



With the current interactive dynamics of knowledge, where information is accessible to all and enables synchronous and asynchronous interaction spaces overcoming the traditional barrier of space and time. Virtual education is a potential tool, which through a high offer of teaching and learning programs is significant for individual requirements and social needs. At the same time, it offers numerous possibilities that, when assertively incorporated into the classroom, consolidate profound interventions for the development and strengthening of competencies.

These qualities were ratified during the periods of social isolation in which the actors of all educational systems were forced to integrate into virtual scenarios. The challenge taken up by teachers to educate without presence corresponded to the effort of students to access them and to the implementation of entities and the government so that in a short time educational platforms, virtual classrooms, online courses, school support software and digital interaction spaces would be mastered.

It is evident that some of these environments already exist, however, the pandemic made them massive and also mandatory. Although these means made possible the permanence of a significant number of students, they also exposed the country's gaps in terms of inclusive, equitable and quality education, which provides the population with the opportunity to learn throughout their lives, as defined by the education objective of the 2030 agenda established by the Organization for Economic Cooperation and Development (OECD).

The dynamics of virtual and traditional education left by the pandemic reinforce the search for a competency-based education, where the individual has a significant impact on his or her environment, both from his or her individual and social role. Simultaneously, under some national realities, it evidences the importance of the school and generates from them and for them a call to integrate those areas and territories that are still far away, and that are waiting for the fulfillment of their right to access to quality education in connection with technologies.

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