

▼ **Uncertainties in Education**
One Main Concern

Adriana Alvarez-Cabrera
Hospital Universitario San Ignacio
Bogotá, Colombia

Total and partial school closures in Latin America and the Caribbean left almost 114 million students without face-to-face classes (UNICEF, 2021)

School closures may undermine not only basic learning but also, the psychosocial and moral development of our children and adolescents.





Colombian framework

Colombia, multiethnic and multicultural country

- Almost 49 million inhabitants, 23% live in rural areas (DANE, 2018)
- 49% in situations of poverty and vulnerability (Universidad Nacional de Colombia, 2020)
- About 15 million are children and adolescents
- Only 66% of them enrolled in an educational center (DANE, 2018)



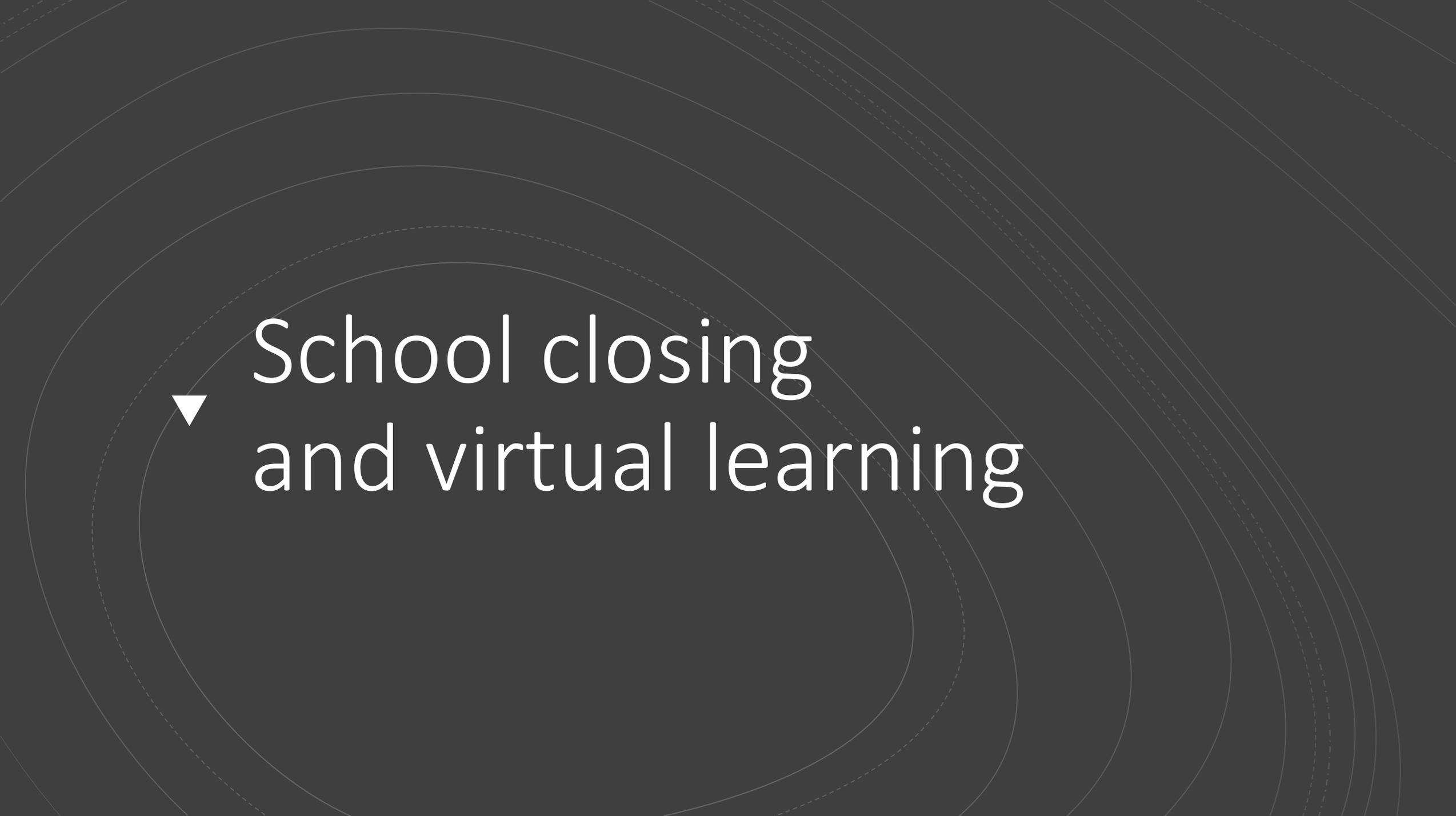
Schools are more than places where children go to learn



The classroom, an extraordinary space

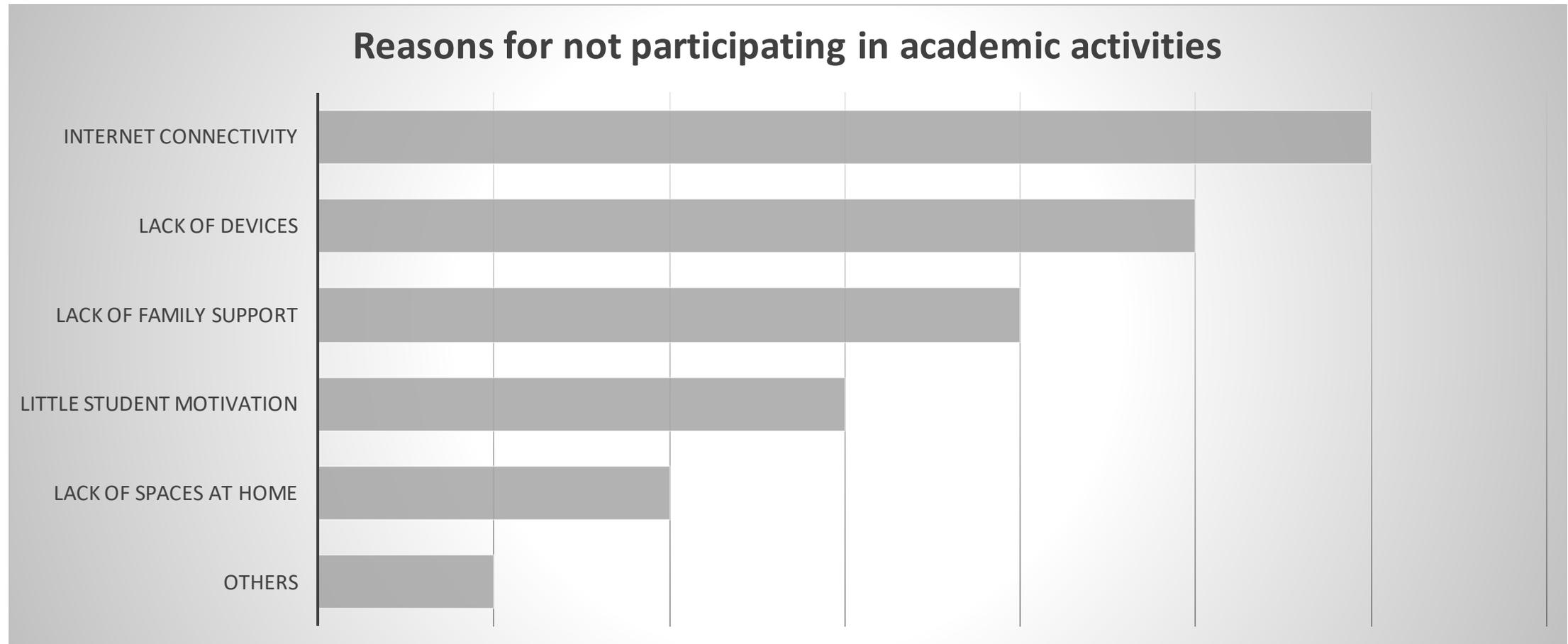
- In this living space, children are immersed into a moral community of peers that resembles the moral community they are going to belong to.
- For many, the foundations of a solid moral development are consolidated within the classroom.



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▼ School closing
and virtual learning

Closing schools and expanding virtuality: Rational, but not always a workable option



Education crisis during the pandemic: Increase in school dropouts, from primary school to university

“Educational disruptions have left almost 1.5 million children without access to school and has caused 158 thousand children to drop out of studies”

(Save the Children, 2021).

This problem is extended to university students of whom 20% have abandoned their studies and the numbers of those expected to be enrolled have decreased by 17%

(El País.com.co, 2021).

Dual models

In-person & virtuality, to restore educational programs



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▼ The response of the
country

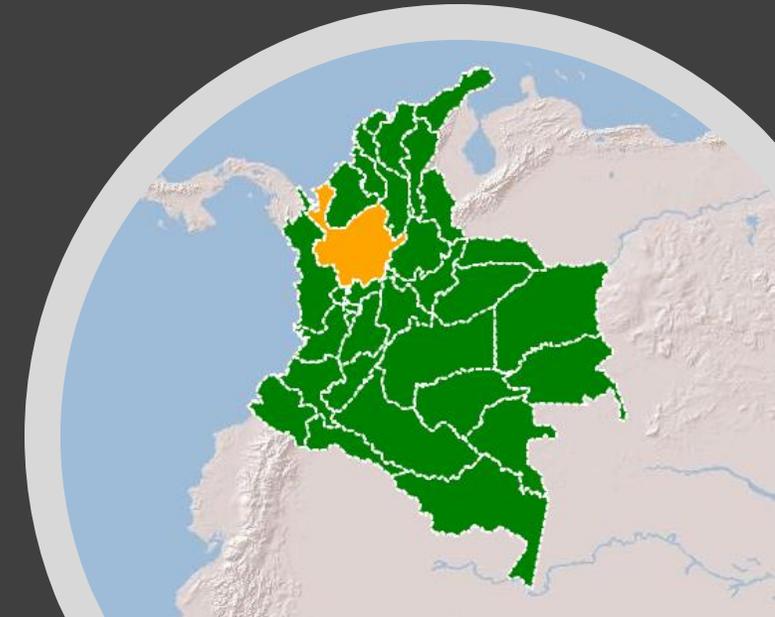
“This is the most atypical year for the Education System”
Minister of Education,
2021

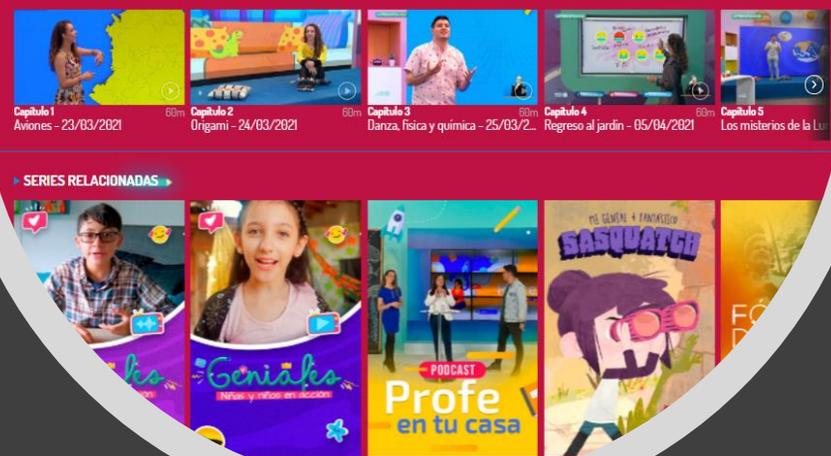
Initiatives

- To minimize inequities
- To maximize continuity in education
- To preserve the link between children, families and schools

1. Redefining the spaces:

- More moments for face-to-face interaction
- Principles of care, self-care, and biosecurity
- For the entire educational community





2. Significant learning experiences at home

- Extending the boundaries of education to parents and other members of the family
- “Experiences of care and parenting at home”
 - Why to stay at home, and how to make moments easier and safer.
- “Teacher at home”
 - Basic civic and socio-emotional competencies for children and adolescents

Experiencias de cuidado y crianza en el hogar

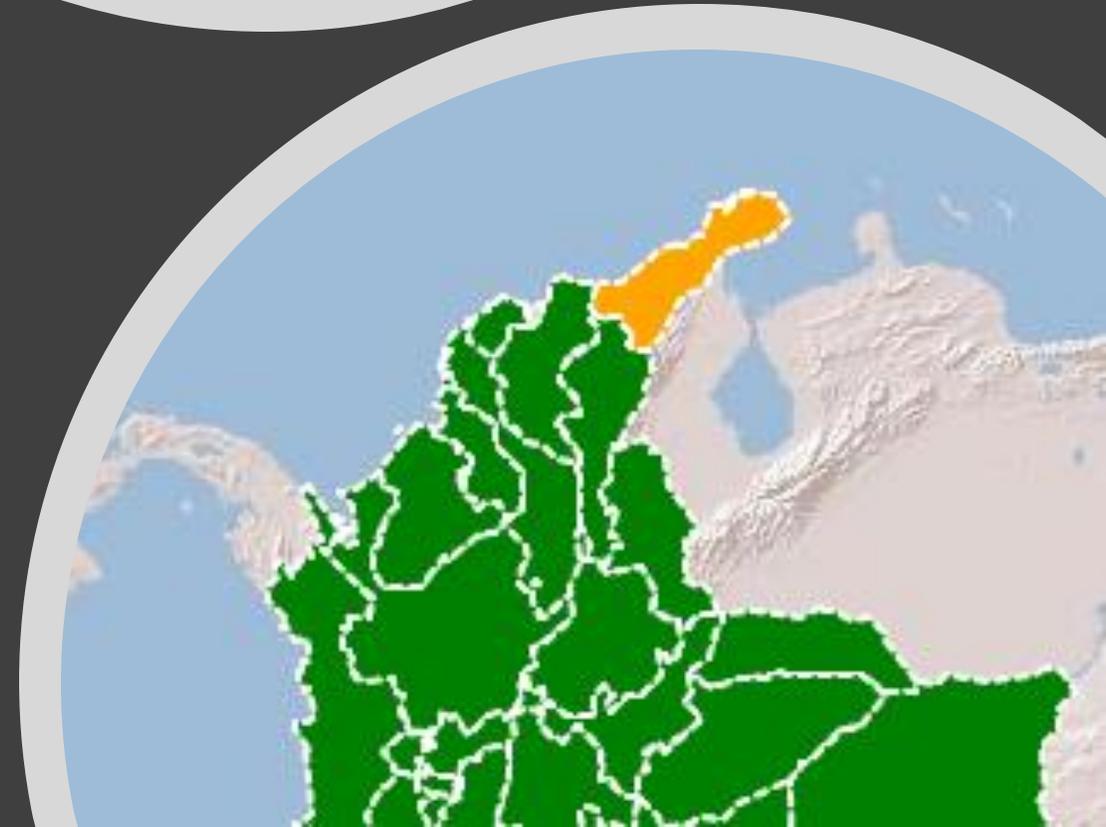
EN TIEMPOS DE CORONAVIRUS

#MisManosTeEnseñan
#MeLaJuegoEnFamilia



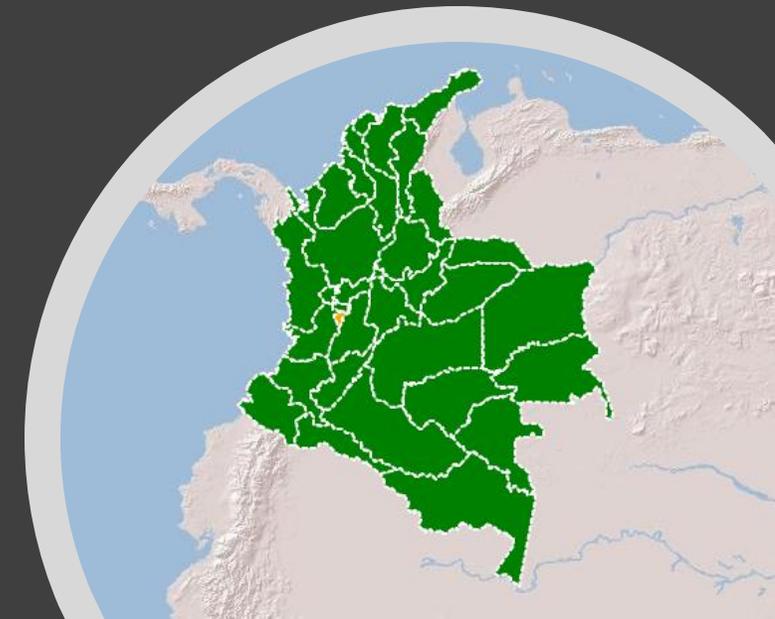
3. *Projects tailored to our cultural contexts*

- *“Let’s Learn in Apüshi”*, a project by the Wayuu, ANAA AKUA’IPA Nation, Guajira
- Ethno-education tool and ideas backpack for the dynamic teacher
- Designed to protect their identity, territorial and cultural roots.



4. *Outstanding individual efforts*

- “Internet connectivity, even if it means climbing into the treetops to obtain a signal”
- Professor from the Rural Educational Institution in Quimbaya, Quindío
- He has managed to bring connectivity to many children and families of these villages.





Final words

Final thoughts...

For a developing country like mine, education means hope and opportunities to prosper

Efforts of many are being made to reinvent new scenarios for teaching and learning during the pandemic.

Many barriers appear. If it is not possible to solve all of them, it should be possible to mitigate them and smooth out disparities.

...and
questions
to think
about

Are we witnessing the emergence of a new generation of especially resilient and innovating persons?

What consequences could be anticipated?

Do children actually need to be educated within “in-person” communities?

Has it come the time for all of us to create and reinforce new “meaningful virtual moral communities”?

Credit to images and references

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iThank you all!

iGracias!



The Caribbean Sea, Cartagena