

THE PANDEMIC OF COVID-19: The impacts and trends in the process of continuing teacher education

A PANDEMIA DA COVID-19: Os impactos e tendências nos processos de ensino, aprendizagem e formação continuada de professores

LA PANDEMIA DE COVID-19: Impactos y tendencias en los procesos de enseñanza, aprendizaje y formación continua del profesorado

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RESUMO:

The article aims to analyze the implications of the COVID-19 Pandemic for the field of education in the region of Tocantins' Amazon, especially for the process of continuing education for teachers in the State Education System. The research is based on historical dialectical materialism, having as reference the bibliographic and documentary research in ordinances, provisional measures, decrees, opinions and other normative mechanisms issued, mainly, by the Ministry of Education, National Council of Education, Government of the State of Tocantins and State Education Council. From a critical perspective, it is assumed that the adoption of public-private partnerships as an educational policy and the expansion of distance education greatly compromises the constitutional principle of democratic management and the quality of education.

KEYWORDS: Public Educational Policy. Democratic management. Public-private partnership. Continuing Teacher Education. Covid-19.

Introduction

The article presents a partial result of the analysis carried out along with bibliographical studies and documents that propose and guide about the impacts and trends of COVID-19 in the process of continuous teacher training. The general objective of the article is to analyze the implications of the COVID-19 Pandemic for the field of education in the region of the Tocantinsense Amazon, especially for the process of continuous teacher training in the State Educational System.

Aiming specifically at: 1) identifying the implications of the OVID-19 Pandemic in Education in the Tocantins Amazon Region; 2) analyzing the Collaboration Regime and Democratic Management as opposed to Public-Private Partnerships in Basic Education in the State of Tocantins; 3) discussing about OVID-19 and the impacts on the process of continued teacher training.

To help us achieve the proposed objectives, the question that guides this investigation is: What are the implications of the COVID-19 Pandemic for the field of education in the region of the Amazon of Tocantins, especially for the process of continued training of teachers in the State Educational System?

For this purpose, the qualitative approach is adopted, in which the research is carried out using bibliographic and documental analysis. The choice of the research theme was driven by our performance as public school teachers in the State of Tocantins. And because we understand that COVID-19 has reached several systems, especially the educational system, a system that deserves to be highlighted, since, due to the guarantee, the right to education, it has been abruptly deprived of the students in its most diverse levels of education, since, like the whole society, as a result of the public health policies adopted in the country, they are in a period of social distancing.

The outbreak was declared a Public Health Emergency of International Importance on January 30, 2020. The World Health Organization - (WHO) and Ministry of Health Brazil declared, on March 11, 2020, that the community dissemination of OVID-19 in all Continents characterizes it as a pandemic. To contain it, the WHO recommends three basic actions: isolation and treatment of identified cases; massive testing; and social distancing.

Thus, because of the isolation imposed by the COVID-19 pandemic, classes were suspended and the 2020 school calendar was paralyzed in the State of Tocantins, as in most Brazilian states and municipalities, in accordance with the recommendations of the WHO and the Brazilian Ministry of Health.

In this way, contextualizing continuing education and researching it can allow it to transform and go beyond the technical and operational components normally imposed on teachers by the competent authorities, which do not take into account the collective dimension of teaching work and the real situations faced by these professionals in their daily practices during a pandemic period.

In view of the situation in the educational system, we are surprised at the motivations that justify the Secretariat to carry out training in partnership with private institutions, with or without profit motives, and in the distance modality, to the detriment

of the public-public partnership, within the state itself, with the Federal University of Tocantins (UFT), State University of Tocantins (Unitins) and Federal Institute of Tocantins (IFTO), with a view to joint and continuous planning, definition, implementation and evaluation of state public policies.

Implications of the Pandemic of COVID-19 in Education in the Tocantinese Amazon Region

On January 30, 2020 the World Health Organization (WHO) declared that the Covid-19 caused by the new Coronavirus characterized a Public Health Emergency of International Importance. On March 11, the WHO characterized it as a Pandemic, which means that all regions of the planet were affected. By May 13, 2020, more than 4.2 million people had already been infected worldwide with the new Coronavirus, approximately 300,000 deaths (WHO, 2020).

In Brazil, on February 3, 2020, the Ministry of Health (MS) issued Ordinance No. 188, which was published in the Official Gazette (DOU) on February 4, in which "Declares Public Health Emergency of National Importance (ESPIN) due to human infection by the new Coronavirus (2019-nCov)" (BRAZIL, 2020). According to official data from the MS (BRAZIL, 2020), the first cases were confirmed in late February. After 45 days, there were already 15,000 dead and 200,000 infected.

In view of this scenario, we highlight in this section of the article the positioning and decision making of the main organs and institutions in the field of education in Brazil, mainly the Ministry of Education (MEC) and the National Council of Education (CNE), at the national level and as the focus of our research, the Government of the State of Tocantins, Tocantins State Secretariat of Education (Seduc-TO) and State Council of Education (CEE-TO) on the implementation of educational activities in educational institutions, the reorganization of School Calendars and the possibility of non-presential educational activities due to the proliferation of the OVID-19 pandemic.

On April 1, 2020, Provisional Measure No. 934, signed by the President of the Republic Jair Messias Bolsonaro and Minister of Education Abraham Bragança de Vasconcelos Weintraub, was published:

"The establishment of basic education education shall be exempt, on an exceptional basis, from the obligation to observe the minimum number of days of effective school work, pursuant to the provisions of item I of the main section and paragraph 1 of art. 24 and item II of the main section of art. 31 of Law no. 9,394, of December 20, 1996, provided that the minimum annual workload established in the said provisions is

complied with, in compliance with the norms to be edited by the respective education systems". (BRAZIL, 2020).

This Provisional Measure established exceptional rules for the school year in the area of basic education in Art. 1 and higher education in Art. 2, in line with what is assured by Law No. 13,979 of February 6, 2020, which "Provides on the measures to confront the public health emergency of international importance due to the coronavirus responsible for the outbreak of 2019.

In this almiré, the CNE launched on April 17, 2020 the Call for Public Consultation with the objective of collecting subsidies and contributions regarding the "Opinion on the Reorganization of School Calendars and the carrying out of non-presential pedagogical activities during the COVID-19 pandemic period" (CNE, 2020). According to the Call for Proposals, the documents with the proposals should be forwarded by April 23, 2020.

On April 28, 2020, the CNE Full Council approved CNE/CP Opinion No. 5/2020, which deals with guidelines on the "Reorganization of the School Calendar and the possibility of calculating non-presential activities for the purpose of meeting the minimum annual workload due to the Pandemic of COVID-19" (CNE, 2020). This opinion states that more than 400 contributions were collected from the most diverse public and private bodies, in addition to professionals from basic and higher education on the subject.

In the above mentioned opinion, the CNE recognizes that "the competence to deal with school calendars is of the institution or network of education, within the scope of its autonomy, respecting national legislation and standards and the education system to which it is linked, in particular paragraph III of art. 12 of the LDB". However, based on Law No. 4.024, of December 20, 1961, amended by Law No. 9.131, of November 24, 1995, the CNE establishes guidelines and guidelines for the management of School Calendars with a view to integration among the various education systems. To this end, it formulates a set of suggestions and proposals for non-presential activities to be applied to students of all levels, stages and educational modalities.

In this diapason, the executive power and educational leaders of Brazilian states and municipalities have issued decrees and other normative mechanisms aimed at confronting the COVID-19 pandemic, such as the suspension of school activities and the reduction and scheduling of working hours in educational establishments, in view of the WHO recommendations of isolation and social distance.

In line with national and international guidelines and recommendations, the Government of the State of Tocantins has published decrees and other legal and

regulatory mechanisms: Decree No. 6.065, of March 13, 2020 (TOCANTINS, 2020), which determines preventive action to confront COVID-19, the new Coronavirus, in which in its Article 1 states: "all educational activities in the school units of the State Public Education Network and the State University of Tocantins - Unitins are suspended for the period from 16 to 20 March 2020".

On the same date, he published Decree No. 6066, which states in Article 1: "As of March 17, 2020, the daily work day in the organs and entities of the Direct and Indirect Public Administration of the Executive Branch is six hours, from 8am to 2pm".

Specifically with regard to education, with the exponential worsening of the pandemic in the country and the world, the state executive has issued new decrees: Decree No. 6071 of March 18, 2020 (TOCANTINS, 2020), which suspends for an indefinite period, from this date, among others, Article 1, item I: "educational activities in educational establishments with headquarters in the State of Tocantins, public or private, such as schools and universities;" Decree No. 6073 of March 24, 2020 (TOCANTINS, 2020), art. 1: "It is determined the anticipation of school vacations of the State Public School System that, foreseen for the period from 1 to July 30, 2020, will occur in the period from March 25 to April 23, 2020"; Decree No. 6.086, of April 22, 2020 (TOCANTINS, 2020), in which the suspension of classes in public and private educational establishments, based in Tocantins, such as schools and universities, as well as the continuity of the reduced working day for state public servants, until April 30; Decree 6.087, of April 27, 2020 (TOCANTINS, 2020), in which educational activities and the 6-hour working day are kept suspended until May 29, 2020.

Acting as an extension of Seduc-TO, the CEE/TO public Resolution No. 105 of April 8, 2020, in which "Establishes forms of reorganization of the School Calendar/2020 and defines the special regime of non-presential school activities in the State Teaching System of Tocantins, for the purpose of fulfilling the 2020 school year, as a measure to prevent and combat the contagion of the new Coronavirus (COVID-19). (TOCANTINS, Official Gazette, No. 5.582, April 15, 2020).

Thus, because of the isolation imposed by the COVID-19 pandemic, classes were suspended and the 2020 school calendar was paralyzed in the State of Tocantins, as in most Brazilian states and municipalities, in accordance with the recommendations of the WHO and the Brazilian Ministry of Health, even in constant contradiction with the behavior and speeches of the President of the Republic of Brazil, Jair Bolsonaro.

From this perspective, we observe that there has not been and there is no similarity in the decision making by the States regarding the implementation of remote, non-

presential activities, considering the different means: applications, digital platforms, websites, open TV, social networks, printed material, among others.

Regarding the object of this article, in the State Network there is a universe of approximately 157,016 students enrolled in 500 schools, distributed in 139 municipalities, according to data from the School Management System (SGE) of 2020 (SEDUC, TOCANTINS, 2020). With reference to the COVID-19 Guide, volume 3, pages 6, 7 and 8, produced by the National Campaign for the Right to Education (campaign.org.br) in 2020, regarding the Continuous Home Sample Survey (PnadC) of the year 2017, regarding the conditions of access to Information and Communication Technologies (ICTs), by state, the data gathered point to technological difficulties for students to carry out pedagogical activities online.

Table 1 Access to Information and Communication Technologies concerning households in the Legal Amazon Region

UF	Computer/tablet at home	Internet indoors	Broadband indoors	Comp./tablete and broadband
Acre	29%	64%	33%	23%
Amapá	38%	83%	45%	32%
Amazonas	32%	70%	34%	23%
Mato Grosso	47%	80%	55%	39%
Pará	27%	70%	29%	19%
Rondônia	38%	74%	48%	31%
Roraima	42%	80%	38%	29%
Tocantins	35%	72%	42%	27%
Brasil	49%	79%	59%	43%

Source: Pnad – Recorte do documento Guia COVID-19 de 2020, produzido pela Campanha Nacional pelo Direito à Educação, (2017).

From the analysis of these data we observed significant obstacles to be faced by students in the Tocantins State School Network in order to perform non-presential

activities online, since in a reasonable condition only 27% have a computer/tablet and broadband at home to develop school tasks. That is, of every 100 students, 73% will be excluded from the learning process if the option is for non-presential activities over the Internet.

In view of this, we ratify that any decision making goes through the strengthening of democratic processes, closely related to the collective and republican (SANTOS, 2019), which in our view means promoting a broad listening with students, parents, teachers and the school community in general, bearing in mind that they are the most directly affected in this time of pandemic. In this sense, we agree that decision makers who consider the democratic process have a better chance of getting it right.

It is important to emphasize that we defend the fulfillment of principle IX, art. 3, of Law nº 9.394, of December 20, 1996 - LDB 9394/96 (BRAZIL, 1996), which deals with the "guarantee of minimum quality standard", as well as art. 4, item IX, which defines that the duty of the State with public education will be effected through "minimum standards of teaching quality, defined as variety and minimum quantities, per student, of indispensable inputs for the development of the teaching-learning process".

On a legal basis, we cannot accept replacing the teacher's pedagogical action with non-presential activities such as distance education, especially via the Internet, through digital platforms and/or applications, as many students will be excluded from the objectives of the curriculum and the right to learning.

From the perspective of treating education as a right, therefore inclusive, and not as a privilege, we point out a single alternative: carrying out face-to-face activities after the pandemic, considering that the school year does not need to accompany the calendar year.

We understand that the pandemic has opened up social inequalities, which implies a great deal in educational inequality, since the most economically vulnerable students, as well as those who live in the countryside, riverine, indigenous and quilombola communities, will not perform satisfactorily in school activities carried out at a distance, for various reasons: lack of computer/tablet and internet; lack of support and guidance from parents and/or guardians; lack of strategic and structured pedagogical plans; teachers without the necessary training and structure to monitor and offer content, among others.

The Collaboration Regime and Democratic Management as opposed to Public-Private Partnerships in Teacher Training in Basic Education of the State of Tocantins

In times of pandemic caused by COVID - 19, which resulted in the need for social isolation and suspension of classes in the State of Tocantins, two factors bother us regarding the quality of public basic education: (i) the possibility / imminence of strengthening public partnerships -private with institutes and foundations and (ii) the opening for the expansion of Distance Education, which in our view greatly compromises democratic educational management and, of course, the quality of public education.

COVID's Pandemia - 19 certainly accelerated the logic of education as a virtual activity, since several companies and platforms started offering their digital tools to state and municipal education departments, both for teacher training and for teaching in basic education. But, who wins or who is interested in Distance Education (EAD)? Several specialists, such as Daniel Cara, denounce this service as profitable for entrepreneurs, telephone companies, distance education platforms, business foundations, since they already commercialize this modality in practice.

We agree that in the pandemic period, continuing distance education appears as a viable alternative for education professionals and other civil servants in the State of Tocantins not to interrupt their studies, provided that technological conditions and instruments are guaranteed to enable the acquisition of skills. necessary for the performance of these in favor of professional training, as well as the exercise of teaching practice with students.

However, there is an evident gap related to the training of basic education teachers in the State of Tocantins with regard to the use of technologies in the school environment. To better understand how the education professional training policy is structured, it is necessary to understand how the educational systemic organization took place in this context, with a magnifying glass for public-private partnership relations.

According to Lagares (2008), the institutionalization process of the State Education System of Tocantins started with Law nº 653, of January 19, 1994 (TOCANTINS, 1994), at the height of the neoliberal ideology that oriented towards privatizations and the outsourcing of public policies in general and education in particular (SANTOS, 2019).

In Tocantins, based on Santos (2019), since the first norm of the Education System in 1994, the educational policies implemented showed the absence of a political plan to improve the state's basic public education, which facilitated the alignment with the guidelines of the State. Master Plan for the Reform of the State Apparatus (PDRAE) (BRASIL, 1995) and Constitutional Amendment No. 19 of 1998 (BRASIL, 1998) (ADRIÃO

and BEZERRA, 2013; PERONI, 2013; ARELARO, 2014; SANTOS, 2017), and the opening for active participation of civil society, the so-called Third Sector, in the planning, definition and implementation of public educational policies, with the establishment of public-private partnerships between the State Government, through the State Education Secretariat (Seduc-TO), with Institutes and Foundations aiming to serve market interests, mainly, starting in 2003 (LAGARES, SANTOS and SILVA, 2017; SANTOS, 2019).

Historically, the State's educational leaders have appointed the private sector as responsible for conducting Tocantins' public educational policies, as shown in the table below:

Table 2 Responsible for conducting educational public policy in Tocantins

Institutes and Foundations	Programs, Projects and/or Actions developed	Legal-administrative instrument for the establishment of partnerships between the State/SEDUC and Private Institutions	Partnership period
Cesgranrio	Continuing education in the subjects of Portuguese Language and Mathematics, from the 3rd to the 8th grade of Basic Education,	Technical or Mutual Cooperation Agreement	2003 a 2007
Ayrton Senna Institute	Flow correction programs: "Se Liga e Acelera Brasil" and Literacy Program "Circuito Campeão".	Technical or Mutual Cooperation Agreement	1st partnership: 2004 to 2010 2nd partnership: 2017 to 2019
Itaú Foundation Social	Attends the Pedagogical Tutoring Program in Tocantins, in partnership with SEDUC/Fundação Itaú Social and Consórcio Brasil Central.	Technical or Mutual Cooperation Agreement	2016 a 2019
Foundation Lemann	It serves the Project Management for Learning, promotes the training of school managers and pedagogical coordinators.	Technical or Mutual Cooperation Agreement	1st partnership: 2005 to 2006 2nd partnership: 2017 to 2018

ISG, IN and ICE	It serves the Youth in Action School Program with the implementation of the Full-Time High School.	Technical or Mutual Cooperation Agreement	From 2017 onwards
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Source: Prepared by the authors (2020).

In Tocantins, based in Santos (2019), since the first norm of the education system in 1994, the educational policies implemented evidenced the absence of a political plan to improve the State's basic public education, which facilitated alignment with the guidelines of the Master Plan for Reform of the State apparatus (PDRAE) (BRAZIL, 1995) and Constitutional Amendment No. 19 of 1998 (BRAZIL, 1998) (ADRIÃO and BEZERRA, 2013; PERONI, 2013; ARELARO, 2014; SANTOS, 2017), and the opening for active participation of civil society, the so-called Third Sector, in the planning, definition and implementation of public education policies, with the establishment of public-private partnerships between the State Government, through the State Education Secretariat (Seduc-TO), with Institutes and Foundations aiming at meeting the market's interests, mainly, as of 2003 (LAGARES, SANTOS and SILVA, 2017; SANTOS, 2019).

Historically, the state's educational leaders have appointed the private initiative as responsible for conducting Tocantins' educational public policies, as shown in the chart below:

According to Seduc-TO, the justification for celebrating these partnerships would be to improve the results and quality of the management, teaching and learning processes in state education by providing education professionals and technicians from Seduc, the Regional Directorates of Education (DRE) and Schools, programs, projects and actions of continuing education, educational monitoring and follow-up in accordance with the methodology systematized by the aforementioned institutes and foundations (SANTOS, 2019).

In our view, these partnerships undermine democratic educational management, since these institutes and foundations define the model of continuing education, planning, content and other actions to be developed from Seduc to the classroom of schools, influencing the work of teachers, pedagogical coordinators, school principals and technicians of Seduc, taking the lead in the direction and execution of basic education in the State of Tocantins. We agree with Santos (2019) that the "establishment of these partnerships implies in the devaluation and needlessness of the public in the planning, implementation, management and evaluation of educational public policies".

In addition to the continuous training promoted in partnership with private institutions, in 2020 Seduc-TO made available on its website a continuous training environment for state education professionals, organized by the Management of Educational Technologies and Media (GTME), in the distance mode. The virtual environment allows the student to participate in several courses related to the Common National Curricular Base (BNCC), Libras, Financial Education, School Management Methodology, School Advisors, Prison Education, Strategic Paths for the day - to - day Teacher, among others (see: <http://ead.seduc.to.gov.br/course/index.php?categoryid=66>).

On Seduc's website, it is also possible to note that the Secretariat has requested professionals from the Regional Education Directorates to fill out an Extract Form for Initial and Continuing Education Projects, with training proposals to be developed in the scope of the thirteen Regional Education Directorates for the year 2020 (see: <https://docs.google.com/forms/d/e/1FAIpQLSdGBCUmYTAOP6ySGkt8cjbldb2LmzbiZYRnjgFBNnnCwePdw/viewform>).

For the Secretariat, the objective of this extract of formation is to meet goal 20 of the State Education Plan of Tocantins (PEE/TO - 2015/2025), Law No. 2.977, of July 8, 2015 (TOCANTINS, 2015) and incorporate these formative activities into the Initial and Continuing Formation Policy of Seduc - TO.

However, we are surprised at the motivations that justify the Secretariat to carry out training in partnership with private institutions, with or without profit goals, and in the distance modality, to the detriment of the public-public partnership, within the state itself, with the Federal University of Tocantins (UFT), Federal University of Tocantins (Unitins) and Federal Institute of Tocantins (IFTO), aiming at joint and continuous planning, definition, implementation and evaluation of state public policies.

The OVID Pandemic - 19 certainly came to accelerate the logic of education as a virtual activity, since several companies and platforms began to offer their digital tools to state and municipal education departments. But, who wins or who is interested in Distance Education (DTE)? Several experts, such as Daniel Cara, denounce that businessmen, telephone companies, distance education platforms, business foundations already commercialize this modality in practice.

Regarding the distance modality, our criticism corroborates the understanding of the National Campaign for the Right to Education, volume 2, COVID Guide - 19, year 2020, by addressing that educational institutions and teachers are unfamiliar with ODL, either due to the lack of computers/tablet and internet or due to difficulties related to training

for the development of the teaching and learning process in the virtual environment. Another concern pointed out by the Campaign is in relation to the privacy of users, since the data to fill out the registers are available to companies that can exploit them, offering products and services.

This questioning and defense of public-public partnership meets democratic and republican values by understanding that in the public space it is possible to debate, participate and make collective decisions. For this reason and in opposition to this privatizing model, we defend in this text the regime of public-public collaboration/cooperation, indicated in Constitutional Amendment 59/2009 (BRAZIL, 2009) and goal 23 of PEE-TO, specifically the strategy 23.42, which regulates and guides the possibility of partnerships between the federated entities, as well as Seduc, DRE's, Schools and Public Higher Education Institutions present in Tocantins, aiming at the formulation, direction, implementation, monitoring and evaluation of educational public policies.

OVER-19 and the impacts on the continuous teacher training process

Brazil (2020), highlights that the situation that presents itself as a result of the OVID-19 pandemic is unprecedented in post-war world history. According to UNESCO, millions of students are without classes with the total or partial closure of schools and universities in more than a hundred countries due to the coronavirus pandemic. In Brazil, face-to-face classes are suspended throughout the country.

The outbreak was declared a Public Health Emergency of International Importance on January 30, 2020, as previously reported. The WHO declared on March 11, 2020 that the community spread of OVID-19 across all Continents characterizes it as a pandemic. To contain it, the WHO recommends three basic actions: isolation and treatment of identified cases; massive testing; and social distancing.

Oliveira; Sousa (2020), report that VOCID-19 is the disease caused by the new coronavirus, which was named Sars-CoV-2. This virus has caused political, economic and social problems of proportions that are still impossible to effectively measure, mainly due to the need to adopt the practice of social distancing in order to reduce the contagion by the virus.

According to Oliveira; Souza (2020, p. 16, apud Soares 2020), it is worth noting that,

This practice of social distancing arose with the Spanish crisis of 1918, and is considered effective and, therefore, compared to the current moment, an important measure to be adopted by the population in the

fight against the new coronaríus. Thus, since the Spanish flu of 1918, no other pandemic has influenced social distancing measures. (OLIVEIRA; SOUSA 2020, p. 16, APUD SOARES 2020).

Among the various sectors affected by COVID-19, the educational system deserves to be highlighted, since, due to this pandemic, the right to education has been abruptly deprived of students at its most diverse levels of education, since, like the whole of society, as a result of the public health policies adopted in the country, they are in a period of social distancing, avoiding any kind of agglomeration, as the main measure to reduce contagion by the virus.

Thus, states and municipalities have been issuing decrees and other legal and normative instruments to address the public health emergency, including the suspension of school activities.

The right to education is provided for in the Federal Constitution (BRAZIL, 1988), Article 205: "Education, the right of all and the duty of the State and the family, shall 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.

Thus, in the current context, the educational system, as well as all areas of society, seeks alternatives to adapt to the new reality, since it is not yet possible to define when this crisis will be stabilized and, therefore, the life of the Brazilian population will be able to follow its flow, let us say, normal.

From this perspective, Avelino; Mendes (2020), highlight that.

If the purpose of these laws, norms or state or federal decrees is quality education, it is in these teaching cycles that the largest investments in public educational policy should be made. The lack of technological resources destined for education ends up making access to education even more impossible during the pandemic, if before the difficulty was to reach schools, now many students will face the fact that they do not have enough resources to follow classes online and perform the requested activities. (AVELINO; MENDES 2020, p. 55).

In this way, we must reflect that in order to have quality teaching, it is necessary at this time of a pandemic to think about the issue of teacher training, which is complex and has been the subject of discussion regarding the insufficiency of pedagogical knowledge to the field of specific knowledge.

To demonstrate support for the social isolation movement and increase the possibilities for continued teacher training, several institutions offer free short distance

courses to be held during the quarantine period, which guarantees an opportunity to improve knowledge in free time. However, managers have not directed teachers to carry out this process of continuous training, to feel trained and ready to train.

According to Prata-Linhares (2011), the word form takes us back to the idea of giving forms, of creating. However, the concept of training, according to the same author, must be related to the capacity and willingness of the individual, because the concept of training also includes the personal dimension of global human development, in the face of other eminently technical conceptions. And, thus, it highlights the meaning that the word assumes as that of creating, building, elaborating. From this perspective, we do not understand formation as something external to the subject, which will reach him only through information, theories and contents, but rather as a self-formative horizon, whose formation is to form oneself.

For Araújo and Moura (2008, p.76-77):

In our understanding, training is in the paradigm of the unfinished. [...] Formation - understood as permanent learning - seems to be a process proper to living beings. It always takes place, even if in different ways, with different intentions and with different qualities.

In this perspective, the character of continuity is added to the formation, as it is considered as "permanent learning" (ARAÚJO and MOURA, 2008, p.76-77) and thus, from a historical and social process of professional development, it is called continuous teacher training.

Training must take place on a continuous basis and in service, starting from a public policy of recognition and investment in human capital. It must be updated and reflect professional practice. Numerous training actions can be planned, from seminars to exchanges of experiences between professionals from different schools and segments of education.

Therefore, the different professionals involved in Education have an important task to accomplish, in an attempt to contribute to an integral development. According to the DCNE's (2009, p. 9-10), the implementation of public policies for entry, stay and working conditions, as well as training and valuing professionals, are closely related to the qualification of the work developed in Education institutions. The need for public policies that guarantee adequate working conditions, salary valuation, entry through public tender, minimum initial training in High School (Teaching) and continued training in service is highlighted.

It is essential to understand that the time allocated to the training of teachers, and other professionals in Education, is a guarantee of the student's right to receive a quality education, with well-trained professionals, critical and reflective of their practices strengthening the process of professionalization.

However, Steps (2011, p. 44), highlights:

The process of professionalizing teaching, which highlights tensions and contradictions, is reflected in a professional training that is also contradictory and that presents tensions depending on the historical and cultural process. And thinking about the teaching profession is associated with the clarification of the status of the teaching profession, taking into account the professional identity as a starting point for this training.

To this end, it is up to the managers to ensure the right to continuous training, planning and executing training projects, which justifies the idealization of this project.

For Passos (2011), the confrontation of educational situations is not random, without foundation. There is the technique, sensitivity, or method and knowledge, which is built in the gradual process, in which several factors are related to each other that are added as teaching knowledge, so that there is no prescription. The professional teaching knowledge is built from an articulation between various sources (initial and continuing education, life history, experiences, personal and professional culture) and, in turn, reflects a proper conception of what is the teaching profession and the knowledge necessary for professional exercise as a teacher.

When discussing continuing teacher training, it is possible to think that it involves actions to be developed with professionals who will perform the tasks of educating, teaching, learning, researching and evaluating. According to Veiga (2012), the formation assumes an unfinished position linked to the life history of subjects in permanent process of formation, which provides the professional preparation: "the process of formation is multifaceted, plural, begins and never ends" (Veiga, 2012, p. 15).

Therefore, it is time to rethink the process of continuing teacher education, as we live in a new educational era due to the OVID-19 pandemic, where technologies dominate, as it is through them that teachers, schools, parents and students connect. And for this connectivity to be positive for the development of teaching and learning of students, it is necessary that teachers be prepared.

Considerations

In the Amazon region of Tocantins, especially with regard to the process of continuous training of teachers in the State Education System, it has become evident that in the State of Tocantins, neither public-private partnership nor distance education replace public-public partnership with higher education institutions that are present in all microregions of the State, with human capacity, theoretical richness and projects to improve the results and quality of management, teaching and learning processes in state education by providing education professionals with projects and continuing education actions in accordance with public interests in general and education in particular.

However, we note that on the SEDUC-TO website, are posted as a suggestion for continued training of teachers courses and online Learning Platforms being: Interactive Digital Educational Resources (MEC RED); Digital School - Digital Collection of Learning Objects (ODAs); SCRATCH - Create stories, games and interactive animations and share with your friends; KHAN ACADEMY (Elementary School): Free digital content for Science and Mathematics classes (1st to 9th grades); Google Classroom: content creation, distribution and evaluation of school work online; KHAN ACADEMY Initial Guide for Parents; Digital School Course: technologies and curriculum - Teachers; Digital School Course: technologies and curriculum - School Managers; Introduction to Khanacademy: Initial Training for Teachers; AVAMEC Platform courses - by curriculum component and Connected Schools Platform courses.

Although all these courses are available on platforms suggested by SEDUC-TO, it is worth mentioning that none of them is an initiative of SEDUC itself, and not all of them have vacancies available, most of them are courses organized under the private initiative, focusing on the reality of other states, which does not motivate teachers from the Amazon region of Tocantinense to undertake such training, since most courses only have vacancies in classes belonging to other states.

We conclude by stating that, in addition to all these interfaces mentioned above, there is also the situation of those who govern and manage not to plan; to direct and materialize this process of continuous teacher training.

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RESUMO:

O artigo objetiva analisar as implicações da Pandemia da COVID-19 para o campo da educação na região da Amazônia tocantinense, especialmente, acerca do desenvolvimento de atividades escolares à distância devido a suspensão das aulas e a respeito dos programas, ações e projetos de formação continuada ofertadas aos professores do Sistema Estadual de Ensino. A pesquisa assenta-se no materialismo histórico dialético, tendo como referência a pesquisa bibliográfica e documental em portarias, medidas provisórias, decretos, pareceres e demais mecanismos normativos emitidos, principalmente, pelo Ministério da Educação, Conselho Nacional da Educação, Governo do Estado do Tocantins e Conselho Estadual de Educação. Numa perspectiva crítica, presume-se que a adoção por parcerias público-privadas como política educacional e a ampliação da educação à distância compromete sobremaneira o princípio constitucional da gestão democrática e da qualidade da educação.

PALAVRAS-CHAVES: Amazônia; CAPES; Comunicação; Avaliação.

RESUMEN:

El artículo tiene como objetivo analizar las implicaciones de la pandemia COVID-19 para el campo de la educación en la región de la Amazonía de Tocantins, especialmente en relación con el desarrollo de actividades de la escuela a distancia debido a la suspensión de clases y con respecto a programas, acciones y proyectos de educación continua. ofrecido a los docentes del Sistema de Educación del Estado. La investigación se basa en el materialismo dialéctico histórico, teniendo como referencia la investigación bibliográfica y documental en ordenanzas, medidas provisionales, decretos, opiniones y otros mecanismos normativos emitidos, principalmente, por el Ministerio de Educación, el Consejo Nacional de Educación, el Gobierno del Estado de Tocantins. y Consejo de Educación del Estado. Desde una perspectiva crítica, se supone que la adopción de asociaciones público-privadas como una política educativa y la expansión de la educación a distancia compromete en gran medida el principio constitucional de la gestión democrática y la calidad de la educación.

PALABRAS-CLAVES: Política educativa pública. Gestión democrática. Asociación público-privada. Formación continua del profesorado. COVID-19.