Distance Classes x Classes in Rural Schools: Difficulties related to the changes brought by the COVID-19 pandemic

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ABSTRACT

With the COVID-19 pandemic, brazilian education had to adapt to a new model, because with the need for social distancing, several establishments, including schools, had to remain closed. In order not to lose the school year, the governors introduced "remote classes", where students watch classes on TV and the internet. However, this new way of teaching can be an exclusionary way for some students who live in the countryside.

Keywords: Education, COVID-19 pandemic, Rural schools.

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INTRODUCTION

It is well known that education is a constant evolution where significant changes occur in the way children are taught. We also know that teaching should not be something plastered, fixed, like a ready-made frame that we apply in all school classrooms. The reality of the Brazilian population varies from region to region, from city to city, from neighborhood to neighborhood and, of course, from urban to rural.

To think of a rural education is to understand that there are people who live under the lights of the city and, beyond, outside its limits, there are those who live under the light of the stars. All that technological apparatus, fast internet speed, artificially lit streets and several other "perks" that are within the reach of urban citizens, is not a reality for rural families. Rural schools do not always have the best equipment such as good internet, asphalt at the door of the institution, constant light, among others. In this way, the most affected are the students who usually face kilometers from their homes to the teaching grounds, passing through precarious roads in a bus. When they arrive at school, classes may be suspended due to lack of electricity or other misfortune.

It should be noted that the quality of teaching is guaranteed by law. The Magna Carta of Brazil, drafted in 1988, says in its article 205 that:

> 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.

In article 206, in its first paragraph, it says that everyone has the right to "equal conditions for access to and permanence in school". The Constitution of Brazil is reinforced with the Laws of Guidelines and Bases of Education (LDB) of 1996, in its article 3, first item, where the "equal conditions for access and permanence in school" are guaranteed. Item 9, on the other hand, says that everyone has a "guarantee of quality standards".

Now, since schools throughout the national territory have guaranteed rights, why are several still in a precarious situation, especially those in the countryside? This abyss became clearer with the COVID-19 pandemic, where the introduction of remote classes emerged as an alternative to not let the school year be lost.

Next, we will address this situation by dividing the article into two parts. In the first, we will discuss this new way of teaching during the pandemic and how it is present for students. Due to the lack of sources on "distance learning for basic education", we will use authors who address Distance Learning (EAD) in higher education. This modality is close to what was offered in schools during the pandemic;

In the second part, the difference between a rural education and a rural education will be addressed, as well as data showing the difference between the rural and the city. With this, some

statistical tables will be presented with numbers from the Brazilian Institute of Geography and Statistics (IBGE) through the Continuous National Household Sample Survey (Continuous PNAD) and the Basic Education Census – IPEA as an argument for the disparity between the two.

TECHNOLOGIES FOR WHOM?

A new reality emerges on the horizon of education: remote basic education. With the arrival of the COVID-19 pandemic in Brazil, it was necessary to adopt social isolation, that is, closing all establishments and keeping people at home in order to prevent the virus from circulating. As a result, schools also had to close their activities indefinitely, leading the government to an impasse: how not to lose the school year in the face of this health catastrophe? The solution was to create the modality of remote classes.

This proposal is a challenge for the current school model, which has been in crisis for years. Silva (2003, p. 50) tells us that "we are witnessing, in modern society, the crisis of models". Brazilian education is constantly discussed, looking for a new way of teaching that is more attractive to educators and students. Coast *et al* (2014) say that in the traditional form of teaching exercised in Brazil, the teacher is responsible for transmitting information, while students are receivers, because what is passed on to students occurs "directly, [...] limiting their participation in the process" (p. 2089). The author also points out that didactics is essential for learning, because if there is no very concrete and grounded explanation, there will be a drop in performance on the part of students. For Preti (2009, p. 31), "the school that is there is not attractive, it is not creative. Its very closed and bureaucratized structure is an obstacle [...]". In fact, the system as it is presented to the student does not arouse interest, starting with the arrangement of the rooms with 40 students, desks lined up one behind the other, the teacher in front passing on the knowledge as omniscient, situations that demotivate both the educator and the learner. Although various methods and techniques try to change this, such as active methodologies, the model remains the same.

Several studies address the use of technologies to improve education, especially the tools that the internet provides, being able to search for news in real time to exemplify some subject. To this end, the possibility of expanding classes to the students' homes is investigated. The idea is not new, but it has gained traction with the pandemic. The origin took place in mid-1995 through the Secretariat of Distance Education of the Ministry of Education and Culture, elaborating a national plan in order to broadcast classes on TV Escola and through the National Program of Informatics in Education (PRETI, 2009).

Private schools and some government officials were already studying this possibility some time ago, but it was not clear how a change from face-to-face to a large-scale "partial remote" would be. With the urgency of the health crisis that has hit Brazil, it can finally be put into practice.

In the view of Preti (2009)

> The current technological means favor thinking about new learning situations, in which the face-to-face figure of the teacher, in most cases, is dispensable or he can interact not with a room of 20 to 30 students, but with hundreds [...]. If these factors indicate positive trends for the expansion of distance education, we cannot [...] deny that these same factors also point to and indicate disturbing and challenging trends, the reflections of which we can, in part, feel now, in the face of the crisis that our society is experiencing (p. 31).

From elementary school to college, they are displayed through video recordings posted on platforms, sending activities through apps, and others. The model is close to what is found in distance higher education. Costa *et al* (2014) report that in the distance modality there is no instantaneous or physical interaction between teacher and student, where the latter can have access to the content anywhere and at any time, as well as the former can send the activities at any time. They also point out that the "temporal and spatial flexibility" (IBID., p. 2090) is one of the most striking features of distance learning, for the simple fact that it enables people who are unable to attend a classroom to carry out their studies. The statement is valid, because it ends up democratizing education. For Preti (2009)

> if before there were many resistances and preconceptions about Distance Education, it seems that the current conjuncture has found in this modality an economically viable alternative, an option to social and pedagogical demands, with the support of the advancement of new information and communication technologies (p. 26).

The big question is: is this teaching model really as democratic as it is proposed? We know that, although digital inclusion is a reality, many Brazilians still do not have a connection to the world wide web or do not have quality access at any time. According to the Continuous National Household Sample Survey (Continuous PNAD) conducted by the Brazilian Institute of Geography and Statistics (IBGE), in Brazil, there is a great disparity in access to technological means if we compare urban and rural, the percentage per household can be seen in the table below:

Table 1: Percentage of households that own a microcomputer, *tablet* and cell phone.

	URBAN	RURAL
It has a microcomputer	46%	14,3%
Posui *Tablets*	13,8%	3,8%
Has a cell phone	94,95	82,3%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

Data from 2018 show that the cell phone is present in most homes, both in urban and rural areas, but it does not take into account whether it is a *smartphone* or a simpler model. On the other hand, the microcomputer in rural areas is found in smaller quantities, and the same can be said of the *tablet*. Vergara (2007) states that distance learning has a huge range of possibilities, but it is not

without limitations. When we think about the applications that governments use, a microcomputer makes it easier to study, because you open a browser and leave the program open in a tab. If there is any doubt, with just one click, you can open another tab and search in the search engine. Such a situation becomes more complicated on a cell phone, because with the screen being smaller, viewing becomes more difficult and the process more time-consuming.

Since the limitation of the use of these devices is not enough, there is still a limit to the number of internet access per household, as we can see in the following table.

Table 2: Percentage of households that do not have internet access.

	URBAN	RURAL
Service was expensive	25,9%	24,2%
Expensive equipment	4,1%	5,9%
Service unavailable	1%	20,8%
Lack of interest	39,4%	24,8%
I didn't know how to use it	26,1%	20,7%
Another reason	3,3%	3,6%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

When we look at the cost of internet providers, both in the countryside and in the urban area, the difference in households is not so great. What is most striking is the availability in the place, where almost 21% of rural households do not receive the service, compared to only 1% of urban households. This is due to the ease of distribution in the urban sector, where everything is practically ready. When it is thought about sending internet to rural sectors, it is necessary to carry out works, provide cabling and ensure the same quality, making it unfeasible for operators thinking about cost-benefit. Usually, the providers that reach these distant locations are not of good quality, with constant drops in connection and a price that is not consistent with the service provided.

In the following table, you can see how households that have internet access the network:

Table 3: Percentage of households that access the internet.

	URBAN	RURAL
Microcomputer or *tablet*	52,9%	24,5%
Microcomputer	50,5%	22,5%
Tablet	14,1%	4,9%
Mobile Cell Phone	99,2%	99,4%
Television	24,6%	8,4%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

The way that most people in the countryside have access to the internet is via cell phone. This device is considered indispensable these days due to its ease of use. If cable internet companies do not offer in these places or even charge a high price for installation and availability, as seen in the previous table, the remaining resource is to hire a cell phone plan. For the most part, the signal made

available is minimally satisfactory for its customers. The urban area has more than half of the accesses in other forms due, again, to the easy reach that the internet reaches homes, showing an evident contrast.

However, having a contracted plan does not mean that it works perfectly. In the following table, we can see the service of mobile networks:

Table 4: Percentage of households by operation of the mobile cellular network.

	URBAN	RURAL
Works	92,4%	68,5%
Doesn't work	6,7%	29,1%
I didn't know	0,9%	2,4%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

The heaviest investment by operators is to serve urban sectors, leaving something to be desired in rural sectors. Almost 30% of households are unable to access the internet on their cell phones for a variety of reasons, such as not having coverage of a communication tower, or their home being in a place inaccessible by the nearest tower, or even the device not supporting access. In many cases, people need to travel a long way to get a signal from the operator to use the applications, as only specific points have this access. The situation worsens when it rains, because if it is necessary to make a call or even study, the action becomes almost impossible, especially due to the drop or non-capture of the signal.

The Classes *on-line* should reach all students, however, it was seen in the tables above that this does not occur due to several obstacles. The system used by governments requires a minimally modern cell phone, where the student can download the program to be able to attend classes and carry out the activities sent by teachers. Vergana (2007) corroborates the idea by saying that

> Some technological limitations may occur, such as the low capacity of the computer, slow access, and lack of flexibility of the program. There is also to consider people's abilities to deal with computers, with the computer itself [...] (p. 4).

And he goes on to state that "in this way, the student needs to be familiar with computer, electronic and telecommunication technologies" (p. 5). Governments, knowing that there are limitations, especially in the countryside, have made classes available on television, in order to make up for the lack of access to the internet for a portion of the population.

The Continuous PNAD shows us what type of device the households have and what signal the television receives, as shown in the following tables:

Table 5: Percentage of households that have a television.

	URBAN	RURAL
Fine fabric TV	67,9%	43,1%
Tube TV	18,9%	42,9%
Thin-screen TV and tube	10,3%	6%
No TV	2,9%	8%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

Table 6: Percentage of households by signal received

	URBAN	RURAL
It has a TV with a digital signal	89,9%	64,1%
It has pay TV	34,3%	14,9%
It has satellite TV	24,6%	66,7%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, Continuous National Household Sample Survey 2018.

In the countryside, tube televisions are still used in large quantities, requiring a digital converter to access the channels. The tables show that the "universalization of education" has many barriers. Preti (2009, p. 25-26) states that remote or distance learning tries to show "that knowledge is available to anyone who wants it", however, this is not what happens. It is easy to think of an alternative that is supposed to be nationwide without considering the different situations that students face. Preti (1998, p. 26) says that alternatives can only be considered valid as long as they "enable access to knowledge to those who are socially disadvantaged". If that's not possible, you need to find another way to include these people.

AND WHAT ABOUT STUDENT LEARNING IN THE FIELD?

When we approach the rural, we must be free from the thought of backwardness and "pitifulness" of the people who live there. A large part of people have the belief that if the rural dweller is not a large farmer with his huge hectares of soybeans, corn or any other *commodity*, riding around the property in his pickup truck of the year with a *cowboy hat* proud of his cattle heads, he has the resemblance of Jeca Tatu, a character created by Monteiro Lobato. Now, the aforementioned thought is the most classic evidence of the prejudice that the field suffers, even in the 21st century. This is a reflection of conflicts between landowners and peasants, where the former want to subjugate the latter, take their land to expand their farms and thus profit more and more.

According to Souza (2012, p. 749-750),

> To this day, the concentration of land and property has generated endless conflicts in the country and political-ideological tensions that make it difficult to value the work of farmers, fishermen, settlers, riverside dwellers, quilombola communities, forest peoples and so many other categories that dedicate their lives to the production of food for domestic consumption.

The author also clarifies that throughout the twentieth century, the Brazilian countryside was the stage for several social movements that fought for equality and rights, citing, among the several,

the Peasant Leagues; Via Campesina; Movement of People Affected by Dams; and perhaps most iconic, the Landless Rural Workers Movement. All the movements were seen as troublemakers and accused of banditry in the countryside. This clash ends up creating the discourse of exclusion of these peoples, it is a way of playing public opinion against them. Arroyo *et al* (2005) state that

> There is a dominant tendency in our country, marked by exclusions and inequalities, to consider the majority of the population living in the countryside as the backward and out-of-place part of the desired project of modernity. In the [...] predominantly urban model of development, peasants and indigenous people are seen as endangered species (p. 21).

The rural exodus policies imposed by the Green Revolution and the greater tendency to expand the urban fabric that occurred from the second half of the twentieth century onwards, ended up changing the standards of living in Brazil. Urbanization begins to be seen as "progress" while the countryside is "backwardness."

Antônio and Lucini (2007) point out that

> Thus, an imaginary is outlined that, in order to live in the countryside, there is no need for extensive knowledge socialized by the school [...], considered that, for rural workers, the school education already offered to the Brazilian elites was not important (p. 178 – 179).

Rural education, in the words of Pereira (2016a, p. 11), "arises in the midst of the confrontations led by rural social movements, especially the Landless Rural Workers' Movement (MST)". The author continues her statement by emphasizing that this struggle was the result of a union of the rural collectivity, considering the project as "popular and revolutionary" (p. 28). More than that, the proposed claims against a current educational sovereignty allowed another path in pedagogical thinking. Souza (2012, p. 759) corroborates the author's argument, stating that one of its main points was the questioning of the "historical structural conditions of Brazilian society", focusing mainly on the differences in conditions for education, the system of exclusion that benefited some while disassisting others, in addition to the creation of public policies considered technocratic, perpetuating this difference. Arroyo *et al* (2005, p. 25) add that

> When we discuss rural education, we are talking about education that is aimed at all rural workers, whether peasants, including quilombolas, indigenous nations, or the various types of wage earners linked to life and work in rural areas.

A very important point that must be taken into account and made very clear is the difference between "Rural Education" and "Rural Education". The concept of Rural Education has existed since the Proclamation of the Republic in 1889, however, with the increase in migrations from the countryside to the city that occurred after mid-1910, the Brazilian government plans a method to keep illiterate people in the countryside, preventing their agglomeration in the city (MACHADO, 2017). The author also points out that the State, through the 1946 Constitution, transferred the

educational responsibility to the private sector, which should provide the education of people living in the countryside who were in some employment.

Costa and Cabral (2016) state that Rural Education was conceived as a way that subordinated peasants to alienation, following the logic of the teachings practiced in the urban sector that had nothing to do with the social, cultic and historical conditions of the rural people. The authors also state that this model "does not include the population as the protagonist of a local and global social project, does not involve them as active and creative subjects, and does not present the real conditions that bring possibilities to improve the lives of rural inhabitants" (p. 183), causing them to be reduced to producers for subservience to capitalism.

Antonio and Lucini (2007) point out that rural education teaches peasant inhabitants to read, write, perform mathematical operations and, above all, to settle these people on their land with agricultural techniques. Pereira (2016a) complements the authors by stating that this educational model imposes from the top down teachings that are not practical to the residents of rural areas, that is, the subjects and examples covered in the classroom are decontextualized from the lives of these people; teachers who do not have knowledge of the experience in the field; Books and materials used in the classroom do not match what is practiced by the students, bringing the urban reality to the countryside, because this model was considered advanced, leading this supposed improvement to the backwards.

Rural Education, on the other hand, is formalized by the 1996 Law of Guidelines and Bases of Education, however, it emerged with the peasant social movements in the 1980s, especially the MST, which were willing to modify school paradigms, not accepting a form of teaching in the form of a waterfall, where the decisions made on how to teach were written "from top to bottom, built only from books and approvals in cabinets" (MACHADO, 2017, p. 18326).

Costa and Cabral (2016, p. 183) refer to Rural Education as a "confrontation with the model of education imposed on peasants by the dominant class", a struggle for a curricular model that is of the reality of the inhabitants of the countryside, both in theory and method, exalting a protagonism of its actors, not being subordinated to the logic imposed by capital, but that they have exposed their knowledge, values, culture and knowledge. Souza (2012) points out that Rural Education has at its core the desire for visibility of peasants, to show their existence and that they are deserving of rights as much as the inhabitants of the cities, fight for the end of the imposed paradigm that the countryside is backward and serves only to meet urban needs. Machado (2017) corroborates the aforementioned authors, saying that this model differs from the previous one due to the protagonism of the peasants, taking into account the specificities they have. For Arroyo *et al (2005, p. 23),* "it needs to be a specific and differentiated education, that is, alternative", because, adds Pereira (2016a), there is a

need to transport the teachings outside the classroom so that the lives of these people have a change for the better.

Rural schools demand a special dedication from education professionals, especially teachers who need to plan classes according to the reality that students live, exemplify cases that are within the world known to them and understand the context in which they are inserted to avoid a disconnect between student and educator (PEREIRA, 2016a). There is a dominant thought that education needs to be the same for all schools. The statement is correct, however, it is necessary to make some reservations, because educational equality should be understood as equal opportunities for all institutions, with meals, access to pedagogical resources, qualified professionals and, mainly, adequacy of content according to the reality of the school community. In addition to these situations, we must take into account some factors such as the distance that students live from the school, because unlike the city, where the streets are paved, rural roads are a challenge to get to the institution, since they are not always in good condition or even transportation is precarious; another fundamental point is the school calendar, which is not adequate to the harvest and planting periods, because in addition to studying, many children and young people need to work with their parents in the field, sometimes being forced to miss some classes (PEREIRA, 2016b).

Observing this situation, it is important to emphasize that schools need to be equipped with materials within the context in which the students are inserted, because, according to Pereira (2016b, p.35), "in other words, it is necessary to assume the social function of education in order to make the teaching-learning process effective".

As we have seen, there is a need to maintain an education that values the specificities of the field. There is also an obligation on the part of the government to provide possibilities for this to occur, providing quality infrastructure through "roads, mail, telephone and other services, which allow the realization of transformative pedagogical practices through the communication network" (ARROYO *et al*, 2005, p. 51).

With the COVID-19 pandemic, Brazilian education was put to the test. The cancellation of face-to-face classes led the education system to look for alternatives so that the school year would not be lost. The solution was the implementation of online classes by cell phone or computer and transmission of recorded classes on open TV on different channels according to the year attended by the student. The activities and tests were done via mobile application or printed and delivered to the students, depending on the internet access situation they had. From this moment on, the basic education departments across the country began a race to be able to meet the required demand, preparing activities for the platforms, recording classes and adapting both for printing and delivery.

Costa *et al* (2014) point out that teaching with students at home is a great challenge because in the face-to-face model, students exchange experiences, talk, interact, dialogue, debate with their

classmates and teachers, which is fundamental in the cognitive development of people who will help in their professional and personal lives. The authors go on to say that the distance mode no longer has this direct contact, interactions are carried out virtually, there is a need for daily regulation for studies. In the latter case, we must say that there can be a certain damage in interpersonal relationships and requires even greater monitoring of parents in the way their children study.

Laguardia and Portela (2009) point out that for a good student experience in distance education, it is necessary that the student has responsibility and discipline to follow the studies and perform the proposed activities and tasks. Another factor that the authors reinforce is the ability to have compatible technological instruments and adequate materials, because wherever a failure occurs in the middle of this process, it can lead to the student's dropout.

Table 7 shows the percentage of students who did not attend face-to-face classes during the pandemic.

Table 7: Students between 6 and 17 years old who did not attend face-to-face classes.

	BRAZIL
Face-to-face classes	2,4%
Partially face-to-face	5,4%
No face-to-face classes	92,2%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, National Household Sample Survey – PNAD COVID19 November/2020.

We can observe that although there was a significant number of students who did not go to school in the period described, there were still some who attended the institutions, either totally or partially. Table 8, on the other hand, shows the percentage of students who performed school activities of those students who were not going to school.

Table 8: Carrying out school activities of students between 6 and 17 years old without face-to-face activities.

	URBAN	RURAL
Total or partial	87,9%	81,9%
Didn't perform	1,7%	1,5%
Not available	9,7%	15,9%

Org. BOHATCH, T. L. Source: IBGE, Directorate of Surveys, Coordination of Work and Income, National Household Sample Survey – PNAD COVID19 November/2020.

We can see that most of the tasks that were not available occurred in the field, which leads to a lower percentage of students who were able to follow the studies of those subjects. In an educational system that aims to equalize opportunities for city and countryside, such a failure is unacceptable. Valente (2009, p. 4) points out that "most distance learning courses implement solutions that try to implement a virtual version of the traditional educational system. The difference has been due to the degree of teacher-student interaction." Thus, as the pandemic came by surprise and the educational system was not prepared, many tasks and virtual classes were given as in the

traditional way, as the author says, which certainly led to many problems in carrying out the tasks. Valente (2009, p 5) goes on to say that

> First, the teacher cannot attend more than 20 students. Our experience has shown that this is an adequate number of students per teacher [...]. Second, it is necessary to have a team that helps the teacher understand what is happening, monitoring student activities and that helps the teacher develop material, on demand, to be sent to students. Third, this approach implies profound changes in the educational process. Even face-to-face education has not yet been able to implement these changes.

Tables 9 and 10 show the failure and dropout rates, respectively, of the students.

Table 9: Failure rate.

	URBAN	RURAL
Elementary School	0,8%	0,7%
Middle school	2,7%	2,6%

Org. BOHATCH, T. L. Source: Basic Education Census 2020/INEP.

Table 10: Dropout rate.

	URBAN	RURAL
Elementary School	1,0%	1,2%
Middle school	2,3%	2,4%

Org. BOHATCH, T. L. Source: Basic Education Census 2020/INEP

We can see that the failure rate for elementary school, both in the countryside and in the rural area, was below 1%, while the dropout rate was slightly above in both. For high school, the rate is above 2%, being higher. One of the possibilities for such numbers was the difficulty of students to keep up with their studies from home, where many would have to help with household chores, or even the negligence on the part of parents in not having a demand that their children attend classes. However, there is still the possibility of the problem of access to the channels and applications that governments have made available.

According to Laguardia and Portela (2009), other factors for school dropout are due to the increase in education via the internet and in virtual environments. This situation forces students to have a cell phone, a computer or a minimally decent tablet to follow their studies. Not to mention an internet with a considerable and constant speed to watch videos, send and receive files, among other features. They also continue to state that when they stay at home, students begin to do housework and other tasks to help their parents, resulting in them not being dedicated to studying, becoming discouraged to the point of abandoning their studies.

FINAL THOUGHTS

We can affirm that education has been tested under these conditions, opening new horizons and revealing new problems to be seen and reviewed in the near future. (NADAL, 2009, p. 29)

explains that neoliberalism and the tendencies to focus on a minimal state that capitalism imposes from the top down

> It intensifies disparities between rich and poor. To the extent that the idea of school has always been associated with the idea of construction, maintenance and/or social transformation, the school's difficulty in observing and establishing an educational project consistent with the current social characteristics and needs of currents can generate (or is generating) a crisis in it.

The crisis that has been plaguing our educational society for years has taken new directions and needs to be rethought. While private schools have state-of-the-art equipment for students, there are state schools that have leaks and outdated equipment. Of course, getting everything adjusted takes time, but we're already behind schedule. Another important point is what Preti (1998, p. 27) says, because we educators

> We cannot turn a blind eye to the progress and advancement of these new technologies or remain enraptured in front of them. We have a duty to know the technologies, to go inside them, to their logic, so that we can use them in order to achieve our ends, to carry out our projects. They should not simply inform, but rather form.

It was possible to see a huge amount of teachers who were struggling to be able to access some type of technology such as remote classes via apps, assignment of activities in virtual rooms and even make calls in a way that *Online*. This condition revealed how many educators also needed to update themselves on the issue of technological modernity to keep up with students. It is expected that in the coming years conditions will improve and technologies will be increasingly present, benefiting both teachers and students. With all these differences, there are still people who speak in meritocracy.

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