Emergency University Teaching in the COVID-19 Health Crisis

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The pandemic and health crisis emerges in Chile shortly after the so-called "social outbreak" under a complex political and social climate. Conditions arose out of forced confinement and paralysis of various daily activities and the productive sector; removing the socioeconomic structure, where the educational system has not been spared. In this uncertain climate, teachers of different educational levels have made substantial efforts to give continuity to the teaching-learning processes, trying to support their students and carry out emergency teaching. This work collects some reflections that arise from the teaching practice and various studies reviewed in the university environment to identify those challenges and opportunities under the context of COVID-19. From these considerations, the need arises to rethink the educational model and move towards more flexible systems, where the principles of equity and inclusion guide the teaching practices and the training of future teachers.

Keywords: higher education, teaching, student, COVID-19, distance education

INTRODUCTION

On March 11, 2020, the World Health Organization (WHO) officially declared COVID-19[1] a pandemic, highlighting concerns about the alarming levels of spread, severity and the inaction of some territories.

In the case of Chile, this pandemic and health crisis[2] arises in the middle of a national scenario characterized by social discontent due to the evident inequality and social injustice in the country. Under this political, social and health environment, conditions of forced confinement, social distancing and suspension of various daily activities and of the productive sector arise, further exacerbating inequality and inequity. The pandemic in the middle of this social crisis comes to shake the socioeconomic structure, where the educational system has not been unaffected.

According to data provided by UNESCO-IESALC, as of April 1, 2020, 185 countries had closed schools and higher education institutions, affecting 1,542,412,000 students. The closure of classrooms at all levels of education places teachers in a new, unknown and uncertain scenario. The affirmation that has been circulating among professors that best represents daily teaching is that distance or virtual education is not being carried out, but rather that it responds to an *emergency teaching*, faced with the challenge of reorganizing their activities to provide continuity to classes, and also to respond to the diversity of complex

problems that emerge from confinement, space limitations and the restructuring of human activities in general.

In this new scenario, teaching took on new dimensions and new priorities, such as maintaining student contact and motivation, avoiding dropout and postponement of studies, among others. As an example, the latest figures available from the International Telecommunication Union show that, in Latin America, only 52% of households have technological equipment and broadband connectivity (International Telecommunication Union, 2019). From here, questions arise regarding the "new pedagogy", some voices propose a reorganization of the curriculum and its contents, another type of interaction and didactics, as well as the learning and implementation of technologies necessary to put it all into practice.

Higher education has been impacted, as all educational levels, assuming particular modalities due to the specific characteristics of teaching, research and extension activities (Marinoni et al., 2020). The survey of the International Association of Universities[3] (Marinoni et al., 2020), exposes that most of the Higher Education Institutions (HEIs hereinafter) have replaced face-to-face teaching by distance learning, arising with this, some main challenges such as access to technical infrastructure, skills and pedagogies for distance or remote education, and the requirements of specific study areas that require face-to-face teaching.

At the same time, the change from a forced scenario to remote teaching and learning has offered several opportunities for HEIs, teachers and students, highlighting the possibility of more flexible learning, the exploration of hybrid modalities of synchronous and asynchronous learning, international collaboration between HEIs, virtual mobility of students and, in addition, reflection and questioning of the current education system. It is indisputable that our contemporary culture points to dizzying social, political and technological changes (Narodowski & Botta, 2017), which even before this health crisis were rising up and questioning the timelessness of the educational system. From this disruption, it is critical to rethink the ways of teaching, learning and evaluating, and with this the teaching practice, challenging the hierarchical structures, those that for years had resisted change, aiming now at flexible and more horizontal organizations from a forced and uncertain situation.

BACKGROUND

Overview of Higher Education in Chile

Chile shows the highest inequalities associated with educational attainment (OECD, 2017). For this reason, higher education has a significant social value, which, from a social perspective, is related to the search for upward social mobility and with it, the imaginary reduction of inequalities. In line with this perspective, the OECD (2019) argues that in Chile academic merit is closely related to economic compensation, indicating that a professional who has graduated from a professional career can earn 163% more than those who only had access to high school education.

The higher education system in Chile underwent a structural reform in 1981, which, among other changes, meant an increase in the academic offer of institutions and curricula (Espinoza, 2017; Chiroleu, 2017).

Currently, the academic offer is composed of 60 universities, 51 Technical Training Centers (C.F.T for its Spanish acronym) and 40 Vocational Schools (IP for its Spanish acronym) throughout the country (MINEDUC, 2020). Regarding the total number of students enrolled in these institutions, according to figures from the National Council of Education (CNED by its Spanish acronym) (2020a), in the year 2020, a total of 1,144,184 students were enrolled, of which 57.2% are enrolled in university institutions (where a large part attend private universities), 31.8% in Vocational Schools (IP) and 11% in Technical Training Centers (C.F.T). Against this backdrop, the OECD (2019) maintains that attainment and participation in higher education in Chile, has grown in the last decade and that access is relatively high compared to other countries in the region. However, one of the challenges that still remains, is the inequality in quality among the different institutions and curricula offered (OECD, 2017).

Also, notwithstanding this growth, inequities in access to higher education and study success still persist (OECD & World Bank, 2009; OECD, 2017; 2019). In addition, drop-out rates are high and affect mainly disadvantaged student groups. This situation, reflects the problem of higher education institutions to

accommodate an increasingly diverse student population OECD (2017). Currently, as a result of the pandemic, this scenario could become a major problem if the appropriate measures are not taken at the central level. From this scenario, in order to improve the situation of higher education and research in Chile, the OECD (2017), establishes some policy recommendations, which aim to **1.** "Develop a system-wide vision and strategy for higher education; **2.** Establish an effective governance structure to support the achievement of the system's vision; **3.** Reinforce equity in access to higher education of better quality; and **4.** Strengthen the quality and relevance of higher education" (p.26).

Emergency Management Frameworks

International Frameworks

Although this emergency situation[4] has been unexpected, as well as the consequences of the disease, there are several international protocols and guidelines that deal with these scenarios, which are mainly focused on armed conflicts, natural[5] disasters, epidemic and pandemic emergencies, etc. It should be noted that, although this is a situation that affects the entire world population, every day there are countries or territories that are constantly in an emergency state.

In the educational field, it is established that in emergency and disaster situations, the right to education must be guaranteed, facilitating the necessary resources so that all students can have access to education. This is not only because it guarantees a fundamental right, but also because it is a form of protection and social integration (UNICEF, 2008). Thus, there are several international frameworks and agencies (Table 1) that protect the right to education and consider training, teaching and research as essential to face these scenarios.

TABLE 1
INTERNATIONAL FRAMEWORKS FOR ACTION TO ENSURE EDUCATION IN EMERGENCIES

International action frameworks	Reference in education
The Universal Declaration of Human Rights (United Nations, 1948).	It establishes the right to free and compulsory primary education for all children and teenagers.
The World Conference on Education for All (UNESCO, 1990) and the Dakar Framework for Action (UNESCO, 2000).	It addresses the right of children and teenagers to education in emergency and disaster situations.
Action Framework for the Implementation of the International Strategy for Disaster Reduction (ISDR) (2001).	It establishes the importance of cooperation, research and technology transfer to 180ara emergencies, where education is 180aramount.
The Andean Strategy for Disaster Prevention and Response (EAPAD) (2017). (adopted in 2004)	It establishes as one of its 5 thematic axes, the interest in reducing vulnerability in emergency situations and promoting education, research, communication and participation to build a culture of safety and resilience.
Regional Strategic Framework for Education to Reduce Disaster Risks (2008).	It considers that education is the indisputable means to generate a new culture on risks and disasters and to develop capacities for this purpose at all social levels.

The World Conference on Disaster Reduction (UNDRR, 2005) through the Hyogo Framework for Action 2005-2015.	In the *priorities for action*, it considers in point 3: To use knowledge, innovations and education to create a culture of safety and resilience at all levels.
Global Platform for Disaster Risk Reduction Conference (United Nations, 2017).	It ratifies education as a priority in promoting disaster resilience.
The 2030 Agenda for Sustainable Development (UNESCO, 2017).	In the new 2030 Agenda, specifically in education, *Goal 4* calls for ensuring an equitable, inclusive and quality education and promoting lifelong learning opportunities for all.

Note. This table was modified based on the information provided in the document entitled *Education in Emergency and Disaster Situations* (UNICEF, 2008).

There are also entities such as the inter-agency *International Network in Education in Emergencies* (INEE), which aims to ensure that all people have the right to quality, safe, relevant and equitable education. In this framework, INEE establishes four areas to ensure minimum standards in education in emergency situations: **1.** Educational policy and coordination, **2.** Teaching and Learning, **3.** Teachers and education workers, and **4.** Access and learning environment.

In this framework, referring specifically to teaching and learning, the *Guide for Education in Emergency and Disaster Situations* (UNICEF, 2008) and the *Support Guide for the Education Sector in Emergency Contexts* (Amuchástegui et al., 2017), suggest that curricula adapted to the emergency should have a long-term perspective and not be limited only to pre-disaster measures. Likewise, it is important that they consider from the beginning a basic curriculum, the provision of the necessary materials and teacher training, with the ultimate goal of achieving quality education. These considerations are underpinned by commitments to "leave no one out" and "leave no one behind" (UNESCO, 2017).

National Frameworks

Based on international frameworks, Chile has developed several general action plans for emergencies and disasters, which comply with the commitments under the Hyogo Framework for Action (HFA), signed in 2005. These guidelines provide a set of directions, so that different State institutions can respond adequately, from their areas of action, to emergency situations (ONEMI, 2016a) (Table 2).

TABLE 2
ACTION FRAMEWORKS FOR EMERGENCIES AND DISASTERS IN CHILE[6]

Action frameworks	**Description**
National emergency plan (2017)	It is a general plan that provides protection to people, their properties and environment through the coordination of the national civil protection system.
National Civil Protection Plan (2002)	For the development of permanent actions for the prevention and attention of emergencies and/or disasters in the country. It considers the educational area as prevention and subsequent work.
National Strategic Plan for Disaster Risk Management 2015-2018 (ONEMI, 2016a).	It has several priority axes, focused on different areas. Specifically, *Axis 3: Fostering a Culture of Prevention*

	and Self-Insurance, raises the importance of fostering a culture of security and resilience in the country, through the use of knowledge, innovation and education.
National policy on disaster risk management (ONEMI, 2016b).	It is a guiding framework that has the objective of reducing the adverse effects caused by disasters. It involves cross-cutting guidelines and priority axes. It also considers education as a form of prevention against the effects of disasters.
MINEDUC Action Plan for Higher Education Institutions (MINEDUC, 2020).	Plan adopted in response to the COVID-19 emergency to ensure coordination, information and continuity of training processes in higher education.

Note. Developed by the author.

In response to the particular emergency of COVID-19[7], Decree No. 104 was issued declaring a Constitutional State of Exception of Catastrophe due to Public Calamity in the national territory, thus enabling the adoption of exceptional measures **(**Ministry of the Interior and Public Security, 2020). This framework determined the limitation of the population's access to public places, promoted remote work, the closure of educational establishments and of those services that were not essential for the supply of citizens.

In the area of higher education[8], the Ministry of Education (MINEDUC) activated the Coordination Committee of the National Quality Assurance System (SINACES), whose objective is to promote a series of measures that will allow **1.** To generate coordination instances, **2.** To support a permanent information system between students and institutions and **3.** To ensure the continuity of quality training processes (MINEDUC, 2020). Among the measures implemented are distance training (offering various courses), flexible assistance, provision of technological resources, assistance to higher education institutions, and many others. These measures are in addition to others in the different educational areas and levels.

TEACHING IN A NEW SCENARIO

The pandemic and the consequent health crisis hit the education system as a whole in a severe way. Faced with this scenario, the substitution of face-to-face activities for remote activities has been chosen as an emergency alternative in order to try to guarantee pedagogical continuity and thus make student learning possible.

This change has directly impacted institutions, teachers, students and their families, since it has modified the structures of work, academic and personal life, making it evident and necessary to overcome certain barriers and build new learning.

The teaching profession, particularly, has been at the center of the discussion, given the fact that during the teaching and learning processes various factors converge that directly affect the quality of teaching, which in a period of instability and uncertainty become even more relevant. Some of the major situations that have arisen in so-called "emergency remote teaching[9]" (Hodges et al., 2020), during this period of pandemic and online teaching could be reflected in this way:

1. **Scarce preparation of teachers and students for the online mode**. Academics have not only had to break with the traditional ways of interacting with their students, but have had to join the learning process in the use of new platforms in order to establish an educational dialogue, using diverse resources and didactic strategies to make the different programmed activities possible. Undoubtedly, the most complex aspect has been to overcome resistance to change and value technology as an opportunity for strengthening the educational process.

On the other hand, students have also been challenged to update their skills regarding the use of digital resources and to respond to new requirements. In addition, they have had to develop autonomy and proactiveness in the construction of their learning, elements that are not very widespread in the traditional approaches still found in the educational system.

This is evidenced by the survey "Teaching during the health crisis: The perspective of teachers"[10], which states that 9% of teachers believe that their students have the habits to study independently, and only a quarter believe that their students have the necessary skills to use distance work applications (Instituto de Informática Educativa, SUMMA - Laboratory for Research and Innovation in Education, Observatory of Digital Educational Practices, Center for Professional Development of Teachers and Costadigital Center, 2020).

In this connection, one of the challenges is to move from an approach based on the massive access to technologies to one that strengthens digital skills and competencies, oriented to new pedagogical resources (Government of Chile, 2020). Therefore, it is essential to incorporate three types of knowledge: technological content, pedagogical content and pedagogical technological knowledge, because, from these, it will be possible to move towards a training that integrates the pedagogical and not only the instrumental and technological in the use of digital resources (Tejada & Pozos, 2018).

2. **Inequity of access to Internet and technological resources.** The closure of higher education institutions and the development of remote teaching has required both teachers and students to have their own resources to access interaction and learning platforms, which has not been an easy task for families with fewer resources, who do not have the economic possibilities to acquire a notebook, for example, or to access the Internet.

   In addition, when there is an Internet connection, online classes have been interrupted and limited by several factors. In the Chilean case, the diverse geography, the existence of remote locations and even the structural conditions of telecommunications, which are not well prepared to face a high demand for connectivity, have meant barriers at the time of implementing the online education mode.

   In response to this reality, some institutions have provided students and teachers with computers, notebooks, connectivity chips, among other resources, to make it possible to maintain the educational process. Furthermore, MINEDUC has implemented a plan to support institutions in this process, through various actions (MINEDUC, 2020).

3. **Academic programs flexibility.** In an attempt to comply with the study plans, it was considered that the curricular activity programs could be developed without major modifications in their contents and hours established for their work. Another difficulty was to consider that the videoconference class was an academic space similar to the face-to-face classroom. This led to an excessive extension of the presence in front of the screen, with an obvious fatigue, both for teachers and students. According to Pedró (2020), this situation was mostly observed in teachers accustomed to expository classes with little interaction with their students, where the use of a digital platform functioned as a repository of activities without an interaction that facilitates their learning.

   In view of this, UNICEF (2008) states that in an emergency situation it is not feasible to "continue with the same program as if nothing had happened (...), so it is necessary to develop a minimum or basic curriculum with a view towards building a more formal education system in the long run" (p. 23). Similarly, Amuchástegui et al. (2017) argues that it is critical to seek flexibility, comprehensiveness and holistic approach to the contents avoiding rigidity and hyperdensification.

   As the academic semester progressed, teachers were faced with the need to make changes in teaching and evaluation strategies and times, and in some cases to make adjustments to certain content, having to resort to the principle of flexibility to do so. This principle has had to operate in order to address the diversity of situations and, in many cases, the unequal conditions of

students. It should be noted that these adjustments have been made on the go, with little time to adapt them to the remote classes.

4. **Change of academic space and impersonal education.** In a regular scenario, the resources and facilities of the institutions can be used; however, in a situation of forced confinement, the physical space to work emerges as a threat to students and teachers. This is due to the fact that many of them do not have the minimum conditions to carry out their work and academic activities at home, reflecting once again the countless conditions of inequity to develop the teaching and learning processes.

   Similarly, this change in academic space has also meant a modification in the interactions in and out of the classroom. This has affected dialogues between students, questions to the teacher outside classes, or the limited participation of students in the distance class, among others. As an example, it is common to have sessions with "black screens", with no possibility of seeing the faces of the students with the possibility of face-to-face interaction. This working modality has been established as "normal behavior" in the HEIs, with the understanding that the personal space and privacy that some students require must be respected. For teachers, this has been a serious constraint, as faces are an important source of information. In this sense, it becomes much more difficult to regulate the communicative activity and the information that is being delivered, as well as the understanding of it, without the feedback provided by the faces or comments of the students. For this reason, it is common to hear teachers ask questions such as: "*can you see?", "can you hear?", "is it understood?", "does anyone have an opinion?", "are there any questions?"*

5. **Work overload and precariousness.** Currently, 87.550 teachers work in higher education, of which 66.827 (76.3%) are located in universities. Of these teachers, 22.052 have full-time contracts[11], 7.763 are part-time and 37.012[12] are hourly[13] (CNED, 2020b). These data provide important information on the labor situation, since most university professors are hired for less than 19 hours per week, which reflects the situation in which professors have had to face this pandemic scenario, for example, low salaries or working in more than one institution.

   Teachers have had to harmonize their university academic work with their personal and family responsibilities. In addition, the fact of being permanently in front of a screen means that teachers are constantly connected and receiving different requirements, which, in many cases, has resulted in the extension of working hours (even beyond their contract). Undoubtedly, the high demand of the students' needs, maintaining the teaching quality, the scarce spaces for collaboration with other teachers and the narrow line of the end of the working day has become a precariousness of the teaching practice.

   Although these conditions are reflected in male and female teachers, in the case of women, teaching is even more precarious due to gender inequality. Household chores and care of children and/or family members are added to work responsibilities in a context of confinement, making it clear that these tasks still fall mostly on women, with gender inequality having an impact on all spheres of life (ECLAC, 2020, p.1).

6. **Emotional and mental state.** Teachers have been challenged to adequately respond to a vulnerable emotional state of their students without a great deal of preparation. Similarly, they have shown a lack of training in self-care, feeling a greater burden of work overload, in addition to domestic chores, child or parent care, etc. As a consequence, a state of emotional and mental saturation is evident, in an uncertain context, in which, at the same time, they try to maintain a certain degree of normality.

   Some of the highlighted aspects are in line with the results of a survey elaborated by a group of universities and national research centers, which gather the viewpoint of teachers in the approach to remote education. It reveals that 80% of teachers indicate as a priority to receive training in the use of pedagogical strategies in order to teach at a distance and socio-emotionally support their students (Instituto de Informática Educativa et al., 2020).

In this context, UNICEF (2008) establishes that learning spaces should be protective environments for students and teachers, which, beyond pedagogical content, should provide opportunities for reflection and self-expression, especially in crisis contexts. In addition, Amuchástegui et al. (2017) recommends paying attention to **1**. Identify and improve urgent working and contextual conditions for the development of the pedagogical task, **2.** Empower and legitimize teachers, as local referents, and **3.** We must not forget that teachers are also in the emergency, therefore, they must assume the containment of others, but they also need to be cared for.

RETHINKING THE EDUCATIONAL MODEL

With the health crisis and the new teaching modality, concern arose about the mastery (or lack thereof) of technology and virtuality for teaching. However, with the passage of time, technology as the great challenge for these exceptional times, ceased to be the debate's center, opening the way to the need and urgency of rethinking the educational paradigm in terms of its epistemological, didactic**,** curricular and evaluative foundations. This implies asking again key questions such as: what kind of university and school do we want? what kind of society are we educating for? what should be the focus of the teaching and learning processes? (what to teach?), how can we achieve this learning? (what didactics or methodology to implement?) and how can we know if our students are learning (what and how to evaluate?).

Before this pandemic, there was already discussion about the need for a change in school and university education, a restructuring within classrooms and institutions, which seem to possess elements that are timeless to changes in society. This debate emerges from (re)thinking the methodologies used, resources and power relations within academia; authors such as Narodowski & Botta (2017), argue that the exercise of power has been so meticulously disseminated in the academic canon that it is now commonplace, hence, figures of power such as curricula and evaluation methodologies have ceased to operate with the same effectiveness as in the past. Along these lines, Osman & Hornsby (2018) recognize a crisis in higher education institutions that resist change and transformation; noting that they have become a hostile and divided environment, which, in the case of learning approaches, would be alien and even opposed to the worlds of students and their families.

The crisis in higher education, together with the pandemic context, could represent an opportunity to restructure hierarchical, standardized and rigorous dynamics in the transmission of knowledge, resistant for years to changes and innovations, and which, in this forced period of change, have had to reinvent themselves and make teaching and learning processes more flexible. In this line, UNESCO in its theoretical-practical guide "Teaching in times of COVID-19" (Rappoport et al., 2020), states that one of the characteristics of distance education is that students and teachers do not share space and/or time; therefore, since teacher availability is limited, students must be autonomous in the construction of their learning and that, in this modality, the materials provided by the teacher become especially relevant, since they will allow dialogue with their students and the collective construction of learning.

In this way, the educational intentionality is focused on the student's experiences, with the learning outcome being the ultimate goal. In this way, class planning is based on a didactic sequence, in which asynchronous instances are mixed, where the student works autonomously, and synchronous activities, whose main objective is to reinforce learning through exchange, feedback and deepening of topics. This instance takes on a relevant value in times of confinement, since it is the training instance where cognitive, social and affective aspects of the learning process are integrated (De Vincenzi, 2020), which allows building experiences in a collaborative and horizontal way between students and mediating teachers.

This scenario has reflected that there are curricula full of contents and competencies that are less necessary than we thought, being a challenge the revision of curricula and study plans at each stage to adjust them to the context (Pedró, 2020); assuming that one of the lessons learned from the emergency has been the adaptation and flexibility, contrary to the rigid and standardized teaching models. Based on this dialogue, international organizations have focused their concern on training by cross-cutting competencies and the quality of distance education. Furthermore, the emergence of teachers in this pandemic, together

with the exercise of reflecting and rethinking classroom practice (distance and face-to-face), leaves us with important opportunities (Marinoni et al., 2020):

1. The possibility of having adaptable and flexible teaching-learning contexts (schedules, number of students in the class, contextualized learning competencies, diversity of materials, etc.).
2. This could mean the incorporation of hybrid models of education, positioning online education as an inexcusable part, after so many years of resistance to technology. This combination of both models would be complementary.
3. These hybrid models could mean leaving behind training modalities focused on the dissemination of knowledge and instead giving way to teaching strategies focused on the design of learning experiences.

EQUITY AND INCLUSION IN THE EMERGENCY

The debate on inclusive pedagogy has arisen in the changing scenario of teaching and learning contexts. From this point of view, it is essential that the principles of equity, inclusion, relevance, pertinence (given by the context or territory) and social justice can guide us in the crisis. The equity approach to social inclusion recognizes the existence of social fragmentation, discrimination of groups and the homogenizing nature of traditional institutional and academic cultures (Silva, 2020). What is interesting about this approach is its political nature, which demands the transformation of structures to reverse exclusion processes and places the recognition of differences at the center, emphasizing the right to learn (Yuni et al., 2014). In this period of confinement and non-face-to-face teaching, professors have been confronted with diversity in the classroom in an unusual way, challenging the different situations that this scenario originates, such as, for example: diverse economic realities, access to technology, emotional situations typical of confinement, specific situations to advance in learning, among many others, added to the particular needs before the pandemic. Teachers have had to deal with these multiple situations at a distance, even without knowing the students (in the case of first year students), and they have not had the tools or support typical of face-to-face teaching, in order to deal with these demands in an uncommon scenario.

To face the teaching-learning process and try to ensure their equity, teachers and institutions have opted for the so-called academic flexibility, prioritizing those fundamental contents, adapting the methodology of their classes and evaluations, in distance and deferred spaces and times. Prior to the emergency, the so-called "academic flexibility" was managed by inclusion programs and units within universities, whose function was to guarantee equal opportunities for non-traditional student groups entering higher education. However, during the emergency, the challenge of making classes more flexible is not only aimed at these groups, but it is also essential to develop academic activity, challenging the rigid structures of those institutions and teachers who were reluctant to suggest adaptations before the pandemic. In the current context, it has been shown that these reluctances are unfounded and that standardized forms of teaching in education do not work at all. In addition, it has been shown that the measures of flexibility and adaptation in some contents, strategies and evaluation types implemented in classes during the pandemic period not only have an impact on a specific group, but also benefit the entire student body in order to achieve their objectives (Pedró, 2020). In other words, they are still accommodations, but they comply with the principle of inclusive and universal education.

The UNESCO-IESALC "COVID-19 and higher education" guide (2020), puts forward a set of guiding principles for this period of crisis, two of them state the need for:

1. Ensuring the right to higher education for all persons within a framework of equal opportunity and non-discrimination is the first priority and, therefore, all policy decisions affecting, directly or indirectly, the higher education sector should be guided by this right; and **2.** Not leaving any student behind, in line with the main purpose of the United Nations Sustainable Development Goals. Assuming that the crisis impacts different student profiles to different degrees, but it is undeniable that it deepens existing inequalities and generates new ones (p.45).

Based on these experiences and guidelines, an educational model based on the idea of personalized education, which should not be confused with individualization, should be pursued. In this sense, an equity

pedagogy constitutes a dialogic process among all actors, recognizing their differences in order to reverse accumulated educational and social exclusions; even more so in contexts of global crisis, as these differences are exacerbated for the least favored groups.This is not reduced to specific techniques for improving teaching; it points to a process that involves a human, pedagogical and political sense that leads us to question and reflect on the rigid structures of institutions and how power relations are exercised to perpetuate inequalities. The experience of this health crisis should lead us to the conviction that equity in higher education, pre and post pandemic, requires priority attention, since, despite the expansion of access to higher education, there are still significant inequalities in exercising the right to education (Silva, 2020).

FINAL CONSIDERATIONS: CHALLENGES OF THE RETURN TO FACE-TO-FACE ACTIVITIES AND POST PANDEMIC.

Currently we have a "higher education suspended in the air", but both the university and the school are spaces for social development, a priority for integral learning, for interaction between teachers, students and the educational community in general. From this experience, it is important to consider some important issues for the return to the new "normality" and for future emergencies.

Preparation for a Return to Face-to-Face Teaching

Although the return to the classroom is not on the immediate agenda of most educational institutions, it is necessary to plan for a safe return and determine the best conditions to start this process. In order to return to the HEIs, without risking the health of the communities, it is necessary to establish local committees to evaluate the internal situation on a daily basis, and to take new protection measures if the circumstances so require. It is also key to have an expeditious communication system that keeps the community permanently informed.

In order for this to work relatively effectively, it is essential to have information at the national level, gathered by experts in different fields, who, from their disciplines, provide the necessary evidence for the proper orientation and decision making of these committees and the population in general. In this line, UNESCO-IESALC (2020), proposes the need to provide institutions with sufficient resources for knowledge, research and innovation, in order to contribute from the different fields of study and action. With this, it highlights the need to promote networking, which from an inter- and transdisciplinary approach addresses the complexity of educational problems and can clarify solutions.

Upcoming Challenges

In this confinement period, the achievement of learning has been very diverse, depending on the personal circumstances of the students and how the processes have been carried out. In addition, priority has been given to certain fundamental competencies and content, leaving others behind. This situation demands the retaking of some activities aimed at working on those contents and competencies that did not reach the expected development (Moreno-Rodríguez, 2020). This is consistent with the indications of UNESCO-IESALC, (2020) for the so-called opening phase of the institutions, where it indicates that the first objective should be centered on recovering the learning that was not achieved, focusing on the most vulnerable students. With this in mind, various compensatory strategies are proposed: individual monitoring and support, tutoring, small groups to level subjects and seminars or summer or winter schools to better face the new educational challenges ahead.

A second objective should be the redesign of training processes, taking into consideration the lessons learned from the technology used at this time, within the framework of inclusion and equity. For this, it is essential to have a record of the changes implemented in the remote educational process and to evaluate their impact through a reflective process of the educational community (UNESCO-IESALC, 2020). In this time of remote education, the use of a variety of technological resources and platforms has become an opportunity to give continuity to the teaching and learning process, however, it is clear that it has not been a planned instance and many teachers have not had all the competencies for an adequate implementation.

Based on this, UNESCO-IESALC (2020) points out that it is necessary to systematize these experiences, evaluate them and reach conclusions to improve learning achievements through innovative processes.

In order to advance along this line, it is fundamental to provide public education with the necessary resources, so that both students and teachers have the appropriate infrastructure, technological resources and connectivity to achieve new learning. This means narrowing the economic and digital gaps. On the other hand, regarding the characteristics of the teaching provided, it is of utmost importance that it be focused on contextual situations, rooted in the territories, linked to the local reality and at the service of those who have been most affected by this health crisis. In this way, it will be possible to promote learning with meaning and not only focused on the discipline or technique. UNESCO-IESALC (2020) also states that one of the principles to be considered is that governments, together with HEIs, should establish mechanisms to enable the resilience of higher education to future crises, for which it is essential to involve the entire educational community in responses to emergency situations. This expected return to the universities will probably not be a return to "normality", but this experience should be used as a new opportunity to rethink education, where innovation, creativity, flexibility and inclusion are the vectors of teaching.

Post-Pandemic Education Policies

There is no doubt that, after the health crisis we have lived through, education systems will not be the same. The different international experiences in emergency situations underscore the importance of working together as a mechanism for overcoming difficulties, without leaving anyone out or behind in the educational process. This is why Amuchástegui et al. (2017), from a Lifelong Learning perspective, provides some guidelines regarding post-disaster educational policies, which can serve as core elements to consider after the health crisis experienced. It is stressed that the diagnosis should consider weaknesses and strengths of the community and its participation in the design of educational processes considering the territory (physical and symbolic) in which they take place. Likewise, it promotes the importance of enabling diverse modalities, resources and expressions for the achievement of learning.

The different action frameworks reviewed agree that these experiences should be taken as an opportunity for reflection and the development of new perspectives that contribute to the design and implementation of improvements at the educational level. Likewise, the lessons learned should enable us to be better prepared in the event of a new emergency.

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ENDNOTES

1. For its translation into English coronavirus disease.
2. "WHO uses the terms disaster, emergency or crisis frequently in its technical documents without a specific distinction, however, it is common to call epidemic events with pandemic tendencies a public health crisis. It is recognized that, in the face of a disaster and the consequent state of emergency, there is preparedness and contingency plans that can alone, or with external assistance, restore things to normal in the shortest possible time. When this does not happen, at the level of the healthcare system, among other unstable systems, a public health crisis could be faced" (Diaz, 2013, p.31).
3. The survey is based on 424 complete responses from single HEIs in 109 countries and two Special Administrative Regions of China (Hong Kong and Macau). The results are analyzed both globally and regionally in four regions of the world (Africa, America, Asia-Pacific and Europe).
4. "The Pan-American Health Organization (PAHO), considers that emergencies cause disruptions in people, the economy, social systems and the environment, are due to natural events, generated by human activity or by the combination of both, and their response actions can be managed with available resources" (Diaz, 2013, p.28).

5. The term makes reference to "a serious disruption in the functioning of a community or society that leads to a large number of deaths as well as material, economic and environmental losses and impacts that exceed the capacity of the affected community or society to address the situation through the use of its own resources" (ONEMI, 2016a, p. 160).
6. Other plans and programs available in Chile are: Specific Emergency Plan for Variable Risk of Forest Fires; Comprehensive School Safety Plan; Comprehensive School Safety Plan for nursery schools and kindergartens. Available at http://repositoriodigitalonemi.cl/web/handle/2012/15
7. Other protocols and action plans for Coronavirus from the Chilean government available at https://www.gob.cl/coronavirus/plandeaccion#educacion/
8. A protocol for orientation to the school system in the context of COVID-19 has also been implemented.
9. It refers to the use of fully distance learning solutions, which would otherwise be conducted face-to-face. Remote teaching aims to provide temporary access to education and deliver educational support quickly and reliably for the duration of the emergency or crisis.
10. The survey was validly answered by a group of 3.176 classroom teachers throughout Chile. The objective was to find out how the country's school and high school teachers are approaching remote education in the context of the health crisis.
11. It considers a minimum of 33 hours per week.
12. It considers between 20 and 32 hours per week.
13. It considers up to 19 hours per week.

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