

**Distance learning in covid-19 times: from opportunism to legitimation**

**O ensino a distância em tempos de covid-19: do oportunismo à legitimação**

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**ABSTRACT**

The legitimation of distance learning for Basic Education, in the direction of the same phenomenon for Higher Education, during the COVID-19 pandemic, brings up a discussion prior to the virus, but present since the 2018 presidential campaign by the current Brazilian government: the regularization of distance learning for Basic Education. Faced with several uncertainties, this paper presents, from the analysis of three documents that regulated, in an extraordinary character, the distance learning and the modification in the school days of 2020, the argumentation used by both: the national documents and the state document on the topic, under a emphasis for the state of Rio de Janeiro. Such guidelines provide a kind of “laboratory” for future implementations, definitively, of this type of teaching for Basic Education and its expansion to Higher Education. In order to observe some experiences of school activity in the distance learning during the period of social distance, it was chosen to analyze documents and publication on websites and social networks: two federal institutions of Basic Education located in the state of Rio de Janeiro; from the State Secretariat of Education of the state of Rio de Janeiro; the prefectures of two municipalities also in the state of Rio de Janeiro. We conclude that the discourse that technology represents the modernization of teaching practices is legitimized, at the same time this it ratifies the process of scrapping Basic Education, especially public, expanding inequalities and social exclusion through digital exclusion.

**Keywords:** Distance Learning, Basic Education, Technology, Educational Process.

**RESUMO**

A legitimação do ensino a distância para a Educação Básica, na direção do mesmo fenômeno para a Educação Superior, por ocasião da pandemia da COVID-19, traz à tona uma discussão anterior ao vírus, mas presente desde a campanha presidencial de 2018 pelo atual governo federal brasileiro: a regularização do ensino a distância para a Educação Básica. Diante de um quadro de incertezas, este trabalho apresenta, a partir da análise de três documentos que regulamentaram, em caráter extraordinário, a atividade escolar a distância e a modificação nos dias letivos de 2020, a argumentação utilizada tanto pelos documentos nacionais quanto pelo documento estadual sobre o tema, fazendo-se um recorte para o estado do Rio de Janeiro. Tais orientações oportunizam uma espécie de “laboratório” para futuras implementações, em caráter definitivo, desta modalidade de ensino para a Educação Básica e sua ampliação para a Educação Superior. A fim de observar algumas experiências de atividade escolar na modalidade a distância durante o período de distanciamento social, escolheu-se analisar documentos e publicação em sites e redes sociais de duas instituições federais de Educação Básica sediadas no estado do Rio de Janeiro, da Secretaria Estadual de Educação do estado do Rio de Janeiro e das prefeituras de dois municípios fluminenses: Petrópolis e Barra do Piraí. Conclui-se que o discurso de que a tecnologia representa a modernização das práticas docentes se legitima, ao mesmo tempo que ratifica o processo de sucateamento da Educação Básica, sobretudo pública, ampliando as desigualdades e a exclusão social através da exclusão digital.

**Palavras-chave:** Ensino a distância, Educação Básica, Tecnologia, Processos Educativos.

## 1 INTRODUCTION

The technological advances of the last twenty years have substantially changed the social relationships of individuals, their relationship with the labor market, the world economy, mass communication and, of course, education. For Castells (2019, p.268), “in any process of historical transition, one of the most direct expressions of systemic change is the transformation of the occupational structure, that is, the composition of the professional categories and employment”. Corroborating this analysis, Pierre Lévy (1999, p.159) argues that “for the first time in the history of mankind, most of the skills acquired by a person at the beginning of his professional career will be obsolete at the end of his career”.

Although the existing dichotomy between the conception of the school as a trainer for the job market or as a trainer of critical citizens and active in society can, in fact, lead to different pedagogical views, there is a convergence on the changes that technology produces in the social scope. In the decade from 2000 to 2010, the entry of technology in schools was largely due to the emergence of computer labs and the incorporation of specific classes in these environments in the curriculum. Projects such as ProInfo, started in 1997 and redefined in 2001, of a federal character, aimed at expanding students' access to technology, through the installation of computer labs. In this project, it is possible to perceive the instrumentalization of technology, guaranteed by the acquisition of equipment, without a prior concern of how the insertion of students would be carried out. This type of proposal has shown, over the years, the deficiency of the public educational system, with respect to the relationship between the federal, state and municipal systems. The financing and purchase of the equipment was not sufficient to guarantee the functioning of the installed laboratories or the continuity of the project. The lack of equipment maintenance, as well as a professional who worked daily at the school, mediating activities with teachers and students, made many of these initiatives unfeasible.

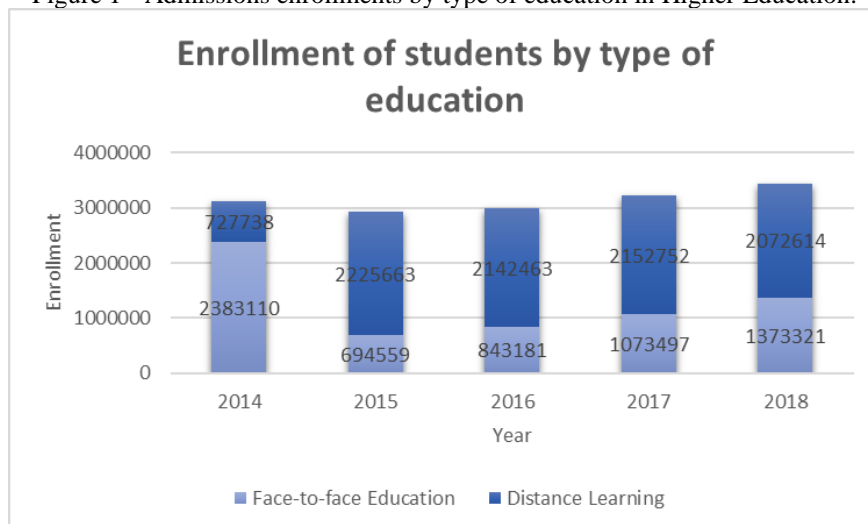
The decade of 2010-2020 marks a paradigm shift in understanding the role of technology in the educational environment. The unrestricted expansion of internet access, regardless of age and economic condition, allowed smartphones, in addition to notebooks and tablets, to provide access to the information society. It is noteworthy that, from 2011 to 2014, ProInfo incorporated other initiatives, aiming that each student had access to a computer or tablet. Thus, it was no longer enough to have a computer lab at the school. Internet access becomes the object of “desire” in the modern age and the criterion of “technologization” of a school environment is given in terms of its access to the internet. According to Castells (2019, p.437) “In 2000, 95% of public schools in the USA had access to the internet, although only a third of them had competent technical staff to train teachers and students in the use of the internet”. The Brazilian Ministry of Education, through Ordinance No. 29 of October 25, 2019, expanded the Connected Education program which will bring internet to 24,500 urban public

schools. Thus, 56% of Brazilian public schools will have access to the internet at the end of this expansion. There is a huge difference in Internet access for schools between USA and Brazil.

It is in this universe of internet access that distance learning (distance education) gains strength and challenges educational paradigms consolidated for decades. The substitution of the teacher for access, at any time, to content previously organized on a platform, activities that can be carried out according to the time the student has and the non-commitment to a rigid school structure, made up of several professionals, made the attractive distance learning, especially for higher education. In this perspective, according to data from the Brazilian Ministry of Education, the number of enrollments for those entering higher education in Brazil increased substantially in distance learning, as shown in Figure 1.

However, the inclusion of distance learning in Basic Education is still taboo. The role of the school for children and adolescents is not restricted to academic training. Socialization, the formation of ethical and moral values, the construction of citizenship, are examples of issues that the school, in its practices, provides to students on daily, face-to-face education. In this context, several attempts to insert distance learning into Basic Education have moved educators in the opposite direction, in a clear attempt to preserve educational advances achieved gradually over decades. It is worth noting that at present there is no legislation in Brazil that allows distance learning to be applied unrestrictedly to Basic Education. Carius (2020) discusses network communication for students in high school during their scholar activities. For the author, the use of technological devices for students in their classrooms is a reality and is necessary new teaching practices to due with this change of paradigm.

Figure 1 - Admissions enrollments by type of education in Higher Education.



Source: The author, 2020.

Based on state and municipal decrees determining social distance as a way to combat the pandemic, several guidelines and ordinances from both the Brazilian Ministry of Education and the State Education Council of the state of Rio de Janeiro legitimized, in an emergency way, distance learning for the Basic education. And this is the object of study of this work.

This paper aims to answer the research question: Did the pandemic caused by COVID-19 make it possible, on the part of the federal, state and municipal governments, to legitimize distance learning as a definitive alternative to Basic Education?

In order to answer this question, Ordinance No. 343 of March 17, 2020, of the Ministry of Education, Provisional Measure No. 934, of April 1, 2020 and Resolution No. 346 of March 23, 2020, of the Council were analyzed State of Education of Rio de Janeiro, the latter using Bardin's content analysis. Excerpts were selected in each document, which deal with the fulfillment of school days and minimum hours of activity, including the insertion of technological tools to carry out these activities. This report ends with a visit to the websites of two federal educational institutions that operate in Basic Education in the state of Rio de Janeiro; the Education Secretary of Rio de Janeiro's website and the websites of two city halls in towns in the state of Rio de Janeiro, in addition to consulting the social networks of the same institutions, secretariat and city halls. The measures adopted in each system were compared, in line with the documents previously analyzed. It was concluded that the guidelines given, in a comprehensive way, made possible the most diverse "ways out" to the problem of the suspension of face-to-face classes and that the use of technological tools, in this process, served different purposes, depending on each institution.

## **2 COMPLEX SIMPLICITY: DISTANCE LEARNING FOR BASIC EDUCATION**

Reflections on distance learning are many, especially in Higher Education, which has been growing over the years due to the expansion, by private educational institutions, of an increasing number of courses at low prices.

For Barreto (2019, p.229), 'to the extent that distance learning is always associated with **new languages**, of **new technologies**, face-to-face teaching, marked by teaching work, can be seen as old, worn out, worthless, lapsed'.

In fact, the paradigm shift for the information society brings technology as a brand of innovation. Lévy (1999, p.158) predicts a

'new style of pedagogy, which favors both personalized learning and collective network learning. In this context, the teacher is encouraged to become an animator of the collective intelligence of his student groups instead of a direct provider of knowledge.'

Based on Lévy's statement, it is possible to observe the presence of individualized learning, mediated by technological tools, together with collective learning, in a network, where each student can be in a different place or time than the others and, even so, learn collectively .

Peixoto and Araújo (2012) analyze the computer from two perspectives: as a didactic-pedagogical resource and as a political-pedagogical resource. In the first, the computer is taken as a pedagogical resource that can improve the quality of the teaching and learning process, the student is seen as a builder of knowledge and the teacher as a mediator between the student, the computer and knowledge. In the second perspective, enthusiastic views such as Pierre Lévy (1999) appear, as well as discussions that denounce the process of social exclusion arising from digital exclusion or the effects of digital technologies not to facilitate access to knowledge, but to manipulate ideas or stimulate consumption.

Given the positioning of these authors, it is possible to establish two antagonistic positions regarding the adoption of distance learning for Basic Education. The first, enthusiastic view, that it is necessary to modernize and that technological tools are inexorably present in society, and that the school needs to absorb them, before it is too late. Another, more pessimistic view, admits that the use of technological tools, in a country marked by profound inequalities like Brazil, contributes to the increase of these inequalities in the educational plan, promoting social exclusion through the digital exclusion that is necessary, considering the precariousness of public education, especially at the state and municipal levels.

Based on these views, the documentary analysis carried out in this work sought, through the content analysis proposed by Bardin (2011), to separate the guidelines established in Resolution 346 of the State Education Council, of March 23, 2020 in categories related to the discussions presented around the technological insertion in Basic Education, mainly in the distance learning. The document presents the following convergence with Ordinance No. 343, of March 17, 2020, of the Brazilian Ministry of Education: the simplistic way in which they deal with the transition from teaching in person to distance learning hides the minutiae of extreme complexity that only the school routine is capable of exposing.

### **3 BASIC EDUCATION AND DISTANCE LEARNING: INNOVATION OR SETBACK?**

Despite the emergency need to guarantee access to education for students during the period of social detachment due to the COVID-19 pandemic, the federal government and the state government of Rio de Janeiro presented guidelines for Basic Education which involved, in some way, the insertion of pedagogical activities through distance learning.

The federal government, due to its responsibility in relation to Higher Education, presented through Ordinance No. 343 of March 17, 2020, with changes made to Ordinance No. 345 of March 19, 2020, Article 1

‘Exceptionally authorize 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, by a higher education institution that is part of the federal system teaching, referred to in art. 2 of Decree No. 9,235, of December 15, 2017 ‘. (BRAZIL, 2020)

The only excerpt in which the term “technologies” appears, in the ordinance under discussion, is the one mentioned above. The analysis proposed by this text starts from this observation. It is observed, in Article 1, that the substitution of face-to-face subjects cannot occur indefinitely, but within the limits established by the legislation in force, in this case 40% of the total workload for Higher Education subjects. As it is not the responsibility of the federal government to enact guidelines for Basic Education, Ordinance No. 343, of March 17, 2020, makes no reference or guidance for Basic Education.

In this way, this analysis is complemented by the Deliberation of the State Education Council of Rio de Janeiro, no. 376, of March 23, 2020. It should be noted that this resolution considers, in its understanding, Ordinance no. 343, of 17 March 2020.

According to Bardin (2011), “categorization is an operation to classify the constituent elements of a set by differentiation and then by regrouping according to gender (analogy) with the previously defined criteria”. In this sense, the semantic categorization by theme was chosen, namely: distance learning, planning and organization of activities, technological resources and teaching materials. Table 1 presents the excerpts from Deliberation No. 376 of the State Education Council of Rio de Janeiro, categorized by the proposed themes.

Table 1 - Categorization of parts of Deliberation No. 376 by themes.

Theme	Excerpt from Resolution No. 376 of March 23, 2020
Distance Learning	Article 1 ‘Institutions linked to the Education System of the State of Rio de Janeiro, public or private in Basic Education and public in Higher Education may <b>reorganize their school activities</b> , based on their pedagogical projects, <b>to be carried out by students and education professionals in distance learning.</b> ’
Planning and organization of activities	Article 2 (...) ‘II - Basic education institutions must, with the <b>participation of their faculty, plan and organize school activities, to be carried out by students outside the institution</b> , indicating: a) <b>the objectives, methods, techniques, resources, as well as the expected workload of the activities to be carried out in person by the students</b> , according to the age range; b) ways of monitoring, evaluating and proving that students have achieved them.’
Technological resources and teaching materials	Article 4 ‘In Professional Education, the school activities developed during this period of exceptionality, in distance learning and computed to comply with the provisions of the Study and Course Plans, will be planned and carried out using didactic materials and / or available technological resources, with records and in line with its Pedagogical Project, the substitution of professional internship and laboratory practices being prohibited.’

Considering the categorization, by themes, excerpts in relation to the proposed themes stood out in bold, which were used to reflect and evaluate the criteria and referrals to Basic Education students in the state of Rio de Janeiro.

It is observed, from **distance learning**, that there is no obligation to change the classroom regime of school activities to distance learning. This article guaranteed, to several public education systems that operate in the state of Rio de Janeiro, the option to replace the workload after the return of school activities. The Provisional Measure No. 934 of April 1, 2020 stands out on this theme, in which the mandatory compliance with the 200 school days was removed, provided that the total number of hours in Basic Education was guaranteed.

Article 2 of Resolution No. 376 of March 23, 2020 indicates the obligation, on the part of Basic Education institutions that opt for the distance learning, of organization and planning of these activities, in line with the teachers linked to the institution. In this sense, objectives, methods and techniques as well as resources and workload of activities to be carried out by students in a non-face-to-face manner must be established. In view of this deliberation, it was observed that it was not mandatory to use technological instruments that mediate students' distance learning. This fact is mainly due to the lack of provision, in the current legislation, of the percentage of subjects in the distance learning for Basic Education. However, it was noticed that the private institutions of Basic Education in the state of Rio de Janeiro opted for this alternative, in the great majority, through the recording of video lessons, implementation of online educational platforms, as well as live transmission of classes, predominantly from the following platforms: Google Meet, Zoom and YouTube. The first reflection that arises is the



need, almost immediately, of private educational institutions, to offer a service similar to the service in person, aiming, above all, to not break the bond between students and the institution in which these are registered. In that case, what is the role of technological instruments? They are, in fact, promoting an advance in the way of teaching, changing perceptions of time and space and guaranteeing students innovative experiences in the virtual environment of the school or just being used as the only way to maintain the financial management of the institution, as this depends on monthly fees for your survival?

The second reflection that arises, still in the universe of the non-mandatory use of technological instruments in the mediation of school activities by Article 2, the rush, by municipalities and the government of state of Rio de Janeiro, to link some type of support via internet for students. Due to the state of public calamity decreed because of the pandemic of COVID-19, hiring and partnerships with private companies to provide services in the area of technology and information were questioned for serving other purposes and not, in fact, providing access to students of public school system. Absence of conditions for access to computers, tablets or smartphones, as well as access to the internet by the students, contribute to a distrust about the true intentions of these actions.

However, it was Article 4 that finally refers to technological resources, in the same way as didactic materials, for the effective fulfillment of school activities. It should be noted that Article 4 refers to Professional Education. The question that arises is the following: why was the use of technological resources not explained for the other segments of Basic Education, being restricted only to Professional Education? It is believed that, as Professional Education is linked to medium level and the legislation allows the offer of a small percentage of hours in this level of education in the distance learning, the use of technological resources for the students of this stage of education is discussed.

Considering the previous finding, the document leaves the Basic Education institutions in charge of considering the feasibility of using technological resources, in an implied manner, without indicating or obliging them to use this path to guarantee students access to content during the distance learning.

Despite the exceptional character of both Deliberation No. 376 of March 23, 2020 of the State Council of Education of the State of Rio de Janeiro and Ordinance No. 343 of March 17, 2020 of the Brazilian Ministry of Education, it is conjectured that these measures may, in some way, serve as a kind of “experimental laboratory” for future incorporations of distance learning measures in the state of Rio de Janeiro and in Brazil. However, given the absence of specific regulations for distance learning in Basic Education, there is a decentralization of actions, imputing the responsibilities to each institution individually.

Corroborating the decentralization previously mentioned, in Article 3 of Deliberation No. 376 of the State Council of Education, Sole paragraph, “the adoption of this norm or the construction of

specific norms” is allowed to the Municipal Councils of Education. At the same time that decentralization can characterize an advance, as it gives freedom to educational establishments to manage their activities, inserting teachers, family members, students, managers and employees in this extraordinary context, there is a setback when it allows the total lack of action by some educational institutions, presenting no alternatives to students and families as to the absence of face-to-face activities.

#### **4 AFTER ALL, WHAT WAS DONE? DIFFERENT APPROCHES TO THE EXTRAORDINARY SITUATION**

Considering the reflections made about the documents that guided the actions of public and private institutions of Basic Education in the state of Rio de Janeiro, we chose to analyze the actions of two federal Basic Education institutions located in the state of Rio de Janeiro: Federal Institute of Education, Science and Technology of Rio de Janeiro (FIRJ) and Federal Fluminense Institute (FFI). The choice for these institutions was made by both offering Professional Education, which involves laboratory activities and supervised internships and also, due to the performance of these institutions in the areas of research and extension, in addition to the teaching area. We also analyzed the conduct of activities for the state school system of the state of Rio de Janeiro and the conduct of activities for two education school systems in municipalities in the state of Rio de Janeiro: Petropolis and Barra do Pirai. The information evaluated and discussed at this stage of the work was taken from websites and social networks of the mayors, secretaries and the city halls or institutions under analysis.

The first analysis carried out was on the website of the Federal Institute of Education, Science and Technology of Rio de Janeiro and the institution's official Facebook. As of the date of this research, more than a month had passed since the suspension of classes in person and the institution, in compliance with Ordinance No. 343 of 17 March 2020 from the Brazilian Ministry of Education, chose not to offer distance learning activities during the period of suspension of classes, with subsequent replacement of these classes. However, the Emergency Operative Committee (EOC-FIRJ), in a public statement on April 20, 2020, emphasizes that teaching activities cannot take place, as well as a record of attendance by some teachers and recommends carrying out extracurricular activities and content review, promising punishments for teachers who do not suspend their regular activities. The same statement was linked on the institution's official Facebook page. Several comments in the publication reinforce the division of opinions among the academic community: some students worry about the loss of the school year and ask for activities online. Other students argue that some students' lack of access to computers and internet would make this migration unfeasible. It is noteworthy that the Federal Institute of Education, Science and Technology of Rio de Janeiro offers Professional Education courses

at high level and Higher Education courses, as well as courses in the YAE (Youth and Adult Education) modality. The institution, with a strong bias of technical training in the area of Chemistry, stood out in the production of alcohol gel and personal protective equipment for the community around the campuses.

The second analysis was carried out on the website of the Federal Fluminense Institute. Technical Note No. 3/2020 explains the institution's option for not changing the face-to-face classroom regime to the distance learning, allowing for other extracurricular activities or content review during the period of social distance. As of the date of this research, the initial period of social distancing established had not ended, and there was no other manifestation by the institution regarding the classes. It is noteworthy that, like the FIRJ, the FFI has been dedicated to research on topics relevant to the COVID-19 pandemic and strengthening the supply of personal protective equipment to the communities in which this institution is inserted. The FFI also offers, like the FIRJ, Professional Education and Higher Education courses on the different campuses.

The third analysis carried out was the measure taken by the state government of Rio de Janeiro regarding its own education system. Under the leadership of the state secretary of education Pedro Fernandes, there was a migration from physical classrooms to virtual classrooms, organized through the Google Classroom. A partnership between telephone and communication companies was made so that students had access to the internet and, consequently, could interact on the platform, in the same way that a partnership with Google was signed to guarantee this migration. This migration process took time, due to the size of the school system. The school system has also pledged to offer printed material to students who are unable to follow the activities online. The information described in this text are in profiles on Facebook and Instagram of Education Secretariat of the State of Rio de Janeiro, in addition to the official website of the Education Secretariat of the State of Rio de Janeiro. When observing the comments on Education Secretariat of the State of Rio de Janeiro's social networks, there is a persistent doubt as to whether online activities count as school days. The question was not answered by Education Secretariat of the State of Rio de Janeiro until the end of this survey. It should be noted that the objective described by Education Secretariat of the State of Rio de Janeiro for the insertion of the distance learning through technological resources is to keep students occupied during the pandemic. There are also records of students who have the need for printed material and that it was not delivered until the end of this research. As for lunch, a credit card was offered for students enrolled in the state school system of Rio de Janeiro, to assist with food.

The fourth analysis is directed to two municipal school systems of geographically distant municipalities, but which opted for very similar "exits": Petropolis and Barra do Pirai. The two municipal school systems linked a video informing parents and students how to proceed with online

activities, which were posted on a website in each municipality. The internet was not subsidized and the activities are optional: they will not be counted as teaching activity. As for school meals, another point of discussion pertinent to the municipal school system, the town of Barra do Pirai opted for the distribution of basic food baskets to the families of the students. The Petropolis school system distributed basic food baskets to the families of children in daycare centers and, for students enrolled in Elementary School, High School or Youth and Adult Education, a credit card was given to replacing access to meals. The information for this paper was taken from the websites of the school systems of the two municipalities, as well as from the official Facebook of the two school systems.

## **5 DISCUSSING THE PROPOSALS AND THE SUPPOSED SIMPLICITY OF TRANSITION BETWEEN FACE-TO-FACE AND DISTANCE LEARNING**

In view of the study carried out for different forms of conduct adopted by the federal education institutes, the school system of the state of Rio de Janeiro and two municipal school systems (Petropolis and Barra do Pirai) in the state of Rio de Janeiro, there is a similarity in the actions between the municipal school systems, which differ from the action taken by the state school system of Rio de Janeiro in some sense and which are opposed to the conduct of federal institutes.

Despite the media appeal from both the Rio de Janeiro State Education Secretary and the mayors of the two municipalities under analysis, who used, in most of the communications to the population, lives as a means of communication and social networks, it is evident the total unpreparedness of public education networks for the migration from classroom teaching to distance learning. For Castells (2019)

‘Schools and universities, paradoxically, are the institutions least affected by the virtual logic embedded in information technology, despite the predictable almost universal use of computers in classrooms in developed countries. But they will not disappear in the virtual space. In the case of elementary and high schools, this will not happen because they are centers for child care and / or repository of children, in the same proportion that they are educational institutions.’ (CASTELLS, 2019, p.482)

In the author's speech, two issues of extreme importance for the debate on the change of paradox regarding technology were neglected in public elementary and secondary schools. In developing countries, as is the case in Brazil, the universal use of computers in the classrooms of municipal and state public schools is not a reality. As discussed earlier, several government programs aimed at equipping schools with computers have been lost over time and have not modernized the school, as proposed. The other issue, more important than the first, concerns the school's own identity for children and youth in elementary and high school. The social function of the school, for this audience, goes far beyond its academic attributions, as it is intended to fill with the students' access to websites, virtual

classrooms or printed teaching materials. In fact, it is a huge step backwards to think that virtual classrooms, even when students have access to these, are capable of fully forming the student.

In this sense, offering a food aid and access to virtual content or activities to do at home distorts the real role of the school in the formation of students.

Since the federal education institutes are supported by the teaching-research-extension tripod, it is observed that the period of social distance and suspension of face-to-face activities made it possible to offer extension courses for the students, but in the distance modality, as well as research activities were developed in order to contribute to society with solutions to the installed crisis. Although there is a legitimate concern, on the part of some students, with the NHSE (National High School Exam) for entering Higher Education, the two institutions excelled in offering complementary training to students, in different perspectives of teaching, which represents an advancement, since a high school student enrolled in a state school in Rio de Janeiro did not have access to complementary or research activities.

In any case, for all institutions, the moment of the crisis is delicate and there is no general solution for the specificities of each school unit. In this sense, decentralization is a step forward, as it allows for thinking about specific solutions to the local problems of each school unit. However, the lack of confrontation by the municipal secretariats and Education Secretary of Rio de Janeiro regarding social inequalities and digital exclusion arising from the adoption of technological resources prematurely, without training or adaptation to the Brazilian reality, denotes the superficiality with which this theme is being discussed in different systems. Simplifying access to education through technological instruments is undoubtedly lessening the importance of education in the lives of children and young people.

## **6 CONCLUSION**

The present study aimed to discuss the insertion of technological resources for school activities during the distance learning due to the COVID-19 pandemic. Based on the content analysis of Resolution No. 376 of the State Council of Education of the state of Rio de Janeiro, the deliberations of this text were divided into themes: distance learning, planning and organization of activities and technological resources and teaching materials. After analyzing each section according to the themes, it was observed that the decision does not oblige public or private institutions in the state of Rio de Janeiro to adhere to the distance learning. Another question that arises is that, even schools that choose to adhere to the distance learning, should not necessarily offer school activities using technological tools. Other types of devices could be used, as long as they are consistent with the school's planning and organization according to teachers, students and the community attendance.

Based on this observation, the different measures taken in public educational institutions based in the state of Rio de Janeiro were discussed. It is concluded that, firstly, the lack of access to the internet by a considerable group of students from the state of Rio de Janeiro, as well as technological tools by the students, puts in check the premature and hurried migration from classroom teaching to teaching in the distance modality or mediated by technologies for Basic Education. It is noticed, as the social distance expands, that students and their families are less protected in this moment of crisis, since the school is not only responsible for the training of students as well as for their food. Issues related to students' social vulnerability have not been brought up for discussion by the authorities and further weaken the scrapped and obscure process of this transition from the face-to-face to the distance learning. The absence of a robust pedagogical planning, in which, in addition to the school managers, the pedagogues and teachers of these schools were agents in this transition process could contribute in a beneficial way, since the lack of consultation with the actors at the base of the education system has always shown itself, throughout history, harmful in building solutions to educational problems.

Finally, the migration to digital platforms almost unanimously by private schools in the state of Rio de Janeiro reflects more a concern with the provision of the service than with the quality of the work developed and the way it can be carried out under the conditions of the pandemic. . Although the public served by these educational establishments, in general, has access to the internet and technological tools, it is visible that the quality of the service provided at a distance is different from the service provided in person. This attitude led parents to ask for discounts in monthly fees.

Given the situation presented in this work, it is concluded that public education, in its most comprehensive conception, has been suffering, year after year, attacks by different areas. During the period of social distancing caused by the pandemic of COVID-19, there is an opportunism on the part of both the federal government and the government of the state of Rio de Janeiro, followed by municipal governments, for implementation, even if in an extraordinary way, from digital teaching platforms, replacing teaching activities in the public school systems, in a clear attempt to legitimize this new way of conceiving education, seen as modern and updated. However, despite the efforts made for such a process to be successful, there is a scrapping and abandonment of public power in relation to Basic Education. The adoption of mechanisms for the distance learning in public Basic Education exposes a situation that has been in place for years: is quality public education a priority for today's society?

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