

Educação na Amazônia: breves reflexões acerca dos impactos da pandemia nas escolas municipais de Manaus/AM.

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Resumo

Este estudo propõe uma discussão sobre a temática da educação em tempos de pandemia e quais os impactos nas escolas do município de Manaus. Evidenciamos como objetivo analisar as políticas adotadas pela secretaria nas escolas municipais e como ocorreu todo o processo e disseminação do vírus da covid-19 na capital do Amazonas. A pesquisa é de origem qualitativa, buscando investigar a compreensão do objeto de estudo em sua totalidade numa perspectiva crítica. Utilizamos como instrumentos a pesquisa bibliográfica, documental e empírica para a construção da investigação. Sabemos que a pandemia intensificou várias problemáticas na educação brasileira e a mudança do ensino FACE-TO-FACE para o ensino remoto trouxe inúmeras questões a serem discutidas e debatidas. Apresentaremos como a implementação das políticas neoliberais afeta a Educação Básica brasileira e como se intensificaram durante a pandemia da covid-19.

Palavras-chaves: Políticas públicas educacionais. Educação na Amazônia. Pandemia da covid-19.

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Education in Amazon: brief reflections about the impacts of the pandemic on municipal schools in Manaus/AM.

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Abstract

This study offers a discussion on the theme of education during pandemic times and its impacts on the municipal schools in Manaus. The general objective is to analyze the policies adopted by the education department in the municipal schools and how all the process and development of the virus took place in Manaus. This is a qualitative research, which aims to investigate the comprehension of the study object in its totality from a critical perspective. We know that the pandemic intensified problems in Brazilian education and, with the change from face-to-face to remote teaching, several issues to be discussed and debated emerged. We will present how the implementation of neoliberal policies affects Brazilian basic education and how they have intensified during the COVID-19 pandemic.

Keywords: Educational public policies. Education in Amazon. COVID-19 pandemic.

Educación en la Amazonia: breves reflexiones sobre los impactos de la pandemia en las escuelas municipales de Manaus/AM

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Resumen

Este estudio ofrece una discusión sobre la temática de la educación en tiempos de pandemia y cuáles son los impactos en las escuelas del municipio de Manaus. Evidenciamos como objetivo general analizar las políticas adoptadas por las secretarías en las escuelas municipales y como ocurrió todo el proceso y diseminación del virus en la capital. De antemano, la pesquisa es de origen cualitativa, buscando investigar la comprensión del objeto del estudio en su totalidad, en una perspectiva crítica. Sabemos que la pandemia intensificó problemáticas en la educación brasileña y como el cambio de la enseñanza FACE-TO-FACE para la enseñanza totalmente a distancia trajo numerosas cuestiones a ser discutidas y debatidas. Presentaremos como la implementación de las políticas neoliberales afecta la educación básica brasileña y como se intensifican durante de la pandemia de la Covid-19.

Palabras clave: Políticas públicas educacionales. Educación en la Amazonia. Pandemia del COVID-19.

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Introduction

The proposal of this research addresses a significant and current issue regarding the COVID-19 pandemic and its impacts on the educational sphere. We aim to present how the pandemic developed in the city of Manaus and the process of implementing remote classes in municipal schools until the resumption of blended and face-to-face activities. In this context, we will discuss how the pandemic exposed and intensified existing challenges in education in our country, given its historical process and the economic context that influences various aspects of society. The entire process has affected public primary schools, leading to greater impacts during the schooling of children and young people during the pandemic, highlighting even greater challenges for education in the Brazilian education system.

With the pandemic, the world had to adapt rapidly, implementing social isolation as an emergency measure to contain the spread and advancement of the virus. According to the World Health Organization (2020), social isolation was used as an ally against the transmission of COVID-19 to curb its excessive spread worldwide. Consequently, the population had to adhere to restrictive measures involving social distancing in public places, social isolation, or even lockdowns adopted by some Brazilian states during the pandemic, as well as the use of masks as a preventive measure and hand sanitizers to reduce the spread of the disease through contact with shared objects.

In light of this context, a study conducted in Brazil confirmed that social isolation has been an effective ally in combating the new coronavirus. By adopting preventive measures, it was possible to reduce the number of infections in some cities, consequently preventing fatalities (LIMA, 2020). Indeed, the pandemic forced us to adapt to this new reality, as we faced daily challenges overnight to survive the chaos. This process will leave marks not only on health but also in various contexts such as education, economy, and social relationships.

The highlighted aspects demonstrate the impacts that strengthened and exacerbated social inequalities during the pandemic imbalances that are consequences of the capitalist system, embedded in the neoliberal economic model in which we live.

The method used in this investigation adopts a historical-dialectical materialism perspective, which highlights the historical and social reality of the researched issue. It seeks to understand how the modes of capitalist production affect and influence human relationships with their environment, addressing analytical categories to present an important dialogue on points to be discussed through

materialism, such as contradiction, expropriation, and exploitation (MOURÃO; BEZERRA; ALMEIDA & NOGUEIRA, 2016).

Additionally, one of the instruments used for data collection is bibliographic and documentary research, which constitutes the foundation of this study. “A thorough analysis of all documentary sources that support the proposed research. [...] they can provide data or suggest potential sources of useful information” (MARCONI; LAKATOS, 2010, p. 142-143).

The qualitative approach (BOGDAN; BIKLEN, 1994) will be developed through a dialogue with a critical analysis of the theme, highlighting the study’s analytical categories, which will interact during the writing of the text. This approach will address how historical processes have affected education, highlighting the precarization of the educational system in its entirety. “The qualitative approach requires that the world be examined with the idea that nothing is trivial, that everything has the potential to build a clue that allows us to establish a more enlightening understanding of our object of study” (BOGDAN; BIKLEN, 1994, p. 49). Through this analysis, a dialogue will be developed regarding the challenges of basic education in the municipality of Manaus during the pandemic, discussing the impacts on education using the analytical categories to construct critiques of these political and economic processes.

Although there are few studies in the state of Amazonas focusing on the challenges of education during the pandemic, it is important to discuss and analyze the impacts on the educational system, such as remote classes and the return to in-person activities. Thus, a broad discussion of the content is necessary to provoke reflections on education amid the COVID-19 pandemic.

Therefore, the proposal of this research will highlight aspects that reveal the gaps amplified by the capitalist system in the current neoliberal economic model, which focuses on the deterioration of public education. This research emphasizes relevant aspects of the study object, highlighting how the process developed during the SARS-CoV-2 pandemic in education. It aims to analyze how these processes unfolded within their historical context and how they affected municipal schools in the city of Manaus in response to the proliferation of COVID-19.

COVID-19 in the State of Amazonas

Education in Brazil has been under attack, a process that has been both historical and structural. With neoliberalism as the prevailing economic model, public education has become a prime target for setbacks, undoing small victories achieved through the persistent efforts of educators

Education in Amazon: brief reflections about the impacts of the pandemic on municipal schools in Manaus/AM. and supporters of the cause. One of the main objectives has been to provide better working conditions for education professionals and to ensure the retention of students (PALÚ; PETRY, 2020).

To start this dialogue, we look back to December 31, 2019, when the World Health Organization (WHO) received an alert about a spike in cases and deaths due to respiratory insufficiency and pulmonary infection within a short period, raising concerns among authorities due to the fatal nature of the virus and its rapid airborne spread. According to the WHO (2020), the organization was alerted to numerous cases of pneumonia in Wuhan, Hubei Province, People's Republic of China. This was a novel strain of coronavirus that had not been previously identified in humans.

Following the news of this new virus, health authorities were on high alert, and on January 30, 2020, the WHO declared the outbreak of the novel coronavirus a Public Health Emergency of International Concern (PHEIC), the highest level of alert for the organization as outlined in the International Health Regulations. On March 11, with the excessive increase in cases and deaths from COVID-19 and its high danger and transmissibility, the WHO recognized the outbreak as a pandemic (PAN AMERICAN HEALTH ORGANIZATION, 2020).

In the first 17 days, there were over a hundred confirmed cases of the disease, and between March 14 and 21, there was a rise of over a thousand cases. After March 22, there was a significant increase in cases within a 24-hour period. April was the most concerning month for health authorities, primarily due to the numbers reaching high levels, with between 500 and 1,000 cases in a single day (WHO, 2020).

The number of cases in Brazil grew rapidly, setting records for the number of people infected daily. In Manaus, the situation was no different, becoming one of the capitals with the highest number of individuals contaminated by the disease in a short period (FVS-AM, 2020). Regionally, Amazonas confirmed its first COVID-19 case on March 13, 2020, in the capital, according to the *Fundação de Vigilância em Saúde do Amazonas* (FVS-AM), with a patient from the capital. By March 24 of the same month, the first death from the disease in the state was recorded (FVS-AM, 2020).

According to the *Fundação de Vigilância em Saúde* (FVS), the state of Amazonas experienced one of the highest contamination rates in the country. The average incidence rate of COVID-19 in the state was 1,836 cases per 100,000 inhabitants. Cities in the region with the highest rates of infection remained in the *Triângulo* area, between the Rio Negro and Solimões, with 4,492 and 3,105 cases per 100,000 inhabitants, respectively (FVS, 2020). Regarding mortality rates, FVS-

AM (2020) research indicated that Amazonas had the highest number of COVID-19 deaths, with an average rate of 70 deaths per 100,000 inhabitants, which is relatively high for the region.

In this context, with the excessive increase in COVID-19 cases in the state of Amazonas, one of the preventive and protective measures adopted was social isolation. This measure was crucial in reducing the number of COVID-19 cases in the state. However, it also led to the suspension of school activities in the capital and throughout the state as an initial measure to contain the virus, sparking important discussions about education amid the pandemic. Schools had to adapt to remote teaching, which presented numerous challenges for the educational sector.

The pandemic highlighted the consequences of a society marked by inequality within a neoliberal economic model, impacting the lives and routines of people with lower purchasing power. For example, when discussing quality healthcare, part of the Brazilian population does not have access to it. A segment of the population was denied access to quality healthcare due to insufficient structural conditions in basic health units.

We know that, due to the excessive reduction in funding during the recent administrations of Michel Temer (2016-2018) and Jair Bolsonaro (2019-2022), there has been a reduction in investments across various sectors, particularly in public health, research, and education. These investments were shifted from the public to the private sector, causing numerous problems for low-income populations that rely on these services for basic needs such as education and health. Miranda (2016, p. 569) points out that “The idea that the state should ensure universal public education with quality and public management is increasingly overshadowed by business and political interests that seek to make schools progressively more profitable.” Thus, this neglect of public institutions results in severe consequences for society, which has been exacerbated by the pandemic.

The Challenges of Remote Learning in Schools in Manaus

Brazilian education has a history of vulnerabilities throughout its trajectory, and the pandemic further highlighted these gaps in Basic Education. In this context, the government mobilized to implement measures to contain the spread of the virus as outlined by the World Health Organization (WHO), given that it was a pandemic and there was no vaccine to curb the effects of the rapidly spreading disease.

Social isolation emerged as a crucial tool for containing the COVID-19 virus worldwide, aiming to reduce and protect public health. Consequently, many professionals, especially in education, faced

Education in Amazon: brief reflections about the impacts of the pandemic on municipal schools in Manaus/AM. a halt in their daily work activities to ensure everyone's well-being. With the suspension of in-person classes, movements arose that had multiple impacts on education, particularly in underdeveloped countries, which lacked the infrastructure to support all students enrolled in basic education. This highlighted numerous challenges in delivering education to all, with harmful consequences for society.

In Manaus, the school year for municipal schools began in February 2020, but it was to be an atypical year due to the COVID-19 pandemic. The state government, in partnership with the municipality, transitioned to a remote learning model in all schools under the Amazonas State Department of Education and Quality of Teaching (SEDUC) and the Manaus Municipal Department of Education (SEMED). Classes began on February 3, 2020, and were suspended on March 16, 2020, as per Decree No. 42.061, which halted in-person classes for 15 days in all capital schools as a preventive measure against the spread of COVID-19.

With the social isolation situation, the state and municipal governments collaborated to provide access to all schools in Amazonas. The government launched the "*Aula em Casa*" (Home Class) project, initially serving only state students not attending regular education. Many riverside communities in various parts of the state needed assistance to improve education conditions in more remote areas. The media center project was expanded, using online and television platforms as alternatives to continue the teaching-learning process and offer education to all public school students. The initiative was innovative and interesting, but it is known that the target audience for both municipal and state schools are low-income individuals, and not everyone had access to technology and communication means to continue their education.

The new emergency model was introduced in schools throughout Amazonas in the public basic education network to continue the educational process. Remote classes were implemented in Amazonas starting on March 18, 2020, following the approval of Resolution No. 30/2020 by the Amazonas State Education Council (CEE/AM). A few days after the council's decision, SEDUC established the remote class regime, as published in Portaria GS No. 311/2020 (SEDUC/AM, 2020).

The government decided to use digital platforms such as YouTube, Instagram, and certain television channels to reach as many students in the public education network across the state with the "*Aula em Casa*" program. This program includes YouTube channels with over 125,000 subscribers, covering education from Early Childhood to High School, and offering classes through TV channels 2.2, 2.3, 2.4, such as TV *Encontro das Águas*. This plan was implemented by the state

government in partnership with the municipal government.

With the pandemic, the project was expanded throughout the state with the help of media center professionals from SEDUC, in collaboration with SEMED, utilizing network teachers to provide educational and pedagogical content to students in both municipal and state schools. This initiative aimed to continue the educational process, even outside the school environment due to social isolation caused by the COVID-19 pandemic. It served as a tool to facilitate access to education in a safe manner, attempting to prevent further spread of the fatal virus, which, at times, led to death.

In Amazonas, both teachers and students in the public education system were affected by the impact of social isolation and faced various challenges during the quarantine. Many educators were not prepared for this sudden change, particularly in fully utilizing technology as a means to continue the educational process and maintain the teaching-learning relationship between teachers and students.

With the measures adopted by the municipal and state education networks, schools in Manaus implemented remote learning as a crucial element to continue the educational process, aiming to prevent even greater gaps in Brazilian education. Digital platforms and other communication means, such as radio and television, were used to offer access to education to students. However, it is known that not everyone had access to technology or means to stay connected to the internet. There was also an alternative to provide printed materials to students in situations of extreme social vulnerability, but many were unable to continue their studies due to financial constraints, as they could not afford transportation to the school. This situation made accessing education difficult, especially since a portion of parents and guardians lost their jobs during the pandemic (PALÚ, 2020).

Distance and social isolation also highlighted how important schools are as access points. Through schools, many students participate in programs that aid and contribute to their physical and intellectual development, such as school meals, tutoring classes, access to books, and internet connectivity (PALÚ, 2020). In other words, for many of these children and young people, the school is a space of accessibility and opportunity.

Another point to highlight during the pandemic was the issue of teachers' professional development. As it was an emergency situation, teachers had no time to prepare. The government and education departments collaborated to provide ongoing training for professionals, aiming to assist them in adapting to the new teaching model. This highlighted the lack of continuous professional development and how this process remains a path full of obstacles for public Basic Education

Education in Amazon: brief reflections about the impacts of the pandemic on municipal schools in Manaus/AM. teachers. Many educators already had some form of training, but a portion of them lacked skills in using technology in the classroom, due to difficulties, resistance, or even the lack of necessary materials provided by education departments and schools.

It was a time for re-planning and reorganizing, as education professionals faced a new reality where technology would not only be an ally in the teaching-learning process but a continuous tool to maintain connections with students and schools due to social isolation. This new work reality exposed teachers to various situations, which can be characterized as social issues of the capitalist model within the neoliberal socioeconomic system, that were evident in the school environment and intensified during remote learning. In these conditions, education professionals observed an increase in school dropouts and issues related to students' family realities, such as lack of family structure, technological resources, cases of violence, and financial instability, all coming to the forefront with greater consequences. Another significant problem was the considerable increase in teachers' workload, with professionals receiving messages beyond their official working hours, leading to physical and mental exhaustion. In addition to the numerous challenges faced during the pandemic, many education professionals experienced physical and psychological illness throughout the social isolation period and during the return to blended school activities.

The *Fundação de Vigilância em Saúde* (FVS) opted for mass testing among state network professionals, starting from August 13 to September 4. The investigation revealed that in 78% of reported cases, the probable infection of the virus occurred through community transmission, likely between April and May, before the return to blended classes, and in 28% of the more recent cases, outside the school environment (FVS-AM, 2020).

According to FVS-AM, most COVID-19 infections occurred before the return of classes. Despite this, professionals still did not feel secure about resuming blended activities. For this reason, the *Sindicato dos Trabalhadores em Educação do Amazonas* (Amazonas Education Workers' Union) (SINTEAM) requested that both state and municipal education departments revert to the online class model, citing the increase in COVID-19 cases in the Amazonas city and the schools' lack of preparedness to comply with sanitary protocols required by the *Agência Nacional de Vigilância Sanitária* (National Health Surveillance Agency) (ANVISA).

Throughout the process, there were many contradictions. Many teachers, parents, and guardians believed it would be better to resume in-person activities, leading to a conflict of opinions amid the issue. Some teachers had difficulty managing new technologies, especially using social media to

deliver lessons and content. Teachers had phones, but they could not handle the volume of files received daily due to slow processors and insufficient storage for the number of files and photos.

The prospect of returning to in-person classes in Amazonas, both in municipal and state schools, raised numerous concerns within the school community, particularly in 2020, when professionals had not yet been vaccinated. This led to various disputes and challenges in the school routine. Amazonas was one of the pioneers in proposing the return of in-person classes, both in the capital and the interior. The state schools were the first in Brazil to resume in-person classes, generating significant controversy with the government and its supporters for proceeding in a delicate and dangerous situation involving a lethal virus.

The table below shows how the schedule and process for returning to in-person classes developed.

Table 1 - Return of School Activities Manaus/AM - 2020/2021

Início		Término	
S E M E D	02/05/2020	FACE-TO-FACE	03/17/2020
	04/01/2020	REMOTE	12/17/2020
	09/15/2020	BLENDED	09/24/2020
	02/18/2021	REMOTE	05/28/2021
	05/31/2021	BLENDED	08/20/2021
	08/23/2021	FACE-TO-FACE	12/17/2021
S E D U C	02/03/2020	FACE-TO-FACE	03/17/2020
	03/23/2020	REMOTE	08/07/2020
	10/08/2020 – Capital (High School)	BLENDED/FACE- TO-FACE	12/14/2020 - Capital
	09/30/2020 – Capital (Elementary School)	BLENDED/FACE- TO-FACE	12/14/2020- Capital
	11/23/2020 - Interior	FACE-TO-FACE	12/14/2020- Interior
	02/18/2021	REMOTE	05/31/2021
	06/01/2021	BLENDED	08/21/2021

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	08/24/2021- Capital	FACE-TO-FACE	12/17/2021- Capital	FACE-TO-FACE
	09/08/2021- Interior	FACE-TO-FACE	12/17/2021- Interior	FACE-TO-FACE

Source: Table prepared by the researcher *

It is important to highlight that, despite numerous protests from teachers alongside SINTEAM to delay the return of in-person classes in Basic Education schools, the entire process generated considerable controversy, especially since there was still no forecast for the vaccination of education workers.

The governor decided to start hybrid in-person classes for high school students in the capital, and then, on August 24, initiated the same model for elementary school students. However, with the increase in the number of teachers infected with COVID-19 in the meantime, the start date was postponed to September 30. According to FVS (2020), within just two days of testing, the number of infected teachers rose to 342. These figures were disclosed by the *Fundação de Vigilância em Saúde* during a virtual public hearing by the Legislative Assembly of Amazonas (ALEAM), discussing the pandemic scenario and the issue of returning to in-person classes.

If we look at São Paulo, where the first case of the disease in the country was reported on February 26, 2020, the state resumed in-person activities in schools on November 3 of the same year, with a plan for a maximum of eight students per classroom to prevent the contamination of children and teachers. In contrast, the reality in Amazonas was different, as the return to in-person classes in a hybrid model on August 10 gradually returned to normal. Therefore, the return to classes, even under a BLENDED regime, could indeed lead to an increase in contamination among the Amazonian population.

The state government released a document titled "Plan for the Return to In-Person Classes," conducting a survey with closed-ended questions among teachers, managers, and parents/guardians of students in the public education system. This investigation presented results on which the department relied for the return of in-person classes. It is worth noting that, based on the data collected, the investigation provided a result that served as a basis for resuming in-person activities for both state and municipal schools, as the "*Aula em Casa*" project covered both educational networks.

Amazonas was still not prepared for the return to classes, mainly due to the scale of the disease, as it was one of the states in Brazil with record daily numbers of deaths and people infected with the disease. Therefore, the resumption of school activities, even in a blended format, posed a significant

risk to the teaching staff, students, and other education workers.

When highlighting the numbers, just in the year 2020, the number of teachers who were infected with COVID-19 and died from the disease is 17 educators, of whom seven are from SEMED and ten are from SEDUC. These data were available on the websites of the aforementioned secretaries through the condolences published by the agencies. During this period of returning to in-person classes, four teachers from the state education network passed away. Below is the explanatory table.

Table 2 - Number of Teachers Who Passed Away in Manaus/AM Between 2020 / 2021

	Nº	Gender		Deaths
SEMED	7	Female	5	Between April 14 – May 2, 2020
		Male	2	Two others were on June 13 and October 9, 2020
SEDUC	10	Female	5	Between May 8 – July 6, 2020
		Masle	5	Three others were on October 5 – November 1, and December 9, 2020

Source: Data obtained from the websites of the state and municipal education departments.
Table prepared by the researcher *

It is worth noting that the return of in-person classes in the state of Amazonas sparked ongoing debates, and many teachers felt that it was not yet the right time to resume activities. However, as shown by the research conducted by SEDUC, teachers opted for the hybrid model in two groups to resume their face-to-face activities, with the necessary measures indicated by WHO and ANVISA.

It is important to emphasize that in 2021, the city of Manaus experienced another collapse in its healthcare system, with a significantly high number of deaths, especially compared to the previous year. With the delay in the vaccine rollout, the situation became a public health crisis, making headlines not only in the country but worldwide. In 2021, according to the Ministry of Health (2021), teachers were added to the list of professionals who would receive priority for vaccination to ensure a safer return to schools, while adhering to the safety measures proposed by ANVISA.

Final considerations

With the pandemic, the world had to change radically in a short period. The situation intensified a crisis across various sectors of society, affecting the global population. Consequently, with this change and disruption of routine, safety measures were implemented to reduce the spread and

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The entire process had impacts across various areas, including social, political, cultural, educational, historical, and especially economic, as many workers lost their jobs during the pandemic, leading to increased unemployment and intensified social inequality. Besides the economic instability, healthcare was one of the main areas affected by the pandemic, particularly due to the lack of sufficient infrastructure to handle the mass population, given the sudden spread of the COVID-19 virus, causing concern among health authorities.

The situation was no different in the state of Amazonas, which was structurally unprepared to handle a large influx of patients during the pandemic. This was particularly true for the interior of Amazonas, where some municipalities lacked Intensive Care Units (ICUs) and only had health posts, necessitating the transfer of numerous patients from the interior to the capital, resulting in a collapse in healthcare and crises in public and private hospitals.

Another area significantly impacted by COVID-19 was education, which faced numerous challenges during the transition from remote learning to blended and face-to-face formats. This transition had various repercussions throughout the school environment, despite the state and municipal governments utilizing alternatives such as online platforms and television channels to provide access to education for all public school students.

We know that the target audience of some of these schools consists of low-income individuals, and a number of students lack access to technology and communication means. This prevents students from connecting with the school environment and complicates the educational process for children and adolescents.

There are numerous expectations for the end of the COVID-19 pandemic so that we can return to normality without the need for masks and protective measures. The pandemic has had consequences for society in various ways, which are difficult to repair.

Despite the constant attacks on education in our country and the historical processes of oppression that are part of the capitalist context, it is important to highlight that the pandemic has intensified the challenges. Despite the adversities faced by education professionals, the struggle for quality in public education has become more challenging. Indeed, Brazilian public schools constantly face attacks from conservatives and neoliberals who aim to transform them into a profit-driven

business, making education a service for those who can pay and diminishing its importance in the social development of individuals.

In an attempt to minimize the losses during the COVID-19 pandemic, it has become clear how significant and essential schools are as spaces for education, culture, and socialization. They highlight the importance of the interaction between teachers and students, serving as a driving force for developing learning processes and socialization through human contact for the formation of responsible citizens.

Even though there are daily challenges faced by education professionals, the importance of schools as significant spaces belonging to everyone has been emphasized. Through schools, students participated in programs that supported and contributed to their physical and intellectual development, such as school meals, remedial classes, access to books, the internet, technology, etc. In other words, for many children and young people, schools are spaces of accessibility and opportunities. Schools have become indispensable and could not wait for families to fully assume the role of teaching.

Therefore, despite the numerous challenges faced during the pandemic in Brazilian education, schools did their best to adapt to the new reality. However, we know that this scenario will lead to many issues and harmful consequences for education, which are emerging now and will become apparent in the future. This will likely lead to important debates concerning the improvement of the quality of education in Basic Education in our country.

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