01

Contextualization

02

Actions of the HEI’s according to the new normality and the return to face-to-face classes

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Impact of COVID-19 on Higher Education

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
EL IMPACTO DEL COVID-19 EN LA EDUCACIÓN MUNDIAL

Escuelas cerradas a causa del COVID-19 (al 18 de mayo)

- Cierres localizados
- Cierre en todo el país
- Abiertas

Afectados por cierres localizados: 488 M
- 28%: 27 M (No afectado)
- 70%: 1.210 M (Afectados por cierre nacional)
- 2%: 1.725 M (Total global)

156 países con cierre total de escuelas en el mundo

Fuente: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO)

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Number of students and professors affected by class suspension in LAC

<table>
<thead>
<tr>
<th>Country</th>
<th>Students Affected</th>
<th>Professors Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>3140963</td>
<td></td>
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<tr>
<td>Brasil</td>
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<tr>
<td>Mexico</td>
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<tr>
<td>Perú</td>
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</tbody>
</table>

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Technological Inequality
Unequal access to technologies and Internet connection

Gap in digital skills (professors and students)

World Economic Forum
Around 60% of the world’s population has Internet access.

Use of educational apps, 2020

<table>
<thead>
<tr>
<th>Country</th>
<th>No. Of downloads per habitant</th>
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</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>52,62</td>
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<td>Bolivia</td>
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<td>Costa Rica</td>
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<td>Ecuador</td>
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<tr>
<td>México</td>
<td>48,19</td>
</tr>
<tr>
<td>Perú</td>
<td>52,35</td>
</tr>
</tbody>
</table>
Impact on Higher Education Institutions

- Weak technological and technical infrastructure
- Decreased offering of technical and engineering studies.
- Lack of student mobility.
- Negative financial impact.
- Effort to adapt the content of traditional face-to-face classes to online teaching.
Impact on teachers

Termination of employment contracts

Low skills and experience in online classes

Learning on the go

Adaptability, flexible contents

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Impact on students

- Adapting to new kinds of teaching and learning under a virtual modality.
- Difficulty using the online educational platform.
- Lack of digital skills.
- Technological Inequality.
Towards the new normality

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Implementing teaching methodologies through online platforms

Restructuring pedagogical methodologies

Redefining public policies: telecommunications
Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)

- Reviewing substantial functions (inclusion and equity)
- Innovating in academic grids.
- Reformulating financial budgets.
Restructuring on-site academic and administrative activities in the framework of health measures (protocols).

Networking with institutions, associations, and organizations, to promote distance and on-line education.

Automated evaluation systems.
Ensuring and conserving teaching and administrative staff jobs and salaries.

Technical training and instructional training (innovation) of university staff.

Restructuring instructors' Workload.

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Designing courses for online classes.

Training students in digital skills.
Emotional Assistance: Teachers-students

Virtual academic support (synchronous and asynchronous)

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Development of online teaching methodologies

Identification of the conditions of access to technological resources and Internet connectivity of students.

Latin American and Caribbean Institute for Quality in Distance Higher Education (CALED)
Santiago Acosta-Aide
sacosta@utpl.edu.ec
www.caled-ead.org