

# Impact of the Campaign for All ABC educational program and learning in students with incomplete schooling in an educational unit, Santa Elena

**Impacto del Programa educativo Campaña todos ABC y aprendizaje en estudiantes con escolaridad inconclusa, en una unidad educativa, Santa Elena**

**Impacto do programa educativo Campanha para Todos ABC e aprendizagem em alunos com escolaridade incompleta numa unidade educativa, Santa Elena**

**Magaly Cecilia Tumbaco Morales\***  
**Julia Patricia Constante Suárez \***  
**Patricia Fernanda Álvarez Gallegos\***  
**Consuelo de Lourdes Tumbaco Rosales \***

---

## Abstract

The general objective of this research was to determine the level of impact of the ABC Campaign Educational Program on learning in students with incomplete schooling, in an educational unit, Santa Elena, it is of a basic type with a correlational design. The data collected through the survey technique by means of questionnaires as instruments applied to a sample of 30 units of analysis, among students of both sexes of the levels of literacy, Basic Education, Intensive Higher Basic Education, Intensive High School of an educational unit of Santa Elena, the reliability is high for both instruments as can be evidenced in the Cronbach's Alpha. The results determined that the level of Impact of the ABC Campaign Educational Program on learning in students with incomplete schooling, demonstrating its impact at a high level with 93%, as well as for learning characteristics in students with incomplete schooling, 90% at a high level, the characteristics of the ABC Campaign Educational Program on academic performance in students with incomplete schooling 93% at a high level and 100% for motivation in students with incomplete schooling.

**Keywords:** Campaign for All ABC Educational Program, learning, unfinished schooling, Basic Education, Basic Education.

## How to cite:

Tumbaco, M., Constante, J., Álvarez, P., Tumbaco, C. (2024) Impact of the educational program Campaign all ABC and learning in students with unfinished schooling, in an educational unit, Santa Elena. *Revista Iberoamericana De educación*, 8 (4).

Received: July, 2024  
Approved: September, 2024

DOI:  
<https://doi.org/10.31876/ie.v8i12.279>

<http://www.revista-iberoamericana.org/index.php/es>

\* Master in Education Administration, Ministry of Education  
magaly.tumbaco@educacion.gob.ec  
<https://orcid.org/0009-0001-5298-5740>

\* Master's Degree in Basic Education, Ministry of Education  
julia.constante@educacion.gob.ec  
<https://orcid.org/0009-0009-0355-3245>

\* Bachelor of Science in Education, mention in Primary Education, Ministry of Education.  
patricia.alvarezg@educacion.gob.ec  
<https://orcid.org/0009-0001-4453-5336>

\* Master's Degree in Basic Education, Ministry of Education  
consuelo.tumbaco@educacion.gob.ec  
<https://orcid.org/0009-0000-7994-0561>

### **Resumen**

Esta investigación presentó como objetivo general determinar el nivel de Impacto del Programa Educativo Campaña todos ABC en el aprendizaje en estudiantes con escolaridad inconclusa, en una unidad educativa, Santa Elena, es de tipo básica con un diseño correlacional. Los datos recogidos mediante la técnica de la encuesta mediante los cuestionarios como instrumentos aplicados a una muestra de 30 unidades de análisis, entre los estudiantes de ambos sexos de los niveles de alfabetización, Educación Básica, Educación Básica Superior Intensiva, bachillerato intensivo de una unidad educativa de Santa Elena, la confiabilidad es alta para ambos instrumentos como se puede evidencia en el Alfa de Cronbach. Los resultados determinaron que el nivel de Impacto del Programa Educativo Campaña todos ABC en el aprendizaje en estudiantes con escolaridad inconclusa, demostrando su impacto en el nivel alto con el 93%, de igual forma que para características del aprendizaje en estudiantes con escolaridad inconclusa, 90% en nivel alto las características del Programa Educativo Campaña todos ABC en el desempeño académico en estudiantes con escolaridad inconclusa el 93% en nivel alto y el 100% para la motivación en estudiantes con escolaridad inconclusa.

**Palabras clave:** Programa Educativo Campaña todos ABC, aprendizaje escolaridad inconclusa, Educación Básica

### **Resumo**

O objetivo geral desta investigação foi determinar o nível de impacto do Programa Educativo da Campanha ABC na aprendizagem dos alunos com escolaridade incompleta numa unidade educativa, Santa Elena, e é do tipo básico com um desenho correlacional. Os dados coletados através da técnica de pesquisa por meio de questionários como instrumentos aplicados a uma amostra de 30 unidades de análise, entre estudantes de ambos os sexos dos níveis de alfabetização, Educação Básica, Educação Básica Superior Intensiva, Ensino Médio Intensivo de uma unidade educacional de Santa Elena, a confiabilidade é alta para ambos os instrumentos, como pode ser evidenciado no Alfa de Cronbach. Os resultados determinaram que o nível de Impacto do Programa Educacional Campanha Todo ABC sobre a aprendizagem em alunos com escolaridade incompleta, demonstrando seu impacto em nível alto com 93%, assim como para características da aprendizagem em alunos com escolaridade incompleta, 90% em nível alto, as características do Programa Educacional Campanha Todo ABC sobre

o desempenho acadêmico em alunos com escolaridade incompleta 93% em nível alto e 100% para motivação em alunos com escolaridade incompleta.

**Palavras-chave:** Programa Educacional Campanha Todo ABC, aprendizagem, escolaridade incompleta, Educação Básica.

## INTRODUCTION

This research treatise, entitled Impact of the educational program ABC campaign for all on students with unfinished schooling in an educational unit, Santa Elena, seeks to determine the impact of the educational continuation and improvement project on young people and adults with educational procrastination. Reyes Velásquez and Rosero Chango (2019) in their thesis at the Central University of Ecuador point out that school dropout in a generalized manner in the educational system has economic and social repercussions such as: illiteracy, child labor, conflict to enter the labor market and participation in reprehensible activities.

In Latin America there are several factors and problems that make individuals more vulnerable to lag and dropout in education; among them are poverty, inequality, social or family conflicts, exclusion, and in the last two years the factor of confinement by covid 19 was added, among others. According to Miranda Lopez (2019) in his article mentions that, in Latin America, there is still a considerable gap in the realization of their right to education, which is greater than in higher secondary education, which translates not only in accessibility gaps between populations, but also in the difficulties faced by adolescents to attend school. Furthermore, even if they try to stay there, they do not acquire the necessary learning or develop the necessary skills to develop a successful life and, ultimately, integration into the world of work.

According to estimates by the United Nations, UNICEF (2021), approximately 90,000 students would be left without access to the education system. Not attending school makes conflicts such as child labor, begging, sexual exploitation and forced recruitment for illegal activities visible. It is imperative that we all work together to support inclusive education to prevent this number from growing (United Nations (UNICEF 2021).

In the Ecuadorian territory a considerable number of people have problems accessing the education system as evidenced by the data obtained through the ENEMDU survey from 2010 to 2016 the level of illiteracy has decreased from 9% in 2010 to 6.5% in 2016 of which

73% belong to subjects aged 50 years and older (National Institute of Statistics and Census- INEC, 2016) This leads to illiteracy and thus limiting a better quality of life.

Based on the above, the following question is formulated: What is the level of impact of the ABC Campaign Educational Program on learning in students with incomplete schooling in an educational unit, Santa Elena?

On the other hand, the general objective of this research is to determine the level of impact of the ABC Campaign Educational Program on learning in students with incomplete schooling in an educational unit, Santa Elena, with specific objectives:

- To diagnose the learning characteristics of students with incomplete schooling in an educational unit, Santa Elena.
- To describe the characteristics of the ABC Campaign Educational Program in the academic performance of students with incomplete schooling in an educational unit, Santa Elena.
- To describe the characteristics of the ABC Campaign Educational Program in the motivation of students with incomplete schooling, in an educational unit, Santa Elena.

According to the United Nations (2020) in Article 26...paragraph 2, "The aim of education shall be the full development of the human personality and greater respect for human rights and fundamental freedoms; to promote understanding, tolerance and friendship among all nations, racial or religious groups, and to further the development of United Nations peacekeeping operations."

For humanity, universal and personal discovery is an important factor for its evolution; therefore, education promulgates the search and perfection of knowledge, the connection with other beings, the opportunities for well-being among other achievements; this makes the individual a tolerant, empathetic, understanding and respectful being, without taking into account certain discriminatory characteristics, which should no longer exist today.

According to United Nations Educational, Scientific and Cultural Organization (2019) Education is a human right fundamental to UNESCO's mission and inextricably linked to the Universal Declaration of Human Rights (1948) as well as other international human rights tools." The right to education is one of the guiding principles underpinning the 2030 Agenda for Global Education.

The educational program represents an offer proposed by the Ministry of Education, through the Todo ABC campaign, consisting of four phases: literacy, basic and secondary education, intensive

high school, with the objective of eradicating illiteracy, and the introduction into the labor market of the members of society required to complete the study program.

The educational program *Campaña todos ABC* Training for Ecuadorians throughout life, linked to enhance skills, competencies and abilities that contribute to develop on a daily basis and, therefore, provide alternatives to the problems and conflicts (Ministry of Education, 2018) of their context. This program consists of four phases:

First phase the study methodology consists in that the student must dedicate 15 minutes of the day to listen to the educational audios from the place where he/she is at home or work and must also attend the pedagogical tutoring classes for 6 academic hours, each student is assigned a kit that is composed of a workbook and a CD where he/she will find all the classes that serve as academic reinforcement. The duration is 10 months, 8 pedagogical hours of 40 m per day.

The second phase is aimed at students 15 years of age and older who for various reasons were not integrated into the education system or had to leave it, these students receive two hours of academic reinforcement daily from Monday to Friday in a classroom setting for 24 months.

Third phase the intensive Higher Basic education is aimed at students aged 15, who are disengaged from the educational system for 3 years or more and who completed their Higher Basic Education, finished the period of classes students will receive a promotion certification equivalent to 10th grade of General Basic Education (Ministry of Education, 2018b).

The fourth phase of the intensive baccalaureate is aimed at students 18 years of age and older who need to complete their studies either for a better job or a better quality of life, as a methodology students have at their disposal educational resources for each area of knowledge, the district assigns an educational institution and class schedules are Monday through Friday.

These programs are governed to young people and adults with educational deficit because it allows the population to complete basic and middle basic education, in less time common sense (Ministry of Education, 2018). It is necessary to start from the knowledge of the legal regulations that founds the *Todos ABC* campaign, as well as the academic offer that it presents to the population that for various reasons could not access schooling it is important that this program opens a gap of equity to the most vulnerable population.

The skills are developed in each individual in a different way is based on their capabilities and is based on their potential strengths for growth according to the environment, life experience, education received, supported by their competence and their motivation (Vergel-Ortega & et,al, 2016).

The learning of students with incomplete schooling is related to the theory of Gardner (1983). He stated that intelligence is not an innate ability that can control everything from creativity to problem solving skills. His theory does not dispute the existence of intelligence in general, but assumes that there are intelligences that are not included in this, known as intelligence. Furthermore, he argues that human intelligence is located in different regions of the brain that are intimately related, that are interdependent although if necessary they can function independently of each other and can be stimulated and developed under different conditions (Emst-Slavit, 2001).

The theory of information processing Robert Gagné cited by (Fausto & Cornejo, 2020) argues that today, learning Information and Communication Technologies (ICT) is something that has been taken seriously, technological progress requires us to update day by day to be able to do so our daily operations, digital processes are more repetitive in different areas of daily life, so it is essential to learn to use different media.

The problem is not necessarily learning, but how to learn, and this situation increases with age. Indeed, Jiménez, Lancho, Sanz and Sanz (2010) mention that "learning capacity decreases with age" (p.119). This theory is related to the computational skills that students with unfinished schooling must develop, which in many occasions becomes a critical knot due to the difficulties that it presents, since part of the material that they must use as cd zoom is difficult for them at the moment of manipulating the tools.

Maslow (1920) states that the needs of human beings guide or direct them as an engine to face the differences they face in the environment in which they develop. Among them are the needs of self-fulfillment: they are the highest, at the top of the hierarchy; it satisfies the needs of a person and does what he/she is "born for", that is, it is the realization of his/her personal potential through a particular activity, which is why the population of Santa Elena should be encouraged so that more and more people know the importance of the ABC Campaign for Everyone program.

The motivation of students with incomplete schooling relates to Bandura (1993), in his social cognitive theory, as he mentioned that motivation is seen as the product of two main forces, the individual's

expectation of achieving a goal and the value of this goal to oneself. In other words, what is important to people is, if I work hard, can I succeed? And if I get there, whether or not the result has value, motivation is the product of these two forces, because if one factor has zero value, there is no incentive to work towards a goal (Edel Navarro, 2003).

One of the most relevant aspects for learning to take place is motivation, and it is certain that when it does not exist, students find it difficult to learn. These cases do not always occur; sometimes what happens is a mismatch between the motivation of the teacher and the motivation of the student, or it becomes a vicious circle where they are not motivated because they do not learn. To address motivation and its relationship with learning, especially in terms of giving it a bidirectional representation, it is necessary to examine aspects that directly affect the relationship. Motivation becomes the engine of learning; it is this spark that allows you to ignite it and favors the development of the process. According to Woolfolk, "motivation is generally defined as something that drives and directs behavior in this way, it becomes an active part of the student's actions. (Ospina Rodríguez, 2016).

## **MATERIALS AND METHODS**

The type of research is basic research. According to (Paniagua-Machicao & Condor, 2018) it is called basic research because it tributes to applied research. It is basic because its motive is scientific inquiry, its objective is correct science, its desire is to discover, to establish new knowledge, modifying or deepening already existing scientific knowledge.

It is a main part because it is unavoidable to develop scientific research, to advance knowledge. This research work has a descriptive quantitative approach. According to Landeau (2007), Cruz, Olivares & González (2014), the quantitative approach aims to determine the level of relationship between variables, and to generalize and categorize the results to a sample. It allows inferences to be made as well as a clarification of the why and wherefore of a given event of the object of study.

In relation to the design, a non-experimental study was carried out according to Hernández Sampieri & et al, (2010) Non-experimental research is carried out without the intentional manipulation of variables by the researcher. That is, it is a study in which we intentionally do not adjust the independent variables. It should be taken into consideration that in non-experimental research it is



necessary to observe the object of study as they occur in the natural environment in order to be able to analyze them.

The independent variable Educational program, All ABC campaign is a proposal made by the Ministry of Education, through the All ABC campaign, literacy, basic and secondary education, with the objective of eradicating illiteracy, being necessary that the members of society participate in literacy and complete the program of studies and training. For Ecuadorians throughout life, through skills, abilities, skills, competencies that contribute to the daily development and, therefore, provide alternatives to the problems and conflicts of their environment (Ministry of Education, 2018).

In relation to, the operationalization of the independent variable. ABC educational program campaign for all. Changoluisa Velasco and Becerra García (2021) was operationalized from the aspects of both positive and negative impact; as a first point, the main points of the Todos ABC Campaign should be taken into consideration the most important which is the free educational materials, the flexibility of schedules as well as the negative aspects such as the management of ICTs and the learning methodologies applied by the tutors.

For this research work, the population consisted of 30 students from an educational unit in Santa Elena. A study population is a defined, limited and accessible set of cases that will form references for the selection of the sample, and meet a complete set of predefined criteria (Arias-Gómez, 2016).

The sample is a subset or part of the universe or population in which the survey was conducted. There are methods to achieve the number of elements of the sample such as formulas, logic, etc. that we will see later. The sample is a representative part of the population.

In relation to the validity of the instrument. According to (López Fernández, 2019), the validity of an instrument is a fundamental part of a scientific research, since it is through them that conclusions are drawn from the work carried out. The validation of the instrument used was evaluated by means of expert judgment in the line of research to which this research contributes. Juana Rosa Malavé Muñoz Mgtr. in Design and Evaluation of Educational Models, Alba Virginia Solano Yagual MSc. in Pedagogy, Maricruz Alexandra Villao Torres MSc. in Child Care in Early Childhood Primary Education.

Taking into consideration Reliability of the instrument The results of the study can be considered reliable when they have a high degree of validity, that is, when there is no bias. Therefore, once you test a file



the scale is repeatable and consistent, so you can conclude that it is reliable. Using a Cronbach's alpha reliability coefficient.

## RESULTS

It begins with a look at the problem, seeking information pertinent to the present investigation with the purpose of pointing out the facts of the matter and establishing the objectives and methodology; Likewise, the realization of the referred survey was projected and the chronogram of activities was taken into consideration; likewise the tools elaborated were applied to the pilot test for this purpose were validated and approved by experts to be applied to the students of an educational institution; then we proceeded to obtain the rank through Cronbach's Alpha in this way the criteria of reliability were fulfilled. In relation to the general objective: To determine the level of impact of the ABC Campaign Educational Program on learning in students with incomplete schooling in an educational unit, Santa Elena, the results can be seen in Table 3, Figure 1, which shows that 0% are at low levels, 7% at medium level and 93% at high level. In the table it should also be noted that the correlation between the variables of study,  $-0.377$ . Valuing that it is low negative and the significance level is  $0.40$ , which shows that there is a significant correlation at the level of  $0.50$ .

These results are related to Maslow's theory (1920), which states that the needs of human beings guide or direct them as an engine to face the differences they face in the environment in which they develop. Among them are the needs of self-fulfillment: they are the highest, at the top of the hierarchy; it satisfies the needs of a person and does what he/she is "born for", that is, it is the realization of his/her personal potential through a particular activity, which is why the population of Santa Elena should be encouraged so that more and more people know the importance of the ABC Campaign for Everyone program.

In relation to specific objective 1: To diagnose the characteristics of learning in students with incomplete schooling, in an educational unit, Santa Elena; in Table 4 Figure 2, it can be observed that 0% are at low levels, 7% at medium level and 93% at high level, also in Table 11 there is evidence of correlation between the variables of study,  $-0.377$ . Valuing that it is low negative and the significance level is  $0.40$ , which shows that there is a significant correlation at the level of  $0.50$ .

Specific Objective 2: Describe the characteristics of the Campaign All ABC Educational Program in the academic performance of

students with incomplete schooling, in an educational unit, Santa Elena, it is observed that 7% are in the medium level and 93% in the high level. (Table 6) Table 12 shows that the correlation level is -0.237, which is low negative and the significance level is 0.207, which indicates that there is a significant direct relationship.

The educational offer of the intensive Higher Basic Education training program for young people and adults, is subject to analysis of the demographic and territorial conditions of people with unfinished studies, before making the diagnosis to identify the territories with the highest rates of unfinished schooling and characteristics of the population and its context. This action is intended to serve populations with unfinished schooling that have limited access to the offer, due to the socio-demographic context where they live (income poverty, unsatisfied basic needs, rural areas, among others) this can be reflected in the desertion by students since the place of residence plays an important role at the time of accessibility to classes whether they are virtual or face-to-face.

Specific Objective 3: Describe the characteristics of the ABC Campaign Educational Program in the motivation of students with incomplete schooling, in an educational unit, Santa Elena, Santa Elena. In table 8, figure 6, it can be seen that 0% are in the low level, 47% in the medium level and 53% in the high level. Table 12 shows that the correlation level is -0.237, indicating that it is low negative and the significance level is 0.207, which indicates that there is a significant direct relationship. Antonio Monclús (1990) cited by (Arzate Salgado, 2001)

For this author, the teaching-learning process of adults should be part of lifelong learning, so that "adult education is understood as the use of all means and personality provided to all adults, so it will be a universal education".

## CONCLUSIONS

It has been determined that the Impact of the Educational Program Campaign all ABC on learning in students with incomplete schooling presents a high level (93%) correlation between the study variables, -0.377 and the significance level is 0.40, which shows that there is a significant correlation at the level of 0.50, which reaffirms that Maslow's theory states that the needs of human beings guide them as an engine to face the differences they face in the environment where they develop. Among them are the needs of self-fulfillment.

Regarding the characteristics of the Educational Program Campaign all ABC in academic performance in students with unfinished

schooling In Table 4 Figure 2, it can be observed that 0% are in low levels, 7% medium level and 93% in high level, also As the p-significance value is  $0.007 < 0.05$  we reject the null hypothesis and accept the alternative hypothesis, that is to say that the research variables do not have normal distribution, therefore, to analyze the correlation It is related to Changoluisa Velasco and Becerra García (2021) highlighting positive aspects of the Todos ABC campaign, in which the free teaching material can be highlighted, the flexibility of class schedules and the absence of age limit to be able to participate in irregular teaching, except for certain restrictions imposed by the Ministry of Education so as not to harm the general public education, these aspects have contributed to reduce illiteracy or semi-literacy and educational disparities in the country as a whole, people have changed their quality of life.

It has been established that the characteristics of the Educational Program Campaign all ABC in the academic performance of students with unfinished schooling, it is observed that 7% at medium level and 93% at high level (Table 6). Table 12 shows that the correlation level is  $-0.237$ , (Sierra-Fontalvo, 2006) states that andragogy is intended for adults who wish to further develop skills, update or deepen knowledge, and who seek to acquire new competencies. This author also states that andragogy cannot promote a single educational model since it contributes to the formation of passive people in the face of change; it is aimed at designing a model that fosters the ability to assume change, with the capacity for critical analysis, an evaluative capacity that allows people to make decisions appropriate to the needs of today's society.

It was established that 100% place a high level to the impact of the ABC Campaign Educational Program and the motivation of students with unfinished schooling, in addition, the correlation level is  $-0.237$ , appreciating that it is low negative and the significance level is  $0.207$ , which indicates that there is a significant direct relationship. It shows that motivation is a fundamental part of the realization of the human being and affects the extent to which a student with incomplete schooling feels intrinsically and extrinsically motivated and is committed to finishing his studies and achieving work and personal goals.

## REFERENCES

- Acosta, S. S. (2014). *Padagogia por Competencias*. Mexico: Trillas.  
 Aguerrondo, I. (2019). *School management and leadership in Argentina*. IPEE/UNESCO, 9.

- Aguilar , F. d. (2020). Learning in face-to-face to virtual scenarios in times of pandemic. Retrieved on 04/12/2022, from <https://scielo.conicyt.cl/pdf/estped/v46n3/0718-0705-estped-46-03-213.pdf>
- Ahumada Molina, D. P. (2017). Incidence of Transformational or Transactional leadership styles in the work performance of sales personnel of a company in the Retail sector in Colombia. *Universidad Nacional de Colombia*, vol. 34, num 1, pp. 15-29.
- Alcántara, J. A. (2004). *Educating self-esteem*. Spain: Ediciones Ceac.
- Alfonso Rivera, D. L., Valencia, M., Vargas Contreras, J. A., & Rivera, A. (August 21, (2015 )). *Estrategias Para el desarrollo de competencias en el aula con enfoque Socioformativo*. Retrieved 12 of 10 of 2021
- Alfonso Valderrama, J. C. (2018). Managerial leadership and participation in school management at the Carlos Lleras Restrepo technical educational institution in Ibagué. *University of Tolima*, 151.
- Almuiñas , J. L. (2013). *The evaluation of university teaching performance*. Ecotec University, 1.
- Benavides Nieves, Y. D., & De La Hoz Robles, G. C. (2008). *Estrategias evolutivas facilitadoras del mejoramiento del resultado en las pruebas icfes de los estudiantes de la institucion educativa distrital antonio Jose de Sucre*. Retrieved on 12/11/2021, from <https://repositorio.cuc.edu.co/bitstream/handle/11323/1396/72002897.pdf?isAllowed=y&sequence=1>
- Bienzobas, C. G., & Galdeano, C. (01 2010). *Professional competencies*. Retrieved on 05/17/2021, from [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S0187-893X2010000100004](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0187-893X2010000100004)
- Bolívar Botía, A. (2010). How does pedagogical and distributed leadership improve academic achievement? *Redalyc*, 79.
- López , P. L. (2004). *Population Sampling and Sampling* . Retrieved 04/27/2022, from [http://www.scielo.org.bo/scielo.php?script=sci\\_arttext&pid=S1815-02762004000100012](http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S1815-02762004000100012)
- López Fernández, R. (2019). *VALIDATION OF AN INSTRUMENT*. Retrieved 05/24/2022, from <http://rus.ucf.edu.cu/index.php/rus>
- Porret Gelabert, M. (2016). *Managing people: Handbook for the management of human capital in organizations*. Uvadoc, 45.

- Pozo, J. (2006). *Teorías cognitivas del aprendizaje*. Madrid: Morata.
- Pujolás, P. (2009). *El aprendizaje cooperativo*. Spain: Graó
- Rodríguez, E. M. (07, 2017). Didactic Pedagogical Competences of the teacher , in the transformation of the University student. Retrieved 06 of 06 of 2021, from <https://www.redalyc.org/pdf/709/70952383003.pdf>
- Romero Agudelo, L., & et,al. (2010). Learning styles based on Kolb's model in virtual education. Retrieved 05/24/2022, from <http://www.udgvirtual.udg.mx/apertura/index.php/apertura/article/view/21/30#modelos>
- Unesco (2020). ECLAC, OREALC AND UNESCO REPORT: "EDUCATION IN TIMES OF THE COVID-19 PANDEMIC". Caracas Venezuela : International Institute for Higher Education in Latin America and the Caribbean.
- Unicef, E. (2021). 8 out of 10 households with children in Ecuador have less income as a result of the pandemic. Quito.
- Valencia Vargas, E. (2017). Educational Management and its relationship with the leadership of principals in the initial educational institutions of the Network No. 09 Ate Vitarte 2016. Enrique Guzmán y Valle University, 163.