

# **Hope for Venezuela:** **Lessons to Bring Back Home**

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Sabbatical Report, 2021-2022  
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Photo: Blue and Gold Macaw, Caracas Skyline (Jorge Silva/Reuters)

## **I. Introduction:**

### **A. Simple Facts:**

Venezuela is a nation in South America situated on the most northmost part of the continent bordered by Colombia to the west, Brazil to the south, Guyana to the east and the lapping waves of the Caribbean Sea to the north. It has a total area of 916,445 km<sup>2</sup> (353,841 sq mi) and a land area of 882,050 km<sup>2</sup> (340,560 sq mi). It is a tropical country and lies very close to the equator. Its territory sits between latitude 0 and 16 N. There are two seasons wet and dry. All year long, the sun is intense – with daylight hours ranging from 12-13 hours a day. The sun rises fully around 6AM and it is dark minutes after sundown around 6:30 PM or 7:00 PM. Venezuela boasts a varied topography with the most northern the buds of the Andes Mountain rising up in the west with Pico Bolívar at 16,335 ft point, the western Lake Maracaibo lowlands, the central great plains, or the *Los Llanos* which are home to the tributaries of the great Orinoco River that flows out to the Caribbean ocean in the east, and the Guiana Highlands with the famous tepuis and Angel Falls in the south. Venezuela proudly ranks 11<sup>th</sup> in the world in terms of biodiversity and belongs to the list of top 17 megadiverse countries. Commonly found animals are caiman, crocodiles, howler, and spider monkeys, capybara and of course, the glorious scarlet, and blue and gold macaws which can be seen flying across the skyline of high-rise apartment building and skyscrapers of the modern the capital city of Caracas. (“Venezuela”)

## B. Venezuela and Me.

As an undergraduate student in the area of Ecology and Evolutionary Biology at Purdue University, I was fortunate to have had the experience to work as an ecology field assistant for my mentors, professor Kerry Rabenold and his graduate student Jos  ph Haydock. These researchers were studying the evolution of cooperative breeding behaviors in tropical wrens. I joined them on 3 trips to the field site in Venezuela, *Hato Masaguaral*, a magical land of monkeys, crocodiles and birds, located 84 kilometers North of San Fernando de Apure, Gu  rico, in the heart of the *llanos*, savannahs. In the late 1980's and early 1990's when I was there, the ranch was still under the ownership of Tom  s Blohm, cattle rancher and descendant of German immigrants.



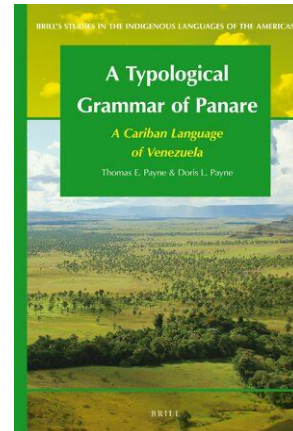
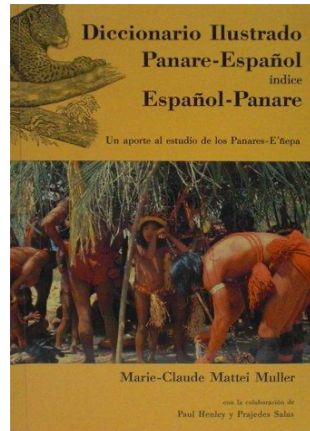
Photos: Right: Cows on Mr. Blohm's ranch, *Hato Masaguaral*. Left: The jeep we drove around the ranch.

Mr. Blohm appreciated and most importantly understood the abundant bio-diverse treasure of the *llanos* and allowed researchers to live and stay on his ranch without cost to further research on the wildlife that coexisted with the cows and the cowboys. After Mr. Blohm's passing, the ranch was converted into an ecological reserve, and research station, renamed *El Fundo Pecu  rio Masaguaral*, and remains dedicated to the conservation and study of the wildlife found there.



Photo: Me and Dr. Jos  ph Haydock banding birds on the ranch.

As a graduate student in Linguistics at the University of Oregon, I was once drawn back to Venezuela. My advising professor, Doris L. Payne who has conducted a prolific amount of scholarly work on world languages such as Yagua and Maasai, had recently co-drafted *A Typological Grammar of “Panare”* with her linguist husband, Thomas E. Payne. *Panare* or *E’ñapa Woromaipu*, is a Cariban language spoken in the Orinoco basin. She encouraged me to study transitive verb clauses in the language to further the research of her and her colleagues. The result was a published paper arguing that Panare exhibits aspects of vowel harmony, a linguistic characteristic found in many languages around the world, most notably Turkish.



Left: The dictionary that was a source of the research. Right: Published Grammar of Panare.



Photo: Panare youth sitting on a bench; <https://etniasdelmundo.com/c-venezuela/panare/>

Venezuela never left my heart, so later in life, with a solid and established career in teaching English as a Second Language, I returned to Venezuela twice more as a tourist. I had developed my skills in Spanish and brought with me a newly found passion for Latin America. I made friends on my travels, some of whom I have stayed in contact with to

this present day. When it came time to choose a sabbatical project, I was determined to come full circle and choose Venezuela as a focus and a destination for my efforts.

### **C. Venezuela: Black Gold, Economy, Politics**

Venezuela is a land of nature, but it is also an oil rich nation with the world's largest known oil reserves. Petroleum, also called black gold, brings both evil and good to a nation. In the early 1970's, Venezuela was at its height of economic prosperity and success. The oil gushed out of the ground and was exported across the world. When I visited in the late 1980's, despite an economic crisis and some political instability, the streets of Caracas were busy with cars and pedestrians. I remember being surprised that gas was so cheap that people would leave their cars running when they parked. And I was impressed with the expensive restaurants with tuxedo-ed waiters and lovely esplanades of the capital city of Caracas. At its peak, in October of 1997, Venezuela exported 61,736 barrels of oil to the US (U.S. Energy Information Administration Aug. 2022), which comprised of 20% of all global imports to the US. But those who know, and study Latin American history will warn us that despite all the riches a nation may have, the divide between rich and poor will always be a part of the story. As the rich maintain power and control over the resources of a country accumulating and coveting the wealth, the poor live from day to day.

### **D. Changing Political Winds: The Bolivarian Revolution**

In the 1980's and 1990's, the government of Venezuela went through a few rough spots including widespread social unrest. The deadly "*Caracazo*" riots of 1989 shook the nation and were followed by more economic and political crises in the 1990's. Despite these problems, Venezuela remained a recognized democracy with functioning legislative, executive and judicial branches. According to political analysts, a collapse in confidence from the political turmoil of the 1990's along with two coup attempts by Hugo Chavez to oust the sitting president, Carlos Andres Perez, eventually led to the Bolivarian revolution. Hugo Chavez led this popular revolution which evoked the spirit of Simón Bolívar, the liberator of South America. The goal was to establish a national Bolivarian state, socialist in nature, with a state-led economy. The revolution sought to reduce social disparities and establish economic and political sovereignty. In 1998, Hugo Chavez was elected as president. The following year, a constituent assembly drafted a new constitution of Venezuela which gave itself the role of a supreme power above all the existing institutions in the republic, solidly setting it up to amass and centralize power. Many in the oligarchy and press feared that the government would become authoritarian. ("Venezuela")





Photo: Chavista government supporters in the streets of Caracas. Reuters

Chavez ruled Venezuela for 14 years until his death in 2013. During this time, his government removed all the foreign oil companies and de-privatized most of the economy. He became good friends with Fidel and Raul Castro, enemies of the United States. And so, Venezuela's streets were filled with red shirts and enthusiasm. The people hoped that they would be cared for and grow prosperous in a new and socialist state. To fulfill its promises, the government initiated new social programs called, "*misiones*" or missions. In 2011, Chavez was diagnosed with cancer. ("Hugo Chavez") When Chavez died, he was replaced by a new representative of the revolution and the party, Nicolas Maduro, a former bus driver from a working-class family in Caracas. This year, it has been 10 years since Maduro's election. ("Nicolas Maduro") In those 9 years, democracy has slowly been dismantled institution by institution. In 2017, the United States sanctioned Maduro and labeled him as a "dictator" following another constituent assembly vote and elections. During the 2018 presidential election, sources from inside the CNE (National Electoral Council of Venezuela) estimated that about 30% of the registered voters had cast their ballots. A 2018 Amnesty International report accused Nicolas Maduro's government of "committing some of the worst human rights violations in Venezuela's history," according to VOA news. In January 2019, the US government backed the opposition leader Juan Guaido and in March 2019, it pulled out the US Embassy. The economic conditions have been in a slow decline and Venezuela has looked more and more to Iran, Russian and North Korea for support. One of the university students on the project used the words "fake elections" to describe the parliamentary elections of 2020. The student further reported that few people he knew would be voting that year. I suspected for some this was a sign of protest and resistance to the current government, for others it was a sign of distrust in the system. During Maduro's time in power, daily life has become increasingly difficult; vital infrastructure has failed, black outs and water shortages have become a daily struggle for city dwellers and rural citizens alike, freedom of speech and assembly are diminished, inflation has run rampant, democracy has ceased to exist (Wolf, Jonas. 2021), leaving very sparse conditions for a society to prosper.

### **E. Venezuela: The Refugee Crisis**

Starting in 2013, because of the economic struggles, failure to maintain and repair deteriorating infrastructure and continued government corruption, streams of refugees began to enter neighboring countries, Colombia and Brazil and later dispersed across the South American continent to Ecuador, Peru, and Chile. The estimate of Venezuelans dispersed to South American countries was 4 million in August 2020 according to the Migration Policy Institute, MPI, fact sheet. Some Venezuelans found themselves among the asylum seekers waiting at the US border alongside the Central Americans and Mexican fleeing gang and cartel violence. Since 2014, more than 5 million Venezuelans have left their country due to the ongoing political and economic crises there. The flow of Venezuelans leaving the country continues. In August 2022, the number was estimated at 6.81 million, over 20% of the country's estimated total population according to the Inter-agency Coordination Platform for Refugees and Migrants from Venezuela. Two of the young people who worked on the project creating English practice materials left for Colombia during the project and have not returned. Every day more and more Venezuelans disperse across the continent, some ending up taking ESL classes in Eugene, Oregon at LCC. Summer Term 2022 we enrolled at least 6 and possibly more students of Venezuelan origin. My close friends and contacts in Caracas continue to ponder whether it's time for them to leave too.

### **F. Why invest in countries who have so many refugees: Is there hope for Venezuela?**

Some Venezuelans have stayed behind and continue to hope for a better future for their broken society and more political freedom. Others have been left behind because they do not have the means, have come to a stage of acceptance or have not yet been pushed by the compelling forces to migrate. As educators, we do not have the power to change politics or "fix" economic crises. However, we can make a difference through the peaceful and self-empowering tools of education achieved through cultural exchange and sharing of common values. This is where this project found its way to me.

## **II. Project Proposal and Anticipated Outcomes:**

- A. This project was composed of two parts both involving working collaboratively with professors at the School of Education at *Universidad Católica de Andrés Bello* in Caracas, Venezuela to increase access to English language instruction to students of middle and high school in Venezuela during the global COVID-19 pandemic at a time when face-to-face classes were shutdown.

**Project 1:** (Higher Priority) Creating course content for and continuing to help facilitate the community service project *EducabTV-Inglés*.

**Project 2:** (Secondary Priority) Collaborating and consulting with the university as they create and implement a new major in language learning studies and teaching in the School of Education at UCAB. This will expand the offerings to pre-students seeking degrees in education.

**Goal 1:** Consult with the university as they develop the requirements for the major.

**Goal 2:** Observing teaching methods and school conditions in K-12 schools to inform the project.

- B. The outcomes that were anticipated are listed below. In the following sections, I will present quantitative and qualitative information, and explore whether these outcomes were achieved. Finally, I will explore unanticipated outcomes of the project.

Outcome 1: Development and establishment of EDUCAB TV-Inglés as a community service project at *Universidad Católica de Andrés Bello*.

Outcome 2: Successful adoption of the major in language learning studies and teaching in the School of Education at *Universidad Católica de Andrés Bello*.

Outcome 3: Knowledge gained in language teaching methods and program development by the sabbatical recipient.

Outcome 4: Connections and partnerships with international institutions of teaching and learning.

## **III. Results:**

**Outcome 1:** Development and establishment of EDUCAB TV-Inglés as a community service project at *Universidad Católica de Andrés Bello*.

The EducabTV project started in the area of Mathematics in May 2020 thanks to the work of Professor José Javier Salas and a group of education students specializing in Physics and Mathematics at the *Universidad Católica de Andrés Bello* (UCAB). The space was created on the institutional YouTube channel and aimed to use innovative technological tools and offer wide-ranging teaching and learning experiences free of charge. This initial effort came about as a response to the suspension of face-to-face

classes during the pandemic and to attempt to fill a need for high quality education caused by the shutdown of public and private schools across the nation. The School of Education designed a proposal which was approved by administration to deliver live-streamed classes as additional support to the regular curriculum without any cost to schools or teachers. Students at the university taught secondary classes in Mathematics and Physics with guidance from their professors who are specialists in the subjects and gained community service hours that are required to graduate. (Diaz, 2020) Later, classes in Chemistry and English were added to the channel see paragraph below. Prior to the pandemic, students in the school of education participated in other community service projects in person including support for *Fe y Alegría* schools and teachers, reading with children in literacy program, *El Placer de Leer*, and working with youth in on-campus events directed at school age children, such as the *Olimpiadas de Historia*, (History Olympics) and the *Didactrón UCAB*, (Teach-a-Thon UCAB). In addition to the live streamed classes for general education students, the channel has seminars on digital literacy, broadcast of conference presentations and talks on relevant topics by university professors and other subject matter experts

*EDUCAB TV Inglés* was born when the project was extended to the area of English in November 2020. Professor Yolanda Lopez de Muñiz was appointed as the coordinator. The first classes were designed for students in the first year of *bachillerato*, which is equivalent to 7<sup>th</sup> grade in the U.S. In March 2021, the school of education began to offer classes for second year *bachillerato* (8<sup>th</sup> grade U.S) concurrently with the first-year classes. As part of the sabbatical project, I supported the coordinator finish out the year with the first and second-year classes and supported her efforts to offer all grades in the curriculum. Third year classes were offered from October 2021 to the end of March 2022. Fourth year classes began on April 1, 2022 and ended in July 2022. And, fifth year classes will begin again in September 2022.

The curriculum was based on a combination of the official curriculum from the Ministry of Education published prior to 2007 (exact date unknown), and prioritized grammar, functionals and thematic topics laid out by the *Fe y Alegría* programs in the 2020-21 school year. There were also digital copies of the *Bicentenario* textbooks that were published by the Ministry in Education in 2013 available for student teachers to reference. Most material, however, came from free online sources including videos from English teaching YouTube channels and other websites such as *BBC English*, shareable materials found on or adapted from, *Kahoot*, *Quizziz*, *Thatquiz* and *WordWall*, and materials that the student teachers created in *GoogleClassroom* and on *Educaplay* or the previously mentioned websites. In addition, a small group of high school and college students were recruited from the US Bureau of Cultural Affairs, English Access Micro Scholarship Program to create support materials the first year. These students created a repository of over 120 Google forms and quizzes to be used in the Google classroom as extra practice materials.

Today, *EDUCAB TV Inglés* has become firmly established as one of the community service lines at the School of Education that gives bilingual students the opportunity to have real-life experience as a teacher delivering English lessons.



You can learn more about the community service options, view the UCAB School of Education YouTube channel by accessing the links below.

<https://educacion.ucab.edu.ve/extension-social/servicio-comunitario/>  
<https://www.youtube.com/c/EducaciónUCAB>

**Impact Analysis:** What impacts has the *EducabTV Inglés* project had on access to English instruction in Venezuela? What other impacts can be determined?

In this section, we will look at the data collected from Year 1 (2020-2021) which was presented at the VenTESOL and MexTESOL conventions and the data collected from Year 2 (2021-2022) presented exclusively in this report.

### **YEAR 1 (2020-2021):**

1. In the first year of the project (November 2020- July 2021), a total of 124 students registered from 12 states including the capital district and a total of 66 live stream classes were broadcasted.
2. Attendance and total participation were much lower than initial enrollment numbers. 25 of the registered students showed up in the Zoom classes. It was impossible to determine how many of those watched the classes on YouTube. Speculatively, low enrollment could have been due to the chaos of the first year of the pandemic on society, the economy, and the stability of everyday life for Venezuelans. The lack of access to computers, tablets and phones and the inadequate internet infrastructure in the country most likely contributed to the disparity between the numbers of students initially interested and those who were able to follow through and participate. In addition, teachers, and students all over the world were adapting to online learning and instruction. For Venezuela in particular, the years of economic crisis were worsened by the pandemic and more refugees flowed out of the country. This left already underfunded and neglected schools, struggling from a severe teacher shortage, even more empty of students. See Table 1.

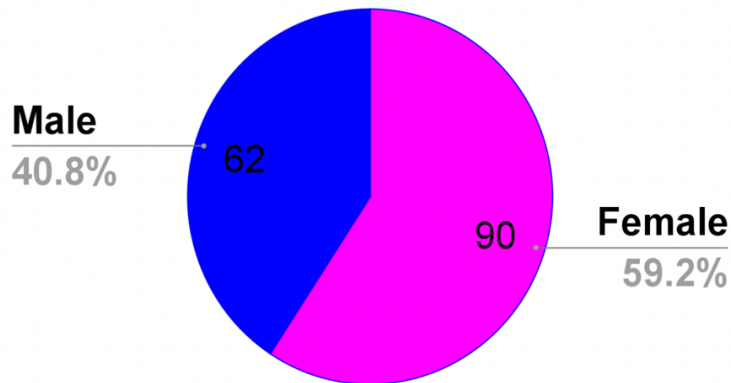
Table 1. Year 1 (2020-2021), Registration and Participation

Live streamed classes given:	66
Students registered (unduplicated)	152
Students participating in Zoom classes:	~25
<u>*Attendance</u> varied from 4-16 students each class, usually a same core group.	

3. Those who identified as female (59.2%) signed up in greater numbers than males (40.8%). See Chart 1. This was also observed when comparing participants gender.

Chart 1. Year 1(2020-2021), Gender Distribution (Registered)

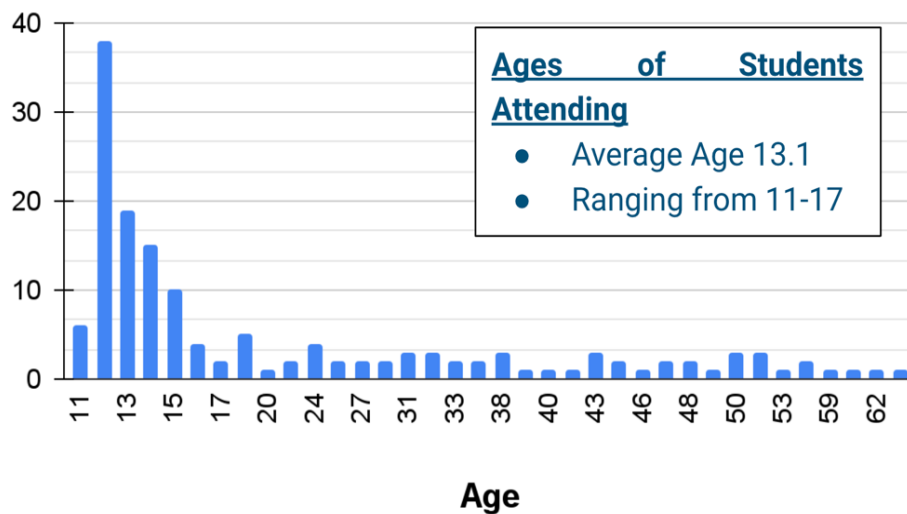
### Gender Distribution of Students



4. The ages ranged from 11 to 17 with an average age of 13. Those 18 and were most likely university students, professors, or schoolteachers. See Chart 2.

Chart 2. Year 1(2020-2021), Age of Students Registered

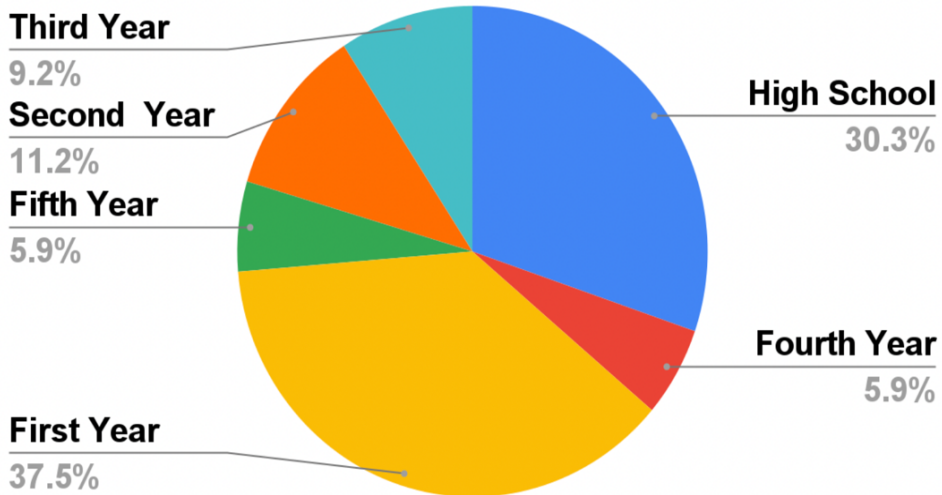
### Age of Students Registered



5. Registered students came from all grades in the secondary education system, first through fifth year of *bachillerato* and included some university students and teachers. Most were first year students 37.5% which was the intended audience. 30.3 % had graduated from high school (*bachiller*). See Chart 3.

Chart 3. Year 1(2020-2021), School Year of Students Registered

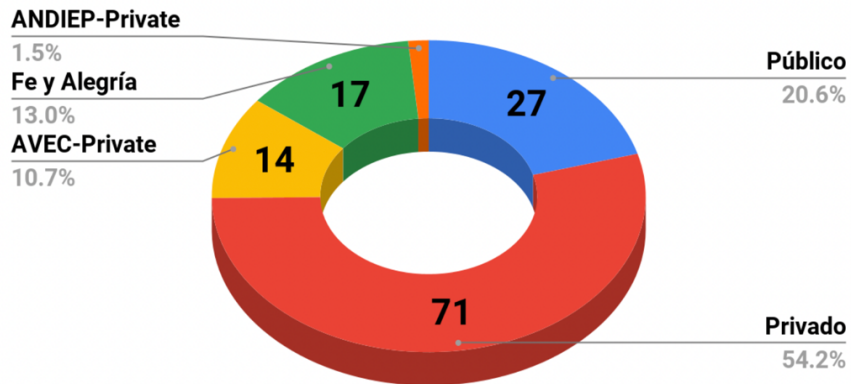
## School Year of Students Registered



6. The majority, 66.4% of students enrolled in the first year came from private schools, 10.7% from Catholic schools (AVEC, *La Asociación Venezolana de Educación Católica*), 1.5 % from ANDIEP schools *Asociación Nacional de Instituciones Educativas Privadas* and 54.2% from non-associated schools, or not indicated. There was less interest from the public schools, 20.6%, and *Fe y Alegría* 13.0 %. *Fe y Alegría*, based in Bogota, Colombia is a federation of local organizations which offer educational opportunities to the poorest sectors of society, along with teacher training and educational radio, in 19 countries in Latin America and advances the tradition of Jesuit education. See Chart 4 below.

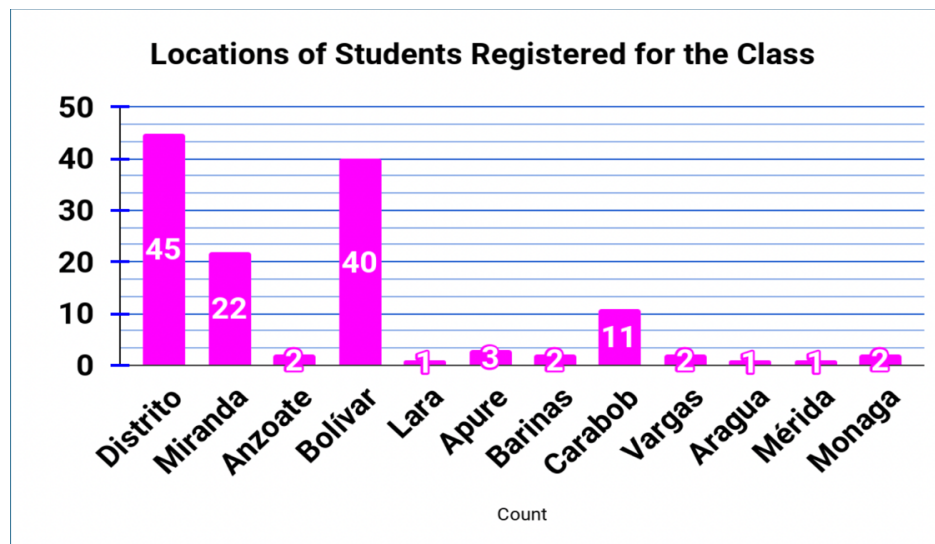
Chart 4. Year 1(2020-2021), Types of Schools of Students Registered

### Types of Schools



7. The final chart shows the geographic distribution of students enrolled in the first year and it is not a surprise that the biggest numbers come from the federal district of Caracas and the neighboring state of Miranda. There was also a large number of students from the state of Bolívar where the university has another large campus in Ciudad Guayana, Bolívar State. Initial recruitment for the project was conducted using the official social media channels (*Twitter* and *Instagram*), by word of mouth through established networks, through *WhatsApp* and by distributing the electronic flyers to the *Fe y Alegría* administrators. See Chart 5.

Chart 5. Year 1, (2020-2021), Locations of Students Registered





## **YEAR 2 (2021-2022):**

1. In the second year of the project (September 2021-July 2022), the 3rd year student teachers created a new registration form which was distributed with the flyers posted in the university's social media channels and in the Google classroom. A total of 41 students registered in this form and 22 classes were live streamed. Attendance varied widely. See Table 2.

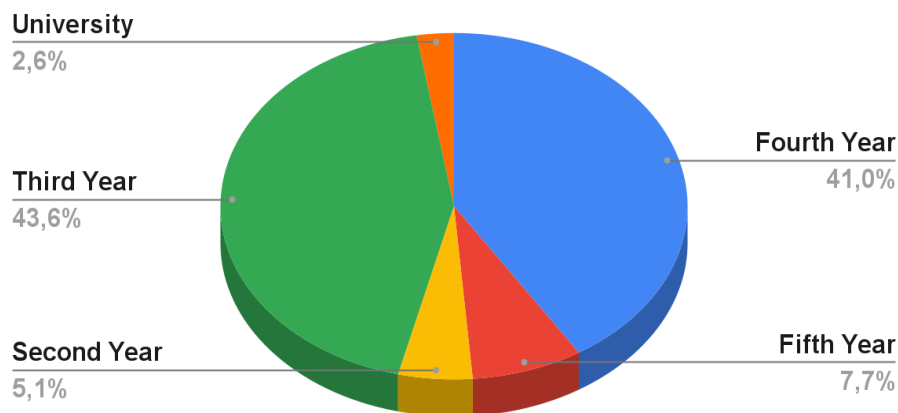
Table 2. Year 2 (2021-2022), Registration and Participation

Number of live streamed classes given:	22
Total # students registered (unduplicated)	41
Total # participating in Zoom classes:	~41
<u>*Daily Attendance</u> varied widely from 4-45 students.	

2. Most students came from 3rd and 4th years of general education which fit well with the curriculum being offered. See Chart 6.

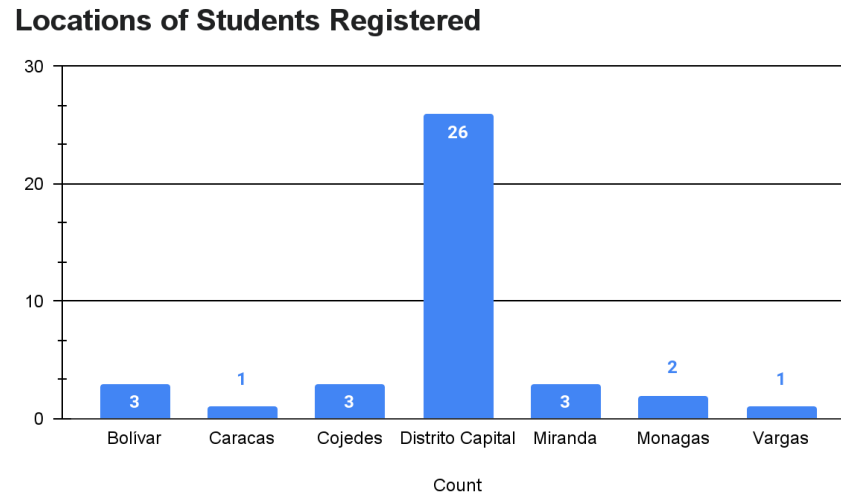
Chart 6. Year 2 (2021-2022), School Year of Students Registered

### **School Year of Students Registered**



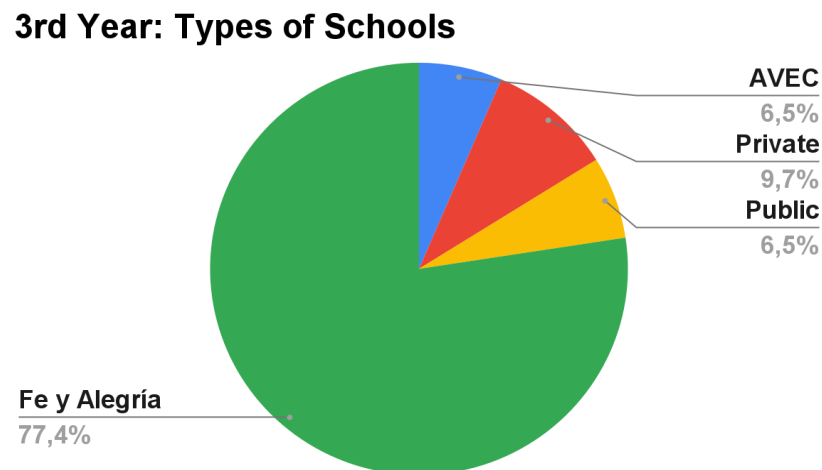
- States represented were Monagas, Vargas, Miranda, Distrito Federal, Bolívar and Cojedes. The majority were from the Distrito Federal. See Chart 7.

Chart 7. Year 2 (2021-2022), 3<sup>rd</sup> Year Bachillerato Locations



- The types of schools enrolled changed drastically from the first year with 77.4 % of enrolled students coming from *Fe y Alegría* schools and only 6.5 % from public schools, 6.5 % AVEC and 9.7 % from private schools. See Chart 8.

Chart 8. Year 2 (2021-2022), 3rd Year Bachillerato Types of Schools



- For the 4th year classes, the method for registration changed. Students were invited directly to the Zoom room and asked to join the Google classroom on the flyers distributed through social media. Once they joined the Google classroom, they were considered registered. The 4<sup>th</sup> year course was mostly attended by the 4<sup>th</sup> and 5<sup>th</sup> year classes from *E.T.I San José Obrero*, *Fe Y Alegría*. In addition, at this point most

public and private schools had returned completely to face to face classes, so interest in taking classes online diminished. 126 students enrolled in the Google classroom. The participation in the asynchronous activities was very low, only 18 students completed activities, and none of those 18 completed more than 30 % of the activities posted. Student teachers did not give feedback nor recognize the efforts of the students and the classroom activities were not graded.

6. To the delight of the program coordinator, Professor Yolanda Lopez de Muñiz and myself, a few students from first- and second-year classes continue to participate in the Zoom classroom when their regular school schedules allowed.
7. In January 2022, Ramón Oviedo began to bring his Friday morning class to the live streams, and students from his 4th and 5th year classes connected in the Zoom room, or on YouTube from their phones and from the school computer lab. Approximately 45 students from *E.T.I San José Obrero, Fe Y Alegría* attended 3rd year classes weekly from January to March 2022. When the 4th year classes started again in April, they were held on a different days and Prof. Ramón did not have access to a computer lab on this day. Despite the challenge, approximately 30 students attended 4th year livestreams on their phones weekly from April to the end of the official school year on June 22, 2022.



Photo: Students at *E.T.I. San José Obrero* watching EducabTV Inglés together on a phone.

### **Composite Data and Discussion.**

Table 3 attempts to combine some of the important data to address the question posed at the beginning of this section.

*“What impact on increased access to English language instruction to students of general education did the project have? What other impacts can be determined?”*

Although a total of 65 students of secondary education were registered for the classes through the Google registration form and 124 via the Google classrooms, much fewer students actively participated in the livestreamed Zoom classes and even fewer students engaged in the asynchronous activities assigned in the Google classrooms. The first class had the most total views (513) on August 31, 2022 which is a result of the initial excitement and push to move learning online at the beginning of the pandemic. In conclusion, the impact was very small in terms of active participation. However, the future impact is yet to be determined project is now an almost complete published work. 105 live streamed classes and 4 Google classrooms are available to be used by teachers as they see fit in classrooms in Venezuela and across the world (see Table 3).

The biggest impact of the project was most certainly on the university students who taught the classes, designed the Google classrooms, and completed community service hours. Of those 9 students, 3 have graduated from the university with degrees in education, 2 have been employed teaching English, and 1 student was employed by a Polish company in Caracas as a translator. 5 out of 6 of the students who have yet to graduate are on track for graduation. The 1 remaining student who dropped out of the program due to financial and personal difficulties is considering returning to the university to complete his degree.

Table 3: EducabTV Inglés Composite Data from Years 1 and 2

University students participating in community service	9
General education students enrolled via google form	165
Google classrooms created by student teachers	4
Students enrolled via Google classroom: 1st year	0
Students enrolled via Google classroom: 2nd Year	14
Students enrolled via Google classroom: 3rd Year	106
Students enrolled via Google classroom: 4th year	126
Livestreamed classes	105
Video with most views on YouTube: 1st Year. Greetings, Class #1*	513
Video with least views on YouTube: 4th Year. Let's Travel and Speak English, Class #13 *	13

*\*views on August 31, 2022*



**Outcome 2:** Successful adoption of the major in language learning studies and teaching in the School of Education at *Universidad Católica de Andrés Bello*.

When I proposed to consult with the university to establish the major, I had not yet connected with the appropriate contacts. I was surprised when I began to reach out to make these contacts, the major was already submitted and approved, and a plan of study was proposed and created by committee members and administrators of the university. So, to be completely honest, I had nothing to do with this work and was not able to observe how the process was conducted. I can report that the first cohort of students started in the Fall of 2021 and that currently, there were 12 students enrolled. One of the *EDUCAB TV Inglés* student teachers changed his major from social sciences after participating the project and will join the cohort next year. Professor Yolanda Lopez de Muñiz is the coordinator of the group in addition to her continued work coordinating *EDUCAB TV Inglés*. The plan of study can be found on the university website and the curriculum and content of the English language courses are being developed by Mary Scholl, a Virtual English Language Specialist from the US English Language Programs,

Relevant websites and the *Plan de Estudios*, (coursework required) can be found by accessing the links below.

<https://educacion.ucab.edu.ve/estudios/educacion-idiomas-modernos/>  
<https://www.ucab.edu.ve/wp-content/uploads/2022/06/Educacion-Mencion-Idiomas-Modernos-Ingles.pdf>

**Outcome 3:** Knowledge gained in language teaching methods and program development by the sabbatical recipient.

**Goal 1:** Consult with the university as they develop the requirements for the major.

Goal not reached. See Outcome 2 above.

**Goal 2:** Observing teaching methods and school conditions in K-12 schools to inform the project.

My original plan was to do some observations of school in Venezuela. Unfortunately, I was unable to travel to Venezuela. I applied for a tourist visa in June of 2021, but despite 2 visits to the Venezuelan Embassy located in Mexico City in August and November of 2021 and again in January of 2022, I was not able to get authorities to issue me a tourist visa. Furthermore, Venezuela continues to remain at Level 4, *Do Not Travel* advisory on the U.S State Department website. Traveling at this time was more a “long sought after and unfulfillable dream” rather than a practical and achievable goal. So instead of doing in person visits to school as proposed, I was able to use my connections to conduct interviews remotely with English as a Foreign Language teachers in the country via Zoom. Although these interviews provided me with a limited view of what teaching and learning English is like in Venezuelan schools, I was able to collect some valuable information. Summaries of each interview are found in this section of the report.

## Venezuela Schools Interviews:

### Interview 1: Belisma Martinez, 5th grade, Colegio Guayamuri

Conducted via Zoom on September 14, 2021



Photo: A group of students in front of the *Colegio Guayami*

#### 1. About the Teacher and the School:

Belisma Martinez is a 5th grade elementary school teacher at a private school, *Colegio Guayamuri*, located on Margarita Island, in Asunción City, Nueva Esparta, Venezuela. It is a bilingual school from preschool to fifth year of *bachillerato* which is the equivalent of 11th grade in the US. Students who complete the high school years can receive a IB certificate or international baccalaureate. There are 600 students in the school and classroom sizes are a maximum of 25 students. 3rd and 5th grade are full immersion years. Students receive all instruction in English including language arts, math, science, social studies, and STEM. 2nd, 4th, and 6th grades have 10 hours of English a week and are partially immersed in the English language. The level of English is intermediate to high intermediate. In this school, the teachers use CLIL (Content and Language Integrated Learning) approach. This school is one of the most expensive schools on the island serving privileged and elite classes in the country. There are wait lists to be admitted. It also serves as a SAT testing center. Most students graduate and go abroad to attend university. Ms. Martinez also teaches private classes on the side to supplement her income. At the time of the interview, she was teaching 6-8 hours a week of private classes to both children and adults online using video conferencing. She had been teaching some classes online before the pandemic, and she has doubled her online work due to the pandemic. Despite the increase in online student, her income has reduced

significantly because pre-pandemic, the school had allowed her to conduct private lessons to larger groups of students on school property after school and in the evenings.

## 2. Experience and Training:

Ms. Martinez has been teaching since she was 17 years old. She began to learn French when she was 14 and English when she was 17. She taught all through her university studies. She studied at UCV (*Universidad Central de Venezuela*) in Caracas where she graduated with a BA in translation in French and Spanish. She started a master's degree program in Applied Linguistics Teaching EFL from the *Universidad Nacional Abierta* but did not finish the thesis because her laptop broke. She also earned a 134 hours Teaching Certificate, *Componente Docente*, and has done short courses and workshops through TESOL (Teaching of English to Speakers of Other Languages) a well-known international professional organization for English teachers around the world.

## 3. Books and Materials:

The school uses the *Spotlight on English Series*. In the beginning, Ms. Martinez used it completely. However, the books got expensive, so she started to discard them. She says, however, for inexperienced teachers it is a useful series to act as a guide. When teaching online during the pandemic, she did not use the series at all. Last year they started teaching robotics at the school, so she pulled from different materials. Students also participated in collective projects about Venezuela, and she had guest speakers come to talk to students. She likes to use *Quizziz*, *Puzzle*, *Quizlet* and looks for texts online about robotics and any topic to select from to support the contextualized learning.



Photo: Belisma Martinez with her students.

#### 4. Opinion on the State of Teaching and Learning in Venezuela:

When I asked her about barriers and challenges in teaching English in Venezuela, Ms. Martinez began to talk about how her own children started in public schools, but she moved them to private schools early on because of the quality of education. She was disappointed because she had always wanted them to attend a public university in Venezuela, but you need to be enrolled in public schools to be admitted to the public universities. They are both US citizens so were also able to attend school in the US.

When we began to talk about hopes and how things have changed since the pandemic, she was very optimistic and hopeful. She commented that although it was difficult at the beginning for many of the children, she said, “we are doing a good job” and trusts in what educators are doing at her school. She feels like “they are doing miracles” and she loves teaching online. This year she has been working harder at her networking and sharing robotics with schools in Argentina and with UCAB for robotics instruction. She has also been studying about Universal Design at UCAB in a program called *Profesores Emergentes-Maestros Transformadores*. There was a point when she didn't want to go back in person because she loves using technology in her teaching and at the elementary school there is no internet in the classroom and to use technology when teaching she had to go to the computer lab.

She mentioned that their high school has been paperless since 2011, using *Edmodo*, and high school students had to bring tablets and laptop to school. She taught French for 5 years at the high school level. The school has a set of tablets to bring into the classrooms, which are kept in a cow with a router.

Because Ms. Martinez is always learning and trying to improve her practices, in 2017, (pre-pandemic) she began to think about changing the way she seats her students in the classroom. She had been reading about “flexible seating classrooms.” In this type of student seating, students are not facing the front as they do in traditional Venezuelan classrooms. She wanted to make this change in her classes, and the supervisor resisted. In response, she delivered a presentation on the topic to parents and supervisors, and they let the next year she was able to implement the new seating style and supervisors were more open and encouraged flexibility. She proudly shared this presentation with me and a presentation from the end of the year celebration. I have selected a few photos from these presentation for the report. In conclusion, she commented that the situation is very difficult in the country, but she loves her job teaching, and she has been focused on her job. You can see Ms. Martinez’s enthusiasm for teaching in her presentations by accessing the links below.

[Belisma Martinez Flexible Seating Classroom Presentation](#)

[Belisma Martinez End of the School Year 5th A/B Celebration Slide Show](#)





Photo: Belisma Martinez's students during class.

## **Interview 2: Ramón Oviedo, E.T.I. San José Obrero and U. E. N. Simón Bolívar**

Conducted via Zoom on September 20, 2021

### **1. About the Teacher and the Schools:**

Ramón Oviedo is a very busy high school teacher in Caracas. He works at two different schools putting in 60 hours a week teaching English. *Unidad Educativa Nacional (U.E.N.) Simón Bolívar* is a public school with about 200 students. The school serves students in 1<sup>st</sup> through 5<sup>th</sup> year of *bachillerato* and classes averages in size from 38-42 students each. When students graduate, they are called *bachiller* equivalent to a high school graduate. They are eligible to apply to a public university and select a major to study based on their grades. Mr. Oviedo teaches 4<sup>th</sup> year at this school 44 hours a week.

*Escuela Técnica Industrial (E.T.I) San José Obrero, Fe y Alegría*, is a public school subsidized by the organization. They offer 1st through 6th year *bachillerato* which includes a technical focus. 1st year to 3rd year have a maximum of 36 students in class and 4<sup>th</sup>-6<sup>th</sup> year classes have a max of 24 students. The technical career that students are preparing for is Tools and Electronics. The school recently proposed a new career; Building and Engineering, but at the time of the interview it had not been approved yet. When students graduate, they can get a job, or go to the university in the same career path. Mr. Oviedo teaches 4<sup>th</sup> and 5<sup>th</sup> year at this school 16 hours a week.

### **2. Experience and Training:**

Mr. Oviedo has been teaching English for 17 years. He has also taught Spanish Language Arts Literature, Mathematics, Reading and Biology. He started liking English when he was 15 years old. His father spoke some English and would practice with him. He studied

Art at the university but as soon as he saw the English classes he dropped out of Art and changed his major to English. He attended the *Universidad Pedagógica Experimental Libertador/ Instituto Pedagógico de Caracas*, UPEL-IPC and graduated as certified teacher in general education and English. He also completed a MOOC (Massive Open Online Course) in TESOL methods.



Photo: Ramón Oviedo's students in computer lab watching *EDUCAB TV Ingles*.

### 3. Books and Materials:

The 4<sup>th</sup> and 5<sup>th</sup> year curriculum can be described as an intermediate level of English, but Mr. Oviedo's students are still at elementary or beginning levels. Even 5<sup>th</sup> year students do not have basic vocabulary. Mr. Oviedo explained that this is because there is a lack of English teachers in all the public and *Fe y Alegría* schools. He tries to follow the required curriculum but because the level of his students is lower, he must adapt his lessons and activities to meet the needs and levels of the students. He has copies of the *Bicentario* books published by the Ministry of Education but does not use them. It is not mandatory for students to have the books, as a consequence, they students do not have them. He creates and find his own material and assessments. He chooses themes and objectives and then plans varied assignments and activities such as short drills, role plays, games, and repetition. He says the assessments are very easy. He also mentioned that he innovates every year with each group. Despite working 2 jobs and over 60 hours a week, he seems to like being a teacher and have a positive and outlook.

### 4. Opinion on the State of Teaching and Learning in Venezuela:

Mr. Oviedo explained that foreign language is a required subject in public schools for the first year of secondary school. However, there are not enough resources to support general learning in public schools even less support for English. In private schools,

students often begin English in kindergarten or first grade. He mentioned that in his school's students do not like to take English classes. He also lamented that it is especially difficult to teach 3<sup>rd</sup> year English because students are taking what is called the *Tres Marias*; Math Chemistry, and Physics. English is, therefore, not considered an important subject. In addition, the parents also do not support the teaching and learning of English. He thinks that teachers need to work more with the parents as the representative of the family to explain to them why English is an important subject. He believes that we need to cultivate a culture of English. He hopes to work with parents more in the future and change their minds about the importance of learning English.



Photo: Students attending 4th year EDUCAB TV classes on phones and laptops at E.T.I., San José Obrero, Fe Y Alegría.

### **Interview 3: Emma Palma, University**

Conducted via Zoom on September 13, 2021

#### **1. About the Teacher and the School:**

Emma Palma Velasquez is a university lecturer at *Universidad de Los Andes* (ULA), in the city of Mérida, Venezuela. It is a public university with approximately 60,000 students. Most students (~52,000) are undergraduates. The university offers 4 levels of skills classes, *English 1-4*. Ideally students come in at a B-1 or intermediate level of English. If they are not at this level, they are encouraged to take courses outside of the university system before they begin the series. The university also offers two levels of Reading and Writing, Introduction to Literary Texts, American and British Literature 1 and 2, Intercultural Communication and two courses in Phonetics. In addition, students can take two courses in Translation which cover theory and scientific and legal translation.



Ms. Palma teaches a full load, usually two classes a semester. At the time of the interview, she was teaching Reading and Writing 2 and Intercultural Communication. She has also taught introduction to Literary Texts. In addition to her full load at the university which include administrative duties, she is a private tutor online for about 7 hours a week. Currently her students are located Georgia and Chile. She does not use Zoom for her remote classes because she is often kicked out. She prefers *Whereby*, a Norwegian platform and *Google Meet*.

Her university classes normally have from 20-25 students except for the Intercultural Communication course which requires a high level of orals skills and averages 10 students. Sometimes classes are over enrolled to up to 30 students which she says has negative effects instruction. Since the pandemic started classes have been smaller. At the time of the interview classes were being held remotely.

Students can graduate from *Universidad de Los Andes* (ULA), with a degree in Modern Languages in English or French, and can choose from three different specializations, Translation, Literary Research or International Studies.

The core classes for the degree are taken in Spanish and in the second semester students being to take classes in English or French. They can take another language such as Italian or German in the fifth semester. However, at the time of the interview the school did not have instructors for these languages, so the only additional language offered was either French or English. The plan of study can be found in the below link and in the appendix.

[PLAN DE ESTUDIOS CARRERA: LICENCIATURA EN IDIOMAS MODERNOS, OPCIÓN: Inglés - Francés - Organizaciones Internacionales](#)

There is also a master's program in teaching and learning of foreign languages offered through the *Centro de Investigación en Lenguas Extranjeras: Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras* (CLI).

## 2. Experience and Training:

Ms. Palma has been teaching English for 15 years. She started learning English when she was 7 years old. She had an older brother who was studying English and she would take his book and ask her father, "What does this say?" Since her father's English wasn't very good, he enrolled her in English classes at a private academy. She started teaching because she needed a job in her sixth semester of university and a classmate suggested she work in an English academy. She graduated with a BA in Modern Languages, English and French with a minor in Translation. She commented that most students form this major are not expected to be teachers, Therefore, they do not take classes in pedagogy. There is a major at the university in the school of education but ironically many foreign language teachers graduate in Modern Language and not education. She began, but did not complete a master's degree in Linguistics, missing only the thesis and a class in Phonetics. Currently she is working on a Master's in ICT, Information and Computer Technology for Education. This degree is in the School of Education.

### 3. Books and Materials:

For her Reading and Writing 2 class she uses mostly academic manuals and picks and choose readings according to students needs and interests. For the Intercultural Communication class, she uses a book by Judith Martin, Thomas Nakayama entitled *Intercultural Communication In Context*. For her private tutoring she uses the text, *Face to Face* from Cambridge. She shared with me information about the nationally approved textbooks in English, *Bicentenario* which cover every class in *bachillerato* and were reviewed by Miguel Sosa from VenTESOL and José Miguel Plata who teaches with British Council. She also shared a website from the government called *Cada Familia una Escuela*, which was an initiative during the pandemic to give families the alternative for their children to study from home. Activities are posted every several months for student in primary and secondary schools in science math and identity and sovereignty. The website can be accessed using the link below.

<http://cadafamiliaunaescuela.fundabit.gob.ve/>

### 4. Opinion on the State of Teaching and Learning in Venezuela:

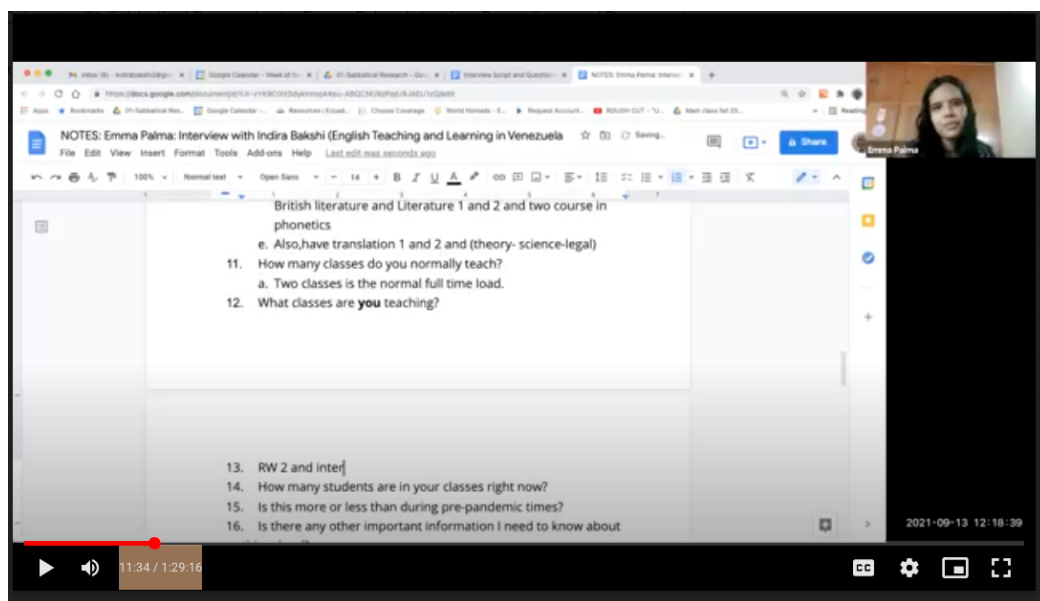


Photo: Screenshot of Interview with Emma Palma Velasquez.

One of the challenges Ms. Palma sees in teaching and learning of English in Venezuela is that students take English for 5 years in school but do not exit with the ability to speak the language. She suggests that this is due to a lack of competent English teachers and because the salary for teachers is very low. Therefore, few people want to go into the profession. She also notes that many teachers need to have more than one job be able to live on a teacher's salary. Their intentions are good, but teachers are feeling overwhelmed. She also wishes that there was more support for English teachers in terms of salary and proper training. Since the pandemic started, teaching has become more



challenging, but it also has become rewarding. She said there are so many things she cannot control, and she needs to be even more prepared and always have a backup plan. She has become more experimental and creative. She has incorporated more digital tools and content in her classes and started to use *Instagram* with her classes. She acknowledges that students might not be at their best when it comes to their physical and mental state. Many students are suffering from anxiety and depression. She says that these times make us be more understanding towards each other. Emma recognizes that teaching is not just knowledge it also being there for our students. She concluded the interview saying that she is trying to be optimistic and be open to the idea that there is room for improvement. She says, “We need to remind ourselves why we decided to become teachers.”

### **Summary of the State of Teaching and Learning English in Venezuela:**

All three of the teachers I interviewed had hopeful views of the teaching and learning conditions in Venezuela despite the pandemic and the other issues such as lack of support, low pay, and teacher shortages. They all are lifelong learners, have interest in improving their craft and have taken extra courses and workshops to improve their teaching. Only one teacher started out with a degree in Education, the others learned pedagogical techniques through experience or taking course later in their career.

Students are required to take a foreign language beginning the first year of secondary and the most popular language to take is English. However, students who are not enrolled in bilingual private schools do not reach a competent level of English to interact well in the language. The perceived differences I inferred from the *EDUCAB TV Inglés* project regarding the inequities in language instruction between the private versus public schools are supported by what I heard teachers report in the interview.

### **Ecuador School Visits and Observations:**

Because I was not able to go to Venezuela to observe classrooms and school in person for reasons explained in the previous section, I decided to redirect the project in a way that would achieve some of the proposed goals. Therefore, after much consideration and disappointment, I requested for a change in location of the on-site school visits and observations. Fortunately, the sabbatical committee at Lane approved the change in plan and I was able to conduct those in Ecuador, a safe country in South America, open for travel for Americans and with high vaccination rate and a low community transmission of COVID-19 in the Fall of 2021.

Why Ecuador? First of all, I had hope that what I saw there might help me reach the goal of understanding more about the previous educational experiences of students who come to LCC to study English as a Second Language. Although their current political and economic situations are very different, the educational systems of Venezuela and Ecuador have some similarities and the two countries have closely tied historical foundations. Ecuador has a regional tie with Venezuela, both having been part of the region called Gran Colombia before independence from Spain. Second, it was a country that I had

never visited, nor had I ever had any interest in visiting. That is important because many refugees and asylum seekers do not get to choose where they end up especially if they have no family ties in the country of resettlement. Ecuador was a new place for me to learn to be out of my comfort zone in terms of cultural practices and norms, and this gave me an opportunity to relate to the experiences of my students better. Third, Ecuadorians are the 9<sup>th</sup> largest Latin American group in the United States. Most live on the East coast, with 39% in the state of New York according to the Migration Policy Institute, but we have had Ecuadorian at LCC in our ESL classes. To achieve the work I wanted to accomplish, I also had two key contacts who worked in schools in Ecuador; 1) the mother-in-law of a fellow LCC instructor who is a school director outside of Cuenca, Ecuador and 2) a friend of a friend who is a high school English teacher living in Saraguro, Ecuador. Finally, I knew from keeping up with the Venezuelan refugee crisis that many Venezuelan refugees had dispersed to Colombia, Ecuador, Peru, and Chile. Perhaps, I would encounter and might have the chance learn something from meeting and observing Venezuelan refugees in Ecuador.

In this section, you will find summaries of my visits and observations of schools in Ecuador.

### **School Visit 1: Escuela de Educación Básica Miguel Prieto**

Conducted in person October 18, 2021



Photo: *Escuela de Educación Básica Miguel Prieto*, Parróquia Sidcay, outside of Cuenca, Ecuador.

*Escuela de Educación Básica Miguel Prieto* is a public school located in the Parróquia Sidcay, Provincia de Cuenca, Ecuador in a rural area outside of the city of Cuenca.

During the visit I met with the principal, Dolores Sanchez and one instructor, Maria, who teaches Art. The principal has been working in this school for the last 30 years. The school has 160 students and 11 teachers and starts with pre-school age called *Pre-inicial* (nursery, 2-3 years old), *Inicial I*, (preschool, 3-4 years old) and *Inicial II* (kindergarten 4-5 years old), and first year to 10<sup>th</sup> year or grade of basic education (13-14 years old). The socio-economic level of students in the school is mixed. Some families live in nice houses in the area and moved to the countryside from the city and others own large tracts of land. So, they may be poor in terms of dollarized wealth, but they are agriculturally rich. Finally, some students are considered *campesinos* or country folk.

When you approach the school, you see that it is fenced, gated, and locked. The school has 15 classrooms and a computer lab with 20 computers. There is a kitchen for the staff and snack bar for the children to eat their lunch outside on the steps. There is a newly built concrete sports field or *cancha*, with basketball hoops and soccer goals in the center of the school. Principal Sanchez was granted 30,000 dollars from the ministry of education to build the field. There is also a very nice park across the street from the school that belongs to the town.



Photo: A classroom at *Escuela de Educación Básica Miguel Prieto*.

There is an average of 15 students in each class. The school is a *pluridocente* or a multi-teacher school. This means that each teacher teaches two grades. Teachers go back and forth between the rooms teaching both groups at the same time. Classroom assistants are education or psychology students recruited through *convenios*, or agreements with the university. Assistants stay with the students when the teacher goes to the other room. These students need to complete 300 community service hours to graduate. If there is no assistant available, the students work on their own without any supervision. The supplementary subject teachers (Art, PE and English) teach all the grades. The pre-school class is an exception and is only taught by one teacher (assumedly because of the young age of the children.) First and second year share one teacher, third and sixth year share a teacher, and fifth and seventh year share a teacher. Eight, ninth and tenth grades are taught by subjects and not by years. The government provides 4 books for each student: Math, Language Arts, Social Science, and Natural Sciences. School supplies, however, are purchased by parents and the teachers. In addition, if the school wants to have internet access, the parents need to pay for this service.

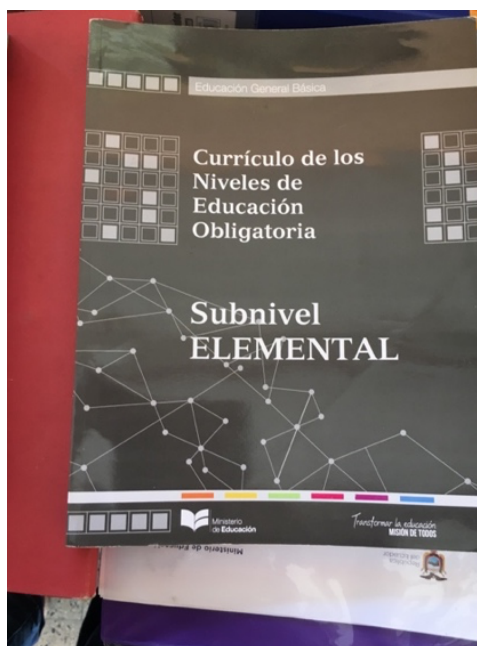


Photo: A copy of Ecuador's general education curriculum.

The curriculum is prescribed and obligatory for all public schools in Ecuador and can be found online. It includes Natural Sciences, Math, Social Science, Language Arts, and PE. English and Art are not core subject and some schools do not offer these subjects. The school runs on what they call a *quimester* which is 5 months of classes. Then, they break for a two months' vacation in July and August. In each school, year they try to complete 14 interdisciplinary projects. Each project lasts 3-4 weeks and the culmination ends in an art project. Summative assessments are given students at the end of each *quimester*. The

grading system is from 1-10 points with 10 being the highest score. Behavior is assessed formatively using letter grades like we assign in the United States. During the pandemic all students received an 'A' in behavior according to mandate from the Ministry of Education. However, Principal Sanchez and Maria the instructor both mentioned that behavior is rarely an issue in this school.

Something unique to Ecuadorian school is the concept of *Minga, or Minka*. It is a Kichwa word that means collective work. All parents are expected to contribute to the school. They help with cleaning and doing other tasks, including paying for supplies and internet.

This school has many initiatives that the director and teacher are very excited about. The first is a visionary project that is combination of tourism and commerce. It includes students making and selling local jams, and a self-guided tour through the area. Tourist can observe of weaving of the Panama hats and learn the local history and traditions. Unfortunately, the pandemic stalled the project.

Another project is to add 3 years of *bachillerato* level to the school. This is important to the community because currently students at this level must travel to a nearby town to go to high school. Parents are concerned about the many problems at the high school such as criminal behavior, teen pregnancy, drug use, and alcohol use. Parents want their children to attend the local school. They have submitted an application to the Ministry of Education and documented the reasons why they want to serve the kids here at Miguel Prieto and not in the nearby town. They have been working for this improvement for the last 2 years.

One benefit that the does government provide to the school is a free breakfast. It is donated by milk and snack companies in the area and the products contain a lot of added sugar and additives. During the pandemic parents can come and pick up their bags but most did not come and get their food this month. They eat healthier at home. Also, prior to the pandemic, they had a community garden at the school and parents planted there. Now, that school is closed, it is empty of food.

When I asked about barriers and challenges, I heard some very serious concerns. First, there is no support from the government. There is a saying in Ecuador, about the government, translated to English it goes like this. "They don't even let you drink the water from the river that goes by your house". They were very critical of the Lasso government. During the pandemic the budget for education was reduced. The reasons given were economic, but they think it's so more money can go into the pockets of the people in power. In addition, the government only pays the salaries of the teachers but nothing else. On these points, there was general agreement between the principal of the



school, the art teacher and the nephew of Principal Sanchez who was our driver that day. They say that if you want anything, you must provide it yourself, or acquire it through a system of *auto-gestion* which roughly translate to self-negotiated charity or resources from the community members or other institutions. This school has many contracts with the university to support the school, many projects completed such as recently built sports field, and many future projects planned. I contribute most of the success of this school to the principal, Dolores Sanchez, who must spend a good portion of her time, planning, creating and maintain relationships and negotiating with the parish priest, *el teniente* (the main government official of the parish), in addition to parents, teacher, the university and ministry representatives.



Photo: Me, Dolores Sánchez and Maria in the school office

## Class Observation 1: Segunda Básica Class, Miguel Prieto Básica

Observed via Zoom on October 20, 2021, 9AM



Photo: Screen shot of Jessica Sarquipay 's 2<sup>nd</sup> grade class.

1-hour class

Age of students: 6-7 years old

Teacher: Ing. Jessica Sarquipay

13 students

### 'Perceived' Objectives of the Lesson:

- 1) Learning how topics connect- family connects with many other topics- home, recreation, health, activities to help around the house, food, and pets.
- 2) Learn to take turns, social skills.
- 3) Expressing selves verbally and in pictures.
- 4) Using pens and paper and colors, holds pencils correctly.
- 5) Work independently with a little support.

### Lesson Summary:

Teacher starts the lesson with an excerpt from the movie *Coco*. The topic of the lesson was family. After the movie clip, teacher asks the whole group what the theme is today. Students are very eager to participate from the first moment. All cameras are on except for one student. The teacher asks students to stretch a little, move their arms in the air, flex their fingers and move around. Then she asks student to find a picture of their family members to share. Each student gets the opportunity to show their picture in the Zoom camera and talk about their families. The teacher gently guides the students verbally so that they are holding pictures in a way that all students can see in the cameras. She also must remind some students to take turns and turn off their microphones when it is not their turn to talk. Students seem comfortable using the Zoom platform.

The teacher transitions to the other topics that are related to family, she talks to them about their houses, recreation, health, activities to help around the house and clothing, and food. She has a power point with visuals, and she points out the items in the pictures. Then she asks, “How do these things relate to the topic of the day family?” They have difficulty answering, so the teacher then explains why they are related, helping them make these connections. She doesn’t spend a lot of time on the house or clothing. She spends a lot of time on food, she asks students what they eat in their homes. Students are calling out answers quickly and eagerly, and she must remind them to take turns and to turn off their microphones. They are getting a bit rowdy at this point, so she uses her classroom management skills, she tells them to wait for their turn and, that they will be called on and go in order. One of the activities required students to use the Zoom annotation tools to circle vocabulary on the screen. Most students are able to do this.

To wrap up the lesson and integrate the thoughts and information covered, they do an art project. She sets up the activity by giving some instructions. She tells students to get a pencil, colors, and paper. She explains that they can have their microphones on while they work. She also tells them that she would like them to keep their videos on so she can see them at work. They are asked to draw a picture of a pet which is also a part of the family. All the students keep their camera and microphones on, and you can see and hear them working. One student, Junior, who was on the floor for much of the lesson, and looked a little lost earlier, sat up and worked diligently at his desk for this activity. At 40 minutes, the free Zoom time limit ended, and the class was interrupted. All the students easily signed back in within a few minutes and continued to work on their pictures. When it seemed that most students had completed the task, all students were asked to show and talk about the picture, again taking turns. The last part of the class, the teacher summarized the topic, explained why the topic is important, i.e., families take care of us, and we need to take care of our families. She ended this explanation saying, “Give your

family a hug, give yourself a hug too!” To close the class, the teacher led them in a song, she asked students to stand up, move and sing along.

In conclusion, I really was impressed with both the teacher and the lesson. She used a lot of activities and methods that one might use in an in-person class, but on Zoom. I loved the idea of working and talking and answering questions during seat work. The presentation was interactive and final product of the class was a drawing that they could share with parents and could even put in a portfolio.

### **School Visit 2: Visit to Comunidad Educativa Intercultural Bilingüe Inti Raymi**

Conducted in person on November 4, 2021.



Photo: Front of Comunidad Educativa Intercultural Bilingüe Inti Raymi

*Comunidad Educativa Intercultural Bilingüe Inti Raymi* is a bilingual public primary school located in *Comunidad Las Lagunas*, Saraguro, Province of Loja, Ecuador. 175 students attend the school, and they have a total of 13 teachers. The principal, a parent and a teacher gave me the tour around the school. It was school break, so I was unable to observe any classrooms in action.

The school was small but consisted of several buildings. Upon approaching the school there are no locks, gates, or fences. The school is open to anyone to enter and walk through. Some of the classrooms however were locked. It has a small playground. There



is a kitchen in its own building with storage space, a small infirmary building, one big building with two stories, and bathrooms are in a separate building.



Photo: *La Cancha* (playground/court) at *Comunidad Educativa Intercultural Bilingüe Inti Raymi*

Teachers do not have set class sizes nor their own classroom. They work cooperatively and students move around from one room to another. For example, there is a room for English and a room for Kichwa. Just like *Miguel Prieto*, there is a separate teacher and room for the pre-school group, with no desks but lots of space to romp.

Students come from mostly lower economic levels and come from the indigenous community. Most students come from *Comunidad Las Lagunas*, but some students come from other areas. The curriculum comes from the Ministry of Education and is the same as all elementary schools in Ecuador. See the previous descriptions of required subjects. It is primarily an indigenous community. The principal of the school was also the mayor the community previously and a leader in the indigenous movement *Confederación de Nacionalidades Indígenas del Ecuador* (CONYAE).

The school offers *Inicial* (3-4 years old, or pre-school), *Inicial II* (4-6 years old or kindergarten) and goes from 1<sup>st</sup> year to 10<sup>th</sup> year. Note that the ages and naming are slightly different than what teachers at *Miguel Prieto* school reported. This could be an error on my part or a different way of interpreting the levels.





Photo: A classroom at *Comunidad Educativa Intercultural Bilingüe Inti Raymi*

It is divided into four different levels or *etapas*.

1. *Preparación or Preparation*: Pre-school and kindergarten
2. *Fundación, or Foundation*: Primary grades 1-3
3. *Systematización or Systemization*: Grades 4-5-6
4. *Aprendiendo, or Learning*: Grades 7-8-9-10

The school is a bilingual school. 30 years ago, the government began an initiative to establish bilingual schools in indigenous communities, instruction to be held in Kichwa, or other indigenous languages side by side with Spanish. There have been many changes of government since then and the budgets and support for these schools has varied over the years depending on the government in power. Teachers train at the university to be teachers, however, in order to teach in the bilingual schools, they need to take a test of competency in the language. Veronica Durán, the parent who took me on the tour of the school, wondered out loud that perhaps some people cheat, or buy the exam, because some teachers do not speak much, or any Kichwa at this school. She was disappointed in the techniques and methods of both Kichwa and English instruction. She also explained that bilingual education is connected to the community and the families. It is also connected to *la cosecha*, or the harvest, academically and agriculturally. Embedded in the name of this school is a reference to the importance of the harvest in the education of the children. *Inti* means sun and is the most revered God of the Incas, *Raymi* is the Kichwa word for celebration. *Inti Raymi* is an Inca celebration held during the winter solstice on

June 24 in the southern hemisphere, when the sun is farthest from the earth and days begin to lengthen as the sun returns. *Inti Raymi* is therefore interconnected with harvest and the longer days relate to the growing season. In the indigenous community of *Las Lagunas*, everything is achieved or managed with *Minga*, described in the previous school observation. This was a difficult transition for Ms. Durán who is a *mestizo*, someone who has both indigenous and European roots, new to the community and was recently appointed as the parent teacher group leader. An example of how *Minga* works at this school is illustrated in the advice given to Ms. Durán on how to start a project paying for a roof for the school dining area. First Ms. Durán was advised to thank parents for what they have done and given in the past, and then to ask who “can do” what tasks to contribute to the completion of the project. She was warned that some parents might complain because it is always the same parents who volunteer to do the work. Some have skills for example construction that could be used to work on the project, however other may not have the skills or economic means to contribute with time or even money.

When I asked about barriers and that’s when Ms. Durán started to explain the government and ever-changing history of support for bilingual schools. She thought the teaching of second languages, Kichwa and English were not well implemented, and she believed children are not learning either language. For example, when the English teacher became pregnant and had baby there was no sub and English instruction simply was suspended. And, although words in Kichwa were present in the school, that was about all they did with the language, labeling items but not actually using the language or learning it through content and real-life interactions.



Photo: Words in Kichwa outside a classroom at *Comunidad Educativa Intercultural Bilingüe Inti Raymi* (Moon-? One, Moon-? two)

## Class Observation 2: Escuela Chuquiragua, Quito, Ecuador

Observed via Zoom on November 4, 2021, 9AM

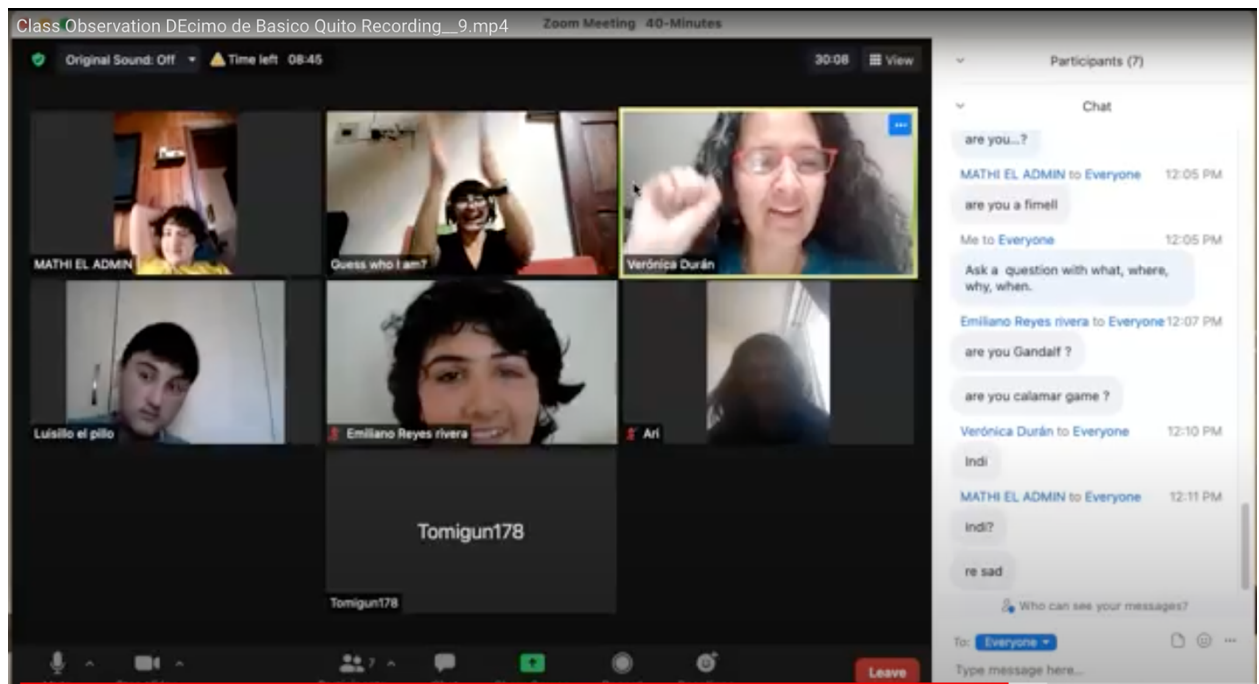


Photo: Screen shot of Veronica Durán's Class

1.5-hour class

Age of students: 14-15 years old

Teacher: Veronica Durán

Intermediate English

5 students (3 were absent)

### Perceived Objectives of the Lesson:

1. Talk about the current holidays in Ecuador (Independence and Day of the Dead)
2. Ask information questions.
3. Write about holidays.
4. Learn three new vocabulary words.

### Lesson Summary:

This class had two parts divided into the two 40-minute free Zoom time limits. Neither school had the resources to pay for accounts to use the Zoom platform. The teacher starts the class by greeting the students one by one. There are only 4 students in the room at the beginning of the class. They do not have their cameras on, and she tells them to turn on cameras. Students start off in Spanish and teacher reminds them to speak in English. A lot of time is spent talking about Emiliano – he is at the beach. The teacher then takes attendance. Luis, Emi, Ari, Tomi, Matias are present. The first activity is one that the

teacher and I created together. I enter the room after she takes attendance, but I am silent with camera off. No name on my profile. Just the words, "Guess who I am". She directs them to guess who is in the room by asking wh- questions. At first, student ask a lot of yes/no questions. They think I am a classmate. I try to encourage them to ask information question. Luis understands the prompting and the "game" and asks a lot of questions. Emi, is also able to ask question independently. Ari has a learning and/or social disability, but she does ask a few questions. She speaks a lot in Spanish. The students goof off a lot and try to get off topic. Finally, I reveal who I am. I turn on my camera and introduce myself. The activity was a good idea. However, it could have been structured bit better. The teacher seems a bit distracted by my visit (I am also staying in her house as a guest). She admits she did not plan anything for today's lesson. She tells me she is still adjusting to culture in Saraguro, an indigenous town. She comes from Cuenca and is *mestiza*.

After the activity, students ask about my pronouns which are listed under my name. This is not very common yet in Ecuador. We decided to give a simplified explanation when they return. At end of first session, the teacher tells them to take a break, get up, get some water, and then come back to the Zoom room.

The second 40-minute session starts, and student come back into Zoom. There is a lot of chatter again in Spanish. I talk a little about why in the US, we list our pronouns next to our names in Zoom rooms. I do not bring up the idea of transgender individuals, or gender fluidity. I am a bit worried that it may not be seen as appropriate in this context. I just say that it's so people know what to call me if they do not know if I am a girl or boy because my camera is off, or my name is not gender specific.

The teacher then asks the students to get out their notebook. The give many reasons why they don't have it. Ari seems very concerned that she can't find her notebook. She talks about how her family is moving to Perú and she doesn't want to go. The teacher reminds them that the notebook is 25% of their grade and she will check it later. I asked her later about this and she said that grades do not really motivate this group, so she doesn't focus on it very much. She tells them to add two words to their notebooks, "either" and "enough". She instructs them copy the words from the chat and asks them to write sentences using the word correctly into their notebooks. I give some structured sentences in the chat as an example. It was unclear how to use the word "either". The teacher explains the meaning and how to use the word in Spanish.

For the last activity, the teacher asks the students to write 3 sentences about their holiday. They begin to write, and the teacher models by giving some ideas. She gives a few examples orally. "What are you doing for the holidays? Are you traveling? What are we celebrating?" She asks them to share the answers with the group. The class ends with a video about Day of the Dead and how it is celebrated in Ecuador. The video is in English.

In conclusion, the class was very different than I had expected. And, very different from the public second grade class. This is clearly a group of adolescents, there is a lot joking around and chatter throughout the class. The teacher must constantly manage behavior,

but she does so in a very encouraging and kind manner. One student doesn't turn on his camera for the whole class. The teacher tried to convince the student to turn on the camera early in the lesson but was unsuccessful. He doesn't return for the second half of the class.

## **Reflections**

Is there anything similar at all between the teaching and learning between Ecuador and the target country Venezuela? The education systems were surprisingly quite different. In Venezuela, teachers mentioned 6 years of basic education and 5 years of secondary education called *bachillerato*, which covers what we would call middle and high school in the US. There are also 3 years of required pre-school called *inicial* according to the Ministry of Education website. However, other sources indicate that these years are not obligatory. In Ecuador there are 12 years of basic education which include two pre-levels (pre-school, kindergarten) and 10 years of primary and secondary. Then 3 years of high school also called *bachillerato*. The access and educational difference between public and private however are similar. There are no bilingual public schools in Venezuela, but there are bilingual private schools (English, French, German, Italian). In Ecuador, there are bilingual public indigenous language schools in Ecuador in addition to bilingual private schools (English, French, German). I view this as a recognition and respect for the indigenous languages that are spoken at home in many Ecuadorian families. The public schools seem organized and systematic in Ecuador. They do have to work hard to get resources for the schools, but there are resources to be had. The curriculum in Ecuador appears to be updated and utilized by the teachers. English is a required subject and well received. In Venezuela, the curriculum is not utilized by the teachers whom I interviewed nor do teacher use the textbooks from the ministry of education. There is still a lot of work to convince parents that foreign languages and especially English are worthwhile school subject for their children. In both countries, at the time of the interviews, visits and observations classes were still being held remotely in most areas. It was interesting that teachers in both countries were hopeful of the future of education in their countries despite the barriers and challenges that the pandemic and remote learning had presented.

## **Outcome 4:** Connections and partnerships with international institutions of teaching and learning.

Working on this project, I was able to make many connections and foster new partnerships with schools and institutions abroad. This was achieved through a variety of means. First, I attended and co-presented with Yolanda Lopez at the VenTESOL international convention, "Facing the New Era of Teaching: Unlearn, Learn and Relearn, which was held remotely on July 17, 2021. Mexico. This convention was in person and my co-presenter zoomed in from Venezuela. There were around 10 participants in the first session, which was recorded and is available for asynchronous viewing on the VenTESOL conference platform. There were 52 views as of August 9, 2022. We also presented again later again at the 48<sup>th</sup> MexTESOL International Convention, "Social-Emotional Learning: Moving towards Future Challenges in ELT" on November 13, 2021, in



Puebla. There were 12-15 in person attendees at the second presentation in Mexico. In addition, I worked closely with the partners at the *Universidad Católica Andrés Bello, Caracas*, Professor Yolanda Lopez de Muñiz, Coordinator of the EducabTV Ingles and the English major and professor of Math and Statistics for the School of Education, Professor Carlos Calatrava, director of the School of Education, and Professor José Javier Salas, former director of the School of Education and father of *EducabTV*. I also worked closely with a total of 9 university students. The pre-service teacher studying the major of education with varying specializations, such as Math and Physics, Social Sciences, Philosophy, Modern Languages and Pedagogical Sciences. Two have already attained employment teaching English in school in Venezuela and one student was hired as a translator for a Polish company located in Caracas. I interviewed 3 instructors in Venezuela and 2 instructors in Ecuador. I visited two schools in Ecuador. In October of 2021, we met with over 80 + *Fe y Alegría* Teachers, including Ramón Oviedo, and administrators via Zoom to share the developed Google classroom shell for first, second year classes. I connected with over 60 middle and secondary students during the live stream classes both chatting on YouTube and interacting within the Zoom classroom.

#### **IV. Unanticipated Outcomes:**

*What did I learn from my time away from Lane that I did not plan on learning or did not outline in the proposal?*

In this section, I want to explore and discuss the unanticipated outcomes of taking time away for a sabbatical project.

Taking a trip to Ecuador for 5 weeks left me with a better understanding of the experiences of students who must live abroad in new places. I experienced culture shock and a feeling of distance from my family members and friends back in Oregon. I have not traveled so long away from my immediate family to a place that I was not familiar since I lived in México 1992. Upon arrival I felt completely out of my world and a bit lost. Speaking Spanish was helpful in terms of basic communication skills and learning how to navigate the systems in Ecuador. However, I still often felt alone and unsure of how to do basic daily task such as shopping, finding open stores and restaurants and using the transportation systems. I did finally sign up for a Spanish course and used my teacher for three weeks as a cultural informant.

In addition, even though I was only interacting with people online in Venezuela, it was still necessary to work within new systems which are very distinct to the country and its current political situation. Several things come to mind, however, first I want to address the lack of infrastructure. There were water shortages and food shortages, so occasionally meetings were arranged around water times and food box pick-ups. There were frequent electricity outages and non-reliable internet connections. If it rained, you never know who would lose audio or drop out of the Zoom room. For that reason, cameras were always kept off, except for in a few rare circumstances when we wanted to get to know each other, or the user was connected via the university internet lines. Second, there was a prevailing resource scarcity mindset in the workplace and academic realm. Venezuela is a country that has lost thousands of

scholars, engineers, medical professionals in addition to having lost educators and students. Those that remain are in constant competition for the jobs and resources that do remain and the level of stress to perform and show that you are valuable is high. Third, there is a culture of not openly sharing political opinions or commentary regarding the ruling administration. Many of the university faculty that remain work at an institution that at time publishes research that often counters the official government line. Therefore, few students or professors openly commented on or talked about the clearly difficult times caused by the pandemic. There are unique challenges living in a country that has an authoritarian government including a lack of transparency in term of COVID numbers, true literacy rates, and success of government programs including the education systems. The articles, I read in various reliable sources about Venezuela drew a much darker picture than the reports of life and work within the country. Therefore, I have concluded that there are two “Venezuelas.” One is made up of people with wealth and resources. These include supporters of the government or individuals who have economic or other connections with the government. This is the “Venezuela” that is willing to go along with the official narrative. The other “Venezuela” consists of people who have family members who fled, to the US-Mexico border, or who have walked to Ecuador and Perú and Chile by foot through the Andes. The “Venezuela” filled with teachers and grandparents left behind to care for and teach children too young to be refugees. The “Venezuela” for the citizens who eat one meal a day and are not able to send their children to school. And, finally, the “Venezuela” for the few that are somewhere in the middle, they stayed behind because they have jobs but are not extremely poor nor extremely well off.

Another unanticipated the sabbatical was that it gave me the time and energy to spend more time to continue my efforts to work with refugees, on the US- Mexico border and locally in Lane County. During the summer of 2021, right before the sabbatical began, I spent a month in Tijuana volunteering for *Al Otro Lado, Border Rights Project* preparing and accompanying people on humanitarian parole cross at the US border. There were Venezuelans on some of the lists, although I did not accompany any Venezuelans. I was able to accompany approximately 45 individuals from Mexico, Haiti and Central America cross into the US. While in Ecuador, I also encountered Venezuelans who had fled the country giving me somewhat of a face-to-face confrontation with the refugee crisis. I frequently encountered Venezuela-migrants on the streets begging for food and money to continue their journeys, I also heard reports on radio, and the teachers around Quito area spoke of the many schools filled with migrants from Venezuela.

On the other side of the world, the US was ending the war in Afghanistan and slowly pulling out troops. On August 15, 2021, the Taliban took control of Kabul and within 2 weeks, the US had pulled out all troops and the embassy, with the last US military planes leaving Afghanistan on August 30, 2021. Along with those US citizen and diplomats, came the 73,000 Afghans who had supported the US mission in Afghanistan over the last 20 years of war. By September of 2021, the refugees had been evacuated and brought to the United States, the majority housed at US military bases. Some were soldiers, and security for the embassy, others were translators and interpreters for the US troops. There were students at the American University in Kabul and others who had worked closely in other ways with the US government and military during the 20 + years of war. (Huaslohner, 2021)

18 of those amazing and wonderful individuals found their way to Eugene, Oregon between October and December 2021. They were welcomed by the hundreds of volunteers of the Refugee Resettlement Coalition of Lane County (RRCLC). By mid-February, all Afghans were moved off the US military bases and by the end of February the RRC had welcomed 14 more. As a longtime volunteer of the RRC, I supported the efforts passionately driven by values and objectives closely aligned with my work at LCC and my sabbatical project aiming to reduce the need for displacement of peoples around the world. I arranged and recruited tutors, helped to enroll clients in ESL classes at LCC, recruited babysitters, talked to refugee about their futures in the US and recruited and trained interpreters. Because of the remote nature of the work and the trauma that all these individuals had experienced, it turned out to be a new full-time job.

## **V. Conclusion:**

In conclusion, all but one of the goals and outcomes of the project were achieved. And there were many beneficial unanticipated outcomes. There was continued development of *Educab TV-Inglés* as a community service project at the UCAB and it has become an established option for students at the university. There was successful adoption of the major in Language Learning Studies and Teaching in the school of education at UCAB, (although without my input or observations), and 12 students enrolled in the major starting Fall term 2021. As intended, I strengthened and improved my knowledge in language teaching methods and best practices by working closely with university students who were preparing for their future careers as teachers. Finally, I made numerous new connections and partnerships with international institution of teaching and learning.

Is there hope for Venezuela? Honestly, I do not know. But I do know that we cannot give up even in the face of such a difficult situation. The Venezuelans that I have been in contact with over the last year are still in Venezuela. They are businesspeople, educators, intellectuals, and hopeful undergraduate students. They are the youth of Venezuela, students of middle and high school attending both private and public schools. They are the parents and grandparents of those young citizens of Venezuela. They are still there. We cannot turn our backs on them. Even a drop of water on the fire is better than doing nothing and turning away.



Photo: Hummingbird in Venezuela; [Playaelyaque](#), CC BY-SA 3.0

*“We should always be like a hummingbird. I may be insignificant, but I certainly don't want to be like the animals watching the planet goes down the drain. I will be a hummingbird; I will do the best I can.”*

### **Hummingbird Story by Wangari Maathai**

“We are constantly being bombarded by problems that we face and sometimes we can get completely overwhelmed.

The story of the hummingbird (Fēngniǎo) is about this huge forest being consumed by a fire. All the animals in the forest come out and they are transfixed as they watch the forest burning and they feel very overwhelmed, very powerless, except this little hummingbird. It says, ‘I’m going to do something about the fire!’ So, it flies to the nearest stream and takes a drop of water. It puts it on the fire, and goes up and down, up and down, up and down, as fast as it can.

In the meantime, all the other animals, much bigger animals like the elephant with a big trunk that could bring much more water, they are standing there helpless. And they are saying to the hummingbird, ‘What do you think you can do? You are too little. This fire is too big. Your wings are too little, and your beak is so small that you can only bring a small drop of water at a time.’

But as they continue to discourage it, it turns to them without wasting any time and it tells them, ‘I am doing the best I can.’

And that to me is what all of us should do. We should always feel like a hummingbird. I may feel insignificant, but I certainly don't want to be like the animals watching as the planet goes down the drain. I will be a hummingbird, I will do the best I can."

Learn more about Wangari Maathai [Be a Hummingbird | The Green Belt Movement](#)

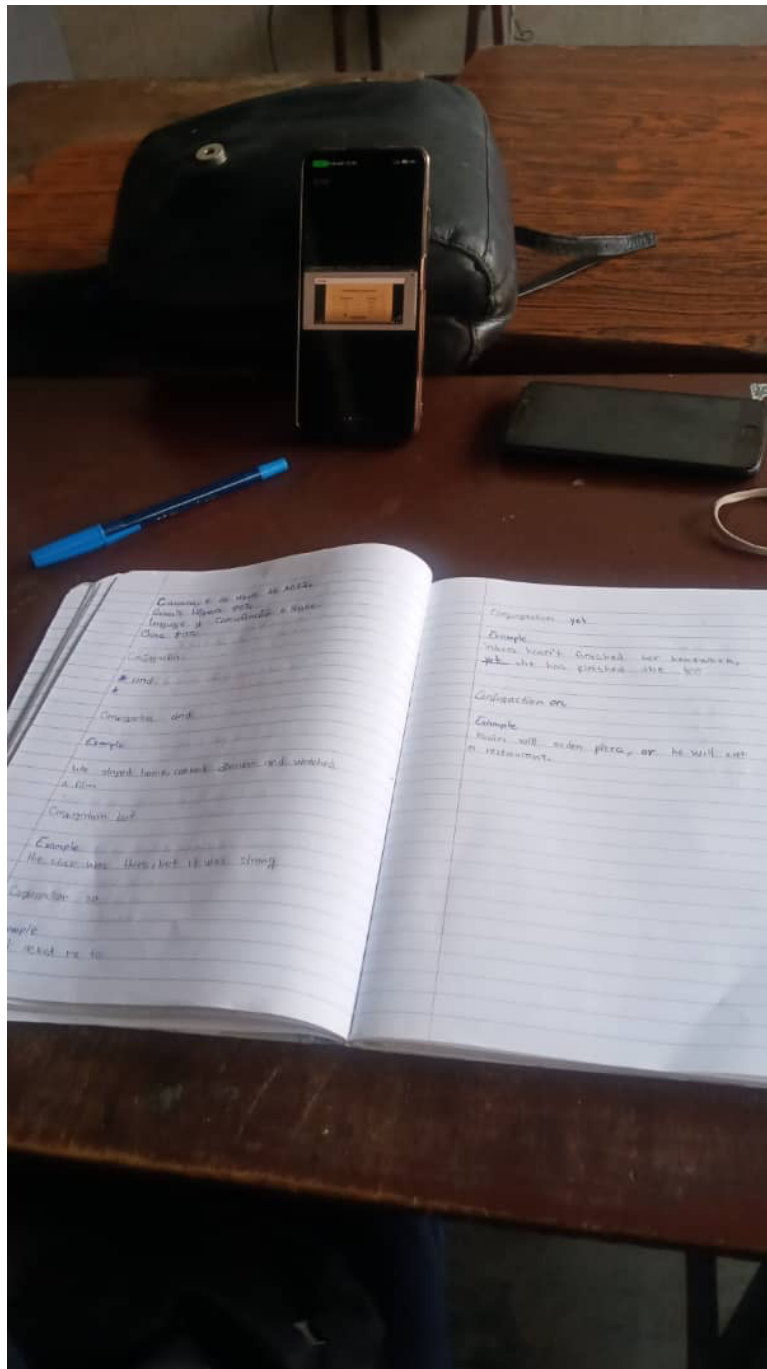


Photo: Taking notes during *EducabTV Ingles, E.T.I. San José Febrero*.



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#### Recommended Further Viewing:

Wangari Maathai [Be a Hummingbird | The Green Belt Movement](#)

Documentaries on Venezuela and on Afghanistan by Alex Tienda

<https://www.youtube.com/playlist?list=PL3RJyqX5zpy4QczhV1pF6hXuxN7zaXDCT>  
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- p. 2, Indira Bakshi, Me and, Dr. Joseph Haydock banding birds on the ranch.
- p. 3, Unknown, Left: The dictionary that was a source of the research.  
[http://www.rettalibros.com/shop/catalogs/show\\_material\\_details/37329](http://www.rettalibros.com/shop/catalogs/show_material_details/37329), Right: Published Grammar of Panare.  
<https://brill.com/view/title/19955>
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- p. 18, Belisma Martinez, A group of students in front of the *Colegio Guayami*
- p. 19, Belisma Martinez, Photo: Belisma Martinez with her students.
- p. 21, Belisma Martinez, Belisma Martinez’s student during class.
- p. 22, Ramón Oviedo, Ramón Oviedo’s students in computer lab watching *EDUCAB TV Ingles*.
- p. 23, Ramón Oviedo, Students attending 4th year EDUCAB TV classes on phones and laptops at *E.T.I., San José Obrero, Fe Y Alegría*.
- p. 25, Indira Bakshi, Screenshot of Interview with Emma Palma Velasquez.
- p. 27, Indira Bakshi, *Escuela de Educación Básica Miguel Prieto*, Parróquia Sidcay, outside of Cuenca, Ecuador.
- p. 28, Indira Bakshi, A classroom at *Escuela de Educación Básica Miguel Prieto*.
- p. 29, Indira Bakshi, A copy of Ecuador’s general education curriculum.
- p. 31, Indira Bakshi, Me, Dolores Sánchez and Maria in the school office
- p. 32, Indira Bakshi, Screen shot of Jessica Sarquipay’s 2<sup>nd</sup> grade class.

- p. 34, Indira Bakshi, Front of *Comunidad Educativa Intercultural Bilingüe Inti Raymi*
- p. 35, Indira Bakshi, *La Cancha* (playground/court) at *Comunidad Educativa Intercultural Bilingüe Inti Raymi*
- p. 36, Indira Bakshi, A classroom at *Comunidad Educativa Intercultural Bilingüe Inti Raymi*
- p. 37, Indira Bakshi, Words in Kichwa outside a classroom at *Comunidad Educativa Intercultural Bilingüe Inti Raymi* (Moon-? One, Moon-? two)
- p. 38, Indira Bakshi, Photo: Screen shot of Veronica Durán's Class
- p. 44, Payaelyaque, [https://commons.wikimedia.org/wiki/File:AVE\\_DEL\\_PARAISO.jpg](https://commons.wikimedia.org/wiki/File:AVE_DEL_PARAISO.jpg), CC BY-SA3.0, via Wikimedia Commons, <https://creativecommons.org/licenses/by-sa/3.0/>, Work not modified.
- p. 45, Ramón Oviedo, Photo: Taking notes during *EducabTV Ingles, E.T.I. San José Febrero*.

Appendix 1.

EDUCACIÓN MENCIÓN IDIOMAS MODERNOS- INGLÉS (aprobado CU 10/05/2022)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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EDUCACIÓN MENCIÓN IDIOMAS MODERNOS- INGLÉS (aprobado CU 10/05/2022)																						
Régimen			Semestral																			
Sede			UCAB Montebatin, UCAB Guayana																			
Cód. Materi	N° de Curso	Asignatura	HT	HAD	HP	HL	HAD	Total	Pr	HTE	TH	UC	Eval	Mod	Tax	Pre-Req.	Mat. Inst.	Mat. Inter.	Mat. Intra	Com-Educ	Comun. Algunas escuelas	
			16	8	0	24	0	36	60	31												
SEXTO SEMESTRE																						
EDUC	01267	Asesoramiento	2	2	0	4	6	10	5	3	CR	PRE/VT	TA-3							X		
EDUC	00899	Filosofía de la Educación	2	0	0	2	4	6	3	CR	SEP	TA-1								X		
EDUC	01355	Traducción I	2	2	0	4	6	10	5	3	CR	VT	TA-4									
EDUC	01356	Literatura de la Lengua Inglesa II	2	0	0	2	4	6	3	C	VT	TA-1										
EDUC	01357	Francés II	2	2	0	4	6	10	5	3	CR	SEP	TA-1									
EDUC	01358	Lectura y Redacción en Francés	2	2	0	4	6	10	5	3	CR	SEP	TA-3									
		Tópico Especial	4	0	0	4	4	8	5	C	PRE	TA-2										
SEPTIMO SEMESTRE																						
EDUC	01319	Investigación Educativa I	2	2	0	4	6	10	5	C	PRE	TA-9								X		
UCAB	00008	Innovación y Emprendimiento	1	1	0	2	3	5	3	CR	PRE/VT	TA-1										
UCAB	00003	Ecología, Ambiente y Sustentabilidad	1	1	0	2	3	5	3	CR	PRE	TA-1										
EDUC	01359	Traducción II	2	2	0	4	6	10	5	3	CR	VT	TA-4									
EDUC	01360	Francés III	2	2	0	4	6	10	5	C	SEP	TA-1										
EDUC	01361	Literatura Francesa	2	0	0	2	4	6	3	CR	VT	TA-1										
EDUC	01362	Cultura y Civilización Francesa	2	0	0	2	4	6	3	CR	VT	TA-1										
OCTAVO SEMESTRE																						
EDUC	00988	Ética	2	0	0	2	4	6	3	CR	SEP	TA-1								X		
EDUC	01098	Investigación Educativa II	2	2	0	4	6	10	5	C	PRE	TA-9								X		
EDUC	01287	Gestión de Instituciones Educativas	2	0	0	2	4	6	3	CR	SEP	TA-1								X		
EDUC	01363	Traducción e Interpretación	2	2	0	4	6	10	5	C	VT	TA-4										
EDUC	01364	Francés IV	2	2	0	4	6	10	5	C	SEP	TA-1										
EDUC	01365	Fonética y Fonología del Francés	2	2	0	4	6	10	5	CR	SEP	TA-3										
		Tópico Especial	2	0	0	2	4	6	3	C	PRE	TA-2										
Total Hrs./UC			102	86	2	190	0	293	483	245												

**Legenda.**

- ✓ **Cód. Materia:** código que identifica al catálogo de la materia
- ✓ **N° de Carrera:** número que identifica la materia dentro del catálogo
- ✓ **Rango:** Los códigos se encuentran entre los números 80001 y 99999
- ✓ **HAD:** Horas de Acompañamiento Docente
  - ✓ HT: Horas teóricas
  - ✓ HE: Horas prácticas
  - ✓ HPE: Horas de Laboratorio
  - ✓ HPA: Horas Prácticas
  - ✓ HTE: Horas de Trabajo Independiente del Estudiante
- ✓ **TU:** Total de Horas
- ✓ **UC:** Unidades Crédito
- ✓ **Eval:** Tipo de Evaluación, Probles valores:
  - ✓ C: Evaluación Continua sin reparación
  - ✓ CR: Evaluación continua con reparación
  - ✓ FR: Evaluación con final y reparación
- ✓ **Mod:** Modalidad, Modalidad de clases de la asignatura:
  - ✓ PRE: Presencial
  - ✓ SEP: Semipresencial
  - ✓ LIN: No Presencial en Línea
  - ✓ VT: No Presencial en Virtual
- ✓ **Tax:** Taxonomía, Probles valores:
  - ✓ TA-1: Teórica, Teoría Expositiva.
  - ✓ TA-2: Teórica, Seminario teórico.
  - ✓ TA-3: Operativa, Expositiva.
  - ✓ TA-4: Instrumental, Ejercitación.
  - ✓ TA-5: Instrumental, Ejercitación.
  - ✓ TA-6: Instrumental, Ejercitación.
  - ✓ TA-7: Práctica, Expositiva.
  - ✓ TA-8: Práctica, Curso - Taller.
  - ✓ TA-9: Práctica, Laboratorio Sala Especial, Seminarios o Tutorías.
- ✓ **Pre-Req.:** Incorpora (las) asignatura(s) que son prerrequisitos para poder cursar la materia en cuestión.
- ✓ **Materias Institucionales:** se marcan las asignaturas que son transversales a todos los planes de estudios de la UCAB.
- ✓ **Materias Interfacultades:** se marcan con equis las asignaturas que son consideradas comunes entre dos o más facultades de la UCAB
- ✓ **Materias Interfacultades:** se marcan con equis las asignaturas que son consideradas comunes entre dos o más carreras de la Facultad
- ✓ **Comunes con algunas escuelas:** se indican las carreras que contienen la materia
- ✓ **Comunes en educación:** se marcan con equis las asignaturas que son consideradas comunes en la misma escuela

**Asignaturas en línea:**

- ✓ **AL-1:** De corte autónomo
- ✓ **AL-2:** Tutoría en grupo
- ✓ **AL-3:** Tutoría individualizada

## Appendix 2.

