



Guía para docentes y mediadores de aprendizaje

PROPUESTA PEDAGÓGICA

EN EL MARCO DE LA
EMERGENCIA SANITARIA
POR EL COVID 19



Con el apoyo de:



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
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INTRODUCTION

The health crisis caused by covid-19 has had an unprecedented impact on the education of millions of Peruvian children and adolescents. The complexity of the challenge has required us to join efforts to offer quality education. In response to this, the Education for Sustainable and Solidarity Development Program (EDUSO) of Terre des Hommes Suisse shares a methodological proposal for learning experiences in the context of distance education developed through instant messaging, a channel used by 33% of Peruvian students according to the National Institute of Statistics of Peru. Instant messaging is also the main channel of communication (most of the time the only one) for the students who benefit from the projects promoted by Terre des Hommes Suisse in the poor urban and rural areas of Cusco and Madre de Dios.

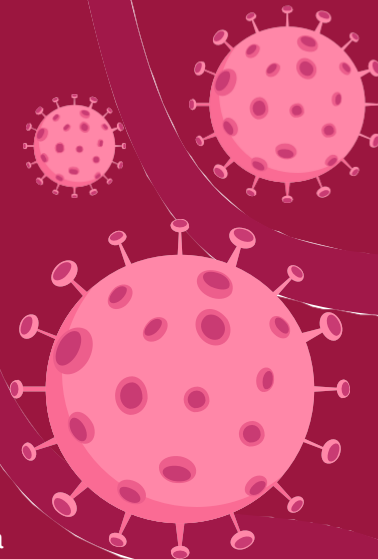
This proposal emerged as a response to the challenges posed by covid-19 to find innovative alternatives to bring students together and create conditions to act synchronously and as an educational community, communicating in real time. And this is precisely the virtue of the proposal: to have created a methodology for the teacher to conduct an interactive class that allows him/her to meet with and among his/her students, and to develop a session that complies with a pedagogical sequence that, with variant and flexibility with respect to the face-to-face session, allows them to interact horizontally and to resume collective learning.

After a six-month process of validation and application to six thousand high school students from Lima, Cusco and Madre de Dios, through promoters and teachers, it has been made available to the Peruvian educational community with the expectation of contributing to educational continuity.

Its importance lies in the fact that one third of Peru's school population accesses education through instant messaging, so using it as a collective learning channel constitutes a democratizing alternative for formal education.

The challenges faced in the construction of the methodology are not few, among them the limited use and knowledge of Technology among all the actors of the educational community and the firm conviction that face-to-face and the physical space (school) are irreplaceable elements of formal education and, as a consequence, the non-appreciation of virtual spaces and their acceptance as a transitory option, while and until the return to face-to-face education. To a certain extent, the mere mention of the initiative to create a virtual learning community through instant messaging was viewed with skepticism, since the social representation of formal education is associated with face-to-face attendance. However, thanks to the tenacity of our educational promoters, we managed to get allies among principals and teachers in Cusco, Lima and Madre de Dios who were willing to explore new methodological options. We owe them deep gratitude because without their participation this proposal could not have been validated, nor reached the level of development it has.

The instant messaging learning experiences operate with two tools: the content guides and the audiovisual resources guide for content activation. The former provide the teacher with information and materials for the development of a session on a given subject and are based on a syllabus that includes the main topics of concern of the adolescent beneficiaries and the national curriculum.





In Peru, at the beginning of the school year, almost 8 million children and adolescents were forced to experience a virtual education.

The proposed syllabus has been developed in the context of a pandemic, so the contents have been contextualized to the health emergency. It is organized according to the following environments: family, community, society and school, and the child as a subject of rights.

On the other hand, a guide of digital resources has been developed to give life to the contents, through videos, animations, posters and illustrated messages, as well as to the dialogue between the students and between them and their teacher. It introduces the teacher to the use of digital resources that can be used from greetings and farewells to more complex topics such as evaluating what has been learned. They contribute to create a virtual learning community and turn it into a space for meeting, entertainment, trust, motivation, solidarity and also accompaniment, without losing sight of the priority of promoting students' autonomy.

The outbreak of covid-19 confronts us with an unprecedented global health, social and economic crisis and, definitely, one of the hardest hit areas has been and is education. At the beginning of the development of this proposal (March 2019), 189 countries had closed their schools completely and more than 1.5 billion students, i.e., 9 out of 10 students enrolled in the world had been affected by this situation (Unesco, 2020).

In Peru, at the beginning of the school year, almost 8 million children and adolescents were forced to experience a virtual mode of education. This context made visible multidimensional limitations and inequalities in accessing the right to education, such as not having equipment, whether tablet, computer, cell phone or television; knowledge of technology, nor availability to finance the service that allows access to the "I learn at home" platform via web or television. As mentioned by Martínez (2008), "ICTs are becoming an increasingly indispensable tool in educational institutions, they offer new environments for teaching and learning, free of restrictions imposed by time and space in distance or face-to-face teaching, and ensure continuous teacher/participant communication" (p. 31) when they can be counted on.

In fact, in our country, educational scenarios are widely diverse. The conditions of educability are abysmally disparate, mainly when making a distinction of gender, rural or urban population, and in relation to the ethnicity and mother tongue of the students (Guadalupe, León, Rodríguez, & Vargas, 2017). Regarding the conditions for distance education, we also encounter unequal scenarios. For example, internet access presents very deep gaps. While in Lima and Callao there are 6.7 broadband connections per 100 inhabitants, in other regions of the country the number of connections per 100 inhabitants is less than 1 (Barragán, Marín and Zaballos, 2014).

However, despite the difficulties, and even to cope with them, the interruption of education is not an option. The consequences could negatively affect the well-being, protection and future prospects of children and youth. It would even jeopardize the long-term sustainable economic development of countries (SDC Education Network, 2020) and their opportunities for growth.

First of all, it is a question of avoiding educational regression. Education in times of crisis plays a key role in overcoming it, creating educational achievements in Peru has meant individual, social and political efforts, and continuing with education allows continuing with this process. Secondly, it prevents the deepening of social and economic inequalities. Universal and compulsory education is one of the pillars of equity, from which the following are derived promotes citizenship for all and relative equality among people. The educational continuity allows imparting knowledge and skills that save lives. For example, knowing the importance of lipsafety at this juncture and, at the same time, generating skills to inform their environment about them, are actions that combat misinformation and ignorance, and that, ultimately, prevent contagion, promote health care and contribute to face the pandemic without fatal losses.

In addition, the covid-19 health emergency requires long-term cultural and behavioral changes related to sanitation, cleanliness practices, and physical proximity. Access to information and new learning through the educational system can generate changes that benefit both children and adolescents and their families. In turn, this new learning helps to prevent situations of violence and to generate a sense of social belonging during isolation. Finally, they improve mental health and well-being, as they foster a sense of normalcy and order (SDC Education Network, 2020).

The general objective of Terre des Hommes Suisse's Education for Sustainable and Solidarity Development Program (EDUSO) is that children and adolescents recognize, reflect and act, from a systemic perspective, as agents of change with a critical, solidary and resilient citizen perspective in the context of the crisis caused by covid-19.



The EDUSO program assumes to articulate the right to education with that of protection and participation, to promote the school as a safe space.

In this order of ideas, the educational process, based on a rights-based approach, is oriented towards the capitalization of their experience, which implies strengthening their competencies and skills for the development of their critical thinking and solidarity action and to progressively insert themselves as active citizens in the construction of the sustainable development of their community, taking into account the environmental, economic and social dimensions that surround them.

The EDUSO program assumes to articulate the right to education with the right to protection and participation, to promote the school as a safe space, with different mechanisms to give a leading voice to the students, as well as to integrate interventions in formal and non-formal education.

The pathway is traced towards the achievement of the following programmatic results, the same ones that guide the actions of Terre des Hommes Suisse:

SPECIFIC OBJECTIVES

OS1. To develop competencies in students to strengthen critical thinking and protagonism of children and adolescents in relation to covid-19 and its implications.

OS2. Strengthen the capacities of teachers for the promotion and permanence of the rights of children and adolescents in the face of covid-19.

OS3. To have a validated distance learning intervention model of Education for Sustainable Development and Solidarity adapted to the context of covid-19.

In order to achieve the proposed objectives, an intercultural approach is adopted when working on the contents. Cultural diversities are recognized as assets, the right to difference is promoted and it is made explicit that there is a great historical and cultural devaluation of indigenous knowledge. This situation, in addition to other causes, leads to low self-esteem among students, which hinders their learning processes, since it prevents them from feeling that they are producers of knowledge (Freire, 2005; Martínez, 2003).

Assuming this situation, by promoting the protagonism of children and adolescents, it is done from a perspective that values the richness of their cultural diversity, the culture of peace and equality within the framework of sustainable development, as well as their transforming potential. The pedagogical proposal developed between March 2020 and March 2021 is framed in a rights-based approach and is articulated with both the Convention on the Rights of the Child and the Sustainable Development Goals of the 2030 Agenda. It arises as an initiative that seeks to add to national efforts for educational continuity in the context of the health emergency resulting from COVID 19 and thereby hopes to contribute to the exercise of the right to education in Peru.

Carmen Barrantes and Paola Yerovi

PEDAGOGICAL PROPOSAL

1.1. Conceptual Framework

For the development of this pedagogical and methodological proposal, the particularities of distance education have been considered, especially in the context of the health emergency. On the one hand, educational scenarios have been drastically modified, since teaching and learning processes have been transferred to the home. Therefore, looking at the situation in an assertive way, it is necessary to think about how to turn homes into spaces capable of offering particular and unique opportunities to consolidate authentic learning experiences that enable children and adolescents to achieve significant learning.

As the renowned psychopedagogue Francesco Tonucci suggests with distance education, the home was de facto converted into the school and, in order to optimize this process, it is suggested to turn everyday activities into opportunities to foster curiosity, research and learning. For example, household chores such as cooking can give rise to learning about chemical processes, botany and ingredients, social reality and the importance of agricultural work in the country, among others (Tonucci, 2020; Freire, 2005). Tonucci, in an interview he was given at the beginning of the health crisis, pointed out: "Now the situation is new: school is done in the family, the home is considered as a laboratory where to discover things and parents are collaborators of teachers" (Battista and Pantaleoni, 2020).

In this sense, family members who live with the child or adolescent play a fundamental role in the accompaniment and development of educational experiences, an activity that in most cases has been transferred to the school, which is why parents should receive constant support from the educational system.

Another vital issue in this scenario are the teachers, who have had to adapt not only to a space other than the classroom, but have also been forced (and motivated) to adapt/adapt their proposals for pedagogical activities and didactic sequences to situations and materials conducive to facilitating the acquisition of significant learning through distance education. In fact, on the fly, teachers have had to innovate in order to take advantage of the pedagogical resources offered by the new technologies. As Martinez (2008) had already pointed out, even before this particular context:

"Distance education has evolved with the emergence of new learning theories, especially with the appearance of constructivism, which considers learning as a process in which the person builds knowledge, assimilating and accommodating to new schemes (learning step by step) and with the use of information and communication technologies (ICT) as technological mediation" (p. 13).

Meaningful learning implies a willingness to learn and material that motivates students to want to learn. In this sense, the current educational scenario faces a great risk: children and adolescents who are unmotivated to learn, which can lead to school dropout. . Therefore, it is essential to welcome them with pedagogical activities that make sense to them, oriented above all to the understanding of the situation they are living, how this affects them and how they can contribute from their role as students and members of a home and a community.

From the constructivist theory of learning, the student constructs his or her learning accompanied by the educator, and from the materials with which he or she interacts in a specific situation. Díaz Barriga (1989, cited in Rodríguez, 2014) emphasized the importance of considering the students' previous knowledge and experiences to propose learning situations and pedagogical materials according to their individual characteristics. Thus, children and adolescents are recognized as participants in their learning process and, together with the facilitator and the appropriate materials, new knowledge is constructed, which in turn favors the development of different competencies.

Motivation is fundamental for the student to continue in the educational system, but due to the context in which we find ourselves, it is even more important that he or she feels welcomed, accepted and integrated in the activities that teachers offer in their teaching-learning sessions, so that he or she waits with expectation or without negative bias for the next meeting and thus avoids dropping out of school.

It is important to consider another factor that is vital for the situation: learning autonomy that allows students to create and follow their own learning path, accompanied by the facilitator of the process, who is the teacher. Given the particular scenario of distance education, the teacher is no longer physically close, and interactions can no longer take place in the classroom. The usual school routine is no longer. The habits and practices of each household will intervene and directly affect the learning process of each student. Therefore, the search for autonomy and its construction is crucial for all Peruvian children and adolescents to consolidate their learning. Evidently, this factor goes hand in hand with motivation; therefore, the learning situations and pedagogical materials proposed for the students must be in line with it and in a growing manner.

The proposal of the Education for Sustainable and Solidarity Development Program (EDUSO) of Terre des Hommes Suisse aims to develop motivation for study and learning autonomy in Peruvian students to be aware of their learning processes and that this motivates them to continue within the educational system. In addition, the pedagogical proposal is built in accordance with the pedagogical guidelines set forth in the Vice Ministerial Resolution No. 00093-2020-MINEDU and includes the competencies suggested for each curricular area within the framework of the emergency. Likewise, in a transversal manner, it is aligned with the Viceministerial Resolution 00094-2020-MINEDU "Norma que regula la Evaluación de las Competencias de los Estudiantes de la Educación Básica" (Standard that regulates the Evaluation of Basic Education Students' Competencies). The purpose is to contribute to the development of educational activities through a thematic proposal contextualized to the health emergency and guides that incorporate the approaches and strategies proposed by the Ministry of Education (Minedu) at the national level. It is therefore considered important to establish a link between the challenges of the covid-19 situation and the formation of citizenship and personal development competencies that we seek to promote in students.

Indeed, instant messaging applications have been the subject of study in various international research studies. On the one hand, Del Barrio and Ruíz Fernández (2017) state that technology has impacted the case of adolescents "with the force of a tsunami", and highlight the use of smartphones and, in particular, instant messengers for their attractive and stimulating features: "The smartphone has become the multipurpose, portable and interactive device that teenagers use in their daily chores" (p. 25). Indeed, the authors cite Castell and Borafull (2002), who point out that the way adolescents express themselves is with and through the cell phone, and that, in addition to being the main communication support for them, it is a sign of identity, as it gives them independence and autonomy. Likewise, also from Spain, Suárez (2018) explores the advantages and disadvantages of instant messaging applications in education.



The smartphone has become the multipurpose, portable and interactive device that adolescents use in your daily work

Through a review and analysis of scientific texts, found that this tool brings fluidity and effectiveness to educational experiences, in addition to contributing to the access and exchange of information without time or space restrictions. Although she also mentions some disadvantages, such as the fact that, ultimately, the experience is subject to the availability of students' equipment, she encourages educators to use instant messaging applications in their didactic proposals to motivate and retain students, naturally considering the particular characteristics of this messaging service, and its possible risks in case the experience is not properly directed

On the other hand, Cetinkaya (2017) studied the effects of the use of instant messaging applications in an educational experience with a group of students in Turkey. These shared positive opinions about the use of this messaging service as a learning environment and even demanded that the experience be replicated in all their courses or subjects. They mentioned, in fact, that their learning took place "unconsciously" and that the messages with images were the most effective. Similarly, Bello and Bicen (2018) used an instant messaging app to remotely teach basic hygiene to a group of 100 university students also in Turkey. They found positive results in this experience and highlighted the instant messaging app for being friendly and accessible, as well as effective.

The smartphone has become the multipurpose, portable and interactive device that teenagers use in their daily lives for educational purposes. In fact, 91.1% of the participants stated that the instant messaging application should be used as a tool in distance education. Finally, a group of researchers from the United Kingdom and South Africa (Madge et al., 2019) demonstrated that the instant messaging application is a key tool for transferring, translating and transforming the educational experience, as it opens a unique opportunity space. These researchers focused their study on a significant group of students from the African International Distance Education program in South Africa.

In Peru, teachers Escobar-Mamani and Gómez-Arteta (2020) explored the effectiveness of the use of the instant messaging application as a mobile learning resource for the development of oral and written communication skills in 343 students of an IE in Puno. The results showed that the instant messaging application favors meaningful learning for the development of these specific skills. The researchers mention that "(the instant messaging application) is a striking, entertaining and useful resource in the educational process, since it allows the student to feel that he/she is in the saga of technology and learn spontaneously through its multiple text and multimedia resources" (p. 112). In addition, they cite the study by Sing et al. (2020), which declares the instant messaging application as the most productive and suitable pedagogical resource for the creation of interactive learning environments.

The experiences and studies described are convincing evidence that the use of the instant messaging application as a tool and channel for pedagogical experiences is possible and valid. In this sense, the proposal of the Education for Sustainable and Solidarity Development Program (EDUSO) of Terre des Hommes Suisse bet on the use of an instant messaging application.

The home is recognized as a main space for the reproduction of gender inequalities and macho culture (Vizcarra, 2008). In fact, it is the frequent scenario of gender-based violence towards women, from episodes of harassment to femicide (INEI, 2017).

In addition, the sociocultural perspective of learning has been considered for the configuration of the modules and their respective pedagogical materials. From this approach, the importance of social interactions in the cognitive processes of learning has been demonstrated, which is called the zone of proximal development (Vygotsky, 1979). In fact, this conceptual position seeks learning outside the individual and places it in social spaces where participants share their knowledge and thinking through interaction (John-Steiner and Meehan, 2000).

In the present program, this "social space" is intended to be reproduced even at a distance as a strategy to cope with the circumstances of confinement, and to encourage openness to other environments in the community, social spaces that will vary according to the evolution of the pandemic and the location of the student. For example, in rural areas, the farm could be considered as a learning space. The aim, then, is for the learning experiences and evidence of the modules to be socialized with the community through social networks, and to start from real and situated contexts framed in the covid-19 crisis.

Along the same lines, the concept of Vygotsky's (1979) zone of proximal development, as mentioned above, also justifies the importance of interaction not only with other young people, but also with adults, such as the parents, or facilitators, who are considered mediators of learning: "This potential is not advanced on the basis of what the child already knows, but on the basis of new interactions with adults or more experienced people".



The proposal is expected to contribute to empowering students to address the challenges posed by covid-19 in relation to society and the community, the family, the school and the student himself as a subject of rights..

In fact, in 1990, Mead proposed the theory of symbolic interactionism, which shows that expectations towards children, for example, from their parents or teachers, affect the psychological capacity for learning. In this sense, it is suggested that family involvement in the educational process of students should be made visible and encouraged.

Both the family and the community play a key role in the configuration of interactions necessary for learning. Therefore, it is important to create contexts that constitute learning bridges between the home and the educational community. The design considers this role of mediation between education and home. Therefore, transfer experiences were designed to share their learning with peers, family or neighborhood with whom they had contact within the framework of health restrictions, these learning experiences are contextualized and help to achieve significant learning as agents of change.

It is expected that the proposal will contribute to empower students to address the challenges posed by covid-19 in relation to society and the community, the family, the school and the student as a subject of rights. At the same time, it is conceived from a gender and distance education or non-attendance education approach: a teaching modality in which the student does not share the same physical space with his/her peers and teachers. Therefore, teaching is done through written and technological means of communication (Minedu, 2020).

Finally, the proposal seeks to contribute to the achievement of intercultural education. Consequently, the materials are culturally appropriate and refer to culturally relevant content. It is also planned to develop material in Quechua. Bilingual education is an initial and valuable step to build an intercultural education, and although we recognize that this is a context of crisis, contributing to ensure the right to cultural identity should not be postponed.

The proposal has been developed with the participation of teachers and educational mediators and validated with 6000 students in Cusco, Madre de Dios and Lima, in rural and urban areas, and revealed that it is possible to create through instant messaging an educational space, humanized and welcoming, which recreates the learning community, essential in the pandemic context that requires articulated social responses. It is possible that collective learning experiences are carried out in an assertive classroom climate where interaction, participation, empathy, communication of emotions and feelings, as well as the anchoring of new learning can always take place. This requires sensitivity and flexibility in the face of reality and particularly in the face of the dynamics generated by the implementation of the virtual learning community.

This application experience, carried out with a team of interdisciplinary educational mediators who interacted in a permanent and planned manner, has allowed us to prove that it is possible to develop a pedagogical intervention by recreating a learning community and following a didactic sequence. In it, the student becomes the protagonist of knowledge and his participation gives meaning to the content and advances towards the expected learning results.

1.2. The proposal's tools

The proposal includes two tools: the content guides and the audiovisual digital resources guide to activate the content.

1.3. The guiding syllabus of the content guides

The purpose of the content guides is to provide the teacher with information and materials to develop a learning experience based on a topic. They are developed based on a syllabus built in dialogue with adolescents and teachers, which gathers the feelings, concerns and proposals of young people and adolescents in the regions where Terre des Hommes Suisse works: Cusco and Madre de Dios (TdH Suisse, 2020), which have been harmonized with the National Curriculum.

Based on this, a syllabus was developed with four axes that are linked to the impact of covid-19 in the different scenarios in which students develop their lives: community and society axis; family axis; school axis; and personal development and rights axis. The contents derived from the competencies, capacities and learning standards of the National Education Council (CNED) are complementary to the National Basic Education Curriculum (Minedu, 2017) and aspects that concern students directly in the context created by covid-19 are weighted. For example, a topic such as the value of domestic work acquires relevance. By remaining within the home, children and adolescents need to reflect with their families on the importance of domestic chores, which are normally made invisible, discredited and undervalued, both socially and economically.

A similar situation occurs with sexual violence in the home, which has increased during the period of confinement and requires priority attention. Similarly, different phenomena that occur in the context of covid-19 are addressed because learning in context promotes students to build their own critical reflection and develop proposals for change (Freire, 2005).

On the other hand, the four axes take into account young people's concern about the future, about having a member of their family or close environment without a job, or their fear of losing the school year because they do not have the necessary equipment or Internet services to study at a distance. The civic commitment of the adolescents and their self-perception as agents of change are also valued. Their testimonies support the need for a pedagogical process to generate a contextualization and response from them to the different aspects of the pandemic that afflicts the planet and affects them directly. In this sense, the will of children and adolescents to contribute to overcoming this crisis must be channeled. Thus, the situation of "physical distance" must be distinguished from "social distance", redoubling efforts to promote interactions with the family, peers and the community, and generating learning experiences to recover social cohesion, solidarity and collective actions.

In this edition we share seven of the guides that Terre des Hommes Suisse in partnership with the educational community in the regions from Cusco and Madre de Dios has developed and validated. They cover everything from everyday life, for example, how to study at home or how to organize oneself to go out in the street safely - taking biosecurity measures - to how to show solidarity, including issues related to the protection of children and adolescents from online violence, family and sexual violence, as well as human trafficking, one of the most serious forms of violence that threatens the dignity of the human being.

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