



Emotions and Empathy during the Pandemic in an International School in Madrid: A Case Study

Emozioni ed empatia durante la pandemia in una Scuola internazionale a Madrid: Uno studio di caso

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ABSTRACT

Emotions and empathy contribute to the development and formation of all people. These factors are most decisive in the developmental stages where the role of stimuli from the environment is also a determining factor. From this maxim, we present a paper that investigates a group of school pupils' process of transformation regarding their emotional perspective of themselves and the situation that they have had to live through: that of the COVID-19 (SARS-CoV-2) pandemic. Taking into account that the focus of this research is the most significant moments in terms of emotional perception and the primary school students themselves, we deduce that evaluations can be carried out repeatedly and specific situations can be analysed. Consequently, we opt for a qualitative methodology with a single case study method. From this point and the data collected, the results relate to the different phases that correspond with the most important events which steer us inevitably towards a "new normality". Here we refer to events from the ceasing of all activities and free movement (March 2020) to the new situation one year later of inoculations by different vaccines (March 2021).

Le emozioni e l'empatia contribuiscono allo sviluppo e alla formazione delle persone, risultando più incisive nelle tappe di sviluppo, dove il ruolo degli stimoli procedenti dall'ambiente sono anche significativi. Partendo da questo assunto, presentiamo un lavoro che indaga il processo di trasformazione in un gruppo di studenti rispetto alla loro percezione emotiva e alla situazione della pandemia, COVID-19 (SARS-CoV-2). Tenendo in considerazione che l'oggetto della ricerca riguarda i momenti più significativi nella percezione emotiva e gli stessi studenti di scuola primaria, deduciamo che si possono realizzare valutazioni ripetute e che le stesse si possono analizzare in determinate situazioni per le quali scegliamo una metodologia qualitativa con metodo di studio di caso unico. Dai dati ottenuti, i risultati si mettono in relazione con fasi diverse che corrispondono agli eventi più significativi che ci direzionano inevitabilmente verso una "nuova normalità", ossia, dalla chiu-

sura totale delle attività e della libera circolazione (marzo, 2020), passando attraverso la ripresa delle attività scolastiche (settembre, 2020), fino a terminare con la nuova situazione, un anno dopo, con l'avvio delle vaccinazioni (marzo, 2021).

KEYWORDS

COVID-19, Primary Education, Empathy, Resilience, Habits.

COVID-19, Educazione Primaria, Empatia, Resilienza, Abitudini.

1. Introduction

Emotional intelligence and empathy contribute to the formation of a person. During the developmental age, they acquire a predominant role given that they all but directly transmit the meaning of the stimuli which come from their surroundings.

Emotional intelligence presupposes teaching-learning contexts which take into consideration the value of the relationship between teachers and students. Tackling aspects related to emotions in the first stages of development means constructing skill areas which create important anchors for adult life.

In a chaotic and uncertain situation, such as that caused by the pandemic, children can become caught up in a maze of negative perceptions which generate frustration, feelings of helplessness, and fear for their lives and the lives of others.

The case study we present proposes to develop the emotional perception of a group of pupils from two Year 6 classes during the pandemic. In the case study, success was met in terms of sharing experiences, comparison, dialogue, searching for strategies to develop aspects of resilience and selflessness. The context of the study is a public school with international characteristics located in Madrid.

The main aim of the research was to identify significant points that allow for a transformation in the children's emotional perception of themselves and of their reality, consequently giving rise to a situation of balance and wellbeing.

The strategies to overcome this impasse were constructed by means of sharing emotions within the context of the class group. This connects the disciplinary study with analyses of the situation, stimulating the memory of images of beauty which transmit a state of wellbeing and calm.

The presence of a critical friend has helped to structure a case study with a dual perspective of the materials collected and a mosaic approach for the different types of language used.

2. Theoretical Framework

In focusing our research on the literature related to the subject of our study, it is interesting to analyse the different publications that have been born in recent times – we refer here to the two-year period 2020-21. In particular, when entering the key words “education and COVID 19” into the SCOPUS database, a total of 87 studies appears (11 in 2021 and 76 in 2020). When entering “emotional education”,

results show a total of 22 publications. Furthermore, if we introduce the reference “COVID 19” into the search box, there appears a total of three publications (one from 2020 and two from 2021). For this reason, we can deduce that there is a premature interest in said topic. We can also deduce that a sufficient period of time has not yet passed to allow for the development of a profound reflection. Everything indicates that we will discover interesting studies and investigations in the future, which will surely expand on the work that we present here today.

In the case of the three publications regarding “emotional education and COVID 19”, we can observe that in two of them, interest centres around examining the teacher. In one case, “*Uso de la tecnología de la información y comunicación en educación virtual y su correlación con la inteligencia emocional de docentes en el Ecuador en contexto covid-19*” (Use of information and communications technology in virtual education and its correlation with the emotional intelligence of teachers in Ecuador in the context of COVID-19) by Leonardo, Z.V.L (2020), the article is more centred on university teachers in contexts far from the reality of Spain and Europe. Meanwhile, in the other publication, “*Estado emocional del profesorado de colegios y universidades en el norte de España ante la COVID-19*” (The emotional state of school and university teachers in the North of Spain when facing COVID-19) by Ozamiz-Etxebarria, N., Dosil, M., Idoiaga, N., Berasategi, N. (2021). the focus is still on teachers but in this case includes education other than university education and is situated in a European context. However, they do not make direct reference to the emotional situation of students. In the remaining papers, we should mention: “*Salud familiar en contexto de covid-19 y prevención desde la educación emocional. Análisis bibliográfico-documental latinoamericano*” (Family health in the context of COVID-19 and prevention through emotional education) Reluz-Barturén, F.F., Palacios-Alva, C.Y. (2021). It is interesting to study the emotional approach of families to COVID-19 in a Latin-American context. The focus of the study is a bibliographical documentary. Here, the frame of reference is preventative and does not approach the topic from the point of view of emotional education, but rather centres on individuals and specific areas.

With utmost humility that we consider it important to carry out this study focused on students because it implies beginning a journey and certain processes that overlap: emotional education, processes of assimilation, interconnections with the curriculum, and generating new behaviours and habits.

2.1 Characteristics of the School

The international school is located in the heart of the Spanish capital, Madrid, and is characterised by its bilingual context. In the academic year 2020-2021, 750 students were enrolled in three levels: primary, and first and second grade of secondary. Students admitted to this school do not only come from the same district as the school, but rather all parts of the city given that the teaching offered is different from that of the schools situated in the same territory.

Indeed, in terms of teaching, in addition to offering the disciplines in two different languages, a welcoming approach of integration across different cultures and inclusion with regards to learning difficulties is taken. In the primary school, where this research was conducted, the didactic approach is mostly activity based. In this way, students are actively involved in the construction of learning.

In order to carry out this research, two primary school Year 6 class groups are considered, composing of 36 pupils: 17 male and 19 female. The age range of the

students is from 10 to 11 years. All of the pupils are relevant to the study because the situation of the pandemic has brought about changes which have produced a certain disorientation on an emotional level.

Considering the context, case study has been chosen as the most appropriate investigation technique to reveal the subjective and social significance understood by the participants (Flick, 2012), as well as their different perceptions.

3. Objectives and Methodology

The general aim of this case study is to recognise the significant transitions and processes that allow for a transformation in primary school students' emotional perception of themselves and the reality surrounding them, in order to induce a state of balance and wellbeing.

To achieve this general aim, specific objectives are identified and followed:

1. Establish the level of disorientation by cumulating the thoughts of pupils.
2. Determine how the educational content connects to reality to promote an understanding of said reality.
3. Analyse the networks created to exchange experiences and reflections that develop feelings and empathy.
4. Deduce to what extent new behaviours and cultural habits are generated, including resilience and selflessness.

3.1 Methodological Approach

Within the social sciences, the case study is a very interesting method of qualitative evaluation due to its functionality and its versatility. It examines select protagonists or a small population with the objective of illustrating phenomena in a larger reality. That is to say, case studies allow us to go deeper into a specific part of reality where the element we wish to investigate can be found. In our case, emotions and empathy during the pandemic, in order to comprehend the micro-processes relative to the context.

According to Eckstein (referenced by Rivera and Tonatiuh, 2009), our work corresponds to a configurative-ideographical study offering us essentially descriptive information. Nevertheless, it offers valuable information about the relationships between elements. We have not chosen this case because it is the most representative, but because it is interesting and offers an understanding of the case and the phenomena that it represents. In the study, we establish various important elements:

- a) The unit of observation context where the phenomenon and the most significant variables happen in space and time.
- b) The unit of analyses or event or process which we desire to analyse: emotions and empathy during the pandemic.

After concluding the process of observation and stepping back from the unit of observation, we proceeded to analyse and interpret the data collected. Once the data had been categorised and classified using different techniques, that is to say, production analysis and discourse analysis, it was interpreted to obtain mod-

els and data that best represent the phenomenon studied. This was then used for the subsequent preparation of the results report.

4. Results

The collection of information is realised through written reflections, short interviews via videocall, graphical representations and written recordings of topics. The questions posed were both direct and indirect. On the one hand, direct questions were posed, such as: “How do you feel about going back to school?” “What kind of feelings are you experiencing?”. On the other hand, indirect questions were posed by means of didactic content, such as reflections on a reading text, listening to a piece of opera music, and drawing a tree that expresses the emotions felt. The description of the results is arranged according to three points in time: at the outset of the confinement, during the resuming of activities and one year on from the “state of alarm” in Spain.

4.1 The total closure of activities and free movement: 13 March 2020

The total closure of activities and free movement of people was announced in Spain on 13 March 2020 (BOE, 2020a; EFE, 2020). Tensions in the capital were already running high in the days prior to the official announcement. Once the state of alarm was declared, supermarkets were emptied by citizens who, fearful of the emergency situation, excessively purchased all kinds of consumer goods.

Schools immediately called upon teachers to initiate distance teaching so as to not lose the connection with pupils.

In just a few days, digital platforms were activated, and every team of teachers organised the proposed teaching with video lessons, materials on classroom, creation of websites where pupils can insert their favourite things and their work on “leisure”.

For the specific case of pupils from the school group considered, the teachers’ main aim was to sustain the motivation to participate in activities, not lose positivity and cultivate hope that everything would return to normal.

Therefore, the proposals included: sharing how they were feeling, what they were doing during the day and what they could accomplish whilst confined to their houses through didactic activities. The learners in the video lessons conveyed distress, disorientation and requested confirmation from adults of a prompt return to school to be able to see their friends again. One of the strategies implemented by teachers in response to the highly disorientating situation was to focus on the fact that learners should build structure into their school day and adhere to it.

Here is how one school pupil recounts the organisation of the school day:

Hello classmates! How are you? I am fine but I miss you. I organise myself in this way:

I get up at 9:00am, I have breakfast and then at 10:30am I do my schoolwork. At 12:00 I take a short 20-minute break and then I do my schoolwork until 1:00pm. Afterwards, I play videogames, but they only let me have 30 minutes. When the time runs out, I call some family members or a friend, or sometimes I play with my little brother.

Then I do some activities with the English teacher, music or piano via video-

call. Then I go to have dinner and I go to read in bed and then to sleep. And the good thing about being at home is that Dad and Mum are always there for whatever I need. (11-year-old pupil, March 2020).

Teachers insisted on the development of a routine because it is believed to be an important element in sustaining psychological and physical health when faced with a negative event of unknown duration.

Together with the implementation of routines, they used creative thinking by writing poetry, an instrument through which one can express one's feelings:

There is coronavirus and we are in lockdown
all of this is a great punishment
I hope that it can end soon
then I can hug my friends
I am blowing you a kiss from my bedroom
and I hope that this poem brings love and hope.
(9-year-old school pupil, April 2020)

All of the pupils managed to be present in all the video connections that were set up. Their families have supported them. The teachers have taken care of the children's wellbeing by using educational materials as a means of maintaining a sense of normality which was otherwise lacking. Poetry, art, music and history are the subjects which provided the greatest opportunity to create new spaces, new ways of interpreting reality and new wings of freedom. The drawing in Image 1 was done by a 9-year-old child in May 2020. It represents the desire to leave the house and is accompanied by the words: "We children want to fly, to be able to walk and play. But we must stay at home and study." In this way, the desire and the necessity to leave the house are made clear, as if desiring to leave a cage; a cage in which we have been trapped since March 2020 due to the pandemic.

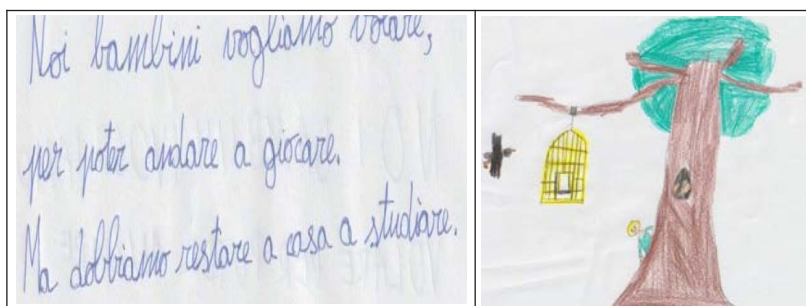


Image 1: "Desire to leave the house", 9-year-old pupil, May 2020

In the same way, for the teachers who were working abroad, a high level of resilience was required. To keep motivation alive, teachers participated in a university project that intended to encourage them to take wing again after lockdown.

The aim of the project, started by a group of Educational Science students and PhD students, was to create narratives, soundtracks, drawings and images which capture the experience and the personal feeling of each one of them during the pandemic.

One teacher from the school tells a writer from this university, in an interview conducted on 19 June 2020, the motivations that incentivised them to participate together with Year 5 pupils.

In March 2020, after the lockdown began in Italy and Spain, we teachers from the international school were also called upon to continue our didactic activities remotely. I then became aware of the R. project. I thought that the tenacity of the pupils, the families and our teachers to keep hope alive, the positivity and commitment to learning could take shape and leave a mark of the experience lived. ("The International School of Madrid participates in R. as well!" from News, Uninews, 19 June 2020).

The encounters via videoconference with the whole class group were conducted in the morning. No dividing into smaller groups was planned for the purpose of recreating a sense of group belonging. The pupils at this school have known each other since infant school and continue with the same group until the end of Year 6. Therefore, for this reason, it was very important for them to be able to see each other and continue to engage with learning topics and life issues together. This was one of the strengths which have helped to conclude remote school activities in June 2020 together with the prospect of meeting again in person at school in September.

4.2 Life continues... but in a different way

The restarting of activities in September 2020 took place in person at school, but many things had changed in the meantime. The new school organisation and the imposition of social distancing rules to prevent the spread of Covid-19 upset the children who were again separated from their best friends.

Sure enough, after three months of closure and online classes, in which pupils were assured that they would see each other again in September, by the time they returned to school the situation had changed. The number of children in class groups was reduced, there were rigid rules regarding arrival and exit times to avoid encountering too many people, desks were spaced apart, the windows were opened to the noise from the street and the use of face masks as well as hand gel became important requisites which were to endure.

In this new reality, when the children returned, they could no longer identify with the school; they failed to recognise "their school". Above all, they could no longer be with their friends and classmates. They had to talk about the "trauma" that lasted some months to recreate a new team spirit, assuring them that they had "not lose friends", but rather had gained new ones.

The first impressions were reported by pupils in the following way:

I don't identify with the school now with all these rules and regulations, these face masks and gel that turns my hands to plastic. We have been friends our whole lives since we were 4 years old and now we have been separated and put into different classes (Ten-year-old pupil, September 2020).

I used to spend half the day hugging my friends, but I can't do it anymore. I am little bit sad, but also a little bit happy because I know that by not doing it, I protect myself and them too (Ten-year-old pupil, September 2020).

The perceived feeling is one of chaos. This makes them feel: insecure about what could happen; powerless at not being able to resolve the situation; sad when thinking that the virus could hurt their family; lonely because they can't see their friends or go to the park; and finally, angry. They also said: "Sometimes we have emotions that we cannot name".

Faced with this situation, the Italian teacher decided to work on emotions with reference to the R. Bisquerra's model (Bisquerra, 2015).

This type of approach is useful in an educational and school environment. This is because, besides including the steps which lead to an emotional awareness, it orientates the course towards the attainment of a state of wellbeing both within themselves and with others. In this way, their ability to communicate and share their own perceptions is improved.

The course that was implemented linked the subjects of Italian and Music to the Covid-19 situation.

Many connections emerged between that which was carried out in class and the present situation, thanks to the reflections which were stimulated: The books that the children read, the opera piece "Nessun dorma" from Turandot and other proposals which help to create new meanings and generate new ways to perceive themselves and their behaviour. For example, some analogies for "Nessun dorma": recounting dreams at dawn becomes telling all of this to our future children; the silence becomes the silence in the streets around the world due to lockdown; and watching the stars reminds us that everyone was watching them during the terrible quarantine nights.

Among the many activities proposed, one of the most important can be identified in the sharing of a beautiful image upon which each pupil was invited to think and reflect. By dividing into small groups, each group of children was allowed to create a "constellation" which represented the union of the beautiful images.

According to the children, this moment was one of the most beautiful because they felt good and happy: they had experienced a state of wellbeing.

A second important key change to be acknowledged is a step of transformation in the way they feel and perceive themselves. It took place during a conversation in February 2021, in which we wanted to sum up the strategies used to overcome the difficulties encountered in this difficult, historic moment. One child highlights how selflessness and resilience have been fundamental aspects and explains its meaning to her classmates:

Selflessness is not thinking only about yourself, but also about others and how they might feel. Also, not doing things that you like or feel like because of the health and wellbeing of others.

Meanwhile resilience means that, even in a situation which maybe is not the best, we know how to appreciate the things we have and make the best of the situation (11-year-old pupil, February 2021)

4.3 One year on: 13 March 2021

One year on, the Covid-19 situation has not yet been resolved. However, different vaccines have appeared, and citizens are beginning to regain hope for the protection of their health.

The pupils say that they feel stronger and the majority of them affirm that they have regained their confidence and have overcome the many fears that they previously felt. The experience has been generative since it has produced a new way of perceiving the situation. The children say:

Our parents and grandparents are alive; we classmates can see each other; we have new friends; the vaccines are arriving (11-year-old school pupils, March 2021)

They have begun to comprehend how to better restructure the reality surrounding them, following new criteria and a new way to perceive themselves. The children say:

We feel stronger, more selfless, more resilient (11-year-old school pupils, March 2021)

New energy has been transmitted to create new things, for example, the school magazine, meeting online to play and talk, and making better use of their voice and the expressiveness of their eyes.

The research indicates that the role of the teacher has been fundamental to equip pupils with the necessary tools to understand and obtain greater clarity: focusing their attention on those aspects that were causing the problem; helping them to give clear explanations and to create connections, and activate critical thought; creating a positive feeling while working together and creating small “networks” for sharing, collaborating and constructing different ways to perceive things and to perceive themselves.

It is worth noting the capacity of the pupils to trust in the indications of the teachers and direct their energy towards a task of reflection and creation of new ways of seeing reality. After a year of work, the pupils laugh and play around, they show an interest in the situation by reading the news and they know how to offer advice on how to live this time marked by the pandemic. A time that does not yet appear to have reached its end.

5. Conclusions

As we have seen in this case study, working on emotions through the activation of some key changes has been central. This has led to an attitude of resilience. The fundamental elements that can be highlighted as significant due to the changes achieved are: active listening; working on cognitive restructuring; behaviour adjustment; the development of feelings of competence and the use of creative thinking, which urges pupils not to cling to the present but rather helps them to restructure it.

In this way, resilience is the result of a combination of self-confidence, awareness and listening to themselves, as well as analyses of the things that need to be overcome. It also has a strong connection to creativity which leads to a transformation of reality from unbearable to bearable. This transformation sets out from reality to develop a representation of existential problems and find new solutions.

The study demonstrates how the elaboration of these key changes has been carried out through sharing with peers in a group setting for a one-year period, mediated by an adult and in a formal context. Empathy and selflessness have emerged along the way and have strengthened the will to respond and hope for a return to a new “normality” and a future.

Indeed, during the investigation, we initially observed a state of disorientation in the pupils, which was brought to light in the reflections shared when they returned to school in person. These reflections showed a sense of chaos, confusion, tension which the pupils did not precisely know how to describe. Only through a process of analysis were the children able to understand the components of this disorientation. They have also identified and articulated them in other feelings and emotions: insecurity, helplessness, sadness, loneliness and anger.

Therefore, the analysis was necessary so that the teacher could use the contents of school subjects as a suitable means of restructuring these emotions and feelings on a cognitive level. It was thus found, as established in the second objective of this study, that the educational content brings about changes in behaviour regulation and in the development of a feeling of competence when they connect reality with examples in order to better understand said reality. Behaviour regulation occurs when the person is able to establish a connection between the ability that they possess and the demands of the task or of the problematic situation. This generates a useful awareness in the individual who can then find suitable and efficient ways to resolve or face the task. According to Feuerstein R.'s theory, behaviour regulation goes hand in hand with the development of a feeling of competence. This, if well mediated, generates in the individual a desire to pursue more stimulating experiences. In this way, a person transitions from a passive attitude – in which events overwhelm them and they feel helpless – to an active attitude, in which they act from within their reality in order to bring about change. (Fontana, K., 2012).

This change introduced by the teachers in proposing the work on these subjects has provided the children with greater clarity regarding that which they were living through. It has stimulated their creative thinking which has, over the course of some months, brought back to them a state of balance and wellbeing once again. The realisation of this objective can be seen in the interviews with pupils about beautiful images. First, they reflected on the images and later, they shared their thoughts in order to create “constellations” which represented networks of hope, desires and the possible realities to be achieved. The teachers’ point of reference when creatively carrying out this work with the class group was “The Universe of Emotions” by R. Bisquerra. Exchanging reflections and building experiences has developed a sense of empathy and has built resilience in the children. This can be seen in the comments made by the children in the interviews carried out towards the end of February 2021 and at the beginning of March 2021. A strong awareness emerges from the process experienced and the objectives were achieved: An explanation offered spontaneously to the interviewer demonstrates empathy and resilience, as can be seen previously in the results of the investigation.

We can conclude that the study of this unique journey through a historic moment has obtained the proposed results: to observe significant changes in children from nine to eleven years old in the context of COVID 19; to understand the mechanisms that have caused transformations within an educational context; and to see that what changes have been produced.

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