01

DISTANCE EDUCATION IN TIMES OF PANDEMIC: REFLECTIONS FROM THE CAUCA TERRITORIAL ESAP

EDUCACIÓN A DISTANCIA EN TIEMPOS DE PANDEMIA: REFLEXIONES DESDE LA ESAP TERRITORIAL CAUCA

DISTANCE EDUCATION IN TIMES OF PANDEMIC: REFLECTIONS FROM THE CAUCA TERRITORIAL ESAP

EDUCACIÓN A DISTANCIA EN TIEMPOS DE PANDEMIA: REFLEXIONES DESDE LA ESAP TERRITORIAL CAUCA

Typology: Research article

Ronald Alejandro Macuacé Otero*

Abstract

Objective: To establish the problems faced by the academic community of the Superior School of Public Administration (ESAP) Territorial Cauca, after the COVID-19 pandemic and the challenges that the institution assumed to continue with the training processes. Method: It was developed under the qualitative methodology, through documentary analysis and structured interview, applied to 16 student representatives from different semesters and 11 tutors, corresponding to various thematic nuclei of the institution. **Results:** The preparation and adaptation to the contingency presented important communication problems, maladjustment to the digital world and misunderstanding of the challenges of the new reality. **Conclusions:** The socioeconomic and territorial problems of the department, added to the gaps in the digital world, affected training and evaluation, generating disturbances and misunderstanding in the academic community. Thus, the perspectives that will be maintained over time and the measures that must be taken are foreseen, in order to adapt in a timely manner to the new challenges of education.

Key words: higher education, distance education, access to education, educational innovation, economic and social development.

Resumen

Este artículo es derivado del proyecto de investigación denominado "Retos de la educación a distancia en tiempos de pandemia", realizado en la Escuela Superior de Administración Pública (ESAP) Territorial Cauca.

El objetivo es establecer los problemas que afrontó la comunidad académica de la Escuela Superior de Administración Pública (ESAP) Territorial Cauca, tras la pandemia del COVID – 19 y los retos que asumió la institución para dar continuidad con los procesos de formación. **Método:** La investigación se desarrolló bajo la metodología cualitativa, a través del análisis documental y la entrevista estructurada, aplicada a 16 representantes estudiantiles de diferentes semestres y a 11 tutores, correspondientes a diversos núcleos temáticos de la institución. **Resultados:** La preparación y adaptación a la contingencia pre-

* Professor at the Higher School of Public Administration (ESAP) and the University of Cauca. Popayan, Colombia. Doctor in Urban Planning (UNAM), Master in Interdisciplinary Development Studies, Specialist in Project Management and Economist (Universidad del Cauca) rcortes@unicauca.edu.co.

sentó importantes problemas de comunicación, desadaptación al mundo digital e incomprensión de los retos de la nueva realidad. **Conclusiones:** Los problemas socioeconómicos y territoriales del departamento, sumado a las brechas del mundo digital, incidieron en la formación y evaluación, generando perturbaciones e incomprensión en la comunidad académica. Así, se avizoran las perspectivas que se mantendrán en el tiempo y las medidas que se deberán tomar, para adaptarse oportunamente a los nuevos retos de la educación.

Palabras clave: educación superior, educación a distancia, acceso a la educación, innovación educacional, desarrollo económico y social.

INTRODUCTION

On March 24, 2020, Colombia had to enter mandatory quarantine through Decree 457, with which guidelines were issued to carry out Mandatory Preventive Isolation (APO), due to the coronavirus COVID-19. This stocking was initially for 30 days, it continued to gradually extend until August 30 of that same year, at which time the confinement was released and some productive and social activities were resumed with the respective biosafety protocols.

Until the time before the health emergency, technology had not had such a strong impact on society (at an individual, collective, business, public, etc. level). Before the state of emergency, an uneven digital transformation process was carried out, depending on socioeconomic and geographical conditions (García-Peñalvo, 2020).

The pandemic and with it the APO, notably increased the use of technology to carry out activities that were usually done in person (work, study, sports, etc.). This dependency in turn led to evidence of the existing territorial gaps in the country (Alfonso, 2014) and hand in hand with these, those experienced by those who have access to technology and those who do not.

In a special way in Cauca, the Higher School of Public Administration (ESAP), to give continuity to the processes that it advances, had to face different institutional and territorial circumstances, which hindered decision-making and its response capacity. in the face of multiple problems. Due to these circumstances, the question arises: What were the problems faced by the academic community of the Cauca territorial ESAP with the COVID-19 pandemic and what challenges did it assume to continue with the training processes?

In this sense, the article is in charge of showing how the university assumed the change of distance education modality and included the use of technological platforms. To carry out this exercise, territorial gaps are evident in the department of Cauca and specifically in the six (6) municipalities in which the institution's Territorial Centers for Public Administration (CETAP) are located, for the period 2020. - YO; After that, the article shows the pedagogical model and the functioning of the tutorial sessions. Hand in hand, the main problems that students and tutors suffered in times of pandemic are raised and the challenges that have to be faced from the institution are established.

METHODOLOGY

COVID 19 and with it, the health emergency, will continue to have multiple implications in the different sectors of the economy; However, the educational sector, in an effort to maintain the training processes, had to immediately adopt multiple strategies to continue with the classes, taking into account the characteristics of the educational models, the conditions of the contexts, the particularities of the levels of training, socioeconomic conditions of the students, among other factors (Álvarez et al, 2020).

The research is developed with a qualitative methodology. Qualitative research is interpretive, focused on understanding the meanings of what individuals and institutions do, therefore, "provides depth to the data, dispersion, interpretive richness, contextualization of the environment or environment, details and unique experiences. Likewise, it provides a "fresh, natural and holistic" point of view of the phenomena, as well as flexibility" (Hernández et al, 2014, p. 16). Documentary analysis and structured interview were used. Within the documentary analysis, a bibliographic review was carried out, reviews and records were prepared, and indicators were identified. With this exercise, the conceptual and contextual elements were ordered for the understanding and dimension of the phenomenon. Regarding the interview, a total of 27 were conducted, 16 to student representatives from different semesters, distributed in the 6 Territorial Centers of Public Administration (CETAP), as can be seen in table 1.

Table 1.

Interviews with student representatives.

CETAP	Semester	Interviewed
Popayán	X	Representative
	IX	Representative
	VIII	Representative
	VI	Representative
	IV	Representative
Miranda	X	Representative
	IX	Representative
	VIII	Representative
	VI	Representative

CETAP	Semestre	Entrevistado
Santander	VI	Representative
	IV	Representative
Caldono	V	Representative
Rosas	V	Representative
Patía (El Bordo)	X	Representative
	VI	Representative
	III	Representative

Source: own elaboration (2021).

As can be seen, the following interviews were conducted in each and every one of the CETAPS: 5 in Popayán, 4 in Miranda, 2 in Santander de Quilichao, 1 in Caldono, 1 in Rosas and 3 in El Bordo. In the same way, interviews were conducted with 11 tutors corresponding to the different thematic nuclei of the institution, as shown in table 2.

It is important to point out that due to the health emergency, all interviews were conducted by telephone.

Table 2.

Interviews with tutors.

Nucleus	Quantity
Space, time and territory	1
General	2
public economy	2
development management	2
public organizations	2
public problem	1
Problems of the State and of power	1

Source: own elaboration (2021).

Socioeconomic characteristics of Cauca

Colombia has been characterized as a country with significant territorial gaps in different well-being measures such as income per inhabitant (Galvis & Meisel, 2010), educational level (Barrera-Osorio et al, 2012), infant mortality (Urdinola, 2011), malnutrition at an early age (Acosta-Ordoñez, 2017) and life expectancy at birth (Romero, 2017). The recent economic crisis has dramatically drawn the attention of national and international governments to issues such as imbalances and poverty, whose presence does not allow for acceptable living standards and territorial development. In this sense, the changes in the geographical space that translate and reveal economic, social, cultural and political transformations of the regions have regained strength.

The Colombian Pacific is a natural region made up of the departments of Chocó, Valle del Cauca, Cauca and Nariño. It is characterized by its privileged geographical location, its water wealth, biodiversity and multiplicity of ethnic groups. These conditions represent an untapped environmental, productive and ethnosocial potential for the region, in part, due to the existence of significant disparities within it and the lag in social and economic indicators with respect to the rest of the country (DNP, 2016).

Cauca is located in southwestern Colombia, bordering the departments of Valle del Cauca to the north, Tolima, Huila, and Caquetá to the west, Putumayo and Nariño to the south, and the Pacific Ocean to the east (Figure 1). It is made up of 42 municipalities and according to DANE (2018), it has a population of 1,436,916 inhabitants, of which more than 60% are located in rural areas.

Figure 1.

Location department of Cauca.
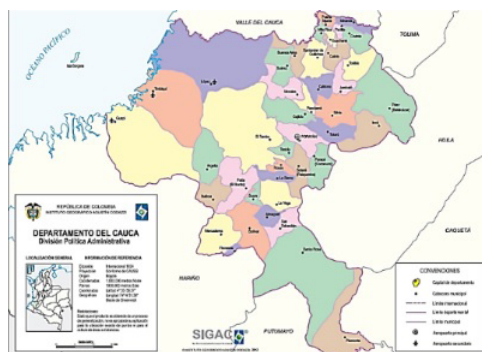
**Source:** Government of Cauca (2017).

The department is divided into 7 subregions: North, Pacific, South, Massif, Amazon Foothills, Center and East, it has a Pacific coast, the Andes and the jungle, it has an important ethnic and multicultural wealth; however, despite these significant aspects, there are great contrasts, for example, it contributes only 1.78% to the National Gross Domestic Product (GDP) (MINCOMERCIO, 2020), its productive economic dynamics is concentrated in Popayán, capital of the department and In the north of Cauca, the road connection is moderately good on the Panamericana, a road that connects the department with Valle del Cauca and Nariño from north to south, but the realities outside this main road are worrying, due to the great lack of road and transportation infrastructure, complex geographic conditions, territorial disputes by groups outside the law, among others, that historically keep the department behind and isolated from each other and from neighboring departments, a situation that reflects notable territorial socioeconomic gaps (Ezquiaga, 2018; Gamarra, 2007).

The Cauca territorial ESAP for the period 2020 – I had six (6) CETAPs, located from north to south in the municipalities of Miranda, Santander de Quilichao, Caldono, Popayán, Rosas and El Patía (El Bordo), as shown in figure 2.

Figure 2.

Cauca Territorial CETAP.
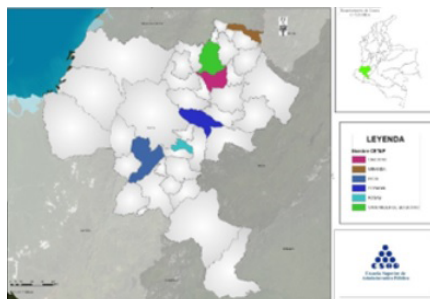
Source: own elaboration (2021).

To understand a little about the context and the realities of the municipalities in which the CETAPs are located, Table 3 presents some indicators that account for this.

Table 3.

Main indicators by municipality.

Indicators/ Municipality	Popayán	Patía (El Bordo)	Rosas	Caldono	Santander de Quilichao	Miranda
Population	325.477	37.494	11.539	41.770	113.001	32.082
Urban population	267.389 (82,15%)	13.619 (36,32%)	1.089 (9,44%)	2.181 (5,22%)	52.684 (46,62%)	18.264 (56,93%)
Rural population	58.088 (17,85%)	23.875 (63,68%)	10.450 (90,56%)	39.589 (94,78%)	60.317 (53,38%)	13.818 (43,07%)
Aqueduct	96,10%	51,60%	46,40%	79,40%	82,70%	84,80%
Sewerage	84,90%	42,50%	14,40%	9,60%	54,40%	76,50%
Energy	98%	87,90%	96,30%	92,50%	97%	94%
Broadband	20%	1,60%	0,10%	0,60%	9,10%	0,70%
Quantitative Def of Housing	13%	12,80%	13,90%	10,80%	9,30%	6,20%
Qualitative Def of Housing	18%	59,50%	55,20%	51%	34%	33,40%
Matt Test Saber 11	52,42	46,74	48,38	41,92	48,1	48,09
Read Test Saber 11	54,2	48,79	50,28	44,46	50,33	50,79
Sub regime	45,92%	87,42%	92,92%	96,71%	61,61%	62,38%
Primary sector	0,91%	17,56%	16,51%	28,61%	20,27%	8,31%
Secondary sector	16,14%	11,18%	10,59%	10,91%	40,43%	61,78%
Third sector	82,95%	71,26%	72,90%	60,48%	39,01%	29,91%
Value added	4483	272	278	234	1654	751
Municipal Performance	56,4	49,8	42,8	46,7	49,8	61,6

Source: own elaboration based on DNP (2021).

As identified in table 3, the municipality with the largest population is Popayán, the capital of the department, while the municipality with the smallest population is Rosas. Popayan has the highest percentage of urban population (82.15%); unlike this, the municipality with the highest percentage of rural population is Caldono (94.78%); In terms of coverage of public services (aqueduct, sewage and electricity), Popayán presents the highest levels of coverage (96.10%; 84.90% and 98%), Rosas presents the lowest percentage of coverage in aqueduct (46, 40%) and Caldono the lowest percentage of sewage coverage (9.6%) and electricity (92.50%). Regarding broadband penetration, the situation is quite critical, Popayán has 20%, followed by Santander de Quilichao with 9.1%, Patía, Miranda, Caldono and Rosas with 1.6%; 0.7%; 0.6% and 0.1%, which is extremely insufficient to meet the requirements of public administration, business, education and the various spheres of life in society.

Rosas has the largest quantitative housing deficit (13.90%) and Miranda the smallest (6.20%); Regarding the qualitative housing deficit, Patía has the highest percentage (59.50%) and Popayán the lowest (18%). As might be expected, Popayán presents the highest percentages obtained in the saber 11 tests in mathematics and reading (52.42% and 54.2%), meanwhile, the lowest performance in mathematics and reading was for Caldono (41.92 % and 44.46%).

As for the subsidized regime, the higher it is, it reflects the precariousness of the municipali-ties, since it shows that the population has low formal employment relationship and/or high informality, for this reason, the municipalities with the lowest percentage of subsidized population are Popayán , Santander de Quilichao and Miranda with 45.92%; 61.61% and 62.38% respectively, which is linked to the greatest productive contribution to the department, which is concentrated in the capital and in the north of Cauca. In contrast, those with a higher percentage in the subsidized regime are Patía, Rosas and Caldono with 87.42%; 92.96% and 96.71% respectively.

As the indicators show, the department of Cauca and the municipalities where the CETAPs are located have complex socioeconomic conditions, making it difficult to access quality public goods and services. In addition to this, the educational services with the new normality are made through platforms, which generates difficulties in the provision and reception of the same.

All these elements lead us to consider that, if on the one hand, the municipalities have significant territorial gaps between them, they have become much more evident since the pandemic. This situation leads to rethinking the traditional ways of dealing with problems from the public administration and the generation of socioeconomic and technological conditions and access to the Internet as a public service of mandatory presence in homes, as well as computer equipment. With these tools, families can access not only education and/or training, but also create conditions to carry out different economic and productive activities at home.

The ESCAPIST model

The ESAP within its academic offer, offers the programs of Public Administration (AP) and Territorial Public Administration (APT). Both programs qualify their students as public administrators; however, the first is oriented at the central headquarters under the modality of face-to-face education, while the second, due to its territorial nature and taking into account the conditions of the context of the regions, is offered at a distance.

Training under the distance modality uses teaching-learning strategies that allow the actors of the educational process to overcome the limitations of space - time, for which it enables the interaction between the actors involved, through the use of various educational media and face-to-face and virtual environments to support training processes (ESAP, 2016).

ESAP has its own pedagogical model[1], which promotes the formation of a citizenry committed to public service, with a solid ethical, political and social education; a broad critical sense that supports assertive decision-making in different contexts and competent professionals with the skills to manage knowledge (learn and unlearn), know-how, know how to be and be, in consideration of the complexity of the current knowledge society (ESAP, 2017).

In order for this to be achieved, there are three fundamental principles: autonomy, self-management of knowledge and flexibility. The first, since the student must be the author of his own development and build the path to knowledge by his own means; the second, insofar as the student must organize, execute and self-assess their work, study individually or in groups, use different mechanisms to communicate with the tutors and always responsibly attend to the challenges involved in university life and the third, to the extent that, the actors (students and tutors) do not necessarily have to coincide in time or space, since the important thing is that activities are developed that allow assimilating and creating new knowledge (ESAP, 2016).

Considering that the case referred to in this investigation is that of Territorial Cauca, this is strictly due to distance education. Under this modality, traditional classes are replaced by tutorials[2], these being meeting spaces to manage knowledge.

In Cauca, tutoring sessions are held from Monday to Thursday from 6:00 pm to 10:00 pm, at CETAP Popayán, on Fridays from 4:00 to 10:00 pm and Saturdays from 7:00 am to 12:00 pm and from 1:00 to 6:00 pm. in the CETAPs of Popayán, Miranda, Santander de Quilichao, Patía (El Bordo), Rosas and Caldono. It

---

[1] A pedagogical model in higher education institutions (IES), obeys what is conceived about the training processes. In this sense, it involves processes related to pedagogical aspects of how it is taught, how it is learned, what are the most appropriate methodologies to assimilate knowledge, skills and values; as well as the epistemological elements on the curriculum, didactics, pedagogy, and evaluation of learning.

[2] The tutorial meeting is a space to provide feedback, build and share experiences on the topics of the course . For this reason, it requires an important effort on the part of the students before, during and after the tutoring in front of the bibliographic review and the realization of diverse activities . The tutor , on the other hand, is a facilitator who dynamizes the teaching/learning process (ESAP, 2017) .

is important to specify that period I is oriented by bimonthly periods, from February to March and April to May and, for period II, from August to September and from October to November, in which an average of three courses per week are addressed.

Despite the fact that face-to-face meetings are held that, according to the pedagogical model, the tutor solves doubts for the students; what experience has shown is that master classes predominate. Although it is true, it is not bad to carry them out and it is feasible in specific cases; The problem in particular lies in the fact that most tutorials are developed as master classes, so the teaching/learning process focuses on the tutor and not on the student, at odds with the institutional pedagogical model. This is important to mention, since it was possible to identify how the lack of appropriation of the pedagogical model had a negative impact on academic training in the pandemic period, given that the student was not being prepared for the self-management of their learning, but Accustomed to the explanation by the tutor and in the face of connectivity difficulties, he saw his possibilities of learning and appropriating the different topics that were developed in the courses limited.

The problems arising from the pandemic

According to García-Peñalvo (2020), there are three gaps in relation to the digital world: access, use and competition. The first is due to the lack of access to technology, equipment (computers, laptops, tablets , cell phones, etc.) and an adequate Internet connection. On the one hand, due to the lack of economic means and on the other, due to geographical conditions, where there is insufficient or unavailability of communication networks. The second takes into account connectivity in the home, but the insufficiency of devices in relation to users; that is, there are more people in the home than the number of devices, a situation that is reflected in the shared use of devices. The third, referred to the low digital skills of people, which is translated into the wasting of the advantages of technology and the frustration and hindrance in carrying out activities.

In consideration of this, from an exploratory exercise through interviews with the academic community of Territorial Cauca, it was possible to extract the most frequent logistical and academic problems in the pandemic period, table 4.

Table 4.

Main problems of the academic community ESAP Territorial Cauca.

Academic community	Logistical problems	Academic problems
Students	• Non-availability of technological equipment (computers, laptops, tablets , cell phones, etc.) • Unavailability of internet connection services • Lack of knowledge in handling the TEAMS application • Tutoring through cell phones • Shared equipment • Frequent power outages • Inappropriate place to receive tutoring • Discontinuous communication during tutoring • Difficulty moving to a place with internet access due to public order problems • Road closures due to pandemic.	• low reading levels • Drop in the notes of outstanding students • Decrease in notes due to untimely deliveries • Improvement in the grades of less outstanding students • Cancellation of exams • Saturation in the amount of work assigned by tutors • Realization of works that do not correspond to the subject • Carrying out field work • Issues that were not well understood • School dropout • Extemporaneous socialization of notes by teachers • Lack of ICT management by teachers • Master class all tutoring • Little response to concerns from tutors during the week • Tutors without tutorial planning • Little time to answer the exams

Academic community	Logistical problems	Academic problems
Tutors	• Little handling of New Information and Communication Technologies (NTICS) • Lack of knowledge in handling the TEAMS application • It is unknown whether or not the student is present at the tutorial	• Plagiarism of documents • Low levels of reading and writing • Low levels of reading comprehension • Low participation of students in tutorials • Bad presentations and argumentation, but good works • Individual work is done in groups • Difficulty keeping the student's attention

Source: own elaboration based on interviews with students and tutors (2021).

Regarding the logistical problems for the students, it is worth mentioning that, despite the peace agreement, in Cauca there are groups outside the law, so the students had to restrict their mobility to reach places where could access a computer with an internet connection.

As Avendaño-Castro, Gómez- Goteneche and Triana- Orobajo point out, "education is influenced in multiple ways by the effects of the conflict, either by its direct impact on educational actors (public authorities, managers, teachers and students) or due to its repercussions on the educational system in general" (Avendaño-Castro et al, 2019, p. 259). Within these repercussions, there are restrictions on mobility, traditional in areas where there is a high incidence of armed conflict, in addition, the closure of municipalities by the territorial authorities to protect the safety of the residents of the municipalities.

Hand in hand with this, there were obstacles to attendance at tutorials and compliance in carrying out and delivering assignments. To this must be added the disengagement from the TEAMS platform of some students due to the tutors' ignorance in configuring the teams and tasks, which required time for their new connection and led to the students losing access to the tutorials. As various authors have mentioned (Álvarez et al, 2020; Bonilla- Guachamín , 2020; García-Peñalvo, 2019), the changes in education through the incorporation of ICTs have generated difficulties in the academic community as a result of socioeconomic aspects. geographical and digital.

A great academic challenge was the migration from distance education with weekly attendance to remote education, and another problem was the saturation of students by tutors with jobs,

because among the statements, it is found that they were not carried out according to the credits for each subject. According to García-Peñalvo, "Online modalities require combining student autonomy with compliance with an established plan of tasks, personalization with collaboration, and the consumption of educational content with participation through the adoption of active methodologies" (García -Peñalvo, 2019, p.1). The contingency led to immediate action by sending papers, workshops and various academic activities, without knowing their true impact and significance within the training processes (García-Peñalvo et al, 2020).

Those who had been obtaining high averages in the race, were threatened because from one moment to another, colleagues who were perhaps characterized by having a regular performance, significantly improved their grades and, according to these, at this time markets with different students were generated. and professionals from various universities in the region, so that they could carry out the work and even partial work. The practice of "anything goes" to pass a course and thus achieve a professional degree is questionable. This leads to the consideration of different types of evaluation in educational processes and now, given the particularities of education mediated by digital platforms (García-Peñalvo et al, 2020).

There are divided opinions, in terms of teachers who from the first day of tutoring present the chair guides, where the rules of the game of the course and evaluation and a systematic development of the course are raised, who combine presentations, various activities and end up drawing conclusions, recommendations, etc., which generates great dynamism in the sessions and encourages various forms of learning. But at the same time, cases in which they are not presented, topics that are not developed or remain unfinished, tutors who come in late and in the end, run leaving the sessions unfinished, those who always finish early and even cases in which they do not appear in some tutorials.

The students affirm that there are tutors who do not answer the mail, the cell phone, messages in the application and their arguments are that they have multiple occupations, in the same way there are repeated comments that the institution pays the tutoring very poorly[3], as well as there are teachers who carry out a timely accompaniment, they plan in detail the development of the course, in such a way that doubts are clarified in the tutorial as proposed by the pedagogical model and thus avoid attending students during the week.

Regarding the evaluations, it is mentioned that some tutors changed the test-type evaluations to the analytical type. Regarding mathematics, there were cases where the midterms were

---

[3] This is a situation of an ethical-professional type, since those who work at ESAP are aware that the modality is remote and, therefore, accompaniment is required; however, the institution only remunerates the hour of guided tutoring and not class preparation or accompaniment, which is common within the Colombian university education system. On the other hand, ESAP is one of the institutions that pays the best for the hour.

changed and replaced by workshops and jobs. In times of Covid-19, students must be presented with situations that allow them to develop practical elements (Conde-Carmona & Padilla-Escorcia, 2021) and hand in hand with this, evaluation possibilities offered by mastering the tools will be derived. technological.

In this same direction, although it is true the orientation of mathematics in person is difficult, even more so through remote mediation; however, despite the complexity of the topics, students value that teachers try in planning and developing the courses, so that the contents are more easily understood (Conde-Carmona & Padilla-Escorcia, 2021).

Now, within distance education, a procedural evaluation must be given, and therefore "It will then be dialogical, participatory, formative, oriented to the promotion of the capacities of the individual, reconstructed in spaces of reflection and accepting the error as part of the knowledge process" (ESAP, 2016, p. 7). It is necessary to be open to different forms of evaluation, since the learning-oriented evaluation must consider multiple aspects: purpose, chronology, extension, transparency, convergence, object, the agents involved and their origin and standard. In turn, the actors involved, and the forms of evaluation must be considered according to the situation (García-Peñalvo et al, 2020.

Regarding the flexibility regarding assignments, exhibitions and other options, there are tutors who understood the connectivity problems, although quite rigid positions were also found, stating that they had no responsibility for connectivity problems and, if they did arise, they would be the competence of the institution (Macuacé , 2020). Positions like these do not allow progress in education, since, as a process, one must go further and consider that replacing face-to-face class time with another synchronous one through virtual tools or sending bibliography, among other options, is not online education (Llorens -Largo and Fernandez, 2020).

The tutors presented some logistical problems related to connectivity, but especially that of the students, due to their locations. Well, it was found that some tutors made available to the ESAP multiple technological tools of their own or of the institutions in which they worked, to give continuity to the training process (Álvarez et al, G., 2020).

In the academic sphere, connectivity has left both tutors and students without taste, since sometimes it can be a pretext for not answering a question, making presentations, partials, or others; however, it is necessary to consider that in virtual environments both the tutor and the student must be active, participatory, self -directed and self- learning (Alsina, 2004).

As for the participation of students through the TEAMS application, there are divided opinions, since there are those who argue that, if they did not participate before, even less so with the application; although there are those who point to an increase in the participation that was presented in person.

This situation has to do with the ideal of students that as tutors it is expected to have and the student that one really has (Borgobello et al, 2018). At the same time, it would be necessary to inquire about the ideal of a tutor and the one that one has. Since, as tutors, it is expected to find students in the classrooms who carry out the readings previously, analyze them, propose them, take the class, discuss, etc.; however, this derives from the non-application of the pedagogical model, since the students are characterized by not reading previously, answering what is asked of them and carrying out activities without generating added value. On the other hand, the tutor that the institution has is characterized by giving the classes in a masterful way, leaving little reading material, presenting chair guides with outdated bibliography, evaluating in a traditional way, being unaware of the research processes, etc. (ESAP, 2019a). This implies an important challenge for the institution, in strengthening the skills of students and tutors.

Some tutors reported plagiarism of documents, which led to the cancellation of tests and assignments, as well as the identification of a significant gap in reading, writing, and reading comprehension. This situation is not typical of the pandemic period, since it has previously been pointed out within the institution (ESAP, 2019a; ESAP, 2019b), as well as Cardona-Puello et al. (2018), who identified students' reluctance to read, but at the same time, a utilitarian stance on the part of teachers, who saw it only based on evaluation, which generated a disincentive to students for it.

Finally, some tutors have told ESAP years ago about the need to have New Information and Communication Technologies (NTICS) in training processes and to have different educational resources such as computer rooms, which the institution has always considered that they are only for computer science classes and not for different courses and even less, a real concern for the amount of equipment and its condition. For these tutors and their familiarity with the NTICS, only change with the use of the platform (TEAMS), since their courses were developed with technological resources, but they consider that it is not versatile and although it helps, it has important limitations. Those who have not used platforms frequently are satisfied with this (Macuacé, 2020).

CONCLUSIONS

For ESAP, the health emergency caused by CO-VID - 19 was a great opportunity, since the pedagogical model was not being applied and there was a need to adopt it. Since education was suddenly delivered remotely, adapt to technological resources and focus learning on students (Olivares-Parada et al. 2021; Macuacé , 2020).

To the tutors who had incorporated the NTICS in their courses, the emergency proved them right. In terms of pedagogy, different evaluation alternatives have had to be adopted, didactics, giving way to innovation, since it forced both tutors and students to think differently and get out of the monotony (Olivares-Parada et al 2021); however, this is not a conjunctural exercise, given that, on the tutors, the substantive

functions of higher education entrusted by the Colombian State are supported: teaching, research and social projection. Since, there must be both policies and personnel with the disciplinary and pedagogical sufficiency, to carry out the teaching/learning processes satisfactorily, with those who are the center of the educational process (Benavides & López, 2020). Which implies up-to-date, dynamic and versatile tutors, in short, committed to the educational processes.

From the territorial specific and clear guidelines are required, on the development of the courses in front of the assistance to tutorials, the realization of activities, the delivery of works and presentation of tests. Given that there are communications from the national leadership that are not contextualized with the territorial dynamics, which generates misinformation and lack of coordination.

It is essential to generate spaces for dialogue, where significant experiences can be shared about what tutors and students have done in this time and what has resulted in positive and negative aspects for the training processes, which can be known, adapted, adopted and replicated. . This could lead to consider the so-called Professional Learning Communities (CPA), being a topic of current discussion, despite its origins and applications in countries with better socioeconomic conditions and advanced educational systems (Morales-Inga and Morales-Tristán, 2020).

Esapista University Plan (PUE) establishes goals related to organization, administration and management, to provide support to the university community, in areas such as health, culture, human development, socioeconomic promotion, among others, with the aim to support academic processes, this should be the occasion to launch multiple initiatives.

The review of possible cases of school dropout is required, as well as those of risk of school dropout, in order to prevent and take action against the withdrawal of students, which in the future could trigger the trap of the vicious circle of poverty (World Bank Group , 2020).

The pandemic and the changes derived from it pose new challenges, which may lead to the configuration of face-to-face education versus non-face-to-face education. That a greater incorporation of the NTICS be carried out in the training processes, as well as the education mediated by NTICS having a greater weight within the training processes (Olivares-Parada et al., 2021).

According to Torrecillas (2020):

> We will therefore be faced with new teaching-learning models in which technologies are not going to play a complementary role but rather a determining one, and where online teaching will be seen with different eyes by students and teachers, and all as a consequence of the Covid19 pandemic. Without a doubt, a structural change in university education and in the way of teaching (Torrecillas, 2020, p. 4).

For ESAP, this implies strengthening its pedagogical model, which, in turn, leads to the TEAMS application not being seen as the solution to the problem, on the contrary, it is a tool that allows remote interaction, and it must advance in pedagogy, didactics and educational innovation (Benavides & López, 2020; García-Peñalvo et al, 2020).

Regarding municipal administrations, it is necessary that they manage access to computer equipment and the Internet, since the pandemic showed that the Internet is another public good that must be guaranteed throughout society. This requires large, multiple, and continuous institutional efforts and, in turn, coordination with the private sector in pursuit of improving the socioeconomic conditions of the population.

REFERENCIAS

Acosta-Ordoñez, K. (2017). Nutrición y desarrollo. Estudios sociales del pacífico colombiano. *Banco de la República.* Recuperado de: https://repositorio.banrep.gov.co/bitstream/handle/20.500.12134/7170/?sequence=1

Alfonso, Ó. (2014). *Los desequilibrios territoriales en Colombia: estudios sobre el sistema de ciudades y el polimetropolitanismo.* Bogotá: Universidad Externado de Colombia.

Alsina, J. (2004). *Utopías digitales y los entornos virtuales de aprendizaje.* Reencuentro, 41(1), 1-12.

Álvarez, M., Gardyn, N., Iardelevsky, A., y Rebello, G. (2020). Segregación Educativa en Tiempos de Pandemia: Balance de las Acciones Iniciales durante el Aislamiento Social por el Covid-19 en Argentina. *Revista Internacional de Educación para la Justicia Social,* 2020, 9(3e), 25-43. doi: 10.15366/riejs2020.9.3.002

Avendaño-Castro, W. R., Gómez-Goteneche, H. F. y Triana-Orobajo, A. J. (2019). Incidencia del conflicto armado en la vida de estudiantes universitarios en Colombia. Educación y Educadores, 22(2), 256-273. DOI: https://doi.org/10.5294/edu.2019.22.2.5

Barrera-Osorio, F., Maldonado, D., y Rodríguez, C. (2012). Calidad de la educación básica y media en Colombia: diagnóstico y propuestas. Documentos de trabajo No. 010078, Universidad del Rosario.

Benavides, C. A. y López, N. M. (2020). Retos contemporáneos para la formación permanente del profesorado universitario. Educación y Educadores, 23(1), 71-88. https://doi.org/10.5294/edu.2020.23.1.4

Bonilla-Guachamín, J. (2020). Las dos caras de la educación en el COVID-19. Número Especial Desafíos Humanos ante el COVID-19 abril – octubre 2020 http://dx.doi.org/10.33210/ca.v9i2.294

Borgobello, A., Sartori, M. y Sanjurjo, L. O. (2018). Concepciones de docentes sobre los estudiantes y sus prácticas pedagógicas. Educación y Educadores, 21(1), 27-48. DOI: 10.5294/edu.2018.21.1.2

Cardona-Puello, S. P., Osorio-Baleño, A., Herrera-Valdez, A. y González-Maza, J. M. (2018). Actitudes, hábitos y estrategias de lectura de estudiantes ingresasteis a la educación superior. Educación y Educadores 21(3), 482-503. DOI: 10.5294/edu.2018.21.3.6

Conde-Carmona, R., y Padilla-Escorcia, I. (2021). Aprender matemáticas en tiempos del COVID-19: Un estudio de caso con estudiantes universitarias. Educación y Humanismo, 23(40), 1-19. https://doi.org/10.17081/eduhum.23.40.4380

Departamento Administrativo Nacional de Estadística (2018). Censo Nacional de Población y Vivienda. Recuperado de: https://www.dane.gov.co/index.php/estadisticas-por-tema/demografia-y-poblacion/censo-nacional-de-poblacion-y-vivenda-2018

Departamento Nacional de Planeación (2016). Los retos en cierres de brechas para los nuevos mandatarios: región pacífico.

Escuela Superior de Administración Pública (2019a). Evaluación del programa profesional de administración pública territorial, de la escuela superior de administración pública territorial Cauca. Documento de trabajo.

Escuela Superior de Administración Pública (2019b). Evaluación del programa de administración pública territorial. Informe final consolidado nacional, documento de trabajo.

Escuela Superior de Administración Pública (2017). Primer borrador currículo Esapista. Documento de trabajo.

Escuela Superior de Administración Pública (2016). Aspectos importantes. Proceso acreditación Programa administración pública territorial Modalidad distancia. Documento de trabajo.

Ezquiaga (2018). Plan de Ordenamiento Departamental Cauca. Consultoría en el marco del programa POD/POT Modernos Departamento Nacional de Planeación.

Galvis-Aponte, L., Moyano, L. y Alba-Fajardo, C. (2016). La persistencia de la pobreza en el Pacífico colombiano y sus factores asociados. *Documentos de Trabajo Sobre Economía Regional;* No. 238. https://www.banrep.gov.co/docum/Lectura_finanzas/pdf/dtser_238.pdf

Galvis, L & Meisel, A. (2010). Persistencia de las desigualdades regionales en Colombia: Un análisis espacial. *Documentos de Trabajo sobre Economía Regional;* No. 120. https://www.banrep.gov.co/sites/default/files/publicaciones/archivos/DTSER-120.pdf

Gamarra, J. (2007). La economía del departamento del Cauca: concentración de tierras y pobreza. Banco de la República, Centro de Estudios Económicos Regionales (CEER) – Cartagena. *Documentos de trabajo sobre Economía Regional.* https://www.banrep.gov.co/docum/Lectura_finanzas/pdf/DTSER-95.pdf

García-Peñalvo, F. (2020). El sistema universitario ante la COVID-19: Corto, medio y largo plazo. En: *Universidad*. Recuperado de: https://bit.ly/2YPUeXU.

García-Peñalvo, F., Corell, A., Abella-García, V., y Grande, M. (2020). La evaluación online en la educación superior en tiempos de la COVID-19. En: Education in the Knowledge Society 21 (2020) article 12. Recuperado de: https://revistas.usal.es/index.php/eks/article/view/eks20202112/22274

García-Peñalvo, F. (2019). La transformación digital de la docencia. En: *Universídad*. Recuperado de: https://bit.ly/2MQUUbe.

Grupo Banco Mundial (2020). COVID – 19: Impacto en la educación y respuesta de política pública. Recuperado de: https://openknowledge.worldbank.org/handle/10986/33696?locale-attribute=es

Hernández, R., Fernández, C. & Baptista, M. (2014). Metodología de la investigación. Editorial Mc Graw Hill. México D.F.

Llorens-Largo, F. y Fernández, A. (2020, 01/04). Coronavirus, la prueba del algodón de la universidad digital. Recuperado de https://bit.ly/2Rm917X

Macuacé, R. (2020). Formación de administradores públicos en el Cauca en tiempos del COVID – 19. En: Proclama Cauca y Valle. Recuperado de: https://www.proclamadelcauca.com/formacion-de-administradores-publicos-en-el-cauca-en-tiempos-del-covid-19/

Ministerio de Comercio, Industria y Turismo (2020). Información: Perfiles económicos departamentales. Oficina de Estudios Económicos. Recuperado de: https://www.mincit.gov.co/getattachment/fdd96c98-45d2-451f-86c6-d200a1da9427/Perfiles-Economicos-por-Departamentos

Morales-Inga, S. y Morales-Tristán, O. (2020). Viabilidad de comunidades profesionales de aprendizaje en sistemas educativos de bajo desempeño. Educación y Educadores, 23(1), 91-112. https://doi.org/10.5294/edu.2020.23.1.5

Olivares-Parada, G., Olivares-Parada, P., y Parada-Rico, D. (2021). El contexto de la Covid-19 como espacio para repensar la virtualización educativa por parte de docentes universitarios. Educación y Humanismo, 23(40), 1-17. https://doi.org/10.17081/eduhum.23.40.4276

Romero-Prieto, J. (2017). Población y desarrollo. Estudios sociales del pacífico colombiano. Banco de la República. Recuperado de: https://repositorio.banrep.gov.co/bitstream/handle/20.500.12134/7170/?sequence=1

Urdinola, B. (2011). Determinantes Socioeconómicos de la Mortalidad Infantil en Colombia. *Revista Colombiana de Estadística,* 34(1), 39-72.