

773

students without access to devices

TIMELINE

1222

Access to virtual education

without access to internet

3075

enrolled students

4119

enrolled students

295

students ratified the contract to access to equipment

4235

enrolled students

12 MAY –

21 MAY

21 MAY

24 MAY

01 JUNE

03 JUNE –

03 JULY

15 JULY

UEA interviews ← students to find out about their situation regarding access to virtual education.

Students ← report having difficulties accessing to devices or the internet.

UEA acquires ← 500 tablets and 1000 connection devices for students.

There is a ← reduction of 1225 enrolled students in relation to last semester enrollment of 4300 students.

UEA ← begins the first semester 2020-2021 in virtual mode.

Tablets ← and connecting devices arrive at the institution.

Devices ← (public property) have to be codified, assigned by contract and formally delivered to students.

Delivering ← equipment in the midst of the emergency is complex.

Several ← students do not ratify the contract to access to technological resources.

Limitations ← such as fear of commitment, prevent students from ratifying the contract.

Devices ← being delivered at Puyo campus to Pastaza residents and by university cars to nearby areas.

The university ← community's use their own resources to send devices to other areas.

GRAPHIC REPORT #001

ACCESS TO HIGHER EDUCATION IN THE ECUADORIAN AMAZON DURING THE PANDEMIC

Monitoring of the effect of the COVID-19 pandemic on Access to Education and the condition of Amazonian students, and the responses and efforts of the Amazon State University— UEA to face the emergency.

“We are the university with the highest percentage of enrolled students in all of Ecuador”

— Ruth Arias, Director of Amazon State University. June 03, 2020.

According to Arias, the average enrollment for state universities for the semester scheduled during the health emergency.



98%

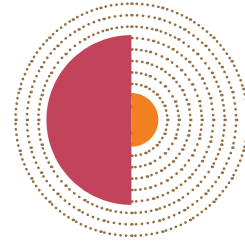
enrollment of current semester vs. previous semester.

SURVEY 1

3257 students
interviewed from
12 to 21 of May.

Can you access
to technological
equipment from
your home?

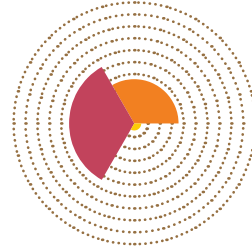
Yes
76%



No
24%

Can you access to
the internet from
your home?

Yes
56%



No
38%

**Access
the
internet
by other
means**
6%

Source:
Formulario
SENECYT
(1-3257)

Statistics:
Johanna
Hohenthal.

SURVEY 2

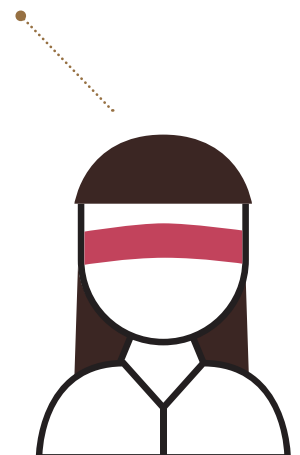
20 students
interviewed from
07 to 20 July.

"I don't have internet
at home, that's why
since the semester
started I had to move
with a relative to be
able to connect."

— Kichwa Amazonic student.
First Semester. Environmental Career.

Source:
Interview guide
Bilingual
intercultural
higher
education
during the
COVID-19
pandemic. Own
elaboration.

Interviewer:
Kathy Machoa.



**MEASURES/
ACTIONS
TAKEN**

Related to
access to virtual
education

Economic



tablets ←



internet ←
devices

Acquisition —
of equipment
and internet
services.



Support



call center ←



help ←
desks

Hotline —
and institutional
web help to
solve problems
in academic
processes.

Academic



teachers ←
training

Teachers —
three practical
courses on how
to set up a virtual
classroom (UEA,
ESPE and CES)



students ←
training

Students —
non-mandatory
training in
microsoft teams.



SURVEY 2

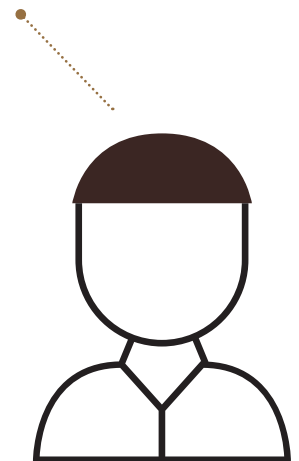
20 students
interviewed from
07 to 20 July.

Source:
Interview guide
Bilingual
intercultural
higher
education
during the
COVID-19
pandemic. Own
elaboration.

Interviewer:
Kathy Machoa.

"Virtual classes
are not 100%
comprehensible.
It is difficult.
I can't listen
to the teacher
in class, is
complicated."

— Mestizo student.
Fourth semester. Environmental Career.



SURVEY 2

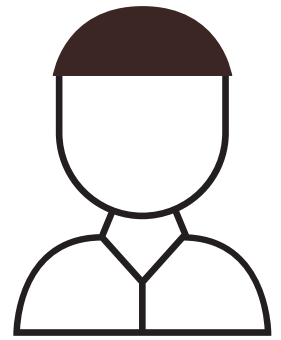
20 students interviewed from 07 to 20 July.

"I got stuck in Puyo once the quarantine started, which gave me anxiety problems. I was [like that] for almost a month and a half. At the end of May UEA helped me to get home."

Source: Interview guide Bilingual intercultural higher education during the COVID-19 pandemic. Own elaboration.

Interviewer: Kathy Machoa.

— Mestizo student. Fourth semester. Environmental Career.



**MEASURES/
ACTIONS
TAKEN**

Related to student well-being

Social work



Assistance and intervention

Actions — aimed at improving the living conditions of students during the pandemic.



Educational psychology



Videos and digital posts

Promotion — of services and motivational massive or direct messaging.



Educational psychology



Digital messaging

Emotional — support, monitoring and consultation on social networks.



Educational psychology



Digital therapy

Psychological — care and specialized response to the pandemic matters.

**ACCESS TO
TECHNO-
LOGICAL
RESOURCES**

*Signage of
responsibility
contracts
between June
03 to July 03*

1995

students
declare having
difficulties
in accessing
computers or
the Internet in
Survey 1.

295

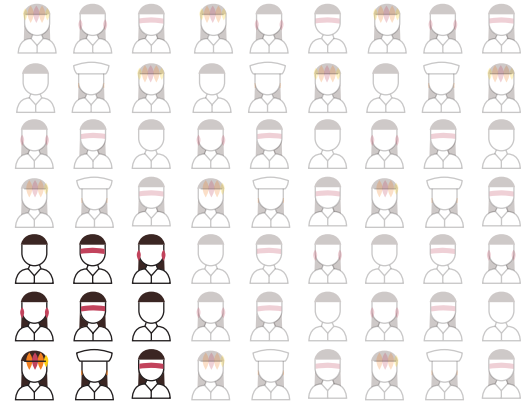
students ratify
contracts
to access
technological
resources one
month after
classes start.

only

15%

students access
to benefits.

**Why aren't
students
signing the
contracts?**



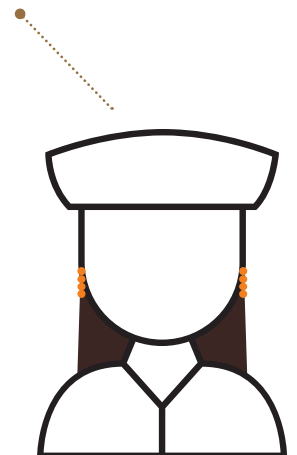
SURVEY 2

*20 students
interviewed from
07 to 20 July.*

Source:
Interview guide
Bilingual
intercultural
higher
education
during the
COVID-19
pandemic. Own
elaboration.

Interviewer:
Kathy Machoa.

**"I didn't apply because
[the contract] stated that
I had to return the tablet
with some conditions
and... is best not to do it."**



— Kichwa Saraguro, student.
Tenth semester. Tourism career.

"[in regard to studies] once the crisis started, it was hard because my mom [who died, possibly due to Covid-19 complications in June] left us with internet installed at home, that's why I can do my homework. But now I'll have to pay monthly fees. Paying all those basic services now is a challenge".

- Amazonian Shuar student.
Tenth semester. Tourism career.



OPPORTUNITIES

ACCESS TO EDUCATION



1 Interventions that reflect on virtual classes that respond to specific requirements of the Amazonian student and reinforcement of pedagogical accomplishments found in surveys 1 and 2.

— To develop material for teachers to assist in the creation of quality virtual classes.

2 Interventions to contextualize international and national recommendations for virtual education during the pandemic with future projections.

— To design The Study Guide for the Amazonian Student with the students.

— To develop informative graphic material that resolves difficulties and apprehensions around the signing of digital contracts.

STUDENT WELL-BEING



3 Interventions that reinforce organic and independent networks of friendship and support between students.

— To produce digital material with students that amplifies the positive effect of their networks.

— To promote the psychosocial support initiatives of the UEA

This Graphic Report is part of the "Eco-cultural Pluralism in Ecuadorian Amazonia Project" (UEA & UH). Academy project n. 318665. | Research, compilation and design: Nathaly Pinto. | Local researcher: Kathy Machoa. | The author would like to thank the Student Well-Being Unit (UEA) for its collaboration and timely comments and to the UEA Community in general for the provision of information and their invaluable participation in the process.



Universidad Estatal
Amazónica - UEA



Helsinki
University - UH



What design interventions can support university's responses to the emergency?