

Impact of COVID-19 on higher technical education

The Advance Program, funded by USAID and implemented by FHI360 in the Dominican Republic, Guatemala, Honduras, and Jamaica, requests your response to the following survey on the impact of COVID-19 on higher technical education in Latin America and the Caribbean. Your answers will serve as input to a report which USAID has requested in order better understand the current situation of higher education in the region. You are free to answer as many or as few of the questions as you like, but we hope you will share as much detail as possible. Your answers will be anonymized in the final publication (e.g. we might cite “a private university in Country X” but not your name or the name of your institution).

Please contact Nora Sohnen, Technical Advisor, FHI 360 at esohnen@fhi360.org with any questions. We ask for your survey response by Wednesday, March 24, 2021.

* Required

1. Name

2. Job title *

3. E-mail

4. Phone number

5. Department (within the institution) *

6. Campus(es): *

7. Institution *

8. Type of institution *

Mark only one oval.

- University
- College or Technical or Technological Institute
- Other

9. Type of institution *

Mark only one oval.

- Public
- Private
- Other

1. General

When you think about the overall and current situation of 2-3 year technical tertiary education programs here (enrollment, offerings, uptake with employers)...

10. What gives you the most hope?

11. What are you most worried about?

2. Access, enrollment, retention, and completion

12. How is the pandemic impacting different populations' access to technical tertiary education at your institution?

13. What is the current impact on enrollment overall, by field of study, and by gender?

14. What is known about who is dropping out and why?

3. Content and delivery shift to virtual and/or COVID-safe modalities

15. What has been the technological capacity of your institution to adjust?

16. How is the pandemic impacting programs which require hands-on or practical training (e.g. STEM programs, with laboratory or specialized equipment components)?

17. How has the pandemic impacted the demand for and supply of psychosocial and other support services (e.g. career services, professional orientation services, student support services), and other key components to institutional strengthening, such as professional development?

18. How is the pandemic shaping teaching plans for the short-, medium- and long-term?

4. Quality of learning

19. What is known about the impact on the quality of learning – in terms of academic outcomes and technical, socio-emotional, and employment skills?

20. What is the perspective of teachers?

5. Labor market interventions

21. How is your institution adjusting labor market interventions and engaging with employers?

6. Finance

22. What are the impacts of the pandemic on the finances of your institution?

23. What are the unforeseen expenses?

24. How is your institution responding – for example, what steps are being taken to retain or increase enrollment?

25. What financial challenges do you expect your institution to face in the short and medium term?

7. Competition and collaboration

26. How is the pandemic and its related socio-economic shocks changing the market for higher technical education in your country and in the region?

27. Who are the new players in this space, and their relationship to your institution?

28. What are some examples of actual and potential partnerships and alliances?

8. Other

29. Is there anything else you want to share with FHI360 and/or USAID on this topic?

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