

Remote teaching and learning: A comparative study of Pakistani and Brazilian situations during Covid-19

Ensino remoto e aprendizagem: Um estudo comparado das situações paquistanesa e brasileira durante a pandemia de Covid-19

Enseignement et apprentissage à distance: Une étude comparative des situations pakistanaise et brésilienne pendant la pandémie de covid-19

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Abstract

The pandemic has caused high global inequities in the educational system; consequently, all educational institutions were closed immediately, and the teaching-learning process was moved online. This study proposes a reflection based on a comparison of remote teaching in high schools in Pakistan and Brazil. In addition, this study analyses opportunities and challenges faced by educational institutions during remote learning, such as the use and access of digital technologies, digital training, and internet facilities for online learning. This research has a bibliographical and documental analysis of available online literature, official websites, and news about education management in both countries. The study concludes with observations on the dynamics and similarities of the educational setup between Pakistan and remote learning, as well as possible challenges to be considered and interest groups involved in educational management.

Keywords: Covid-19, educational setup, Pakistani and Brazilian contexts

Resumo

A pandemia causou grandes desigualdades no sistema educacional globalmente, consequentemente todas as instituições de ensino foram fechadas imediatamente e o processo de ensino aprendizagem foi transferido para o online. O objetivo deste estudo é propor uma reflexão a partir de uma comparação sobre o ensino remoto em escolas de ensino médio do Paquistão e do Brasil. Além disso, este estudo analisa oportunidades e desafios enfrentados por instituições de ensino durante o aprendizado remoto, como uso e acesso de tecnologias digitais, treinamento digital e facilidades de internet para aprendizado online. Esta pesquisa é composta por análise bibliográfica e documental da literatura disponível online, sites oficiais e notícias sobre gestão escolar em ambos os países. O estudo é concluído apresentando observações sobre as dinâmicas e semelhanças da configuração educacional entre Paquistão e Brasil durante o ensino remoto bem como possíveis desafios a serem considerados e grupos de interesses envolvidos na gestão educacional.

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Palavras-chave: Covid-19, configuração educacional, contextos paquistanês e brasileiro

Résumé

La pandémie a provoqué de grandes inégalités dans le système éducatif à l'échelle mondiale, par conséquent tous les établissements d'enseignement ont été immédiatement fermés et le processus d'enseignement-apprentissage a été transféré en ligne. L'objectif de cette étude est de proposer une réflexion basée sur une comparaison de l'enseignement à distance dans les lycées au Pakistan et au Brésil. En outre, cette étude analyse les opportunités et les défis auxquels sont confrontés les établissements d'enseignement lors de l'apprentissage à distance, tels que l'utilisation et l'accès aux technologies numériques, la formation numérique et les installations Internet pour l'apprentissage en ligne. Cette recherche consiste en une analyse bibliographique et documentaire de la littérature disponible en ligne, des sites officiels et de l'actualité de la gestion scolaire dans les deux pays. L'étude conclut en présentant des observations sur la dynamique et les similitudes de la configuration éducative entre le Pakistan et le Brésil lors de l'enseignement à distance ainsi que les éventuels défis à considérer et les groupes d'intérêt impliqués dans la gestion de l'éducation.

Mots-clés: Covid-19, réglage éducationnel, contextes pakistanais et brésilien

Introduction

The arrival of 2020, together with the new decade of the third millennium, brought the news in terms of rules of social coexistence. This was because the world was surprised by the spread of a virus that is easily contagious; the newest strain of the coronavirus, Sars-CoV-2, COVID-19. In March 2020, the World Health Organization classified the Covid-19 outbreak worldwide as a pandemic, forcing several countries to adhere to changes in social and economic activities (Souza, 2020). The Covid-19 pandemic has negatively affected education in the short and long term, devastatingly affecting human health (Bonal & González, 2020). Therefore, the educational setup was changed to online learning, which was challenging for learners and teachers due to insufficient digital training despite the everyday use of computers. That was the time to rethink and design digital approaches to the teaching-learning process (Naidu, 2020), where teachers and students found themselves untrained for online teaching and learning experience (Mishra et al., 2020). However, teachers and students tried their best to understand and utilise their skills in online teaching for the first time on digital platforms. Research revealed that online teaching during the pandemic was a failure in many secondary schools (Rouadi & Anouti, 2020). However, it was successful when teachers used various teaching methods, developed good communication with learners, and encouraged active participation during lessons.

The educational sector was one of those affected by the pandemic since hygiene and social detachment procedures cannot always be fully complied with in the school environment. In these conditions, there is a need to use the means available to ensure, as far as possible, the continuity of the educational process. Among the most common approaches, the use of printed

didactic material with activities whose fulfilment followed a specific schedule stood out in schools with more significant investment; there were synchronous activities through meetings in virtual rooms. Therefore, it was hard for school authorities and policymakers to continue physical education; thus, they developed a proper policy for digital training and learning. So, all educational activities were moved from physical to remote teaching (Hodges et al., 2020). Remote learning reduced learning opportunities for all students, but students from low-income backgrounds suffered a lot due to insufficient resources (Bonal & González, 2020).

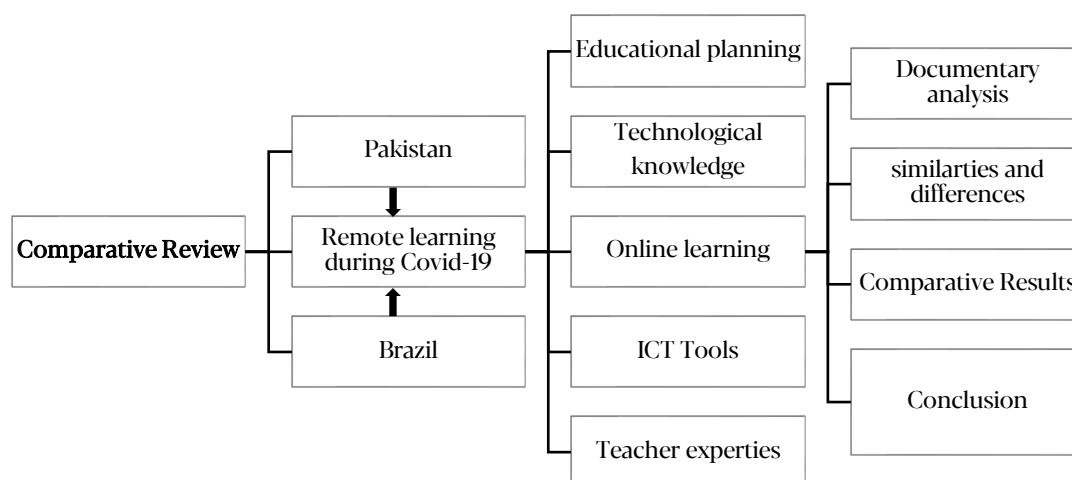
In several aspects and several countries, the vision of investments in education and modernisation of the educational process has taken on new meanings. It was also clear that the adaptation process took place differently in the most diverse institutions, consequently expanding the notions of social inequality in the nations most affected by the pandemic. Therefore, researchers developed an idea to do a comparative review of remote learning between two countries. This research has a bibliographical and documental review of available online literature, official websites, and news about secondary education at the school level in both countries during the pandemic (Gohar et al., 2021).

The primary purpose of this comparative approach is to understand the similarities and differences in the structure adopted for remote learning between two countries. With this in mind, this work aims to conduct a comparative analysis of the adaptations for remote learning at the secondary level in Pakistan and Brazil. Whereas Pakistan is a developing country in Asia and Brazil is a developed country in South America with significant differences in culture and lifestyles. Generally, the objective was to highlight the adopted measures and initiatives of institutions for remote learning at the secondary level during the Covid-19 pandemic, based on a comparative study between Brazil and Pakistan. Initially, government initiatives were analysed through systematic review to address the process of adopted methods for remote learning. Secondly, the availability of resources and digital training were examined for students and teachers. At last, comparative analysis is done with the help of thematic analysis to critically evaluate the situation and education structure for secondary education in both countries.

The conceptual framework (Figure 1) explains the overall theme of the current review. The primary purpose is to adopt comparative analysis for the collected data by documentary and bibliographic sources. The significant aspect which is discussed in the article is mentioned in Figure 1.

FIGURE 1

Conceptual framework of the current review



Source: Made by the authors (2021).

Methodology

The exceptional situation of the COVID-19 pandemic and the strategies in which they have been addressed by governments and non-government organisations in two countries, Pakistan and Brazil, are likely to have a significant impact on existing and new forms of education. Therefore, our research posed the following research questions: How did government organisations develop a structure for remote learning at the secondary level in two countries with different educational setups in the debates addressing the first education policy responses to the COVID-19 crisis? What were the opportunities and challenges faced by teachers and learners at the secondary level in both countries?

The current review was based on available online literature and policy-related reports by government and non-governmental institutions issued in the period of mid-march to November/December 2020 in two countries. This period resembled the first wave of the COVID-19 pandemic in the world when schools were closed down due to lockdown, and the initial education policy responses were formulated for remote learning. The documents issued by the following organisations were sampled: international organisations bodies (UNICEF); governmental bodies; NGOs; local members of the academic or non-academic community, or stakeholders. Further selected data were followed by a few steps, such as exploring relevant documents and statements with a specific focus on a structure that addresses the process of remote learning at the secondary level; after that researcher critically observed the opportunities and challenges faced by teachers and learners during remote learning at the time of the COVID-19 pandemic, and a comparative discussion was raised based on reviewed literature to present it combinedly. The researcher identified some themes: educational setup,

technology; digital competence; ICT tools, and teachers' expertise and professional development.

This step was particularly relevant to capturing the dynamics of organisations adopting measures for remote learning between two countries. Further, themes identified processes at the national level were discussed, and a common core of the issue was found relevant for cross-national comparison. The authors found it very stimulating to reach a standard coding methodology and ensure that the themes of the two countries' themes resemble. Due to some limitations and challenges researcher conducted a repeated process of interpreting the data and co-constructing our themes through repeated, meaningful discussions between researchers speaking the national languages of the two countries.

Pakistani situation in the crises of Covid-19

At the end of 2019, the dreadful novel disease originated in Wuhan, China, and spread worldwide (Zhang et al., 2020). Therefore, the border countries of China are highly affected by Covid-19, including Pakistan. The first confirmed case of Covid-19 was identified in February 2020 by the Ministry of Health in Pakistan. In addition, it has affected people mentally, socially, and psychologically throughout the country. For the nation's safety, different steps have been taken by the government of Pakistan against the Covid-19 outbreak. In this regard, the government of Pakistan has taken action to close education sectors to protect students and teachers from the viral disease Covid-19. Which impact people psychologically in all aspects of their lives. also most students have been affected by school closures in response to the pandemic in 2020. In order to evade educational forfeit, UNESCO advised educational sectors to continue virtual learning by using digital platforms for students and teachers (Setiawan, 2020). This approach was founded helpful in boosting educational practices during the plague. The most popular devices of 20th-century mobiles were started to fulfilling the educational needs of everyone in the world (Connolly et al., 2020).

Therefore, after the closure of the educational setup in Pakistan, the higher education commission (HEC) advised the universities to be equipped with an advanced e-learning system at the university level. What has happened is that there was no proper method for teaching at the secondary level through online sources due to a lack of ICT tools and low internet accessibility. During the lockdown, some educational institutions adopted ICT and provided e-learning to their students at a higher level. At the secondary level, there was not any possibility of starting the classes online. Also, advanced Technology adoption isn't possible due to a lack of funds and planning in higher studies in Pakistan (Ali, 2020). Moreover, during the pandemic after the closing of the education system from regular classes to e-learning, the government

approved learning through online management systems to administer online educational sessions. Many educational institutions are even compelled to temporarily append their online classes due to formal learning and management systems' inaccessibility.

At the start of the Covid-19 emergency, Pakistan rapidly responded by engaging students through technology to start home-schooling mechanisms that help and avoid educational loss and time. Schools were closed in Pakistan on 16 March 2020 and remained so till mid-September 2020 (Jabeen & Malik, 2020). It is decided to start an online management system for learning and its experts were involved in this process. The schools did not arrange such proper online classes like developed countries due to a lack of technology and expertise. Few Pakistani institutes moved from traditional to digital learning and they started online classes, online discussions, and online courses (Rehman et al., 2020). Besides this, masses of other Pakistani students are out of reach to get online classes due to not having proper smartphones and the internet (Malik et al., 2020).

At that time of crisis, it has cleared that children are at risk of dropping out of school and also losing their significant learning. Then federal and provincial governments in Pakistan moved quickly to take a decision for online learning in order to avoid the loss. They took the decision to start airing curricular content for K-12 via television channels in Pakistan at different times. That was the only strategy to adopt for education at the school level and avoid risk factors. Even the majority of students faced issues here due to the lack of television and electricity issues in Pakistan. The Tele school channel was not regular in publishing quality education for all. Educational experts reported that some programs are incomprehensible and fast-paced. As well the other broadcast content is much better than the content children get in the government school system (George, 2020). Also reported by Imtiaz Ahmed in the article, the principal said that hardly any of my students have been able to see the program like most government school students in Pakistan. Also, the children at Ahmed's school are mostly from poor families of farmers or day labourers, and they cannot afford even a television set (George, 2020).

After that government decided to suggest that the head of the school and teachers send tasks to students through messages, WhatsApp, emails, and google classroom so the students will try to access anything one of them. That was also the most difficult task, which wasn't achieved at all. Accessing these openings and initiatives becomes more complex and unequal by approaching the technologies such as cable channels or the internet and smartphones are used for it. Few schools have initiated online learning in which a small percentage of students had access to the internet and other alternative learning modalities (Jabeen & Malik, 2020). Few districts tried to share the internet and cable infrastructure in urban areas, while there was no chance of classes and access for rural areas. Children who are away from cities are much less likely to have access to instructional content sent through smartphones and aired on cable channels.

In this era, strengthening advanced technology in the country has been one of the key areas for the progress of the education system in Pakistan. Pakistan has a better well-functioning Management Information System (MIS) for the collection of data on the operations of schools. Through MIS government of Pakistan collects data related to the Covid-19 response. Further, it provides information about children who are more at risk of dropping out, those who are not able to access homeschooling measures/technology, who are in households that have experienced health and/or economic shocks during this emergency. Given the proximity between schools and homes, teachers and head teachers are best placed to provide this information. Most educational institutes usually rely on teachers to track door-to-door movements for the student's enrollment at school to improve attendance at the start of a school year. However, placing the entire task burden on teachers and school principals reduces their instructional responsibilities.

Pakistan is a developing country having low technology to achieve education at its best. In this situation, the advanced system was impossible for all to access due to low technology, low electricity, and expertise. Therefore, there was no proper arrangement for online courses at the secondary level. In order to continue students learning, the government decided to engage students by assigning them home tasks. Even the government took action to broadcast courses through television that were not achieved effectively. The courses taught to students through google classrooms and WhatsApp groups were also not accessible to all. At last, students have assigned home tasks to engage them in educational activities. Due to the lack of online learning at the school level, it was decided to promote every child on their previous year's grades to the next level. So, their exams were not taken and students were promoted to the next level.

Brazilian situation in the crises of Covid-19

As in Pakistan, Brazil was surprised by the new Coronavirus, an imminent threat to the South American people, just as Asian Western European countries were reporting their first outbreaks. In administrative terms, several divergences between the Federal Government and independent State Governments in Brazil had the challenge of divergence on strategies to fight the virus, with the Federal Government being more permissive to maintain the daily lives of citizens at the expense of the economy, while the states, for the most part, aimed at protecting health centres through social distancing policies, which has intensified as the number of infections and deaths grew in the country (Domingues, 2021). Despite the need for preventive reinforcements to contain the spread of the virus, the political crisis between the Federal and State Governments intensified to the point of establishing an anti-scientific culture on the part of federal government supporters in order to make the fight against the virus more difficult, as

denial movements such as the “anti-vaccine” gain strength, proposing, from the interests and lobbies of the president of the republic with pharmaceutical companies, alternative drug treatments, without a scientific proof (Bivar et al., 2021). Consequently, the educational sector was strictly affected by the uncertainties and increase in contagion rates.

As for health reasons, right at the beginning of the pandemic, it was necessary to remove students and faculty from all levels of education from school activities, the first administrative measure taken for the segment of classes was the remote teaching model, which varied greatly from state to state, as well as from institution to institution. From the early years to high school, for example, the precariousness of public schools compared to private schools was exposed. While public schools most of the time had pedagogical booklets and access to education through state televisions to carry out asynchronous activities, private schools, where students were more privileged with better quality internet and suitable electronic devices, offered synchronous remote meetings, similar to the education offered in the traditional teaching environment, but in a virtual environment (Arruda, 2020). The gradual return process – when it has been tried – also showed the fragility of public schools, with a low capacity for social distance in their spaces to attend to a large number of students.

In this way, inequality also expanded the inaccessibility of the less fortunate social classes to higher education since they also did not have the conditions for instruction in the selection processes, a fundamental prerequisite for admission to universities. This inequality was also clear in its geographic dimensions, considering that the Brazilian states with greater wealth, therefore, had more conditions to offer the internet, despite the fact that the Brazilian regions with greater economic power do not serve more than three-quarters of the population. The Southeast had 75% of households with internet access, followed by 73% in the South, 72% in the North, 70% in the Midwest, and 65% in the Northeast (Barberia et al., 2021). It is worth remembering that, even in the homes of the less privileged classes that still have electronic devices with internet access, the quality of the internet tends to be much lower than expected for synchronous activities, and often the number of electronic devices doesn't satisfactorily meet the number of inhabitants in each household.

Another problem faced by public authorities and school management bodies concerns the psychological health of students most affected by the interruption of educational activities in their traditional format. Therefore, one of the alternatives discussed for reducing losses was to formally disregard the school year and return to formal routines in the following years, reschedule the activities for admission to the universities, as well as the creation of a “fourth year of high school”, that is, one year more than what is offered in the traditional high school system (Santos, 2020). With this same discussion interspersed with the then blatant criticism of inequality in terms of access to ICTs, State and Federal Governments were also asked to invest in technology for the popular classes and in research involving the mapping and creation of

popular means to distribute these technologies. In addition to the technological deficit expanded to social classes with less access to technology, the lack of preparation of teachers for this new reality has been observed as well (Nasu, 2021).

It has been realised that part of the losses in Brazilian education in terms of public management is due to the Federal Government's misalignment with State Governments: While the Union limited itself to distributing resources provided for in the education budget to the 27 Brazilian federative units (States), the government took a stand against the measures of social distancing, demanding a return to in-person classes since the beginning of the pandemic. On the other hand, States and Municipalities massively worked on policies to distance and maintain the remote education system (Campos & Vieira, 2021). University education had the same problems, except for the fact that they rely more on users with access to the Internet and electronic devices, in addition to courses that, due to their specificities, required in-person classes. Furlani and Cardoso (2021) complement observations of the main difficulties for a post-covid scenario, where physical education spaces and technological resources must necessarily be further worked and improved, predicting a new educational model of behavioural transition that should last.

While education faces its losses in the face of social inequalities and the new challenges generated by the COVID-19 pandemic, another topic put up for debate is the preparation of teachers to deal with new teaching methods. In general, the teaching curriculum in Brazil has always been very small, and this in a pandemic context has expanded the problem of remote education since the concern of the public authorities is not just the ability of students to access remote teaching but also the performance of teachers in acting in this new format (Ivenicki, 2021).

Thus, it was necessary to broaden the debate on preparing teachers to work with this new teaching model and, going further, to discuss their material conditions since many teachers also do not have good electronic devices and good quality internet for acting with remote teaching (Breda et al., 2020).

Brazil is a country with strong economic power, occupying the ninth position in the world ranking in Gross Domestic Product (World Population Review, 2021). However, the distribution of wealth does not match its economic power, and social inequality is one of the main problems in the country, which was directly reflected in education. The best universities in the country are the state and federal universities, whose access is conditioned to selection processes that require intellectual capacities commonly developed by students from private secondary education institutions. Despite public policies to reduce inequalities in university access, after the return to "normality", this reality tends to be more worrisome.

It is fundamental to highlight that the analysis of Brazilian education in the implementation of preventive measures against the advance of the pandemic cannot be dissociated from the

intensification of the neoliberal agenda in the country since the 2016 coup (Gomes, 2021). This process has affected Brazilian education from a class perspective since high school, with the so-called “New High School”, whose main feature is in a narrative of progressive advancement of state education, while in fact, what happens is stratification: young people middle class and elite receive training to enter the most reputable universities and the poorest receive training for early and precarious professionalisation (Gomes, 2022).

In this sense, what was noticed in Brazil is the expansion of a public that did not have access to training for admission to good universities, trying to obtain public funding for admission to private universities of inferior quality, the so-called vouchers. Within the same logic of the neoliberal agenda, this process facilitated public-private alliances in favour of the interests of large institutions that maintained a strong lobby with instances of the federal government. In other words, the weakening of secondary education during the pandemic was not strongly fought for reasons of commercial interests, the same ones that supported the implementation of high school reform (Gomes & Sampaio, 2021).

Discussion

Analysing the available literature revealed that the majority of students at the secondary level had no access to a digital platform. Teachers also faced challenges by using digital platforms for the first time. Before effectively discussing the similarities and differences between the Pakistani and Brazilian realities and measures in the administration of the educational system from a context of emergency social distancing, we draw up the following table-01 based on the main documents analysed, containing our suggestions for each situation, within the methodological limits of analyses adopted to carry out this paper.

TABLE 1
Comparative analysis of Pakistan and Brazilian education system during Covid-19

S. No	Comparison during Covid-19	Pakistan	Brazil
1	Educational	Its educational system is under development and suffered a lot during covid-19. There is a lack of financial resources and policies for education	Brazil has a better education system but lacks policies and proper funding. Suffered a lot during covid-19
2	Technology	It has a lot of crises in technology due to a lack of resources and funds	It is a little better than Pakistan but due to its own requirement, there is also a deficiency
3	Online learning	Online learning was adopted at some level and staged but has no properly trained teachers or other resources	Online learning occurs in Brazil more than in Pakistan, but they also reported a lack of teacher expertise
4	ICT tools	Lack of facilities at all levels	Lack of facilities at some levels
5	Students' teacher	Lack of coordination	Lack of coordination to some extent

coordination			
6	Teachers' expertise	Lack of training	Lack of training up to some extent
7	Internet facility	Low internet facility	Average internet facility

Source: Made by the authors (2021).

The Covid-19 pandemic has disturbed the daily activities of every individual throughout the world such as going to educational institutes. The physical educational setup moved to an online system for all educational activities. Covid-19 is a novel virus that spread from one to another rapidly. To prevent the spread of SARS-COV-2, a strategy was developed to control the situation in which they stop and cancel all flights in the world, all restaurants and hotels get closed and obligatory quarantine for infected/suspected people or people. Therefore, all educational institutions including schools, high schools, and universities have temporarily postponed their physical system to a model of online education.

In Brazil and Pakistan, the same strategy for education was adopted to convert physical courses to online learning. This was a necessary action to prevent everyone from the viral disease. Covid-19 has highly threatened for educational activities of schools, colleges, and universities, that's why the issue was raised to continue physical education or stop it. The health experts and medical staff suggested that the health of students and teachers is important and needs to be protected. So, physical teaching and all activities were moved to online learning at all educational institutions in the world. Online teaching allows flexibility in teaching and learning because students easily access their courses from everywhere. It is obligatory for educational institutions to must adopt the boundaries formed by the Covid-19 pandemic (Basilaia & Kvavadze, 2020). The educational resources have been launched to support the learning of students and teachers through different applications, and platforms, with the aim of facilitating the study process of high school/university. They provide the opportunity for students and teachers to facilitate their interaction during the closure of educational institutions (Reimers et al., 2020).

For health purposes, like every country, Pakistan has also taken an action to close the educational setup and start online teaching at the university level. Tactlessly, at the secondary level, there was not any possibility of adopting the online method for teaching because there was a lack of ICT tools and no internet accessibility to all students. Organisations tried their best to implement online setups, but unfortunately lack of resources, many failed (Andrew et al., 2020; Ferri et al., 2020). On the other hand, Brazil took the same action for health reasons. It was necessary to remove students and faculty from all levels of education, from school activities to remote learning. In Brazil, the first administrative measure taken for the segment of classes was the remote teaching model that varied greatly from state to state, as well as from institution to institution. While in Pakistan they train teachers for remote learning only at the university

level, where they trained a few teachers on daily basis. Some platforms were developed by IT experts where teachers used to upload their recorded lectures on a daily basis.

In Pakistan, it was not possible to adopt online teaching at the school level but in hard situations, they tried hard to get better results. Technological adaptation was difficult for Pakistan because there were no trained teachers, there was a lack of equipment, and lack of funds and planning (Ali Aksar, 2020). Moreover, during the pandemic, after the closing of the education system from regular classes to e-learning, the government approved learning through online management systems to administer online educational sessions. Many educational institutions are even compelled to temporarily append their online classes due to formal learning and management systems' inaccessibility. Therefore, online accessibility and teaching were found difficult at public schools. The government of Pakistan announces on-air lectures on national television and radio at different times and in different disciplines. It was found most difficult for teachers to access technology and ICT resources for remote learning (Andrew et al., 2020; Ferri et al., 2020). So, all the timetables and syllabus were circulated throughout the country and that was accessible to the majority of students. On the other hand, the second step was taken to make a time schedule for home assignments for all students so they will do their home task and submit it to their teachers. In the Brazilian context, they start from the early years to high school; for example, the precariousness of public schools in comparison to private schools was exposed. While public schools, most of the time, had pedagogical booklets and access to education through state televisions to carry out asynchronous activities.

Also, similar to Brazil, in Pakistan, private schools were founded more organised and active; they arranged their own applications to access their students. In fact, it is clear that the majority of high-class society send their child to private schools so they can provide all possible opportunities for their children. Therefore, private schools play a great role to maintain their educational online learning. Similarly, in Brazil, private schools, where students were more privileged with better quality internet and good electronic devices, offered synchronous remote meetings, similar to the education offered in the traditional teaching environment but in a virtual environment. The gradual return process when it has been tried also showed the fragility of public schools, with a low capacity for social distance in their spaces to attend to a large number of students.

While in both countries another similar problem faced by school administration concerns the psychological health of students most affected by the interruption of educational activities in their traditional format. Therefore, one of the alternatives discussed for reducing losses was to formally disregard the school year and return to formal routines in the following years, and reschedule the activities for admission to the universities. The inequality of accessibility to ICTs tools was also founded, where in both countries' government has decided to invest in

technology for the popular classes and in research involving the mapping and creation of popular means to distribute these technologies. As a result, they fail to utilize their money for the improvement of technology. In addition to the technological deficit expanded to social classes with less access to technology, the lack of preparation of teachers for this new reality has been observed as well (Nasu, 2021).

While education faces its losses in the face of social inequalities and the new challenges generated by the COVID-19 pandemic, other same issue that arise was teacher training with current needs, while in Pakistan and Brazil it was necessary to prepare teachers to deal with new teaching methods using technology. In general, the teaching curriculum in Brazil and Pakistan has founded small and this in a pandemic context has expanded the problem of remote education. The pandemic has caused unpredictable damage to the education system, especially educational institutions and particularly to teaching staff (Vu et al., 2020).

Since, the concern of the public authorities is not just the ability of students to access remote teaching, but also the performance of teachers in acting in this new format. Thus, it was necessary to broaden the debate on preparing teachers to work with this new teaching model and further to discuss their material conditions. Because many teachers also do not have good electronic devices and good quality internet for acting with remote teaching in both countries. Due to a lack of knowledge in the field of technologies and digital platforms teachers faced difficulties in delivering lectures through the online system (Sari & Nayir, 2020; Wenczenovicz, 2020). Teacher training must be adopted to train their skills to be able to work digitally with high quality which is the demand of the day and essential to ensure the continuity of teaching in the online environment (Butnaru et al., 2021).

Pakistan is a developing country having low technology and low economic power to achieve education effectively while Brazil is a developed country with strong economic power and can provide great funds for educational setup. The most critical situation for educational institutes during covid-19 has to face financial, physical, and mental challenges (Vu et al., 2020). In fact, both countries have the same problems in the educational system: the governments didn't pay proper attention to developing their educational setup. Another similar thing that the best universities in both countries are the state and federal universities, whose access is conditioned to selection processes that require intellectual capacities commonly developed by students from private secondary education institutions. Despite public policies to reduce inequalities in university access, after the return to "normality" this reality tends to be more worrisome. Also, another issue in Pakistan even capable intellectual students can't access the best universities because of their high fees. Pakistan has many problems like low technology, low electricity and expertise the advanced system wasn't possible for all to access. But in Brazil, there are many possibilities for online learning if the resources utilize properly because Brazil doesn't have the same high limitations in terms of technology and electricity access.

Conclusions

One of the greatest expectations of this research was to find in the Brazilian economic and social aspects a key factor that would eventually justify an advantage over Pakistan in terms of success (or loss reduction) in the educational process. However, Brazil has not managed to overcome differences in social classes with regard to accessibility, not allowing us to say that, even with more favourable economic power and fewer restrictions, Brazil has excelled in relation to Pakistan. Observing both experiences empirically, in the case of the countries of origin of the authors of this research, the possibility of having been the opposite if the Pakistani educational system had the same conditions as the Brazilian educational system is emphatically questioned.

As the objective of this work is not to make the reader dwell on the main regrets, nor to consider a series of possibilities conditioned by actions that could have been different, we propose to think the public administration of education based on the main demands witnessed, considering possible returns to the remote education system for any reason: (a) training of teachers for the new modality of teaching on an emergency basis, having as a starting point the material conditions available for the preparation of classes; and (b) strategic planning for the application of remote education to less privileged regions in terms of socioeconomic status, reducing inequity in access to remote education. And, finally, to researchers on this topic, we recommend academic investigations of a qualitative and quantitative nature that consider the return to the emergency remote education system for any reason, as a preventive approach in the face of an uncertain future.

Not directly linked to academic interest, we also emphasize the importance of monitoring the audiences of the countries studied, as well as others, since the management of state education is not alien to private interests to the detriment of the quality of access for the neediest populations. In this sense, the guarantee of access to good quality education, or less impaired by atypical factors, is related to scepticism and demand from the population, together with the questioning of possible lobbies and articulations of public-private alliances that benefit from these scenarios. For that, social participation is necessary both in terms of expression and in terms of deliberative power, which in theory is guaranteed even in some autocracies with regard to the decision-making process of some sectors of the public administration of education.

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