulating the activity and the problem of the social context". It is an essential and fundamental tool for any type of organization, because through it it is possible to achieve certain objectives that will hardly be achieved without the perspective of the act of planning, especially when it comes to planning for education.



In line with this, the authors below further point out that:

It is a directional instrument of the entire educational process, as it establishes and determines the great urgencies, indicates the basic priorities, orders and determines all the resources and means necessary for the achievement of the great purposes, goals and objectives of education (Menegolla and Sant'anna, 2001, p. 40).

In this sense, it is observed that due to the great challenges generated by the COVID-19 pandemic, which Brazil and the world specifically went through in the years 2020/2021, it would be necessary for both governments and educational institutions to reflect on the great importance of a differentiated planning of education, given what was seen as the education scenario.

Aware of what the Federal Constitution of 1988 asserts, that education is the right of all and the duty of the state and the family, this guarantee could not be violated at a time of such urgency of attention and differentiated, affirmative actions, especially for those who live in situations of poverty, far from large urban centers. In spaces devoid of structure that prevent them from having their education guaranteed, which without the proper structural and pedagogical conditions, brings as a consequence the compromise of learning. Therefore, a plan that would benefit everyone would be fundamental, which certainly needs the collaboration of the whole society, as described in the Federal Constitution, in its Article 5.

Art. 205 – Education is the right of all and the duty of the State and the family, and will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work (Brasil, 1988).

In view of the aforementioned provision, it is explicit the obligation that the bodies responsible for education in our country have to guarantee not only access, but also the necessary conditions for the student to be able to develop their training and learning in the most varied curricular components available for teaching in public schools. In article 28 of the Law of Guidelines and Bases of Education (LDB) No. 9,394/1996, with regard to Rural Education, it guarantees that:

In the provision of basic education to the rural population, the education systems will promote the necessary adaptations to adapt them to the peculiarities of rural life and of each region, specifically:

I - Curricular contents and methodologies appropriate to the real needs and interests of students in rural schools, with the possibility of using, among others, the pedagogy of alternation; (Text given by Law No. 14,767, of 2023)

II - Own school organization, including adaptation of the school calendar to the phases of the agricultural cycle and climatic conditions;

III - Adequacy to the nature of work in rural areas (Brasil, 1996).



In the items of this Law, the methodologies used in rural education are extremely important for the development of educational work in rural areas in the country, as long as they are appropriate for students, but what happened in the coronavirus pandemic was a different scenario from that which should be guaranteed by Law, however, it cannot only be said that it was not carried out only in this period, But in this peculiarity, urgent measures and implementation of what the national legislation says were expected. Therefore, it is of great value to reflect that:

Both collective and individual planning need to be in constant construction and modification according to the obstacles that may arise during the school year, thus being a changeable planning. (Saints, *et al.*, 2017. p. 9).

In this context, the fundamental importance of the school's perception of the reality of its environment, the difficulties faced by the student is affirmed, and thus creates ways to expand strategies that contribute to their learning. This can be a starting point to be diagnosed and actions to be carried out together with the teachers, as it is this category that knows most of the difficulties experienced by these subjects and is almost always charged with the responsibility of creating pedagogical practices appropriate to their local reality. However, the school, through its management and pedagogical coordination, has the responsibility to subsidize and guide the teacher in the face of more extreme cases, a situation that occurred in the pandemic period.

Therefore, the more difficulties that appear and affect the educational process, the more relevant the planning process becomes, in order to avoid consequences that, in most cases, they reach, especially to public school students. When there is a concern in planning and executing a teaching in which the student achieves the necessary skills for the development of their education, it is understood that the school is on the path proposed for their journey.

THE PLANNING OF PEDAGOGICAL ACTIVITIES IN THE PERIOD OF THE CORONAVIRUS PANDEMIC IN RURAL SCHOOLS IN THE MUNICIPALITY OF BAGRE – PARÁ

This research had as its reference *locus* a Municipal School of Elementary Education in the Municipality of Bagre-Pará, where two teachers work in 4th and 5th grade classes. The distance from the community where the school is located to the municipality is from 15 minutes to 1 hour, depending on the means of transport used in the journey and the tide regime, which governs the Marajoara region.



The school is considered small, with approximately 120 students enrolled. Its structure consists of 4 (four) classrooms, 1 (one) small reading room, 1 (one) kitchen, 2 (two) bathrooms and 1 (one) balcony. It serves elementary school students from 1st to 9th grade. The staff consists of 4 (four) teachers in the initial years, 4 (four) teachers in the final years, 4 (four) cleaning agents, 2 (two) boatmen in the morning shift, 2 (two) in the afternoon shift and 1 (one) janitor.

Based on the information about the location of the research and the context of the institution, the process of understanding the theme was initiated through the following question: In the years 2020 and 2021, in which classes were you assigned? Teacher A replied that he was with a 5th grade class, it is a year of teaching that has been working for some time in rural schools in the municipality of Bagre. Teacher B, on the other hand, replied that he was with a 4th grade class, which is in accordance with his training and experience.

From these answers, it is possible to identify that both teacher "A" and teacher "B" have experience in their field of activity, especially when they state that they already have a certain amount of time of service in the area of education. However, it is important to reflect that, even if the teacher has experience in a certain area, he or she will not be exempt from possible challenges. Often, these challenges limit their actions, since they often involve completely new situations in their profession.

Following the order of the interview, we sought to know when there was guidance for social isolation if the teachers remained in the rural area. Teacher A said no, that he went to the city "because I don't live in the community where I work, my colleagues and I make this journey all day to school because it is close to the municipality. However, at that moment we started to change our routine, since we had to take the activities to the students' homes. Teacher B replied that no, he also went to the city where his residence is, "I only work in the countryside, so I only took the activities to the students' homes, but it was an exhausting routine".

According to the professors, it is stated that both do not live in the community in which they work, however, this did not prevent them from fulfilling their professional activities within a routine. From the facial expression of both, it seemed to be something quite exhausting, considering that the teacher, particularly those in rural schools, is still a professional who faces daily challenges, which are often not observed by the government and even by the school itself.

Next, we asked if there were classes during the pandemic. The teachers affirmed that yes, they worked with remote activities, according to the guidelines given by the municipality's Department of Education.



These statements made it possible to understand part of the educational scenario in the pandemic period in the municipality, not least because this teaching model with "remote" activities implemented in schools were not classes taught in the distance education format, but were configured in meetings held in short intervals of time in which teachers explained the proposed activities to students. In this context, Eliezer, Ribeiro, and Schutz (2020) corroborate the understanding that it was not only Catfish students who found themselves in this situation, but all over the world.

For illustrative purposes, around the globe, 91% of students are temporarily out of school (UNESCO, 2020) closing the circle, Latin America reaches the amount of 95% of students who are also without access to face-to-face classes (UNICEF, 2020). (apud Eliezer, Ribeiro and Schutz, 2020, 44).

In other words, these students from the schools surveyed in Marajó were part of those who were totally deprived of classes due to the relevant justification of being a critical moment and subject to understanding by the population, but it is believed that there was no time for planning in the face of this new way of doing education and much less resources necessary to enable the proper learning guaranteed by law to all Brazilian citizens. as provided for in Article 205 of the Federal Constitution, which states:

Education, a right of all and a duty of the State and of the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work (Brasil, 1988).

Thus, it is of paramount importance to understand that in all situations, whether catastrophes, unpredictable phenomena, the State has the duty to guarantee the means for education to adapt to the context and not violate the student's right to education, a fact that vehemently occurred in the pandemic period at school, according to the reports of teachers who, when answering how they organized classes, Responded:

Well, in fact it cannot be said that they were classes per se, because we should maintain the distance from our students, but the guidance of the municipal department of education was for us teachers to prepare activities and make a quick explanation respecting the limits of distancing due to the coronavirus pandemic (Teacher "A").

We were instructed by our principals to formulate activities and take them to our students. They weren't classes, but just a short moment to explain the activity. (Teacher "A").

Through these statements, it is understood that there was a transfer of responsibility by the municipal education department to the teachers, given that, according to the teachers, there



was no planning as a way to better serve these students based on strategies formulated together with these professionals, who have greater knowledge of the reality experienced by these students.

In this sense, it is understood that it would be up to the Department of Education to first use strategies that could guide its teachers to face together the challenge that was remote work, in order to plan with the teachers, with the school, not only means, but objectives to be achieved, in this case, it is believed that the teaching of reading and writing should be a priority at that time, given that the scenario did not allow personal contact with the teacher. This could allow for greater contribution on the part of the teacher and perhaps mistakes could be avoided in their work.

As a result of the situation presented, the teachers were questioned about the planning for the beginning of these classes. Teacher A replied that "not planning, what happened was a conversation with the teachers of each center for guidance on how the classes would take place that year. It was more of a conversation, there was no planning. (Teacher "A"). Teacher B reaffirmed what was answered by Professor A.

We only received guidance related to the resumption of classes that would be through remote activities. I don't remember any planning. I speak in the sense that there was no specific moment for exclusive discussion of what would be done from that moment on, what would be the best procedures to be adopted, resources for student learning, some teacher training, etc. (Teacher B).

According to the statements of the interviewees, it was explicit that at no time did the bodies responsible for education in the municipality manifest any type of action that would enable a more in-depth planning for the teacher. When teachers say that there were only guidelines on how to apply activities to students, they express a lack of organization, planning present throughout the process.

When it comes to planning, Castanheira, Maciel and Martins (2008) emphasize:

Planning is, therefore, a necessary condition to keep clear the horizon of pedagogical actions around literacy and literacy and the mastery of skills that enable students to read and write with progressive autonomy and engage in social practices of reading and writing. (Castanheira, Maciel and Martins, 2008, p. 57).

Thus, planning cannot be disregarded, as it is a fundamental element in the sphere of education, given that through it there may be pertinent conditions of contribution to the educational development of the student. It is known that this is not an easy procedure to carry out – especially when all people are going through challenging situations that involve the



unawareness of unexpected situations that cause the loss of loved ones. However, its use contributes effectively to the student's teaching-learning process. Therefore, for all situations, planning is extremely essential, singularly, in education.

Next, we sought to know how teachers planned and organized themselves in the elaboration of pedagogical activities in the period of the coronavirus pandemic.

Well, basically we made a lesson plan with all the necessary requirements and elaborated the activity. But this was very difficult because, for example, we had no knowledge of the students who were arriving, it was not possible to make a diagnosis, except after receiving the activities that the student almost always had a lot of difficulty in carrying out (Teacher "A").

I organized myself with the resources I had. I tried to develop an activity that was as objective as possible so as not to make it difficult for the student to understand, but even so, they had a lot of difficulty. Especially because all that was new both for them and for us teachers (Teacher "B").

The importance of planning in all social instances is reinforced here, so once again it is necessary to state that teachers needed to be subsidized by a concise and appropriate planning for the context in question by educational management. What the data present are situations in disagreement with expectations, the least that the education department could do would be to offer short-term training, also remotely, so it would have a diagnosis of how the work would be happening in its network, it would be a way to give conditions for a better performance to teachers, Especially for dealing with the teaching of reading and writing, which could not stop. "The way the teacher conducts his work is crucial for the student to build knowledge about the written object and acquire certain skills that will allow him to effectively use reading and writing in different social situations. (Castanheira, Maciel and Martins, 2008, p. 57).

This same teacher who can contribute to certain changes in the student's student life is the same one who calls for transformations that allow them to develop a better job, especially when it comes to rural education, a sphere that is quite stigmatized by many, including the government. The fact is that there are numerous situations to be analyzed in this scenario, since because it was a pandemic, no institution was prepared to change its ways of doing things, so one cannot only place the responsibility on those who did not do it, but try to understand why it was not done. Thus, the question arises: did the secretariat have the necessary technologies to serve its teachers remotely, since they could not also gather their technicians to guide the teachers? Were there people trained to meet this demand that had arisen immediately? On the other hand, did the teachers have the equipment to log in when called by the secretariat? In other words, there are numerous questions and we still haven't found answers, probably another research can



better elucidate these issues.

However, as the work could not stop, on the one hand there was the duty of the worker and on the other the right of the student, it was questioned whether in that period there were changes in the usual way of planning their classes. The teachers answered:

Completely. It's one thing to be inside a classroom maintaining personal contact every day with your students, it's another thing to be unable to maintain that relationship. During the pandemic, I only organized the activities because that's what we did, so the change has already started there (Teacher "A").

I modified it, not least because it was necessary to do so. We were used to planning a class based on the almost daily meetings we had with our students, in the pandemic this changed, that is, there is no way you will not be impacted by this (Teacher "B").

The teachers affirmed that there were changes, which is legitimate, because during this period the teacher also suffered from the situations experienced – hospitalizations, lack of beds, deaths..., he was also an agent who could in this coming and going of take the activities to the students, be a transmitting agent of the virus or be infected by it. In many cases, in order for the activities to be carried out, it was necessary to have the help of the family itself to carry out these tasks, which became completely unfeasible for many parents because they were not educated.

In times of the Covid-19 pandemic, there was a significant change in the social scenario, due to personal distancing. The education system has inevitably undergone substantial transformations, since there was the adoption of the remote regime, which anticipated scenarios. In the face of so many changes, maintaining continuous monitoring has become a complex task. In addition, teachers began to depend on families to develop children's learning, which directly impacted the quality of education, which was guaranteed as a right (Eliezer, Ribeiro and Schutz, 2020, p. 42).

According to the statement of these authors, it is understood that most parents were unable to provide assistance to their children when the subject was related to their educational background, however, it is a fact that the lack of performance and learning is not only due to the parents' difficulties, but also due to the lack of planning of the schools with regard to the methods and practices used with the students of the rural schools. In particular, when it comes to jobs that involve access to the Internet, "only 67% of Brazilian families have access to the Internet." (Eliezer, Ribeiro and Schutz, 2020, p. 49). This is where the great segregation in national education begins.

Continuing, the main difficulties in the elaboration of these classes were asked:

There were numerous difficulties during the pandemic period, many times you went out to deliver the activities and the student was not at home. And now, what to do? It's their reality, right? Some have to help their parents support their families, which already significantly affects the person's student life. But I believe that the greatest difficulties



were related to teaching, it was clear how the students could not assimilate the tasks (Teacher "A").

The difficulties exist and we can't deny them. During the pandemic, I believe it was difficult for the teacher to teach and even more difficult for the student to learn. It is not easy to design activities for students that you are fully aware that you are not able to do. They were not to blame for that (Teacher "B").

Based on the respective answers of the teachers, it is possible to notice such nonconformity with what should be the object of praise in their noble profession: to provide teaching and good performance to their students. However, this is not what is seen by the simple fact that the school is not able to create ways of thinking more accurately about issues related to student learning. In this way, Chestnut Tree; Maciel and Martins (2008) corroborate as follows:

There are many challenges to be faced in the current educational context, in which many students go through school without finding effective conditions to become competent readers and producers of texts. (Chestnut tree; Maciel and Martins, 2008, p. 28).

Therefore, it can be said that the pandemic has drastically affected the school performance of many students. The teachers themselves do not deny their difficulties throughout the process. When teachers say that it was completely difficult to teach, it is understood that these difficulties were reflections generated mainly by the public power that opens schools without the proper structures to guarantee good teaching and meaningful learning, but it is also a matter of initial and continuing education, in addition to knowing how to deal with challenges so outside the living contexts, such as the pandemic. Who would have thought that one day schools would have their actions differently for public health reasons? Therefore, it is not possible to attribute only to the teacher the responsibility of teaching, this is something that extends to all those involved in the current educational process, hence such a gap.

Finally, it was asked if the city's education department provided support to assist in the preparation of classes or planning. For teacher B, the only support given were the reproductions - copies of the activities formulated by them, "the rest depended entirely on us". Teacher A ratified what teacher B said: "In fact, we planned the classes and formulated the activities, the education department was only responsible for taking copies of these activities, the rest everything was and still is, on us: our transportation, fuel, accommodation, etc."

This is one of the great needs that teachers still face in the context of rural education. The departments of education most of the time have not given proper support to the teacher, it seems that teaching can be something done in any way without taking into account the necessary resources for this purpose. However, the school cannot fail to offer the necessary resources to



facilitate the teacher's work, even more so in a different period such as the pandemic. In this sense, Molina states that "Knowing the marks of inequalities in the rural school system is a condition for understanding the results obtained by their schools and, mainly, for building the necessary paths to overcome them (Molina, 2007, p. 04).

Certainly, this is a statement of extreme relevance, because few people know the reality of Rural Education. It is not easy to teach in places that lack the physical structure and material resources appropriate to the development of a good educational work. Now, if the school itself, which should be obliged to guarantee a quality structure to the students, has not accomplished such a feat, how can we expect from the families in their humble residences, who often no longer have the necessary comfort for their own housing?

Thus, it was understood that it is necessary for the school to promote due attention to the planning of its activities, whether in more extreme moments or not, so that it is possible to build an education that significantly reaches all people, regardless of their territory, their social class, among many other differences that mark the Brazilian population.

FINAL THOUGHTS

Public education is still not a priority in this country, where for so long people have been clamoring for effective changes that can generate transformations in this sphere of such importance for society and, as a result, transform lives. The objective of this study was to try to understand what were the main difficulties faced by two teachers of a municipal elementary school located in the rural area of the municipality of Bagre – Pará, regarding the planning of pedagogical activities developed during the period of the coronavirus pandemic.

The results helped us to understand that the pandemic drastically affected the student life of Brazilians, but mainly and not differently the students of the school surveyed, in view of the difficulty that teachers faced in planning and executing activities that would guarantee student learning. It was inferred that these impacts may be consequences of the lack of planning and support (necessary resources to do remote education) on the part of the municipal government, the main responsible for local education, as well as by the situation presented, in which all people were shaken by what was happening and teachers were no different, mainly because they had to do a job without conditions, that would give a significant return to their work and especially to the students' learning.

The lack of support from the bodies responsible for education in the municipality, the lack of promotion of practices, strategies, methods and planning that would avoid such an impact



on learning, compromised the lives of students who in general are people who already live in a scenario that requires a look of empathy and solidarity, especially the guarantee of their rights by the government. However, they are excluded from public policies, which when they arrive are diminished, which violates human, political and educational rights, particularly because they live in a context of numerous challenges, where the school can be anywhere: a party room, a church, a room in a private house, that is, it is enough to allocate a teacher and wherever he goes. there will be called a school, there will be the presence of the State, in the figure of the teacher who receives all the criticism for what the governments have not done. This is a reality found in this archipelago called Marajó, perhaps in the other rural schools of this country.

Therefore, with this study, it was further reaffirmed that in the pandemic period the teacher continued to be displaced, there was little support for the development of his work. All the questions raised in this research were confirmed in the answers of the teachers, that their difficulties were much more than expected, reaffirming the thesis that the scenario of rural education still needs many transformations. What is expected is that there will be more responsibility from educational organizations and that planning will be a priority in the entire teaching-learning process of students, especially those who are inserted in public schools, institutions that need more attention from governments. We understand that this can be a favorable path for the construction of a different education from the pandemic period, which was carried out practically in the dark, disorderly, with little investment from the governmental sphere, but that from this experience reflections followed by positive implementations are opened and that will only cause this effect if the planning is present in the education department, in schools and in teaching work.



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