


COVID 19 AND EDUCATION: Reflections and possible ways

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COVID 19 Y EDUCACIÓN: Reflexiones y posibles formas

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ABSTRACT:

The present work presents results from bibliographical and documentary research. For research purposes it is considered necessary to understand how the relationship between Covid-19 and education is configured, reflecting on its consequences and possible ways to solve the post-pandemic problem; Locate the relationship between Covid-19 and education according to the inequalities presented in the pandemic period; Identify the relevance of fulfilling the right to education in the pandemic period according to documents that offer this guarantee fully, as well as analyzing the inequalities in the pandemic period between public and private education. This is a bibliographic and documentary study in relation to the design of methodological procedures.

KEY-WORDS: Rule of law; Right to education; Covid-19 Pandemic; Public education; Educational Inequality.

Introduction

With the title: "Covid-19 and Education: Reflections and Possible ways", this study includes a relationship between the impacts caused by Covid-19 and its relationship with the educational process, observing its teaching systems, in addition to analyzing how these situations are factors in the learning of thousands of Brazilian students, situating this relationship with educational inequalities between students from the public and private schools, verifying the fulfillment of the right to education in a full manner, as prescribed by several documentary instruments that these companies are.

Therefore, we list the following questions as guidelines to achieve the stipulated objectives: What is the scientific concept of Covid-19? How do the impacts caused by

the spread of the virus in Brazil correlate with education? What reflections can the interference caused by the virus's ramifications on the educational system can be listed?

The debate and the construction of scientific bibliographic material on the referred subject portrays the urgency of mechanisms that are viable alternatives for the full guarantee of the rights listed in constitutional documents and their ramifications so that access to education is carried out.

It is necessary that, even beforehand, the presentation of full arguments that provide equality between citizens, seeking the process of equality with regard to the fulfillment of rights.

Anyway, these are fundamental rights in their historical context, great past transformations, originating from the French Revolution and the ideas of "freedom, statistics and fraternity", exposing the need for state intervention to guarantee standards for all, in addition to numerous international agreements over decades for fundamental rights fulfilled as stated by Delgado (2011) "structured legal prerogatives or advantages of the exposure, affirmation and projection of the human person and his life in society".

The impacts caused by the Covid-19 Pandemic present the evident need for the functioning of existing instruments and the creation of other surpluses so that the State can intervene to protect the fundamental rights of citizens. Taking into account the foregoing, education is configured as a social right and needs to be guaranteed to all in a universal character and with qualitative criteria as emphasized in (LDB / 96) "to develop the student, to assure him the common formation indispensable for the exercise of citizenship and provide him with the means to progress in work and further studies".

It was sought to understand the scientific concept of Covid-19 as well as its transmission and the impacts on society in general and more specifically in the educational context, without neglecting the observance of education as a fundamental right and the need to keep active existing legal instruments and the execution of surpluses so that the State can promote the defense of the citizen with regard to the full fulfillment of his right.

The investigation was guided by means of bibliographic and documentary research, of a qualitative nature having as reference empirical research and bibliographic review. Gil (2011) observes that bibliographic research allows the researcher a wider range of phenomena in relation to which they outline the object proposed for investigation, obtaining a broad analysis with several views on the same subject.

A literature review, whose theoretical research addresses several studies that deal with the impacts of Covid-19 on the educational process, as well as its ramifications show

reflections on a social inequality between public and private education, seeks to elucidate a central idea of text as well as descriptions of the topic. In the final considerations, comment on the results of the bibliographic research on a descriptive nature, signaling yet other possible researches that are likely to foster discussions regarding the object.

Literature review

Covid-19 (sars-cov-2) and its relationship with education

Coronavirus is a group of viruses that cause respiratory interventions, in the current pandemic caused by this new agent, on December 31, 2019 the virus was introduced to the world in Wuhan, China. Currently, the virus causes in its patients an acute pulmonary syndrome called coronavirus (COVID-19). In 1937 the first coronaviruses were detected, however, only in 1965 the virus was called the Coronavirus, due to its microscopic shape that is similar to a crown.

Some coronaviruses are considered mild and therefore common, among them the ones that are most lodged in the human body are the alpha coronavirus 229E and NL63 and beta coronavirus OC43, HKU1. It is natural that a large part of people are contaminated during the life process by coronaviruses, so basic care is needed to combat this agent that lodges in the human body and causes several symptoms similar to those of a common flu.

Vabret et al. (2003), states that the virus of the Coronaviridae family is not a cause of severe respiratory syndromes, however they end up stimulating small colds that can cause symptoms of simple respiratory diseases, such as flu and cough.

The origin of coronavirus epidemics is unknown, however outbreaks of low-risk respiratory diseases similar to the current pandemic are not entirely unknown. Different Coronaviruses have been causing disease in animals since 1912 where the initial record of feline infectious peritonitis occurred, the first disease caused by coronavirus to be described by Science.

Coronaviruses undergo mutations in the course of their evolution process, for this reason new coronaviruses may appear, however this factor is not a reason for panic or exaggerated dread on the part of the population. Coronaviruses have been used for years as a model that are instruments for verifying mutations and that show changes in the species. (Baric et al., 1997, 1999).

The emergence of infectious diseases throughout human history is not new, the world has already undergone several processes of adaptation and fight against other threats to humanity, some examples are: Spanish flu, AIDS, swine flu, bubonic plague, cholera among dozens of people others.

Anyway, it is necessary to remember that in 1894 Japan appeared, but in Hong Kong, respectively, the third pandemic of bubonic plague, and only after five years the disease arrived in Brazil, differently from the pandemic that plagues the planet today that is proliferating of rapidly caused by the growing globalization of the contemporary world.

The current pandemic presents an effective retrospective of globalization and the contemporary world model stimulated by capitalism, in addition it forces governments to build public policies together to fight Covid-19. It is necessary to state that this proliferation of the virus is in reality a massacre of minorities that are neglected by the Brazilian State and need the establishment of effective public policies for the protection of an economic, social and health character.

The proliferation of the new coronavirus across the planet has brought a new social reality to billions of people, as the disease does not yet have a vaccine to promote immunity in the human body. The most positive effect for the reduction of cases worldwide is social isolation, thus avoiding agglomerations of people.

In several countries around the world governments are making a real effort to contain the virus through quarantine, In Italy the government has imposed a strict isolation where it ordered the presence of security forces in the public square to monitor possible offenders who dare to leave the streets to carry out a simple walk..

Such actions are purposeful because they prevent the advance of an invisible enemy and are recommended by the World Health Organization - WHO. However, social isolation actions, despite promoting positive results, also have consequences that need to be managed in a progressive way with regard to the protection of citizens and their respective rights guaranteed in legal provisions.

One of the fundamental rights that millions of children, adolescents and young people have is education, as highlighted in the Universal Declaration of Human Rights in its Article 26

All human beings have the right to education. Education will be free, at least in elementary and fundamental grades. Elementary education will be mandatory. Technical vocational education will be accessible to everyone, as well as higher education, is based on merit. Education will

be oriented towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. Education will promote understanding, tolerance and friendship between all nations and racial or religious groups, and will assist United Nations activities in support of peacekeeping. Parents have a legal right to choose the type of education that will be given to their children. (FALTA REFERENCIAR).

Taking into account that one of the effects of the new Coronavirus Pandemic is the suspension of face-to-face classes for millions of students worldwide, and social isolation measures are of fundamental importance to combat the proliferation of Covid-19 since it has not yet been implemented vaccines exist for effective immunity against the virus, the right to education needs to be preserved through existing legal instruments and, if necessary, the creation of new devices aimed at the realization of this right by the State power and the inspection of the methods found for the compliance with it.

With regard, more specifically to Brazil, the suspension of face-to-face educational activities aimed at preventing crowding and thus protecting students, education professionals and family members responsible for students, this action presented devastating social inequality factors with regard to access to the internet and the possibility of remote classes offered by the State. In this sense, the State becomes co-responsible for the realization of the rights guaranteed in the legal instruments and the citizen who owns them is the holder of that right and can signal legal actions against the State itself to guarantee the right in which it has.

Right to education: guarantees in the current legal order

The Federal Constitution of 1988 makes it clear that Brazil is established as a democratic state of law and places the dignity of the human person as an essential parameter for the quality of life in society (CF / 88, art. 1, III). Furthermore, it is noteworthy that one of the proposals of our republic is the structuring of a socially just, free and supportive country (CF / 88, art. 3, I) In this sense, the so-called social rights are tools used by the state to stimulate and to promote quality of life and the development of the exercise of citizenship for all. As highlighted by Lenza (2012, p. 1078):

[...] It is undoubtedly an important instrument to plan and ensure a dignified existence for all. The State must foster a non-recessive economic policy, so much so that, among the principles of the economic order, the search for full employment stands out (art. 170, VIII). It appears as the foundation of the Republic (art. 1, IV), and the economic order,

according to the dictate of social justice, is based on the valorization of human work and free initiative.

Recognizing it, it appears that the rights are established so that everyone recognizes it, these considered as social rights, are, in fact, directed to all individuals, establishing parameters so that the quality of life and the zeal for human dignity are realized in society. The law becomes an essential object that requires the effectiveness of all and the state when it is its obligation.

Social rights are fundamental tools guaranteed by the extensive catalog in the Brazilian legal system and through this to defend citizens from their possible non-fulfillment.

During the industrial revolution, which occurred in Europe, the working class went through several situations that were explicitly inhuman, since the large-scale production format that took the place of the form of artisanal labor, enslaved workers. The bourgeois, owners of factories in Europe, aimed excessively at profit at all costs driven by the growing wave of capitalism in the world, exploited workers who could not get with the little they earned if they want to meet their human needs such as adequate food and clothes to wear. The workers' dissatisfaction with the working conditions they had and with the low salary and the high load of hours worked stimulated a great need on the part of the proletariat to guarantee social rights for all.

After these facts and without prolonging the debate too long, the need to guarantee minimum rights to all became evident, and the movement gained strength in 1917, where in the Political Constitution of the Mexican States, the cancellation of the re-election to the post of President of the Republic was approved. Republic and rights such as individual and political freedom were guaranteed, in addition to the effective growth of the public educational system and the protection of salaried workers.

Several movements around the world also had an important influence in guaranteeing social rights for all, such as the Russian and German Constitutions of 1919. The guarantee of a minimally dignified life was an idea that gained strength and, from such movements, the peak of its promulgation was the approval of the Universal Declaration of Human Rights at the UN in 1948, the most relevant document on social rights based on the principle of human dignity that presented basic rights such as social security, leisure, paid vacations and education for everyone mandatory and free of charge.

Aiming at the focus of the study for education, this one stands out in the list of human rights, as it presents itself as fundamental to the practice of citizenship. Thus,

affirms the Federal Constitution on social rights, including the right to education "Social rights are education, health, food, work, housing, transportation, leisure, security, social security, maternity and child protection, care for the helpless, in the form of this Constitution "(ART 6º, CF/1988).

The basic educational offer of education is a subjective social right guaranteed by law for all Brazilians, fundamental element for the construction of citizenship, being regulated by a grouping of precepts, norms and laws that address relationships between school, family and society in general.

Subjective public law is characterized as a constitutional device where its holder can judicially demand its compliance, thus education is presented as a free subjective right and can be required by any citizen. The constitutional text itself portrays education as the right of all and duty of the state, by means of article 205 of the CF that makes clear: "Education, the right of all and the duty of the State and 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".

From the duty of the State, are born obligations that must be respected both from the part who has the responsibility to implement them, as the powers constituted, and from the collaboration from other subjects involved in these obligations (CURY, 2010).

Chauí (1989, p. 20), highlights:

The practice of declaring rights means, in the first place, that it is not an obvious fact to all men that they are bearers of rights and, on the other hand, it means that it is not an obvious fact that such rights should be recognized by all. The Bill of Rights inscribes rights in the social and political spheres, affirms their social and political origin and presents itself as an object that demands the recognition of all, demanding social and political consent.

Social rights are presented as fundamental "Of all that is seen, it is clear that social rights, among them education, have as their foundation the zeal for the dignity of the human person, both in its individual aspect, and in the social sphere, here dressing its solidarity aspect" (Cordeiro e Galindo, 2008, p. 125).

Education, constituted subjective public law, a social law, is guaranteed by the state from its federal entities, union, states and municipalities jointly, collaborating with the family and society for the promotion of the common good and effective preparation for the labor market. According to Sarmento (2012, p. 17) "with the constitutionalization of social rights, the individual has the power to act, that is, of prerogatives to charge the state the positive benefits promised in its constitutional text".

In any case, education must be made possible and stimulated, through the co-participation of society aiming at the integral evolution of the individual for his performance in the labor market and in the full enjoyment and exercise of his citizenship in society. (cf/88, art.205).

Education, in addition to a right guaranteed by the Federal Constitution and the LDB - Law of Guidelines and Bases of Education is also an obligation of the state, where the educating must necessarily according to be enrolled in regular school from 4 to 17 years, preschool, primary and secondary education. (EC 59/2009)

Education goes far beyond a simple guaranteed right, but it is an obligation of the state, of the family and of society. The school age, as previously presented, is between 4 and 17 years, so according to (ECA art. 55) states: "Parents or guardians have the obligation to enroll their children or pupils in the regular school system" the family is obliged to keep the educated enrolled in the regular school network, where the state, in turn, is also obliged to offer.

Thus, it is concluded that education is presented through regulatory documents such as the LDB - Law of Directives and Bases of Education, CF - Federal Constitution and ECA - Statute of the Child and Adolescent as a subjective public right with the purpose of transforming the state based on the obligation of teaching, positioning the holder of the right with legal exceptions to require it, when it is denied by the state.

The function of expressly stipulating in the constitution that a given right is a subjective public is to permanently exclude minimalist interpretations that social rights cannot be enforced in court, nor generate individual claims. It is a figure that reinforces the existing regime, in addition to providing a guideline for a better understanding of social rights, in terms of its potential for effectiveness. (DUARTE, 2009, p.117).

It is clear that the right to education is regulated through a legal system created by the state for the realization of a social right guaranteed in a democratic state of law, that is, the state uses documents and public policies created by itself to offer something that is its obligation. The Federal Constitution guarantees social rights, which are mostly ordered as subjective public rights, because they are the responsibility of the state, seeking the generation of individual benefits.

Possible ways: Education as a social and fundamental right to the individual even in times of pandemic

As previously stated, the moment that humanity is going through is worrying, in Brazil there are about 3 million children, adolescents and young people who are out of school to avoid agglomerations and consequently the proliferation of the new Coronavirus.

Alternatives need to be built for the realization and fulfillment of the right to education in a full way for all these students who need educational care, complying with normatives present in constitutional legal provisions.

Some states are adopting alternative online education systems to meet the school calendar in the public network, but the question is: How to offer online education if about 60% of students do not have internet access? What is the role of the family in this alternative process of education? Does this method originate equity in the educational process?

The questions lead to the reflection that education is not only an obligation of the State but also precepts the full participation of the family, that is, the family is the individual's first contact with the learning of ethical values, moral and affective situations involving everyday situations even before going to school for the first time.

Consequently, it appears that the educational burden of a child does not belong only to the state, the Brazilian constitutional legal system stipulates that just as the state must offer education in a qualitative and free manner, the family is responsible for carrying it out in a collaborative character of the educational training: "it is the duty of the state and the family". It is the obligation of the family (CF / 88. Art.205). In other words, the State needs to present viable alternatives for the implementation of educational practices arising from public policies that present a full partnership between the State and the family so that the student is assisted by both institutions and thus present results that make education complete.

It is necessary to emphasize that, according to legal instruments, the family needs to fulfill its role as an institution that collaborates with the State for the education of the individual, being under reservation that, if this is not fulfilled, it may serve a prison sentence.

Thus, through collaborative exercise with the state, the educational formation of the individual is effected with the predominant family presence. Obligation, not merely a mere prerogative - art. 6º. of LDB law 9.394/96 and art. 4º. And 55 of Law 8.069/90 - ECA, in addition, the family's non-participation in the educational execution of their children is a crime with the character of intellectual abandonment stipulated in Article 246 of the Brazilian penal code as cited by the ECA:

Failing, without just cause, to provide (sic) primary education for a school-age child: penalty - detention, from 15 (fifteen) days to 1 (one) month and a fine". You see: penalty of 15 days to a month or fine. It should be noted that administratively the obliged person will be punished with a fine, or, in the worst case scenario, will suffer a sanction related to family power, as stipulated in the ECA. (FALTA REFERENCIAR)

The State needs to offer school education, preparing students for the job market and for life, however due to the covid-19 pandemic, face-to-face school units need, even though for a period of time they remain closed to protect students, teachers, employees in general and family members who make contact with students when they go to their homes

Here, it is noticeable that the State plays its role in offering education in an adequate way and that in addition to this practice, it also creates and places in coercive prerogatives practices that aim to ensure the participation of the family in the education of their offspring. Considering the legal instrument mentioned, the Statute of Children and Adolescents in its article 249, also stipulates "To violate, intentionally or wrongfully, the duties inherent in the paternal family power or arising from guardianship or guardianship, as well as determination of the judicial authority or Guardianship Council" (Art. 249 ECA).

Dias (2009, p. 48) says that "Pluriparental families are characterized by the complex structure resulting from the multiplicity of bonds, ambiguity of the functions of new couples and a strong degree of interdependence".

The family is the main foundation for human development, thus making it essential because it is through the affective family links that, gradually, through socialization, have made it who it is.

In this sense, (WELTER, 2014, p. 74):

The family is now established by marriage, stable union or by the community formed by any of the parents and their descendants, called monoparental, nuclear, post-nuclear, unilinear or sociological, seeking the ideal of happiness, of care, affection and communion full of life and affection.

Therefore, a collective effort between the government and the family, associating this with the teaching staff of the teaching units and the analysis of the students' possibilities according to their reality can be done to implement public policies that

make the educational process even in the period possible and accessible pandemic to all.

Still in the same direction as before, Article 227 of the 1988 Constitution of the Republic has been affirming that:

It is the duty of the family, society and the State to guarantee to children and adolescents, with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, to freedom and family and community coexistence, in addition to putting them safe from all forms of neglect, discrimination, exploitation, violence, cruelty and oppression. (FALTA REFERENCIAR).

Thus, the criticism of the mechanisms created by the state for the effective participation of the family in the education of children is emphasized: do the mechanisms work effectively? Are both the state and the family able to effectively exercise the role stipulated to them? What is the concept of family currently evident?

However, what is the role of the family? In contemporary times, the family is not only made up of parents and offspring; the contemporary family has another concept firmly evidenced in modernity. Such an institution, currently, is not formed only through marriage bond or by the stable union between a man and a woman (art. 226, § 3º., cf/88), and is currently accepted as such. The family today is formed by the union of two people, including being of the same sex and without children. Thus:

The view of the sociology of education on the relationship between families and schools has been transformed. The naming in the singular, family-school, when referring to the standard of the heterosexual nuclear family, has been neglected by its use in the plural, family-schools, due to the recognition of an extensive range of family backgrounds, resulting from new combinations of structures and values (remarriages, homosexual couples, single-parent families, stable unions and so many others) (BRANDÃO, CANEDO, XAVIER, 2012, p. 199).

Allied to all the current changes, the vast majority of fathers and mothers exercise some employment activity outside, and end up not participating effectively in the school life of their children, observing from this perspective the first references that the student will encounter during his life trajectory. they will come from school and not from home, meeting friends in the institution's corridors, venting largely with teachers who treat them literally as children and placing public agents and especially their teachers as personality models in their psychological aspects of training for their training.

At the center of this whole process of change, the family tries to survive as an effective and unique institution in society, trying in every way to maintain its "facade" of responsible for the educational formation of the students. The state, on the other hand, also tries to keep itself alive through the mechanisms it creates to promote quality and universal education to all with the support of families.

Inequalities between public and private education in pandemic period

Since the period of social isolation presented by the Ministry of Health effected by Brazilian states and municipalities, a large proportion of students from public schools are if unassisted by the State that thus fails to comply with regulations present in constitutional documents that guarantee access to education offered by the State with the support of the family.

However, one factor that must be taken into account is the wide inequality of access between private and public education. While millions of children, adolescents and young people are in their homes with absolutely no instrument of access to basic education, students from private schools were mostly just a week without basic classes in Portuguese, mathematics and writing, after this period platforms of online teaching, or linked to different means of communication are being used by teachers and students for continuity even though remote from the school year, thus fulfilling norms present in the legal provisions.

The basic education provided by the government has been questioned for decades regarding its quality and effectiveness. Evaluative processes of the INEP that only 5% of students present an income considered "good" with regard to basic. In addition, performance continues to fall over the past few years.

Meanwhile, private basic education occupies the best positions regarding the occupation of vacancies in federal universities and renowned institutes in Brazil and the world. What is wrong? What aggravating factors is the Covid-19 pandemic revealing to Brazil regarding the supply and quality of education?

While thousands of young people are being assisted in their homes, having access to the internet, computer or smartphone, thus continuing their educational activities, others do not have the food necessary to survive in this pandemic period.

It is necessary to explain that the Law of Guidelines and Bases of National Education (LDB), Law No. 9.394 / 94 determine:

The requirement of at least 800 hours and 200 days, in each school year, as a common rule, but guaranteed autonomy to education systems to organize this offer according to their specificities (FALTA REFERENCIAR).

The big question about the continuity of the school year that in the private schools continues at full steam are the instruments used and the alternatives to serve students, according to data from Pnad 2017, about 43% of Brazilian students have access to the internet and computer in their homes, in states like Pará only 19% have internet access in their homes.

The factor is worrying, as it reveals immense social inequality and the need for state assistance to provide an opportunity for most of the students who are in a vulnerable situation. It should also be noted that just having access to the internet does not represent an effective application of teaching, as external factors can interfere with the quality of teaching, without taking into account the individual's human affection and contact at school and this is also considered a learning experience because it stimulates this living in society.

Table 1 List of students from public schools/Brazil

Stage	Computer/Tablet	Internet/home	Broadband/Home	Comp/tablet and broadband at home
Elementary school	37%	76%	49%	31%
High school	48%	86%	61%	42%

Source: PNAD (2017)

As evidenced above, only 31% of elementary school students have the necessary support to be assisted by the state through online devices, while 42% of high school students are remotely fit. This highlights the disparity of social status between the public and private, while the majority of students occupy public schools, the other reality has more positive financial conditions and occupy the best positions in society.

Most of these students have different ages, profiles, conditions and needs that cannot be legally and ethically disregarded in the implementation of an academic calendar. These subjects refer, among others, the quilombolas, rural peoples, forest peoples, itinerant peoples and water peoples, riverine population and traditional communities.

Table 2 List of students from private schools /Brazil

Stage	Computer/Tablet	Internet/home	Braodband/Casa	Comp/tablet and broadband at home
Elementary school	82%	97%	88%	77%
High School	86%	98%	91%	83%

Source: PNAD (2017)

As shown above, the social condition of private school students, their access to technologies and their training processes are more concise because they have a more positive financial condition than other students who need the help of the State to reach an objective.

It is worth noting that about 83% of high school students with regard to private education have access to the Internet, that is, while millions of public schools are being unassisted the private network continues at full speed, thus making i the process of unequal competition favoring the bourgeois class that has more access to education in this difficult period of Covid-19 Pandemic.

In addition to the natural students enrolled in the public network we have about 1,250,967 special education students, who are entitled to Specialized Educational Care, including the 160,000 who are in exclusive classes; 157,448 Indigenous students; 5,328,818 field education students and 33,499,551 students enrolled in urban schools, including those living on the streets.

There is a need for a deep reflection on the direction that education should take in this pandemic period so that global groups that seek to induce governments and monitor citizens by stipulating a way of acting globally with regard to education are trying to do.

In addition, education should not be treated as a commodity, but as a constitutional guaranteed right that is present in several legal documents that guarantee all students public, secular and quality education. Educational assistance to all public school students within the processes in which it is inserted observing their social environment, training procedures that make up their daily routine, family effects and the constitution of the being as a whole.

Final considerations

As presented during the speech, the debate over education in this difficult period of the Covid-19 pandemic is extremely necessary for society. In this sense, observing constitutional rights as guiding instruments for the implementation of public policies that guarantee the education of millions of Brazilian students becomes unique in the midst of so much institutional disorder in the Brazilian political environment.

The right to education should be considered not only phrases present in constitutional documents but actions that need to be taken by the Brazilian state to make the future of millions of students possible, as well as giving them the opportunity to realize their dreams.

Alternatives exist, and need to be discussed, the reduction of social inequality and the transformation of the fair dispute process are objectives that need to be taken so that education can be at its core, fraternal, supportive and based on the equity of preparing students for the labor market and for life.

Thus, education constitutes the rights of all and the duty of the State and the family and must take place in schools, families and in informal places that value the construction of an egalitarian and possibly socially just society.

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RESUMO:

O presente trabalho apresenta resultados oriundos de pesquisa bibliográfica e documental. Para fins de investigação considera-se necessário compreender como se configura a relação entre a Covid-19 e a educação refletindo sobre suas consequências e possíveis caminhos para a solução do problema pós-pandemia; Situar a relação entre a Covid-19 e a educação de acordo com as desigualdades apresentadas no período de pandemia; Identificar a relevância do cumprimento do direito à educação no período de pandemia de acordo com documentos que ofertam essa garantia de forma plena como também, analisar as desigualdades no período de pandemia entre ensino público e privado. Trata-se de um estudo bibliográfico e documental em relação ao delineamento dos procedimentos metodológicos.

PALAVRAS-CHAVES: Estado de Direito; Direito à Educação; Pandemia Covid-19; Ensino Público; Desigualdade Educacional.

documentales. Para fines de investigación, se considera necesario comprender cómo se configura la relación entre Covid-19 y la educación, reflexionando sobre sus consecuencias y las posibles formas de resolver el problema pospandémico; Localice la relación entre Covid-19 y la educación de acuerdo con las desigualdades presentadas en el período de la pandemia; Identifique la relevancia de cumplir el derecho a la educación en el período de la pandemia de acuerdo con los documentos que ofrecen esta garantía en su totalidad, así como analizar las desigualdades en el período de la pandemia entre la educación pública y privada. Estudio bibliográfico y documental en relación con el diseño de procedimientos metodológicos.

PALABRAS-CLAVES: Amazonas; CAPAS; Comunicación; Evaluación.

RESUMEN:

El presente trabajo presenta resultados de investigaciones bibliográficas y