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Contemporary educational challenges: salesian education for innovation and participation in crisis contexts





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Socio-educational, pedagogical and pastoral response

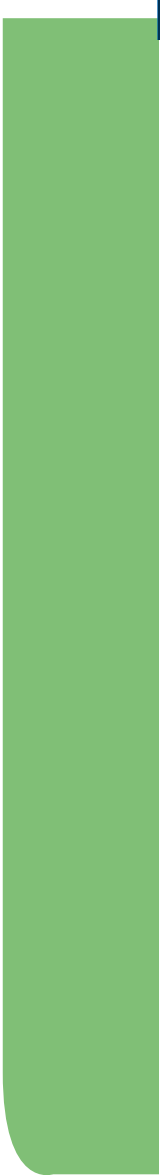
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**Priority educational-pedagogical-pastoral challenges from the crisis
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Background

The IUS Education Group (IUS EG) is an academic network that belongs to the IUS Network. Today 22 IUS, which are part of this Network, are distributed in America, Europe and Asia.

Its mission is to streamline systematically and continuously the collaboration among Salesian Institutions of Higher Education that address the issue of education from both points of view of research and teaching as well as social projection or educational praxis.

The objectives of the IUS EG are:

- To generate models of intervention –with theoretical and practical components– in the field of education, focused on those aspects and those perspectives that are more in line with the Salesian charism and mission.
- To participate actively and purposefully in groups of research, reflection and action of the international scientific community in the field of education and related sciences.
- To get a qualified own voice in such community in those subject fields that are considered more linked to the charism and to the Salesian pedagogical experience (IUS-EG, 2018)

The network has been working permanently since its creation in 2007. Every three years, the IUS-EG convenes a Seminar and a General Assembly with the participation of principals' delegates of this network. The last seminar was held at UNISAL in Sao Paulo in 2018 and the next one will take place at UPS in Quito in April this year.

Aligned with its goals, in 2019 the IUS-EG called for authors and researchers who are members of the IUS-EG to participate in a joint publishing project in which 25 academics participate in 27 articles gathered in the first book of the IUS-EG entitled “Challenges of Salesian education. Experiences and Reflections from the IUS”. The text is available at the following link: <https://n9.cl/s5d6q>

A second collective academic project is: “Contemporary educational challenges: Salesian education for innovation and participation in crisis contexts” which main objective is to know the contemporary,

educational, pedagogical and pastoral challenges of the IUS in a social context as well as educational crisis caused by the COVID-19 pandemic.

The research was convened on May 2021. It had an important participation of IUS from America, Europe, Asia and Africa. The results are shown in this report.

The participating institutions are named in the following table:

Table N° 1

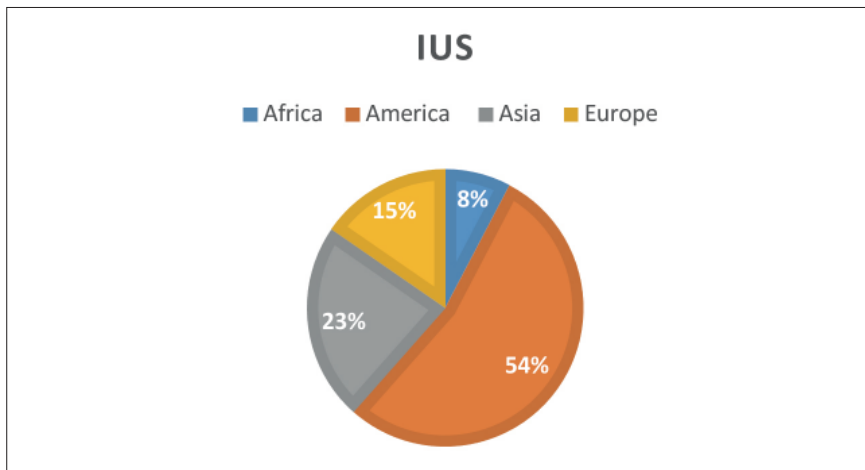
N°	IUS name	Province to which it belongs	Country	Location (continent)
1	Instituto Superior Dom Bosco	Visitadora María Auxiliadora	Mozambique	Africa
2	Instituto Superior Dom Bosco	Mamá Muxima	Angola	Africa
3	Faculdade Salesiana Dom Bosco - FSDB	BMA - Inspectoría Salesiana Misionero Amazonas	Brazil	America
4	Tecnicatura Superior en Enología e Industria de los Alimentos Don Bosco	Argentina Norte	Argentina	America
5	Centro Universitario Salesiano	Inspectoría San Juan Bosco	Brazil	America
6	ISES Padre Miguel Bonnucelli	Inspectoría Argentina Sur	Argentina	America
7	Universidad Salesiana de Bolivia	Nuestra Señora de Copacabana	Bolivia	America
8	Instituto Superior de Estudios Teológicos "Cristo Buen Pastor" - ISET	ARS - Argentina Sur - Inspectoría Ceferino Namuncurá	Argentina	America

Nº	IUS name	Province to which it belongs	Country	Location (continent)
9	Faculdade Dom Bosco de Porto Alegre	Inspetoria Salesiana São Pio X	Brazil	America
10	UNISAL	Argentina Sur Ceferino Namuncurá	Argentina	America
11	Fundación Universitaria Salesiana	San Pedro Claver - Bogotá. Colombia	Colombia	America
12	Universidad Politécnica Salesiana	Sagrado de Jesús	Ecuador	America
13	Universidad Don Bosco	Inspección del Divino Salvador - Centroamérica	El Salvador	America
14	UNIVERSIDAD SALESIANA	México- México	México	America
15	Centro Universitario Católico del Oriente de Minas Gerais - UNILESTE	Inspección San Juan Bosco	Brazil	America
16	Centro Universitário Salesiano de São Paulo - UNISAL	Inspetoria Salesiana de Nossa Senhora Auxiliadora - San Paulo	Brazil	America
17	Politécnico Salesiano (Salesio)	Japan	Japan	East Asia and Oceania
18	Don Bosco Technical College-Cebu	Provincia Sur de Filipinas (FIS)	Philippines	East Asia and Oceania
19	St. Antony's College	Shillong, INS	India	South Asia
20	Don Bosco College SULTHAN BATHERY	Bangalore - INK	India	South Asia

Nº	IUS name	Province to which it belongs	Country	Location (continent)
21	Don Bosco College (CO-ED)	Chennai (INM)	India	South Asia
22	Don Bosco College, Panjim, Goa	Panjim Province	India	South Asia
23	Universidad Pontificia Salesiana	Opera UPS	Holy See - Rome	Europe
24	IUSVE	Italy - INE Inspectoría	Italy	Europe
25	IUSTO	ICP	Italy	Europe
26	EUSS (Escola Universitaria Salesiana de Sarria)	Cataluña	Spain	Europe

Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination

Methodology

The pandemic context in which the study was developed led us to carry out a methodological work with a quantitative sign. It was considered that this methodology, by its very nature, allows us to investigate through cognitive elements and numerical data the objective reality that the Salesian Institutions of Higher Education were living when field-work was being done (Del Canto, 2013). The fundamental resource that guided the study was the survey which was applied digitally through the google form. The application of digital surveys has two benefits that in our case were evident and are described below:

1. Because it is an international research, in which the informants are located in different geographical locations, the digital survey was addressed to the IUS managers from the IUS EG coordination and these, in turn, redirected the staff who had knowledge about the contents of the survey. This procedure guaranteed that the information provided is truthful and comes from actors who know the institutional reality of each IUS and the responses were obtained from all IUS.
2. The “flexibility” of the google formats allowed the survey to be formulated with closed questions and answers that are typical of a quantitative study. However, we were able to include 3 open questions in order to record the assessments, transformations and challenges that the pandemic leaves in the educational-pastoral field of the IUS in the world.

Regarding the structure of the survey, the decision of the research team was to pay attention to two main axes:

- a) Socio-educational, pedagogical and pastoral response in crisis contexts. In this axis, interest falls on the response capacity that the IUS, as educational institutions, had to deal with an unexpected situation and changing characteristics such as the COVID-19 pandemic.
- b) Contemporary, educational, pedagogical and pastoral challenges. This axis is interesting since it is possible to show some of the

challenges that the IUS identify through the management, process and educational reality that they will face in the following months.

Analytical process

An information processing and analysis work were carried out from two epistemic horizons. The information processing corresponds to a descriptive statistical analysis that reveals data by continent. The second analytical procedure is interpretive hermeneutical because a set of responses that were obtained in the ballot are narrative-discursive. So, they were analyzed considering the temporary arc in which the survey was applied as well as the particular and heterogeneous characteristics of each IUS.

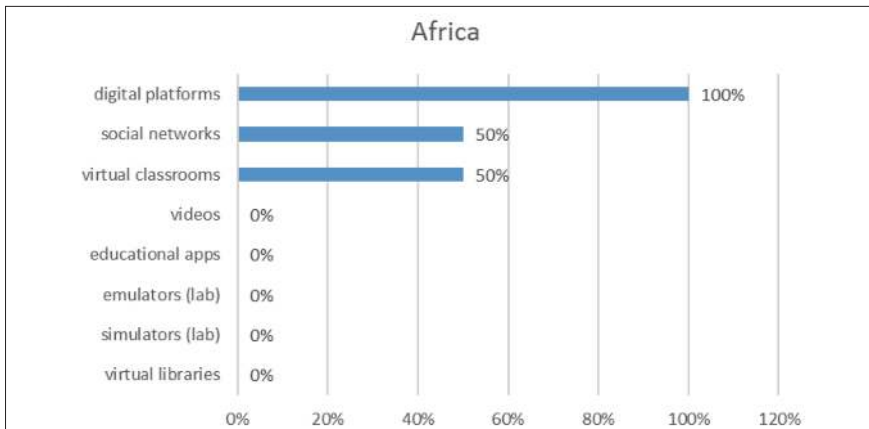
Results

The results by continent are presented below from the questionnaire that, as mentioned above, was organized into two themes:

- a) Socio-educational, pedagogical and pastoral response in crisis contexts.
- b) Contemporary, educational, pedagogical and pastoral challenges.

Socio-educational, pedagogical and pastoral response

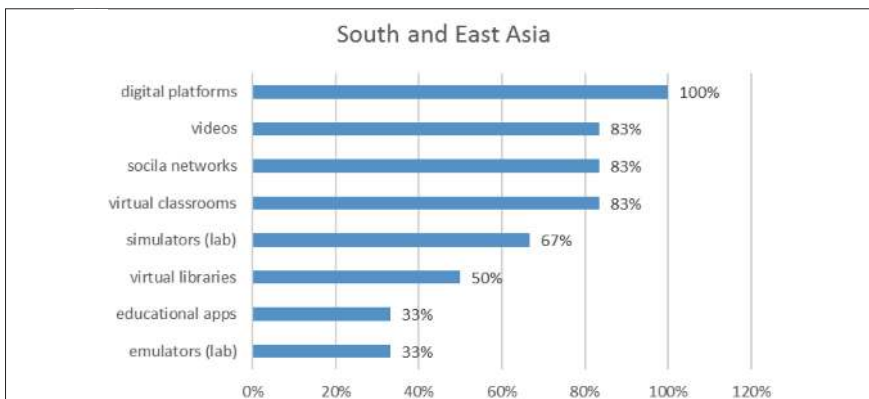
Technological resources implemented by the institutions, in the context of a health emergency due to COVID-19



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (2 IUS correspond to 100%)

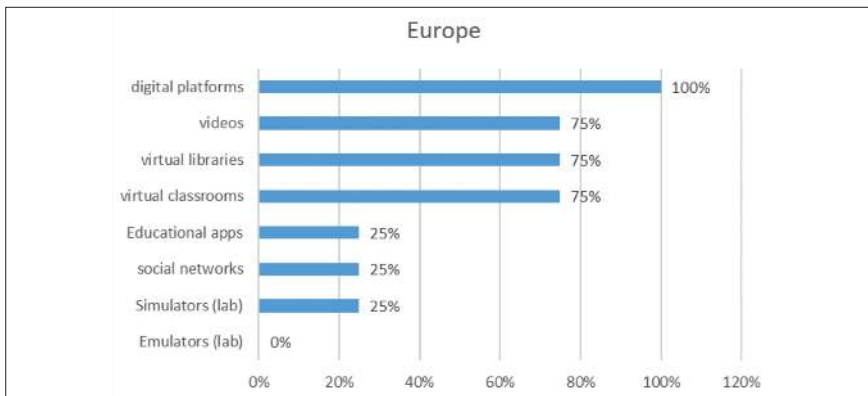
In Africa, the 100% correspond to two institutions which implemented digital platforms as a technological resource during the health emergency. The 50% implemented social networks and the other 50%, virtual classrooms.



Source: IUS EG 2021 Surveys

Prepared by IUS EG Coordination (six IUS corresponds to 100%)

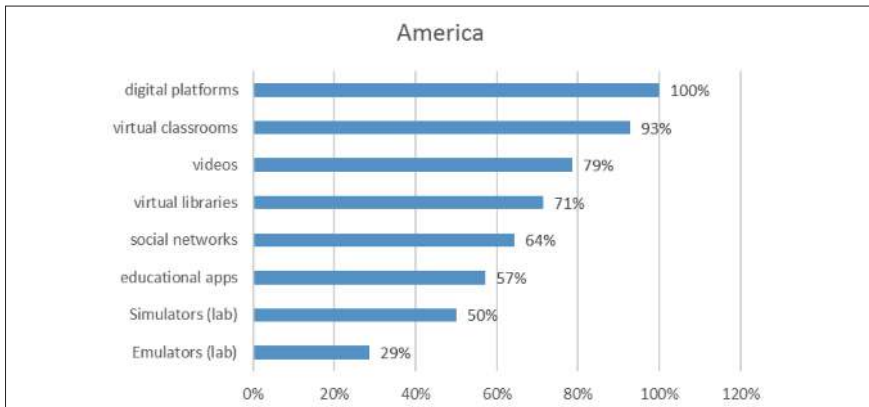
In South and East Asia, the 100% correspond to six institutions which implemented digital platforms as a technological resource during the health emergency. The 83% implemented videos, social networks and virtual classrooms. The 67%, simulators (lab), the 50% virtual libraries and the 33% of institutions educational app and emulators (lab).



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (four IUS corresponds to 100%)

In Europe, the 100% correspond to four institutions which have implemented digital platforms as a technological resource during the health emergency. The 75% of these implemented videos, virtual libraries and virtual classrooms. The 25% implemented educational apps, social networks, and simulators (lab). No institution claims to use emulators (lab).



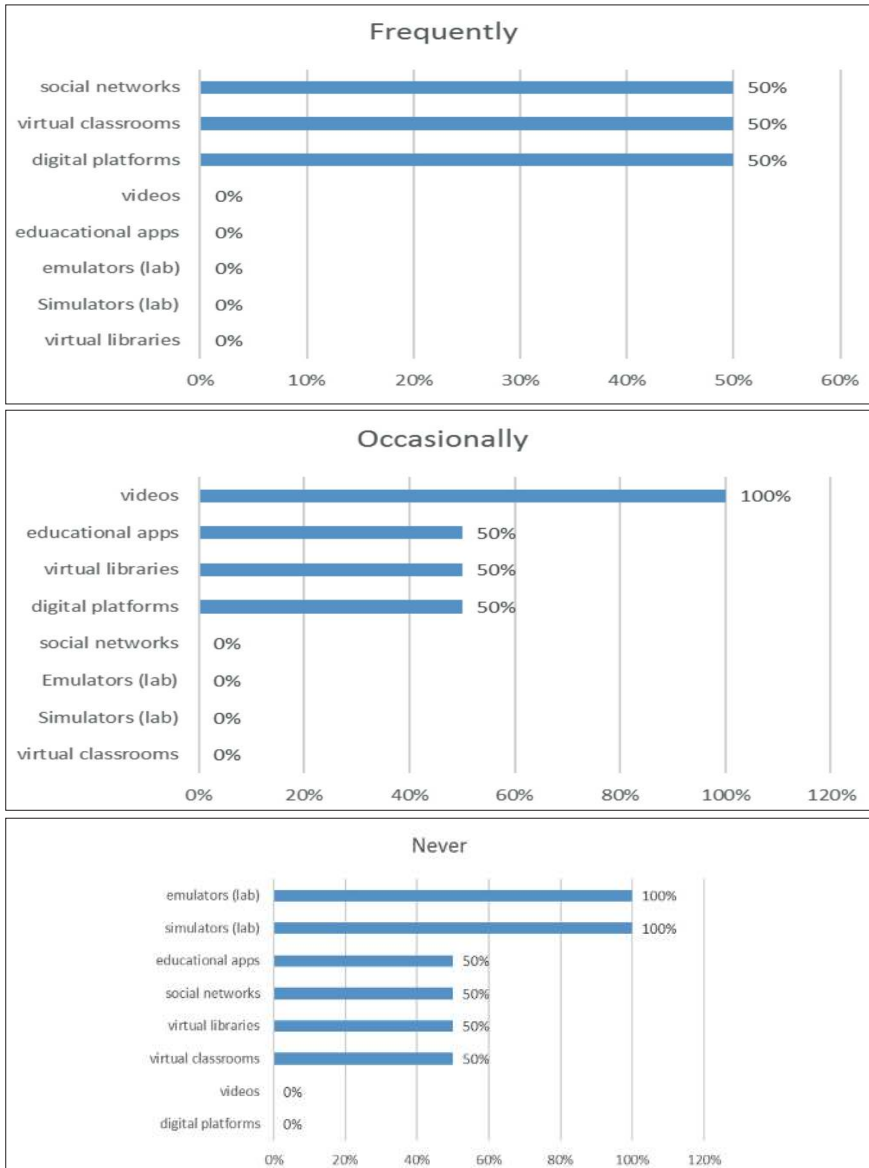
Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (14 IUS corresponds to 100%)

In America, the 14 institutions that correspond to the 100% implemented digital platforms as a technological resource during the health emergency. The 93% of the institutions implemented virtual classrooms; the 79% videos; the 64% social networks; the 57% introduced educational apps; the 50% simulators (lab) and the 29% of institutions implemented emulators (lab).

Frequency of pedagogical use of technological resources by institutions during the health crisis caused by COVID-19

Africa



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

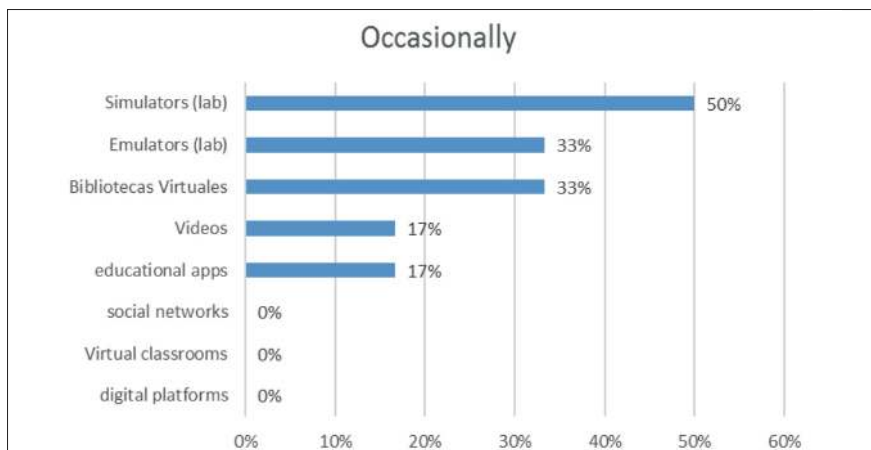
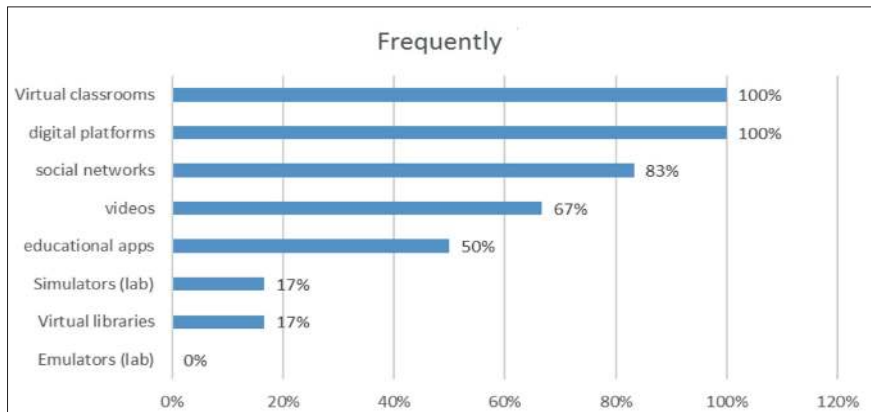
In Africa, the 50%, that is, only one IUS frequently uses social networks, virtual classrooms and digital platforms as a technological resource for pedagogical use. Occasionally 50% use only digital platforms and the other 50% never use social networks and virtual classrooms.

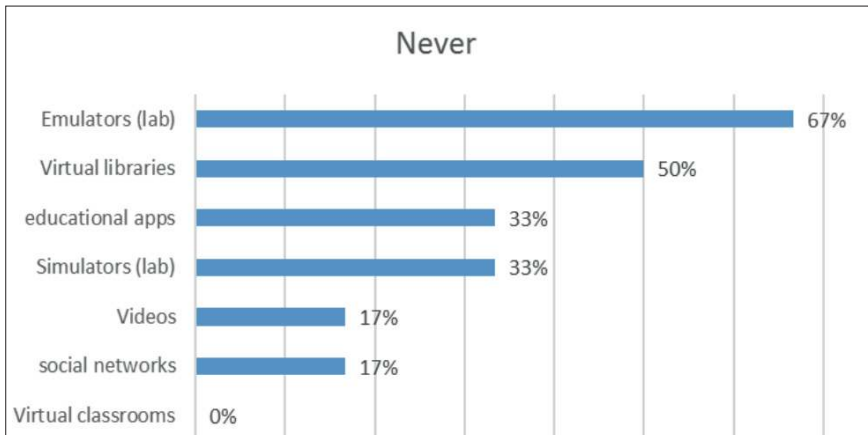
The 100% of IUS occasionally use videos; the 50% use educational apps.

Occasionally 50% use virtual libraries and the other 50% do not.

Finally, in this continent, no institution used emulators and simulators (lab) during the health emergency.

South Asia and East Asia





Source: IUS EG 2021 Surveys

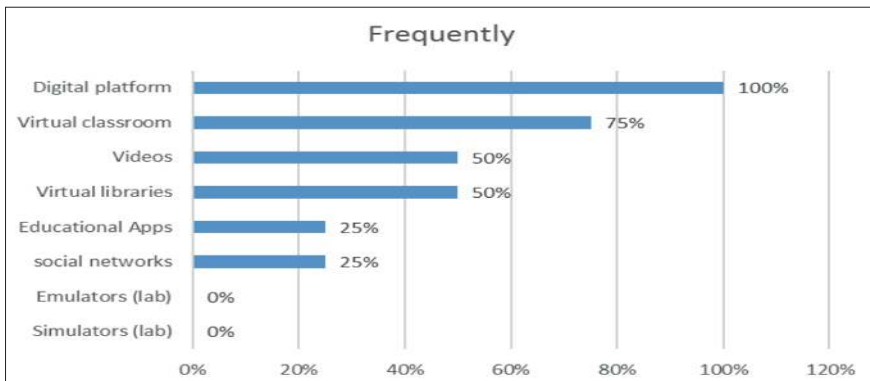
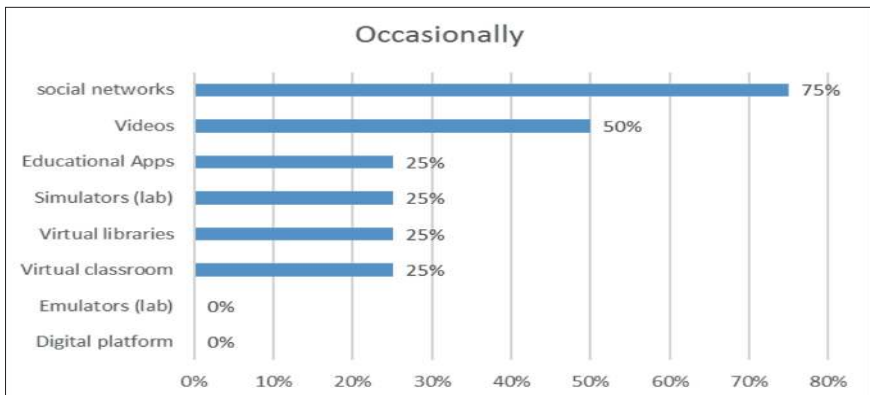
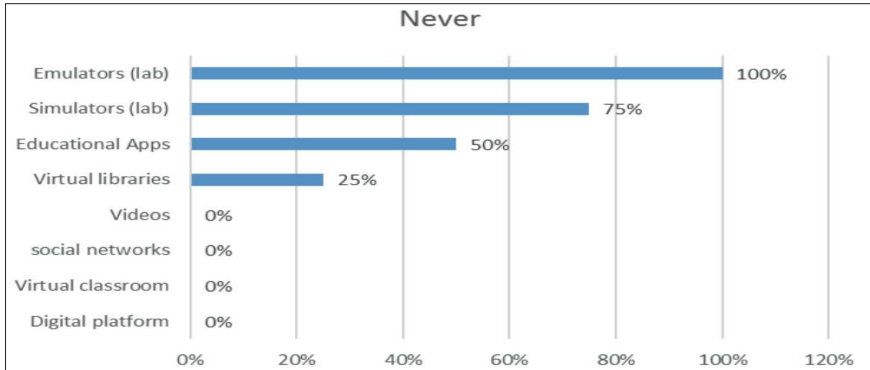
Prepared by: IUS EG Coordination (six IUS corresponds to 100%)

In South and East Asia, the 100% that is, six IUS frequently use virtual classrooms and digital platforms for educational purposes. The 83% use social networks; the 67% use videos; 50% use educational apps and 17% use simulators (lab) and virtual libraries.

50% of institutions occasionally use simulators. 33% of the institutions use emulators and virtual libraries and 17% occasionally use educational apps and videos.

67% of the IUS have never used emulators (lab) for pedagogical use. 50% of institutions have never used virtual libraries. 33% of the IUS did not use educational apps and simulators as a didactic resource and finally 17% of institutions did not use social networks as a pedagogical resource.

Europe



Source: IUS EG 2021 Surveys

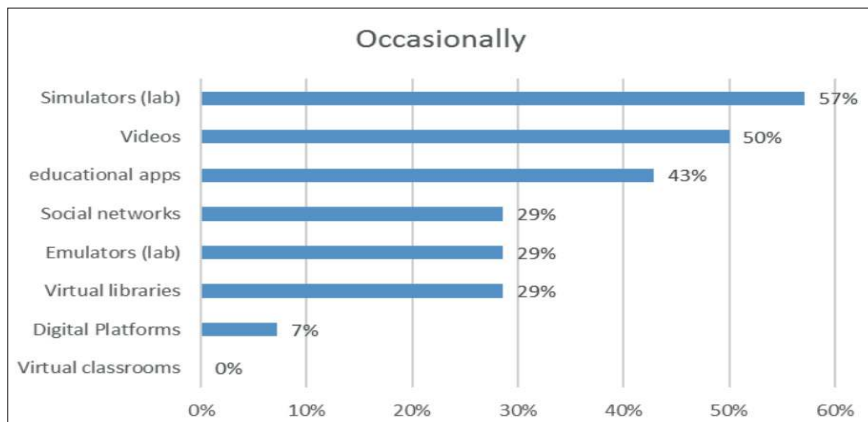
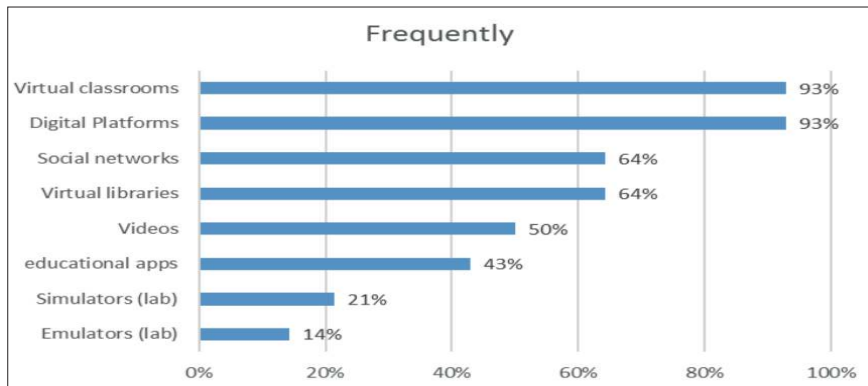
Prepared by: IUS EG Coordination (four institutions correspond to 100%)

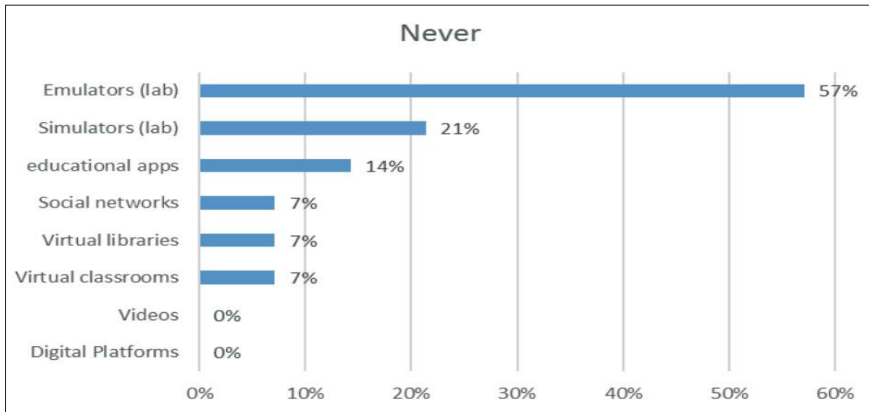
In Europe, the 100% correspond to four institutions that frequently use digital platforms for pedagogical use. 75% of them use virtual classrooms; 50% use videos and virtual libraries and 25% frequently use educational apps and social networks as pedagogical resources.

Occasionally, 75% of IUS use social networks as a pedagogical resource. 50% use videos and 25% use educational apps, simulators, virtual libraries and virtual classrooms as pedagogical resources.

100% of the IUS in Europe never used emulators (lab) as a pedagogical resource. 75% never used simulators (lab); 50% never use educational apps and 25% do not use virtual libraries as a pedagogical resource.

America





Source: IUS EG 2021 Surveys

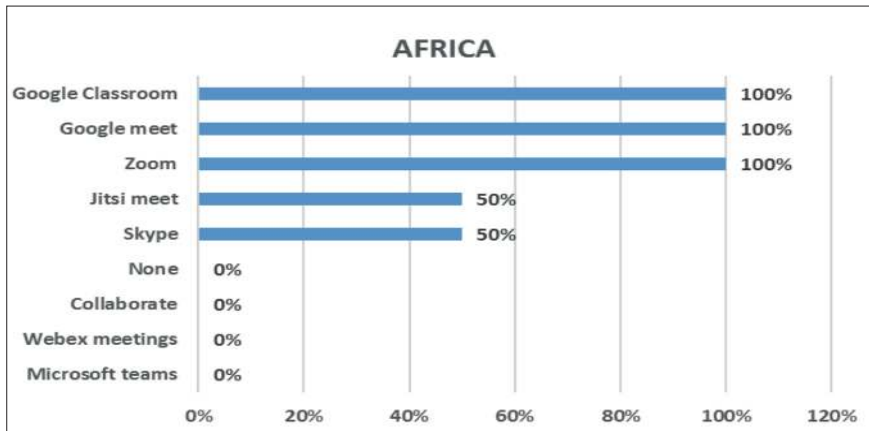
Prepared by: IUS EG Coordination (13 IUS correspond to 100%)

In America, 93%, which correspond to thirteen IUS, frequently use virtual classrooms and digital platforms. 64% of the institutions use them frequently, the 29% occasionally, and 7% never use social networks and virtual libraries for educational purposes.

50% of institutions use videos frequently and the other 50% occasionally. 43% of IUS use educational apps frequently, the other 43% occasionally and 14% never

21% of the IUS frequently use simulators and 14% emulators (lab). Occasionally 57% of institutions use simulators and 29% emulators. 21% of institutions have never used simulators and 57% have never used emulators (lab).

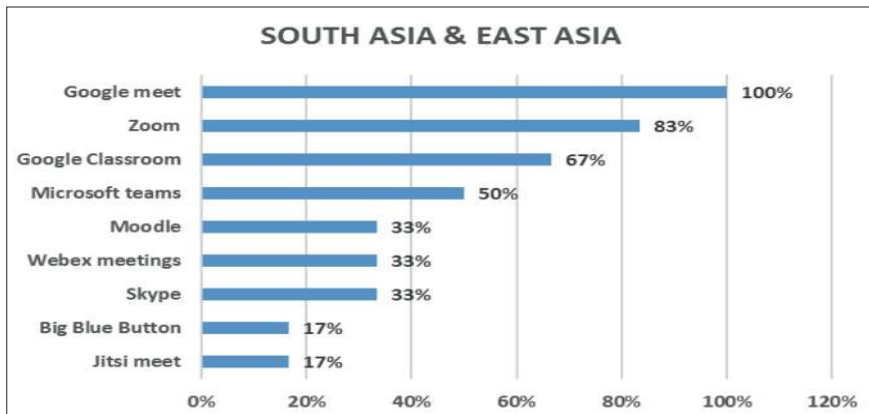
Digital platforms that are being used in the institutions for synchronous education work during the health crisis due to COVID-19



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (two institutions correspond to 100%)

In Africa, 100% of IUS institutions use Google Classroom, Google Meet and Zoom as digital platforms for educational work in synchronous time. 50% use Jitsi Meet and Skype.

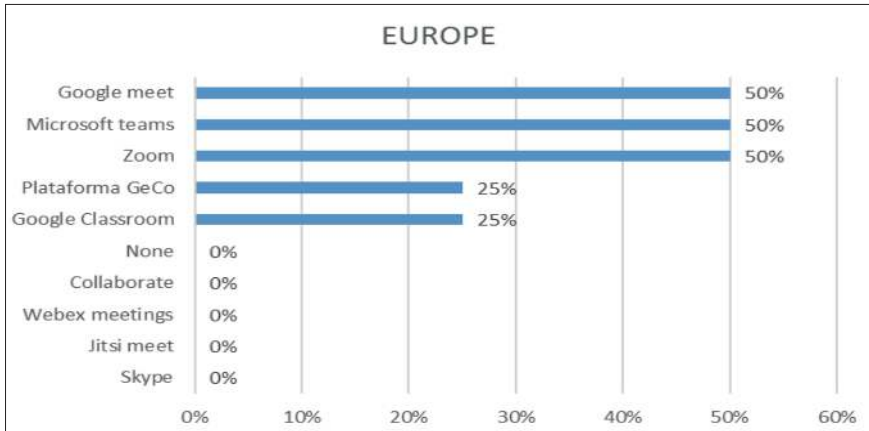


Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (six institutions correspond to 100%)

In South Asia and East Asia, the 100% correspond to six institutions which use the Google Meet digital platform for educational work in syn-

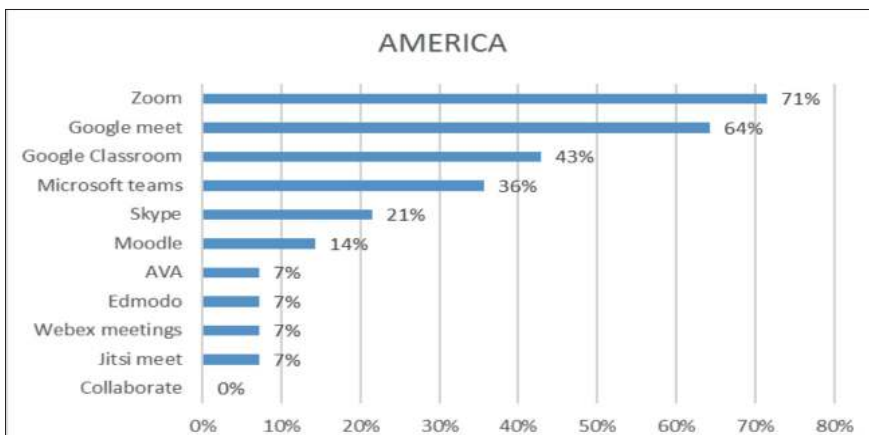
chronous time; 83% use Zoom; 67% Google Classroom; 50% use Microsoft Teams; 33% of the IUS use Moodle, Webex meetings and Skype and finally 17% of the IUS use Big Blue Button and Jitsi Meet.



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (four IUS corresponds to 100%)

In Europe, 50% that is, two institutions use Google Meet, Microsoft Teams and Zoom. The other 50% use the Geco Platform and Google Classroom as digital platforms for educational work in synchronous time.

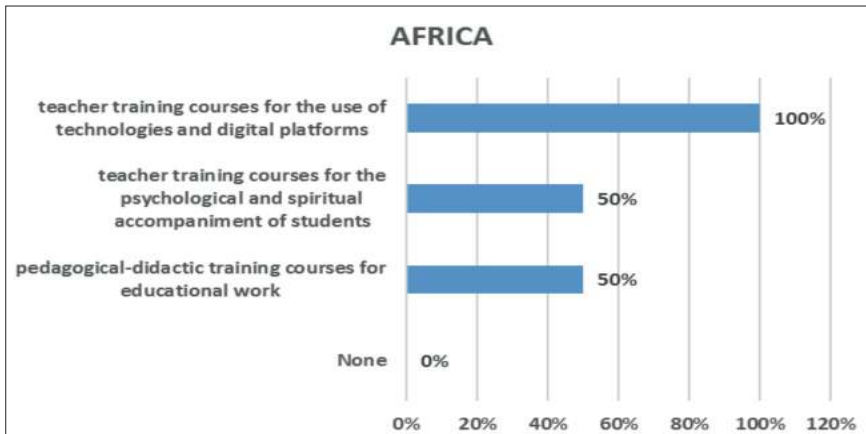


Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (13 IUS corresponds to 100%)

In America, 71% belong to ten institutions which use Zoom as a digital platform for educational work; 64% use Google Meet. 43% use Google Classroom; 36% use Microsoft Teams. 21% (3) use Skype. 14% (2) use Moodle. And 7% of institutions (1) use AVA, Edmodo, Webex Meetings, and Jitsi Meet. None of the institutions uses the Collaborate digital platform for educational work in synchronous time.

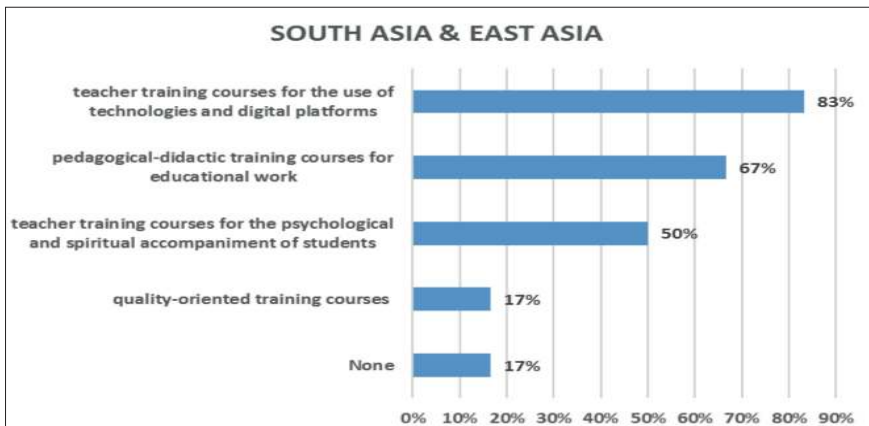
Training offers aimed at professors that have been implemented in the institutions during the health crisis due to COVID-19 to attend to education work



Source: IUS EG 2021 Surveys

Prepared by IUS EG Coordination (two IUS correspond to 100%)

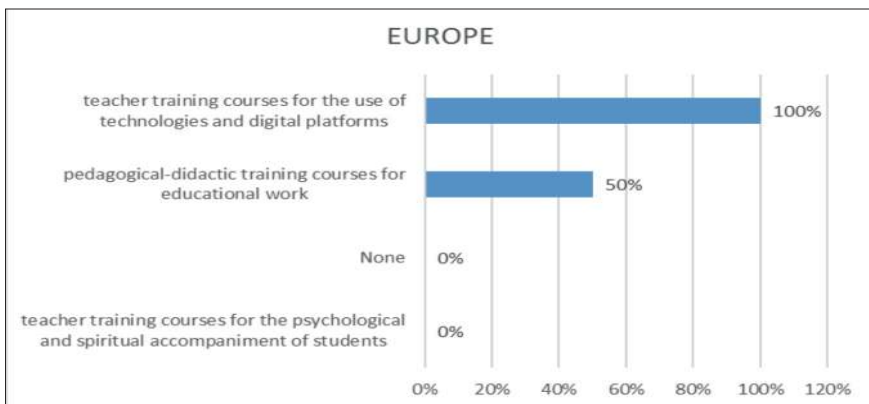
In Africa, the 100% correspond to two IUS which have implemented teacher training courses for the use of technologies and digital platforms as a training offer aimed at teachers; 50% implemented teacher training courses for the psychological and spiritual accompaniment of students and the other 50% (1) pedagogical-didactic training courses for educational work.



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (six IUS are 100%)

In South Asia and East Asia, 83% belong to five IUS which have implemented teacher training courses for the use of technologies and digital platforms as a training offer aimed at teachers; 67% implemented pedagogical-didactic training courses; 50% (3) teacher training courses for the psychological and spiritual accompaniment of students; 17% implemented quality-oriented training courses and 17% have not implemented any training offer aimed at professors.



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (four IUS are 100%)

In Europe, the 100% correspond to four institutions which have implemented teacher training courses for the use of technologies and digital platforms as a training offer aimed at professors and 50% also implemented pedagogical-didactic training courses.

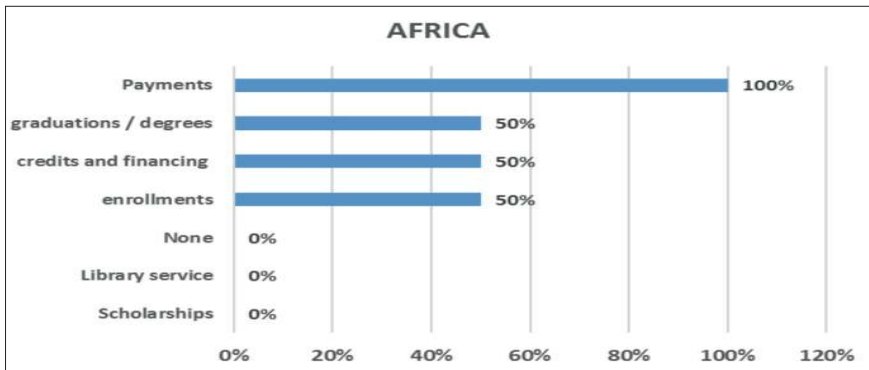


Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (13 IUS are 100%)

In America, the 79% correspond to eleven. IUS have implemented teacher training courses for the use of technologies and digital platforms as a training offer aimed at professors; 64% implemented pedagogical-didactic training courses; 29% teacher training courses for the psychological and spiritual accompaniment of students. 7% also implemented pastoral and academic actions to welcome professors. Webinar, conferences and talks. Comprehensive wellness programs: training, support and gamification axes. Individual Psychology training program. Course of specialization topics of different professions. Pastoral Days. RedArg educational management system, linked to Moodle what is a virtual classroom and operational support with personalized attention for its use, platform and explanatory videos to know how to apply it. Finally, a 7% (1) has not implemented any training offer aimed at professors.

Online (virtual) administrative processes, which have been implemented in the institution in response to the health crisis caused by COVID-19

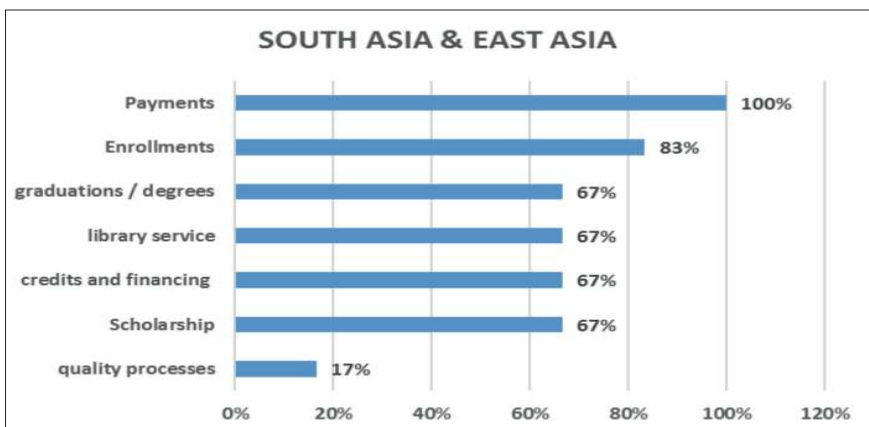


Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination (two institutions are 100%)

In Africa, the 100% implemented payments as an online administrative process.

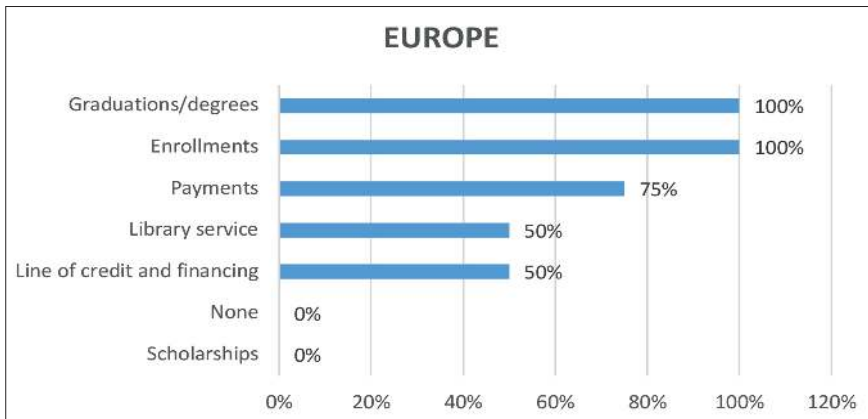
50% (1) implemented graduations / degrees, credits and financing and also enrollments as online administrative processes.



Source: IUS EG 2021 Surveys

Prepared by IUS EG Coordination (six IUS are 100%)

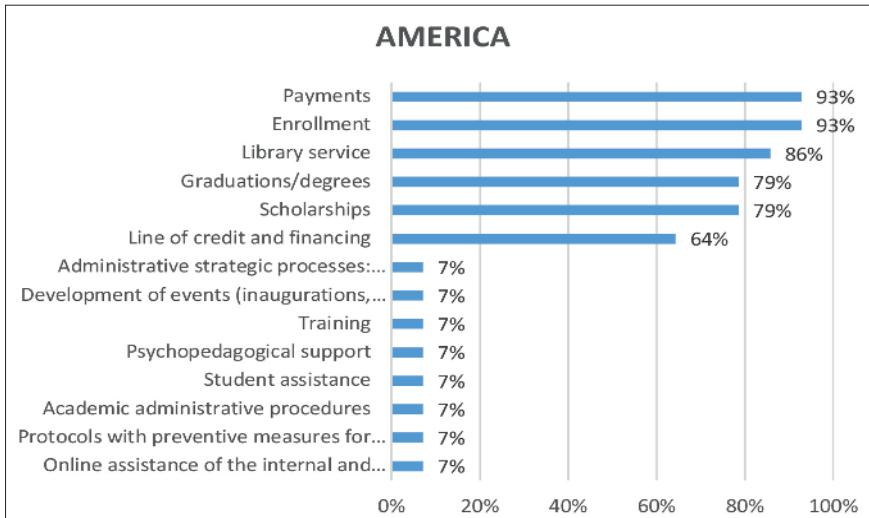
In South Asia and East Asia, the 100% belong to six institutions which implemented payments as an online administrative process. 83% enrollment; 67% graduations / degrees, library services, credits and financing and scholarships. Finally, 17% of institutions implemented quality processes.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (four IUS are 100%)

In Europe, the 100% that correspond to four institutions have implemented graduations/degrees and enrollments as online administrative processes. 75% payments and 50% library service, line of credit, and financing as online administrative processes.

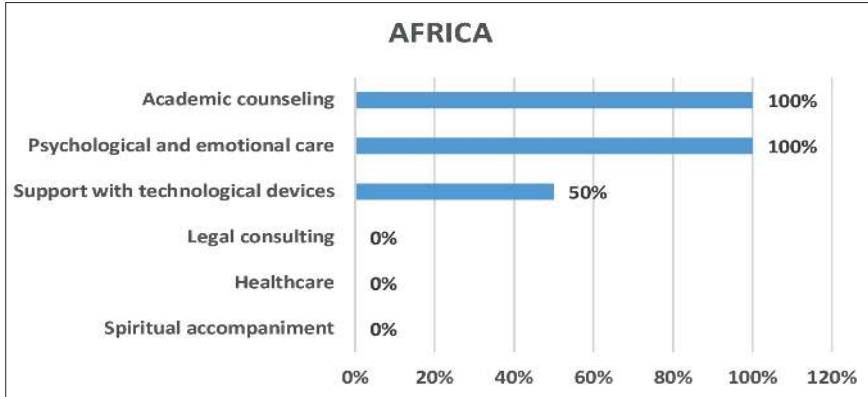


Source: Surveys IUS EG 2021

Prepared by IUS EG Coordination (thirteen IUS are 100%)

In America, the 93% that correspond to thirteen IUS have implemented payments and tuition fees as online administrative processes. 86% library service; 79% graduations/degrees and scholarships. 64% line of credit and financing; 7% online administrative processes such as: institutional self-study, self-assessment for institutional accreditation, Master Plan evaluation, participatory process to define the Master Plan 2022-2026. Development of events (inaugurations, teacher's day, Salesian days, open house, parents' meeting, etc.). Training. Psychopedagogical support. Student assistance. Academic administrative procedures. Protocols with preventive measures for healthcare and online assistance of the internal and external educational community.

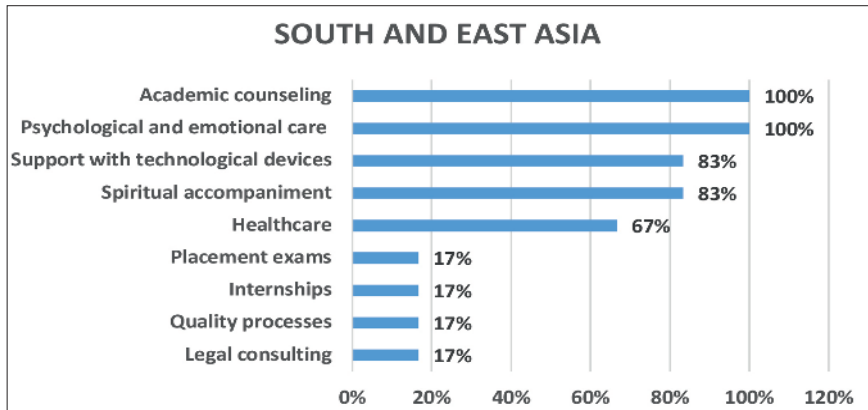
Services that have been offered to students of the institutions during the COVID-19 health crisis



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (two IUS are 100%)

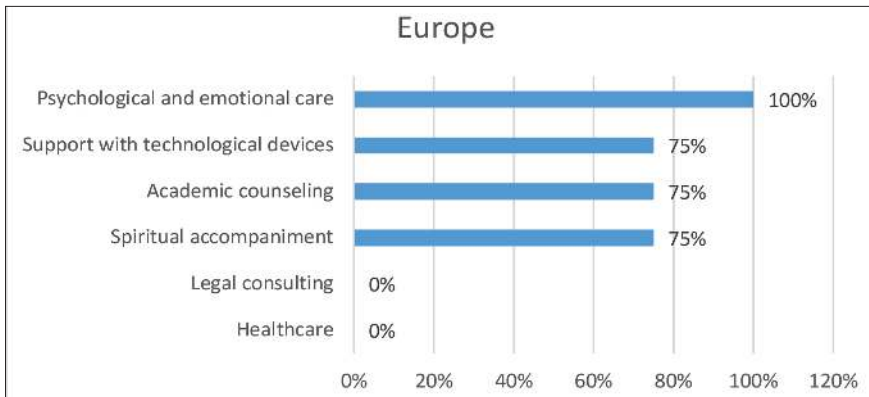
In Africa, the 100% that correspond to (2) institutions have offered academic counseling and psychological and emotional care for students. And the 50% (1) offered support services with technological devices.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (six IUS are 100%)

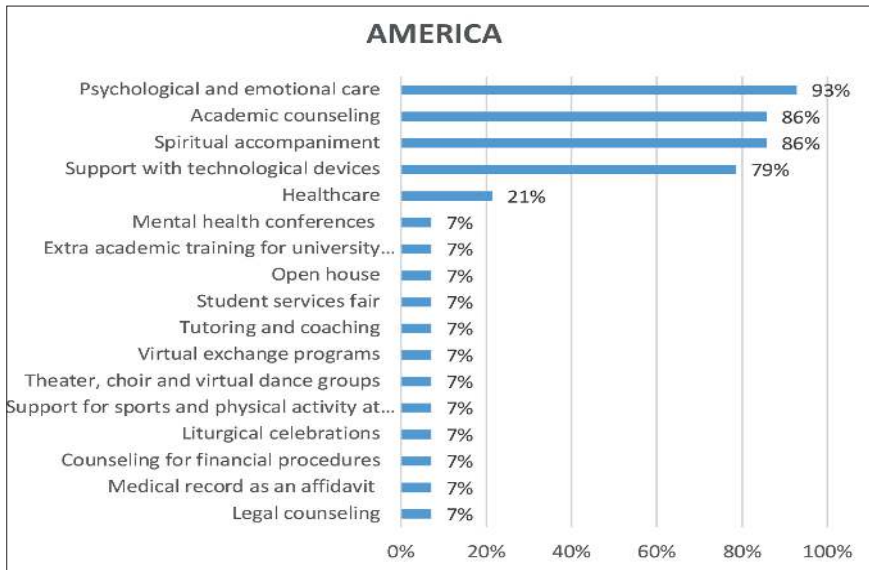
In South and East Asia, the 100% that correspond to six institutions have offered academic counseling, psychological and emotional care for students. The 83% offered support with technological devices and spiritual direction. 67% healthcare. The 17% of institutions have offered placement exams, internships, quality processes and legal consulting for students.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (four IUS correspond to 100%)

In Europe, the 100% that correspond to four institutions have offered psychological and emotional care as services for students. The 75% of IUS offered support with technological devices, academic counseling and spiritual accompaniment for students.

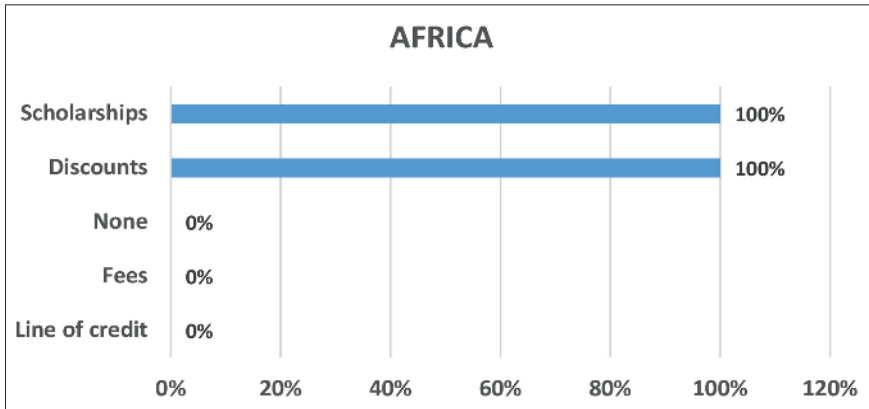


Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (13 IUS correspond to 100%)

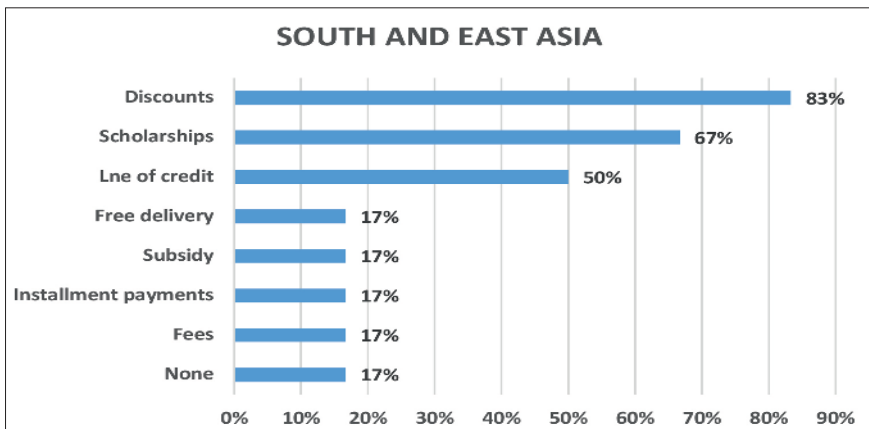
In America, 93% that correspond to 13 IUS have offered psychological and emotional care for students. The 86% offered academic counseling and spiritual accompaniment. 79% support with technological devices. 21% healthcare. 7% (1) offered mental health conferences with the aim of listening to students, extra academic training for university students, (workshops, conferences) and for young people from secondary schools (Science Girl Camp). Open house. Student services fair. Tutoring and coaching. Virtual exchange programs. Theater, choir and virtual dance groups. Support for sports and physical activity at home. Liturgical celebrations. Counseling for financial procedures. Medical record as an affidavit and legal counselling for students.

Financial support that has been implemented in institutions to facilitate student permanence during the COVID-19 pandemic



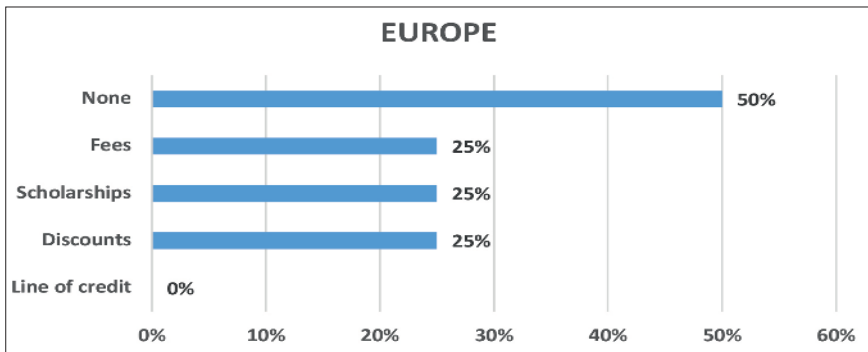
Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

In Africa, the 100% of the IUS have implemented scholarships and discounts as financial support for student permanence during the pandemic.



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

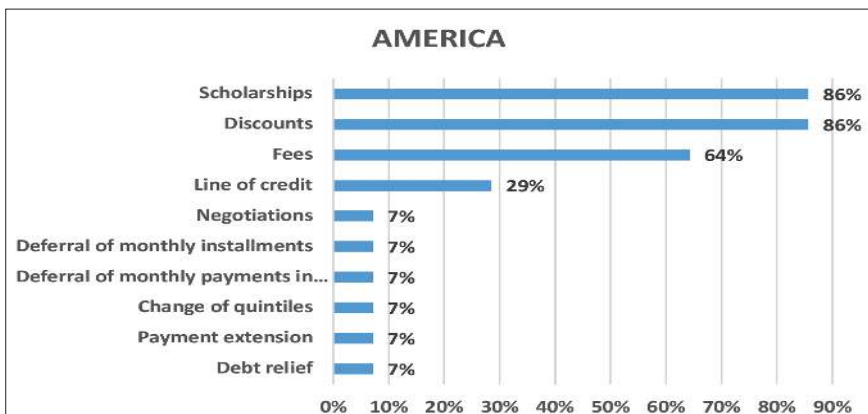
In South and East Asia, the 83% that correspond to five IUS have implemented discounts as financial support. The 67% scholarships. The 50% line of credit, and the 17% (free delivery, subsidy, and installment payments). The other 17% have not implemented any financial support for student permanence during the pandemic.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

In Europe, the 25% that correspond to an institution has implemented fees, scholarships and discounts. The 50% have not implemented any financial support for student permanence during the pandemic.

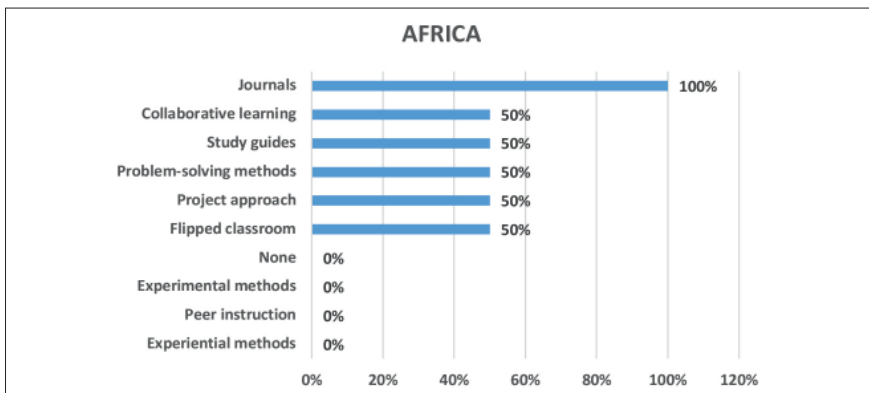


Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

In America, the 86% of the IUS that correspond to 12 institutions have implemented scholarships and discounts as financial support for student permanence during the pandemic. The 64% (9) implemented fees. The 29% (4) line of credit and 7% of institutions (1) have implemented negotiations, deferral of monthly installments, deferral of monthly payments in payment plans, change of quintiles, payment extension, debt relief as financial support for student permanence during the pandemic.

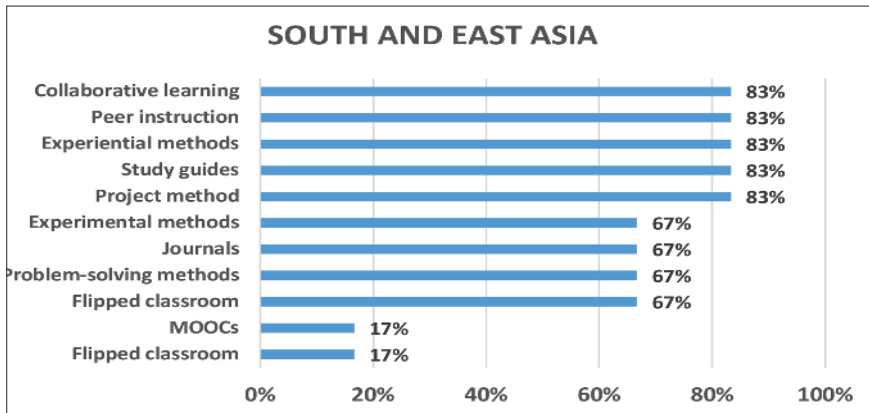
Didactic-methodological strategies implemented in the teaching and learning processes developed in institutions during the COVID-19 health crisis



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination (two IUS correspond to 100%)

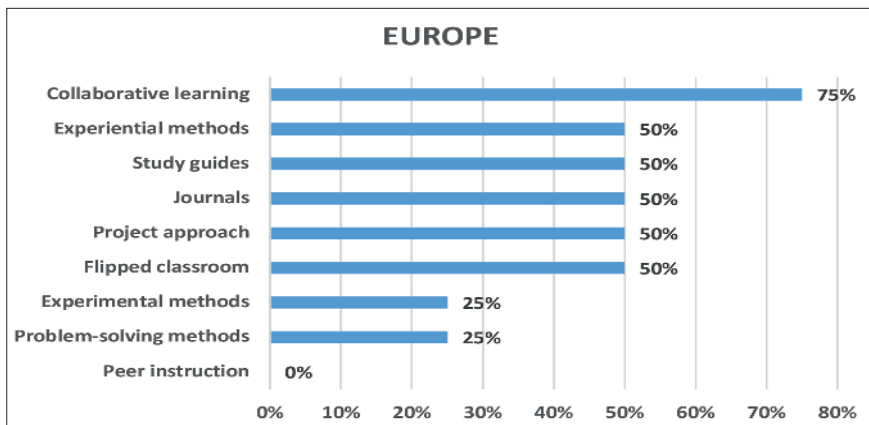
In Africa, the 100% of institutions have implemented journals as a didactic-methodological strategy for the teaching and learning process. The 50% implemented collaborative learning, study guides, problem-solving methods, project approach and flipped classroom as a didactic-methodological strategy.



Source: Surveys IUS EG 2021

Prepared by IUS EG Coordination

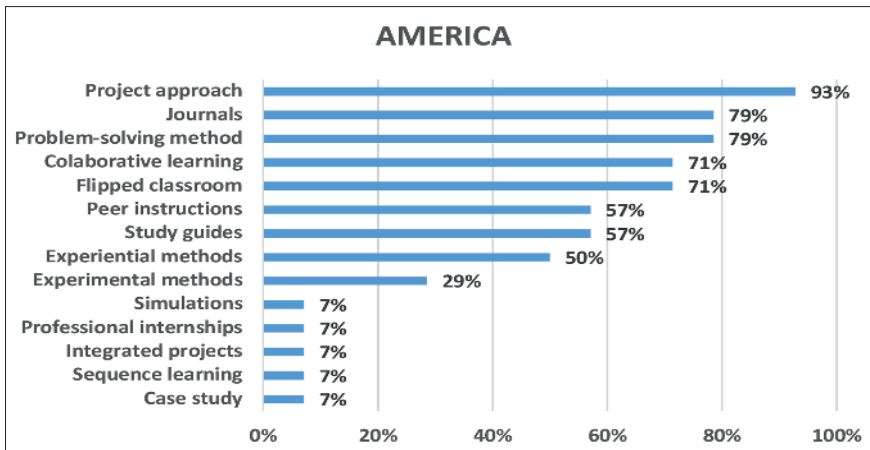
In South and East Asia, the 83% that correspond to five institutions have implemented collaborative learning, peer instruction, experiential methods, study guides, project methods such as didactic-methodological strategy for the teaching and learning process. The 67% of institutions (4) implemented experimental methods, journals, problem-solving methods, and flipped classroom. The 17% (1) have implemented MOOCs and flipped classroom.



Source: Surveys IUS EG 2021

Prepared by IUS EG Coordination

In Europe, the 75% that correspond to 3 IUS have implemented collaborative learning as a didactic-methodological strategy for the teaching and learning process. The 50% of institutions (29) implemented experiential learning, study guides, journals, project approach and flipped classroom. The 25% (1) problem-solving methods, experimental methods, as a didactic-methodological strategy for the teaching and learning process.

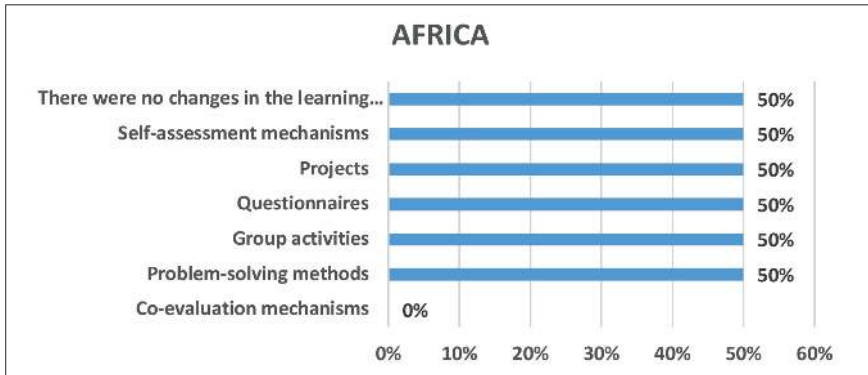


Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

In America, the 93% that correspond to thirteen IUS have implemented the project approach as a didactic-methodological strategy for the teaching and learning process. The 79% of institutions (11) have implemented journals and problem-solving methods. The 71% (10) collaborative learning and flipped classroom. The 57% of institutions (8) have implemented peer instruction and study guides. The 50% (7) experiential methods. The 29% (4) experimental methods. The 7% of institutions (1) have also implemented simulations, professional internships, integrated projects, sequence learning case studies as a didactic-methodological strategy for the teaching and learning process.

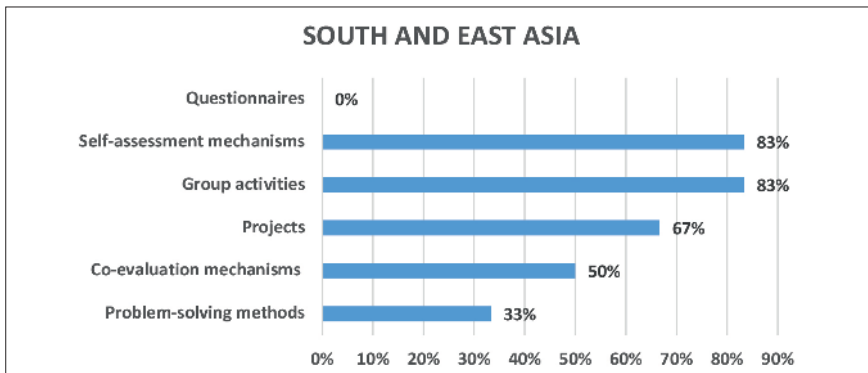
Learning assessment mechanisms that have been implemented in institutions in the COVID-19 pandemic



Source: Surveys IUS EG 2021

Prepared by IUS EG Coordination

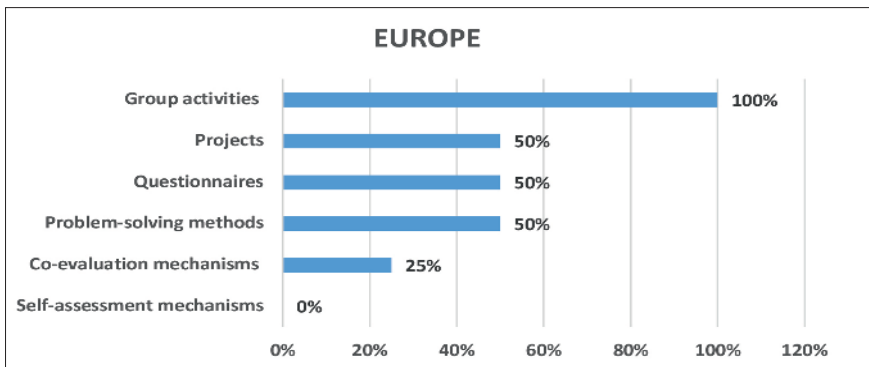
In Africa, 50% of the IUS (1) have not had changes in the learning assessment mechanisms. The other 50% of the institutions have implemented project evaluation mechanisms, questionnaires, group activities, and problem-solving methods. None of the institutions have implemented co-evaluation as a learning evaluation mechanism.



Source: Surveys IUS EG 2021

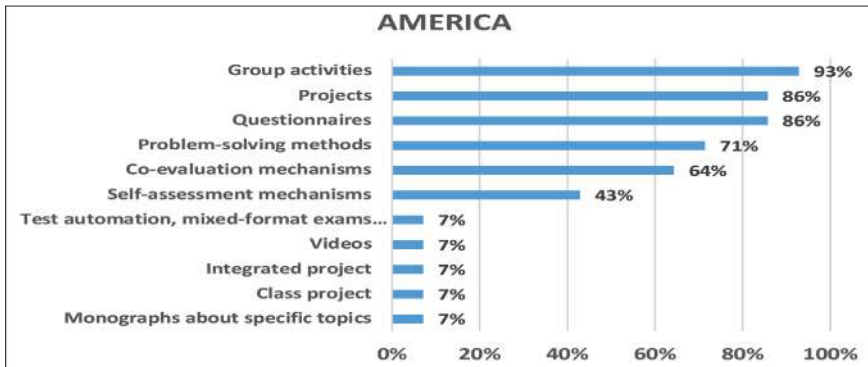
Prepared by: IUS EG Coordination (six IUS are 100%)

In South and East Asia, the 100% that correspond to (6) institutions have implemented questionnaires as a learning assessment mechanism. The 83% of the institutions (5) implemented assessment mechanisms and group activities. The 67% (4) implement projects. The 50% of the institutions (3) co-evaluation mechanisms and the 33% (2) problem-solving methods as a learning assessment mechanism.



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

In Europe, the 100 % of IUS (four institutions) have implemented group activities as learning assessment mechanisms. The 50% of institutions (2) implement projects, questionnaires and problem-solving methods. The 25% (1) co-evaluation mechanisms as learning assessment mechanisms. None of the institutions have implemented self-assessment mechanisms.

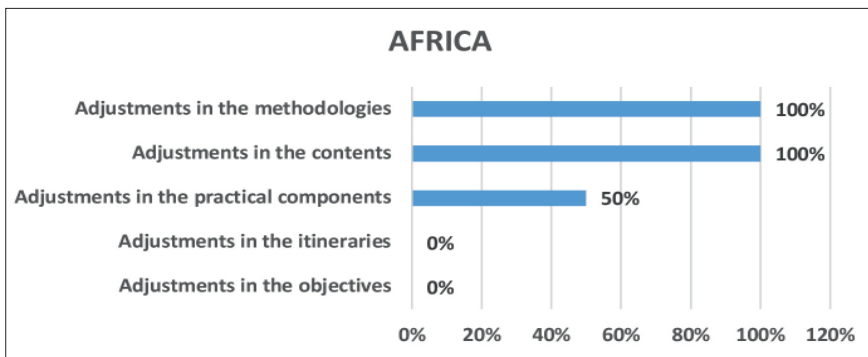


Source: Surveys IUS EG 2021

Prepared by IUS EG Coordination

In America, the 93% of the IUS implement group activities as learning assessment mechanisms. The 86% of institutions (12) have implemented projects and questionnaires. The 71% (10) problem solving methods. The 64% (9) co-evaluation mechanisms. The 43% of the institutions (6) implement self-assessment and the 7% (1) test automation, mixed-format exams and open-book exams, videos, integrated projects, class project, and monographs about specific topics.

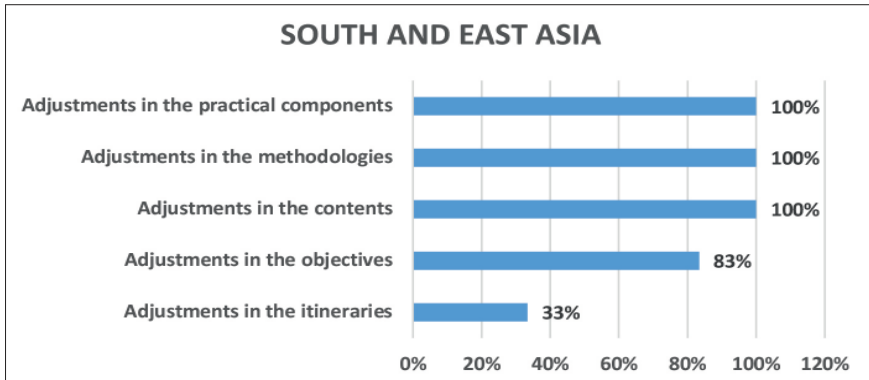
Curricular adjustments that were made in the institutional educational projects due to the COVID-19 pandemic



Source: Surveys IUS EG 2021

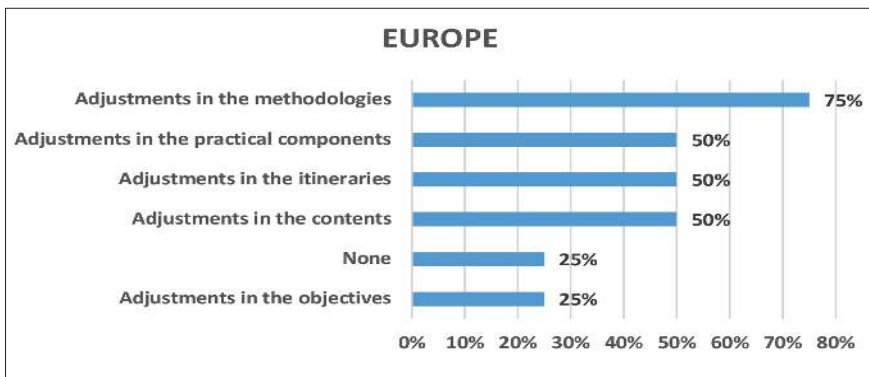
Prepared by: IUS EG Coordination

In Africa, the 100% that correspond to (2) institutions make curricular adjustments to methodologies and contents for the institutional educational projects. The 50% (1) develop adjustments in the practical components for institutional educational projects.



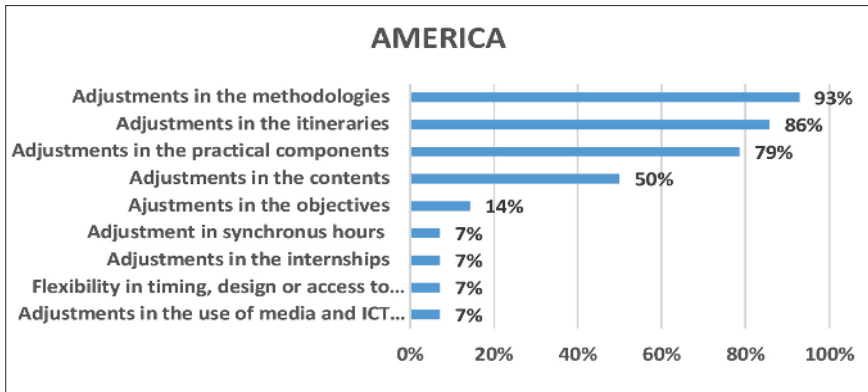
Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

In South and East Asia, 100% that correspond to (6) institutions make curricular adjustments in the practical components, methodologies and contents for the institutional educational projects. The 83% (5) make adjustments in the objectives. The 33% (2) adjustments in the sequences or itinerary.



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

In Europe, 75% of the institutions make curricular adjustments in the methodologies for the institutional educational projects. The 50% (2) develop adjustments in the practical components, in the sequences or itineraries, and in the contents. The 25% (1) make adjustments in the objectives. The other 25% (1) do not make any curricular adjustment in the institutional educational projects.

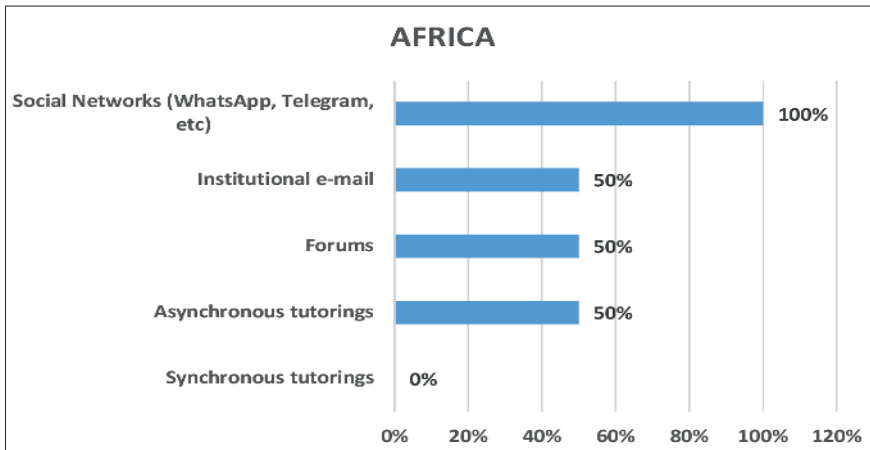


Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

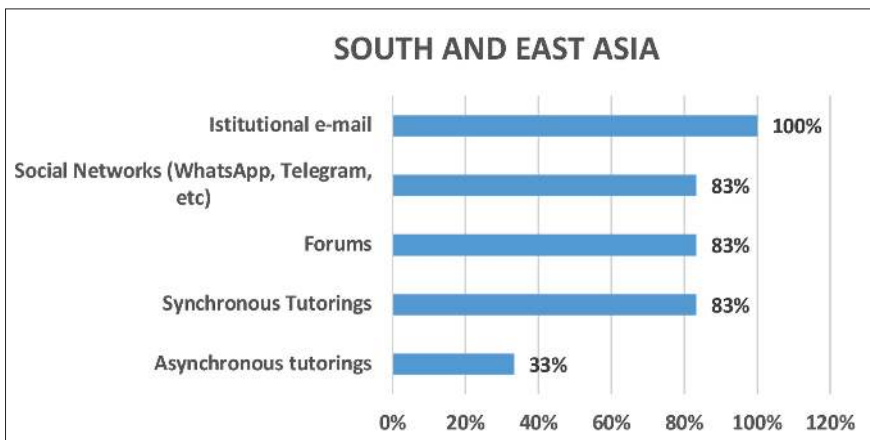
In America, the 93% that correspond to 13 institutions make adjustments in the methodologies in the institutional educational projects. The 86% (12) in the sequences or itineraries. The 79% (11) in the practical components. The 50% (7) make adjustments in the contents. The 14% (2) in the objectives. The 7% (1) make adjustments in the synchronous hours, models of practice, internships, flexible hours, design or counseling to access to the resources for learning and adjustments to the use of means and strategies of use of ICT in the teaching and learning processes.

Means of communication used in institutions to support learning during this time of pandemic



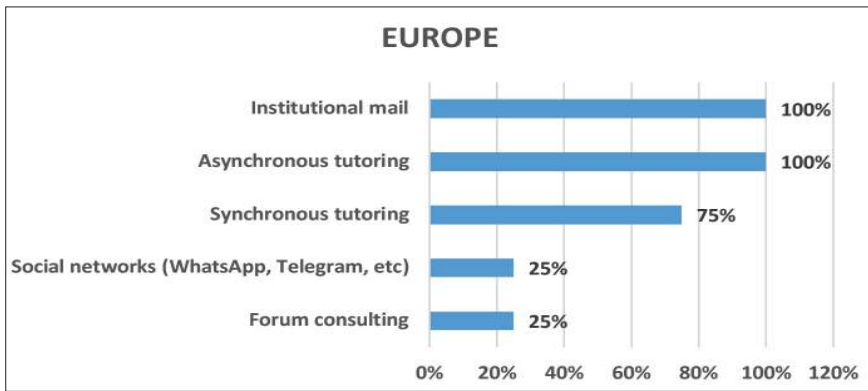
Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

In Africa, the 100% of the institutions (2) use social networks to communicate and support learning. The 50% that correspond to (1) institution, uses the institutional e-mail, forums and asynchronous tutoring to support learning in the institutions.



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

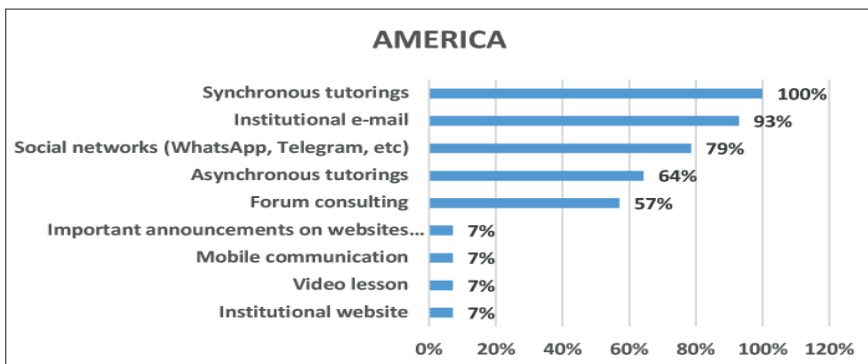
In South and East Asia, the 100% that correspond to (6) institutions use the institutional e-mail to communicate and support learning. The 83% (5) uses social networks, forums, synchronous tutoring. The 33% of the institutions (2) use asynchronous tutoring to communicate and support learning.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

In Europe, the 100% of the institutions that correspond to (4) institutions use the institutional e-mail and asynchronous tutoring to communicate and support learning. The 75% (3) use synchronous tutoring and the 25% of institutions (1) use forum consulting.

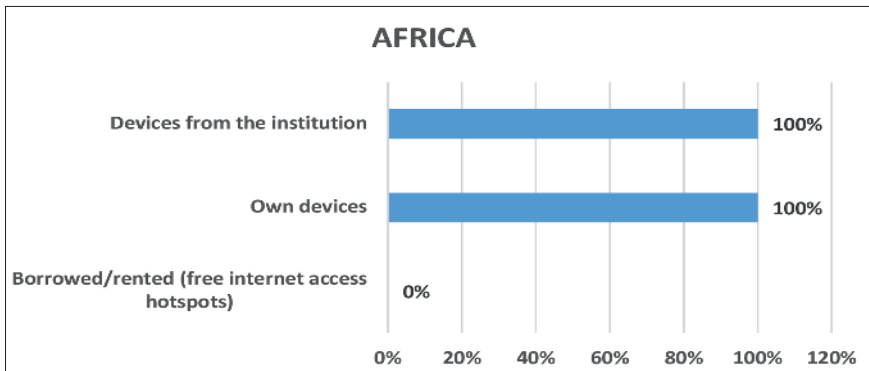


Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

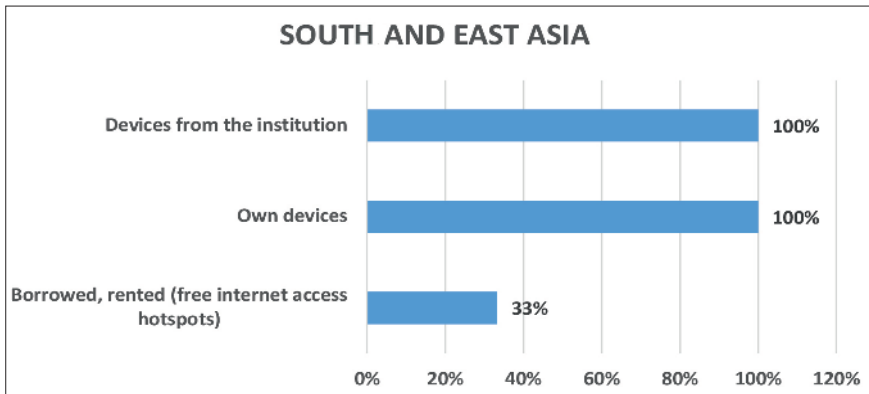
In America, the 100% that correspond to (14) institutions use synchronous tutoring to communicate and support learning. The 93% of the institutions (13) use the institutional e-mail. The 79% (11) use social networks. The 64% (9) use asynchronous tutoring. The 57% (8) use important announcements on websites and educational platforms, mobile communication, video lessons, and institutional websites.

Technological devices used by teachers for educational work during the COVID-19 health crisis



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

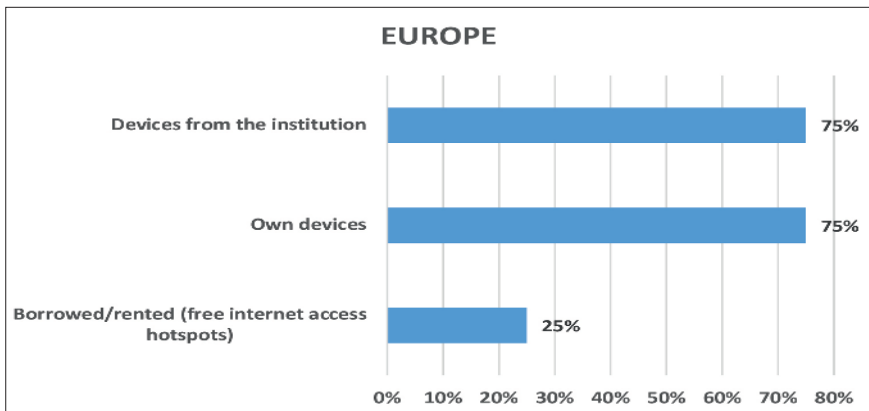
In Africa, the 100% that correspond to two institutions, teachers use their own devices and devices from the institution for the educational work. None of the institutions use borrowed or rented devices. (free internet access hotspots)



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

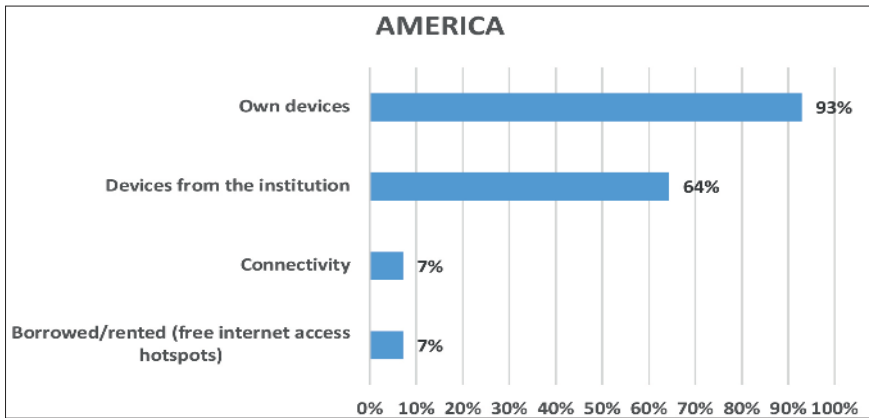
In South and East Asia, the 100% that correspond to (6) institutions, teachers use their own devices and devices from the institution for the educational work. In the 33% of the institutions (2), teachers use borrowed or rented devices.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

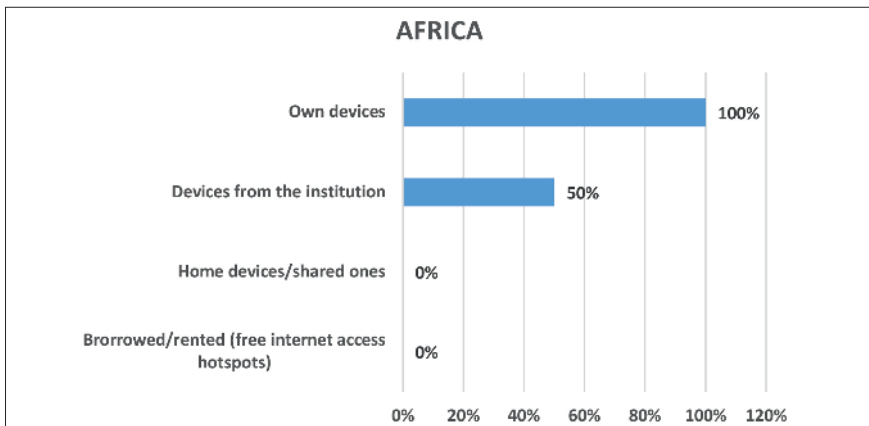
In Europe, the 75% that correspond to (3) institutions, teachers use their own devices or devices from the institution for the educational work. The 25% (1) teachers use borrowed or rented devices.



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

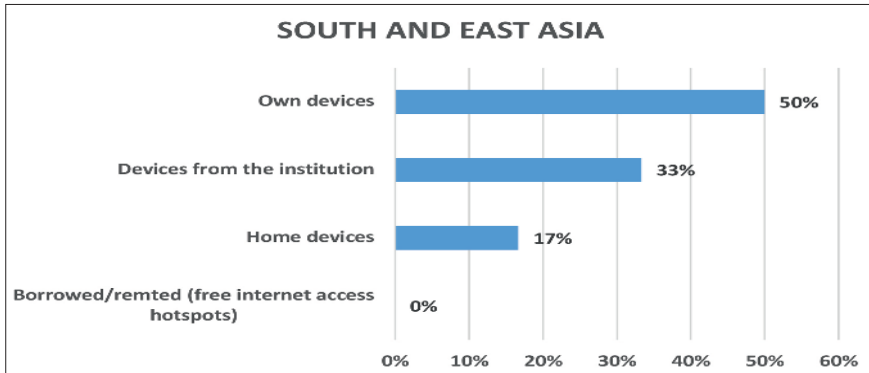
In America, the 93% of the institutions (13) teachers use their own devices for the educational work. The 64% (9) devices from the institution and the 7% (1) borrowed or rented devices with internet access.

Technological devices used by students during the COVID-19 health crisis



Source: Surveys IUS EG 2021
Prepared by: IUS EG Coordination

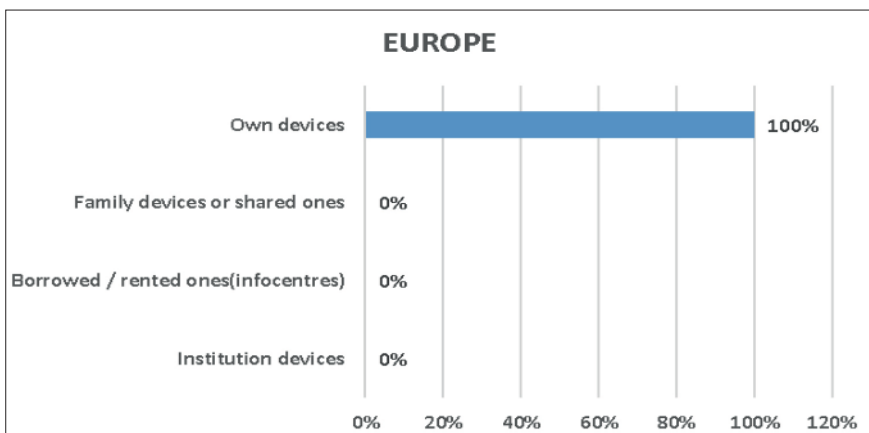
In Africa, the 100% of the institutions (2), students use their own electronic devices during the health crisis. The 50% use devices from the institution. None of the institutions use home devices, shared, or rented ones.



Source: Surveys IUS EG 2021

Prepared by: IUS EG Coordination

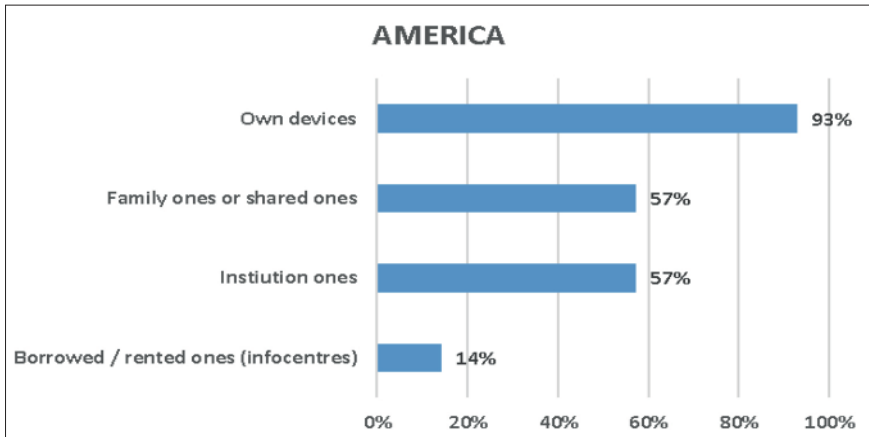
In South and East Asia, the 50% that correspond to (3) institutions, students use devices from the institution during the health crisis. The 33% (2) use devices from the institution. The 17% (1) home devices or shared ones. None of the institutions use borrowed or rented devices.



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination

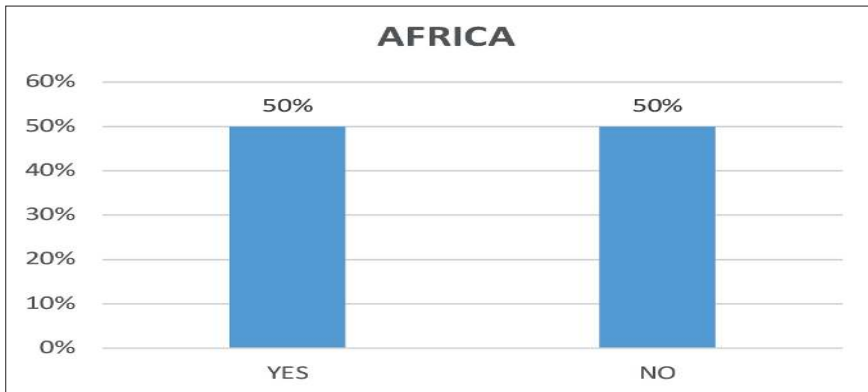
In Europe, 100% is related to (4) institutions where students use their own devices during health crises. In any institution, the students don't use devices from their family environment, borrowed/rented or institutional.



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

In America, in 93% of the institutions (13) students use their own technological devices during the health crisis. 57% (8) use devices from the family environment or they share them or use them from the institution. And 14% (2) are borrowed / rented ones.

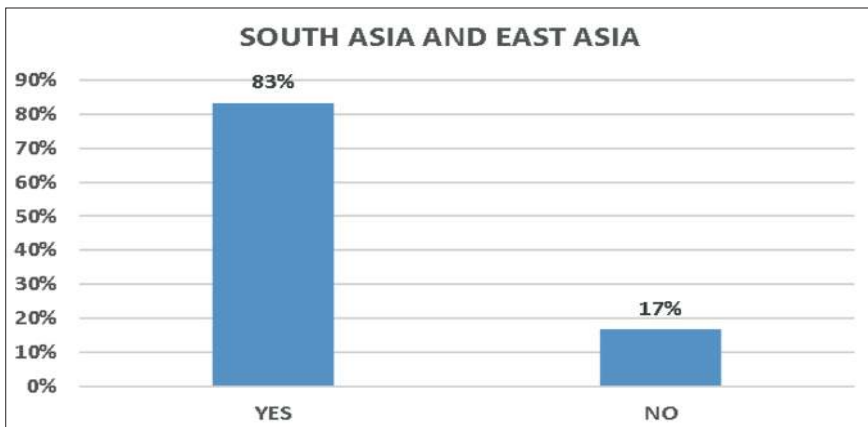
Entry of students to the facilities to make use of technology and connectivity resources during the health crisis due to COVID-19



Source: IUS EG 2021 Surveys

Prepared by: IUS EG Coordination

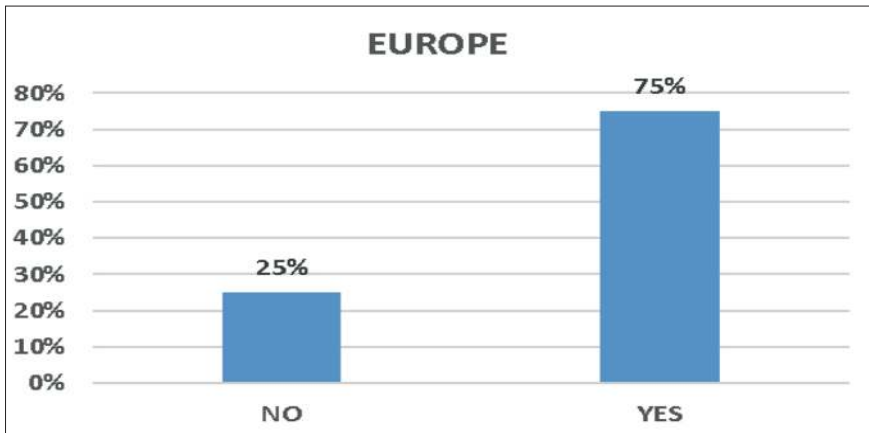
In Africa, 50% of the institutions (1) do allow students to enter the facilities to make use of technology and connectivity resources. The other 50% of the institutions (1) do not allow students to enter.



Source: IUS EG 2021 Surveys

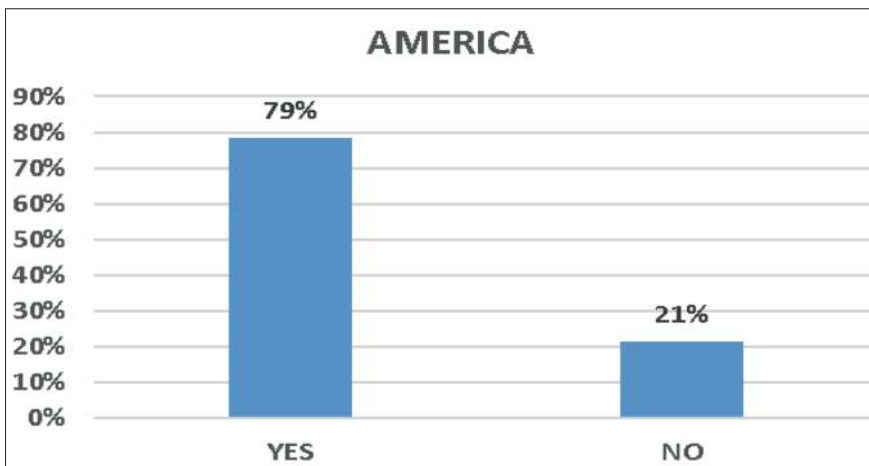
Prepared by: IUS EG Coordination

In South Asia and East Asia, 83% of the institutions (5) do allow students to enter the facilities to make use of technology and connectivity resources. And 17% (1) do not allow students to enter the facilities.



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

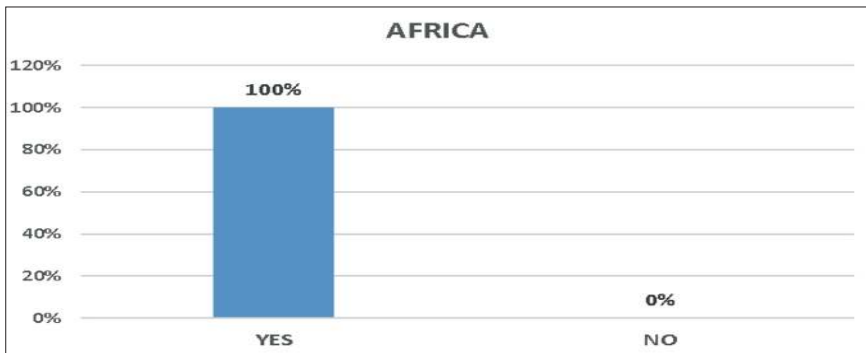
In Europe, 75% of the institutions (3) do allow the entry of students to the facilities to make use of technology and connectivity resources. And 25% (1) do not allow the entry of students.



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

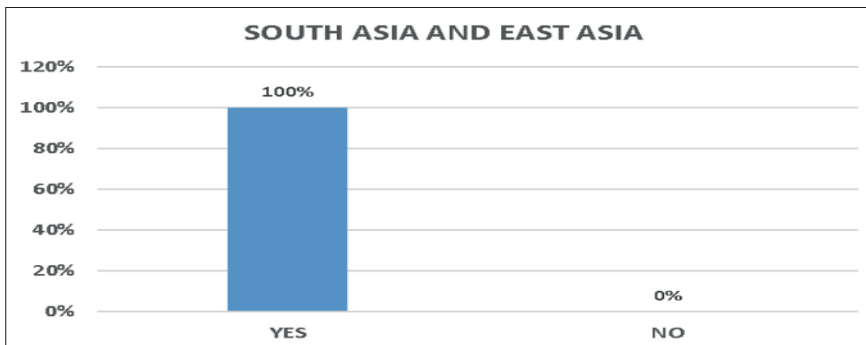
In America, 79% out of 100%, which represents (11) institutions, do allow the entry of students to the facilities to make use of technology and connectivity resources. And 21% (3) do not allow the entry of students.

Entry of teachers to the facilities, to make use of technology and connectivity resources during the health crisis due to COVID-19



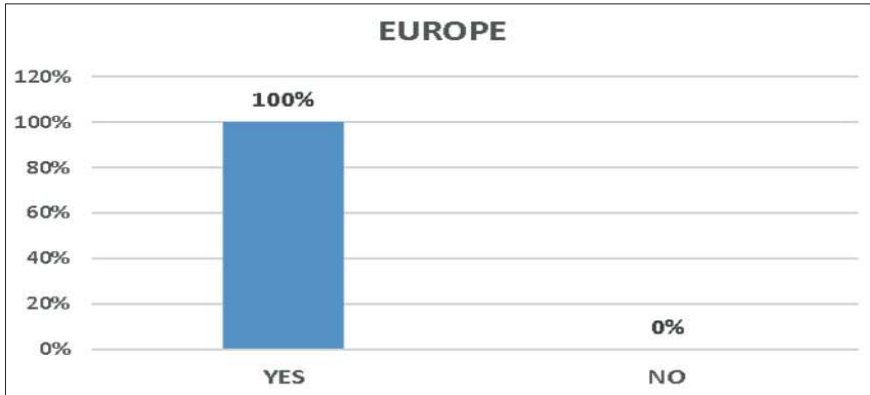
Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

In Africa, 100% of the institutions (2) do allow the entry of teachers to the facilities to make use of technology and connectivity resources.



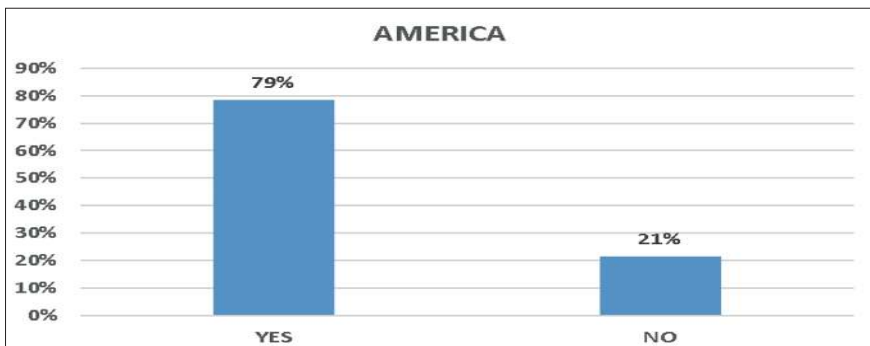
Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

In South Asia and East Asia, 100% of the institutions (6) do allow the entry of teachers to the facilities to make use of technology and connectivity resources.



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

In Europe, 100% of institutions (4) do allow teachers to enter the facilities to make use of technology and connectivity resources.



Source: IUS EG 2021 Surveys
Prepared by: IUS EG Coordination

In America, 79% out of 100% of the institutions (11) do allow teachers to enter the facilities to make use of technology and connectivity resources. And 21% (3) of the institutions do not allow entry.

Priority educational-pedagogical-pastoral challenges from the crisis unleashed by the pandemic

Africa

Assessment of how the institutions faced the new modality and pandemic time	Educational pedagogical changes implemented because of the pandemic will continue to be applied.	Priority educational-pedagogical-pastoral challenges faced by institutions from the crisis unleashed by the pandemic
<p>Through the awareness and participation of all its employees.</p>	<p>The hybrid teaching mode, based on the use of digital learning platforms.</p>	<p>To spread the use of information and communication technologies by teachers and students.</p> <p>To invest in teacher training related to the pedagogical-didactic field and develop new didactic methodologies suitable for hybrid teaching.</p> <p>To consolidate in the educational community, the values that come from the preventive system, so that, despite the pandemic, it becomes a welcoming space for all.</p> <p>Development of socio-emotional skills and resilience in students to deal with all the problems caused by the pandemic.</p> <p>To strengthen the spirit of solidarity in the Academic Community to minimize the harmful effects of the Pandemic.</p>

Note: Dom Bosco Superior Institute of Visitadoria Maria Auxiliadora – Moçambique. Dom Bosco Superior Institute of Mamã Muxima – Angola.

South Asia and East Asia

Assessment of how the institutions faced the new modality and pandemic time	Educational pedagogical changes implemented because of the pandemic will continue to be applied.	Priority educational-pedagogical-pastoral challenges faced by institutions from the crisis unleashed by the pandemic
<p>They followed the guidelines of the Government and the Ministry of Education.</p> <p>They conducted training for students and teachers on the use of several virtual teaching and learning platforms.</p> <p>They carried out adaptation of asynchronous classes with personal accompaniment and academic mentors for the students.</p>	<p>Development of a system of web classes, evaluations, and institutional meetings.</p> <p>Personal medical, psychological, and emotional care for all students and the mandatory use of masks, alcohol, and social distancing in all facilities.</p>	<p>Institutionalize Blended Learning (blended learning), intensifying the personal monitoring of students through academic tutoring, and providing financial support for students to continue their learning process.</p> <p>To achieve sufficient attendance in classes, participation and creativity of students and implement practical activities (laboratories).</p> <p>The creative flexibility of the study program (curriculum) and the treatment of the technical aspects of the study program in the online mode.</p> <p>Challenge in building relationships and fellowship, values, ethics, and behaviour.</p>

Note: Salesian Polytechnic (Salesio)- Japan. Don Bosco Technical College (Cebu) - Philippines. St. Antony's College, Don Bosco College Sulthan Batherly, Don Bosco College (CO-ED), Don Bosco College (Panjim, Goa) - India.

Europe

54

Contemporary educational challenges

Assessment of how the institutions faced the new modality and pandemic time	Educational pedagogical changes implemented because of the pandemic will continue to be applied.	Priority educational-pedagogical-pastoral challenges faced by institutions from the crisis unleashed by the pandemic
<p>Implementation of innovative teaching through "hybrid teaching" and administrative services.</p> <p>Tutorial devices are set for the use of new technologies.</p> <p>The relationship with other nearby universities (Venice, Padua, Milan) has also been one of solidarity and connection.</p> <p>Use of digital platforms already available in the institutions to upload educational material, give online lectures and evaluate students.</p> <p>The fulfillment with capacity restrictions per class. Preference was given to face-to-face time for first-year classes, practices, and exams.</p>	<p>Use of digital platforms and resources for distance learning.</p> <p>Video and audio recording in synchronous time, meetings, seminars, congresses, and tutorials.</p> <p>Teleworking and meetings for teachers and administrative staff.</p>	<p>Use of new didactic forms related to teacher training and effective and professional distance learning with high-quality relationships.</p> <p>To maintain teaching, favour face-to-face attendance.</p> <p>To offer support and tutoring to students and provide opportunities for cultural and scientific growth according to the Salesian style.</p> <p>To create university pastoral projects and initiatives.</p>

Nota: Universidad Pontificia Salesiana, IUSVE, IUUSTO - Italia, EUSS (Escola Universitaria Salesiana de Sarria) - España.

America

Assessment of how the institutions faced the new modality and pandemic time	Educational pedagogical changes implemented because of the pandemic will continue to be applied.	Priority educational-pedagogical-pastoral challenges faced by institutions from the crisis unleashed by the pandemic
<p>Ensuring the continuity of the courses and maintaining the regularity of the offers of most of the curricular components.</p> <p>Adaptation and training of teachers and students in the use of ICTs that were not usually used for academic activities, providing new methodologies in classes synchronously and asynchronously and constant evaluations.</p> <p>Generating spaces of participation for the collective construction of agreements that would allow advancing the formative proposal and the accompaniment of the students.</p>	<p>The hybrid mode through synchronous and asynchronous virtual classes, distance education and the use of digital platforms will be an alternative way to carry out academic activities.</p> <p>Ongoing training for teachers in the use of ICTs.</p> <p>To keep the calendar and class schedules for both face-to-face and synchronous online classes.</p>	<p>To adequately understand the hybrid mode in its organizational, academic, didactic-methodological, and evaluative forms and improve the Institutional Distance Education System.</p> <p>Ongoing training for the teaching staff and administrative and service staff.</p> <p>To carry out educational practices in the classroom environment.</p> <p>To consolidate learning processes of contents, practices and methodologies for professional training and not always incorporated through digital technologies.</p>

Assessment of how the institutions faced the new modality and pandemic time	Educational pedagogical changes implemented because of the pandemic will continue to be applied.	Priority educational-pedagogical-pastoral challenges faced by institutions from the crisis unleashed by the pandemic
<p>Identifying training inequalities regarding ICT and economic inequalities in Internet access for teachers and students, providing support in particular cases.</p>	<p>Methodological planning of classes, with the use of the digital library as a tool to obtain educational materials.</p>	<p>To monitor students who dropped out because they could not adapt to the virtual academic activities, due to economic conditions to pay for college, or the loss of family members.</p>
<p>Delivering kits with supplies for hygiene and responsible care when attendance was unavoidable.</p>	<p>Network access, internal messaging, and forums for good communication functionality.</p> <p>Pastoral Days.</p>	<p>To strengthen the institutional bond about the human, Christian and civic training processes, interrupted and greatly harmed by social distancing.</p>

Note: Brazil: Faculdade Salesiana Dom Bosco, Centro Universitário Salesiano, Faculdade Dom Bosco de Porto Alegre, Centro Universitário Católica do Leste de Minas Gerais - UNILESTE, Centro Universitário Salesiano de São Paulo - UNISAL, Argentina: Higher Technical Degree in Enology and Food Industry Don Bosco; Higher Institute of Theological Studies "Cristo Buen Pastor"; ISES Padre Miguel Bonnacelli; UNISAL, Bolivia: Salesian University of Bolivia. Colombia: Salesian University Foundation. Ecuador: Salesian Polytechnic University. El Salvador: Don Bosco University. Mexico: Salesian University.

Analytical description

Context

The current research arises as a need to reflect on the conditions in which the IUS of the different continents face the educational situation in a pandemic context. As mentioned previously, the information is received through a survey that was answered through online google forms. The application period was between May and July 2021.

In this context, the IUS present conditions that respond to their framework, geographic location, and their trajectory as higher education institutions. The survey responses show that the IUS are experiencing an institutional dynamic of significant growth and strengthening. The pandemic accelerated the digitalization processes administrative management field, and the use of technological resources available at the time of the health crisis for learning.

It should be noted that, according to the indicated responses, the IUS never ceased their activities, on the contrary, they implemented technological resources, platforms, and applications to which they gave educational use. Depending on the context in each continent the use of these technological tools was institutional, for example, in Africa, the use of applications such as WhatsApp is prioritized and in Europe, social networks for official purposes have a secondary place. In America, applications such as Zoom are used in a formal manner and with a certain relativity other such as WhatsApp.

The use of digital platforms is a constant in the academic activity of the IUS, although these resources were initially designed as a means of communication, the pandemic, and the urgency of maintaining synchronous meetings motivated the implementation for academic and educational purposes.

On the other hand, the contextual and geographical conditions, where the IUS are located, determine the implementation of technological resources. It is noteworthy that in the case of Africa, virtual libraries and simulators have not been implemented, as is the case in other continents.

An aspect that is not revealed in the obtained data, but is present in the current educational reality, is the spiritual and emotional “fragili-

ty” of young people and teachers of the IUS. This current characteristic is strengthened by the lockdown and quarantine implemented in all countries as a protective measure against the wave of contagion. In this sense, the needs for accompaniment become indispensable and are considered challenges within the educational process and educational management.

From the analysis of the results, it is evident, although not explicitly, that the principle of accompaniment and continuous presence that characterizes the Salesian educational proposal is the option of using virtual platforms that allow for more direct contact with the young people in synchronous meetings, mainly in academic activities, although not only, they have also been used in religious celebrations and activities of educational-pastoral meetings.

The following is a descriptive analysis of the data obtained in the survey. For this purpose, the findings are detailed in the two axes proposed in the instrument:

a) Socio-educational-pedagogical-pastoral action in crisis contexts

Technological and educational resources

The first conclusion derived from the study has to do with the technological resources that were used during the pandemic to continue with the educational process of the young students of the IUS. The use of digital platforms was the generalized alternative in all educational centres.

Likewise, lockdown also made the IUS prioritize the attention to libraries. The responses obtained by each continent show that in the Americas this activity was one of the priorities of academic administrative management. We assume that the scarce access to libraries in students’ homes led to the demand for texts becoming one of the priorities in the educational process. In this sense, the challenge of digitizing and strengthening the repositories and bibliographic funds of the IUS is established.

Teacher training and support

In the same direction, the IUS report that during the pandemic, priority was given to the training process of the teaching staff, especially in training courses for the use of technologies and digital platforms. Once again, the concern of executives was to ensure a quality educational process and proximity mediated using technologies.

Educational management

Regarding administrative management, it can be concluded that the IUS had to adjust several processes during the lockdown that historically were carried out in person, we refer to enrollment procedures, tuition payments, scholarship allocation, credit issuance and financing. The pandemic and the lockdown accelerated the automation of administrative processes to continue the academic administrative activity of the institutions, however, the challenge of automating and generating virtual administrative spaces supported by technologies is established.

Similarly, on the American continent, graduation and degree ceremonies have played an important role in the reorganization of processes. The symbolic value of these academic closing activities undoubtedly made it necessary to rethink the ways of carrying out these events that bring together students and their families, while respecting the biosafety measures and capacity suggested by the global health authorities.

Didactic strategies and teaching-learning processes

Regarding the didactic-methodological strategies implemented in the teaching and learning processes, the answers are diverse and clearly show that they are directly related to the context in which the IUS is located. However, it can be said that the strategies that have more incidence in the educational process are collaborative learning, experimental methods or projects accompanied by reading documents. We assume that the use of these strategies obeys the pedagogical principles of the Salesian educational proposal that favours collective and collaborative work based on the reciprocity between practice and theory. The inverted classroom is one of the most recurrent responses among the IUS, namely, that the centrality of this strategy is found in the initial

autonomous work of the student to then generate spaces for collaborative reflection.

Curricular development

In all continents, there is a need to adjust the curricular designs of Salesian higher education institutions, with special emphasis on practical components and methodologies. This reflects the curricular response and organization regarding the pandemic, mainly in the curricular aspects that refer to the guidelines on how to teach and the resources.

Evaluation of learning

During the pandemic, the teaching-learning methodologies were modified in the educational institutions that are part of this study, by this, the forms of learning assessment also show changes. Most of the institutions indicate that these forms are more practical, group-based, focused on projects and problems.

Psycho-pedagogical and pastoral support

Undoubtedly, the pandemic has left after-effects in each one of us and this will have repercussions in the not-too-distant future. For this reason, one of the services that have been implemented the most in the IUS are those related to psychological and emotional attention to students. Similarly, academic counselling has a significant percentage of the responses. A very interesting item, which is particularly popular in the American, European and Asian continents, has to do with the service of spiritual accompaniment. We understand that this service is a fundamental cornerstone in the educational-pastoral activity of the IUS; therefore, it is vital to rethink the methodologies and communication channels that will be used in the present and in a future that is marked by uncertainties.

Uncertainty is the result of the constant changes we have had to live through in these almost two years of pandemics. The health crisis both highlighted and emphasized the existing inequalities today. The loss of jobs affected families globally and young people attending IUS are no exception; therefore, scholarships and financial support have been implemented at present. It is important to note that although the pandemic

affected all regions of the world, it is also true that the structural conditions of each continent determine the needs of the population, which is why on the European continent scholarships and discounts represent only a quarter of the services provided.

b) Contemporary, educational-pedagogical, and pastoral challenges

In this section, the main transformations that educational institutions experienced during the pandemic were inquired, as well as the main challenges. In general, the answers show a concern for the improvement of the use of technological resources; the understanding and application of new forms and methodologies of teaching-learning and their evaluation, are mainly related to the use of ICTs, and in most cases, a special emphasis is placed on teacher training and continuing education. In general, it can be said that there is an important concern for improving quality.

Likewise, there are recurring answers about the challenge of accompanying students and the educational process from the Salesian pedagogical model, emphasizing the importance of its validity in the present and post-pandemic times.

Final considerations and proposals

After the analysis related to the previous paragraphs, some reflections and final considerations are established; that is, alternatives and challenges for setting policy guidelines for IUS networking related to the forthcoming new trends of higher education in the post-pandemic and the current digitalization and internationalization of higher education:

- To encourage the use of platforms among the IUS, with a tendency to share resources and formats of digital tools.
- The post-pandemic invites us to a digital internationalization of education that favours teacher and student mobility.
- A short- or medium-term important challenge term is the proposal of shared careers and degrees, as well as certifications through courses and exchange programs among IUS.

- In all contexts and as a constant in the IUS, teacher training was a priority during the pandemic. Based on this, it is considered that from the IUS it is possible to generate spaces for training, reflection, and exchange of educational-pedagogical and pastoral experiences.
- To provide spaces for reflection on the Salesian educational proposal in current contexts and related to the needs of a reality characterized by uncertainty and continuous changes.
- From the current experience of this research, it is evident that the use of technologies can promote meeting spaces and shared research proposals among the different IUS, an issue that should be strengthened.
- From the results obtained in this research, it is needed to explore the pedagogical-didactic field to contribute to the reflection of the pedagogical beyond the technological. The challenge is to think pedagogically about technology.
- A relevant fact that becomes evident is the need to strengthen spaces for spiritual and emotional accompaniment in the post-pandemic period, perhaps mediated by technology or in person.

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