blink
Learning

6th Global Survey

On the use of Technology in Education

Results report
2021

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*The results highlighted in the Global Study are part of a wider survey carried out in each participating country, comprising of 32 questions in total. For the purposes of the trends discussed in this report, only the 2021 survey highlights are shown.

The results for each country can be requested at:

communication@blinklearning.com

1 General data

"The pandemic has revolutionised the educational environment, enabling a quantum leap towards discovering the need for a profound educational reform. It is no longer possible to have 20th century teachers with 21st century students in a 19th century educational system.

We will never go back to how it was before. We must use and enhance all our adaptive and creative skills to develop new learning scenarios for our students. That is why the most significant changes are of a personal, structural order, about awareness of educational tools, inside and outside the classroom."

Moisés Gayón Mejía

IT Educational Quality Management
Instituto Tepeyac Campus (Santa Anita, Mexico)

Introduction and objectives

For the sixth consecutive year, BlinkLearning, with the help of expert educational collaborators, has launched our Annual Survey on the Use of Technology in Education.

The aim of the study is to offer a wide range of data, indicators and perspectives that will help us to better understand the evolution of the integration of digital tools in education taking place in Spain and Latin America.

This year, we also continued to expand the number of countries participating in the sample, collecting data from **Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, Venezuela and Spain.** The inclusion of responses from teachers in new countries gives us a broader vision of the use of technology in education, both face-to-face and remote.

Throughout the report, insights will be provided to analyse the use of digital tools in the classroom, teacher and student motivation, the teaching profession and the challenges of education in Latin America. The various lockdowns and limitations that affected the teaching community over this difficult period has changed the landscape of education across all the countries which were surveyed. For this reason, this year's report has a section dedicated to education in times of pandemic.

We hope this analysis will provide valuable information and, together with previous surveys, help us understand the digital transformation we experienced in 2020, as well as the opportunities offered by technological tools and teachers' role in the digital era as true protagonists in education.

Best wishes.
BlinkLearning Team

20 Total countries

4,926 Total teachers

2,017 Spain
2,909 Latin America
Teachers

2 March - **2** May
Data collection period

General Data

Age

4,895 Total number of responses

8 %	20 %	35 %	32 %	6 %
19-30 Years old	31-40 Years old	41-50 Years old	51-60 Years old	61-74 Years old

Years of teaching experience

4,911 Total number of responses

29 %	31 %	27 %	13 %
0-10 Years old	11-20 Years old	21-30 Years old	31-40 Years old

In what education level do you teach?

4,901 Total number of responses

5 %	23 %	29 %	12 %	12 %	10 %	2 %	5 %
Pre-school	Primary school	Secondary school	Pre-university	Vocational training	University	Private or language teacher	Other/s

In what type of centre do you teach?

4,899 Total number of responses

| 54 %	15 %	32 %
Public	Government subsidised	Private

2 | Conclusions

"Due to the pandemic, schools have indirectly invited the wider community into their classrooms, and that the community has witnessed the work that teachers do on a daily basis, coming to realize the skills and dedication they display in a class, their knowledge of topics, the methodology they use, and how they have adapted to technology as well as their good relationships with students. This has brought about a positive change in society's appreciation of the work of teachers."
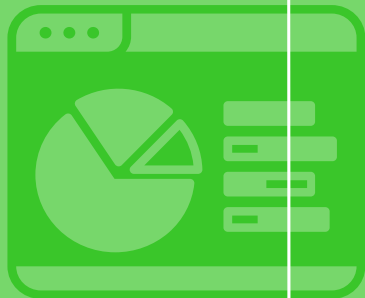
Juan Carlos Toledo

Vice-principal
Colegio Los Alamos (Lima, Peru)

Insights: the keys to post-pandemic education

Motivation in the classroom

- Most teachers believe that the use of ICT has improved students' motivation, after they were forced to use technology without adequate training.

- Teachers maintain this motivation, despite the situation experienced during the pandemic.

Teachers and their profession

- Globally, two out of three teachers feel that their profession has been more valued by society after the pandemic.
- Teachers in Spain are not asking for better salaries: they want to improve their authority in the classroom.

Challenges

- Teachers are calling for improvements in connectivity, infrastructure and training.

- For teachers, the main challenge to improve education is to encourage autonomous learning in students, and they say that the use of technology during the pandemic has provided a solution.

Advantages of using technology

- One out of three teachers believe that the main advantage of using technology during the pandemic has been to create community between students and teachers, bridging isolation and bringing them closer together.

Students and ICTs

- Autonomous learning, misinformation and spelling mistakes: the great post-pandemic difficulties for students when using technology.

Devices

- The most commonly used device among students is the mobile phone.

Digital transformation in education

- Despite structural difficulties, teachers continue to believe in the transformative potential of technology.

Trends and analysis
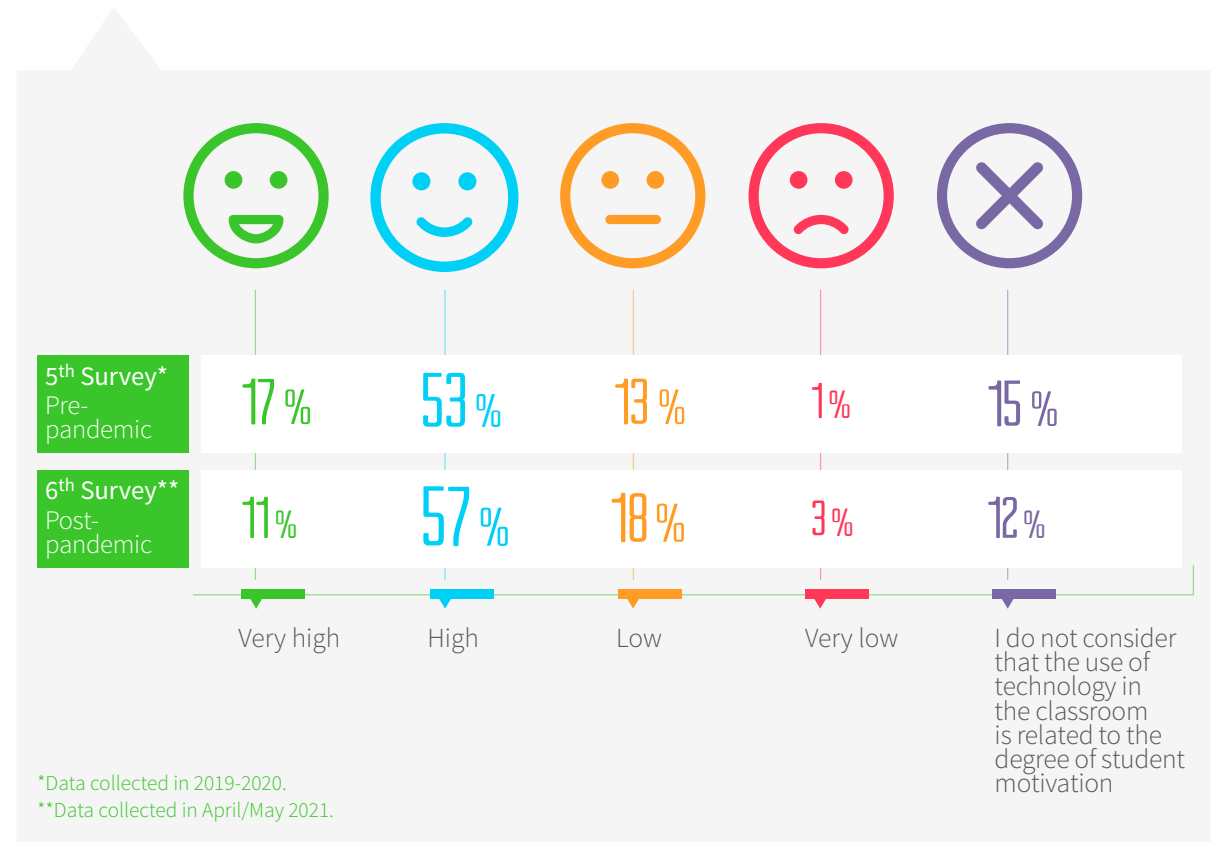
Motivation in the classroom

Most teachers believe that the use of ICT has improved students' motivation, even after they were forced to use technology without adequate training.

Motivation is one of teachers' great concerns with respect to their students. According to their experience, the majority of the teachers surveyed believe that there is a connection between the use of technology in the classroom and increased student motivation.

Comparing motivation before and after the pandemic (see Graph 1), ICT improves motivation in the classroom, even though both teachers and students have been forced to use technology without adequate training in digital skills.

Graph 1.
Levels of motivation among students using technology before and after the pandemic.

	Very high	High	Low	Very low	I do not consider that the use of technology in the classroom is related to the degree of student motivation
5ᵗʰ Survey* Pre-pandemic	17 %	53 %	13 %	1 %	15 %
6ᵗʰ Survey** Post-pandemic	11 %	57 %	18 %	3 %	12 %

*Data collected in 2019-2020.
**Data collected in April/May 2021.

Teachers' motivation is also maintained, despite the overall situation experienced during the pandemic. Among the main challenges faced by the teaching community when carrying out remote lessons are: access to a stable internet connection; planning and adapting lessons to the online modality; and avoiding distractions and maintaining student motivation, among others (see Graph 2).

Graph 2.
Main challenges when conducting remote lessons

	LATAM	Spain	Global*
Appropriate home environment	36 %	30 %	33 %
Access to a stable internet connection	65 %	35 %	53 %
Monitoring student learning	26 %	36 %	30 %
Teacher training in digital skills	24 %	18 %	21 %
Difficulty in striking a work/life balance	23 %	31 %	26 %
Planning and adapting lessons to the online modality	25 %	36 %	30 %
Avoiding distractions and maintaining student motivation	34 %	41 %	38 %
Finding the means to make remote interaction more didactic	20 %	22 %	21 %
Difficulty in the teaching/learning process for students with special needs	17 %	22 %	19 %
Selecting and using tools/platforms to conduct lessons (Zoom, Google Classroom, BlinkLearning, etc.)	12 %	13 %	12 %
Access to technological devices and equipment to conduct lessons (mobile phones, laptops, microphones, cameras, etc.)	21 %	16 %	19 %
Other/s	3 %	4 %	3 %

*Refers to the total number of teachers surveyed.

Teachers maintain this motivation, despite the situation experienced during the pandemic.
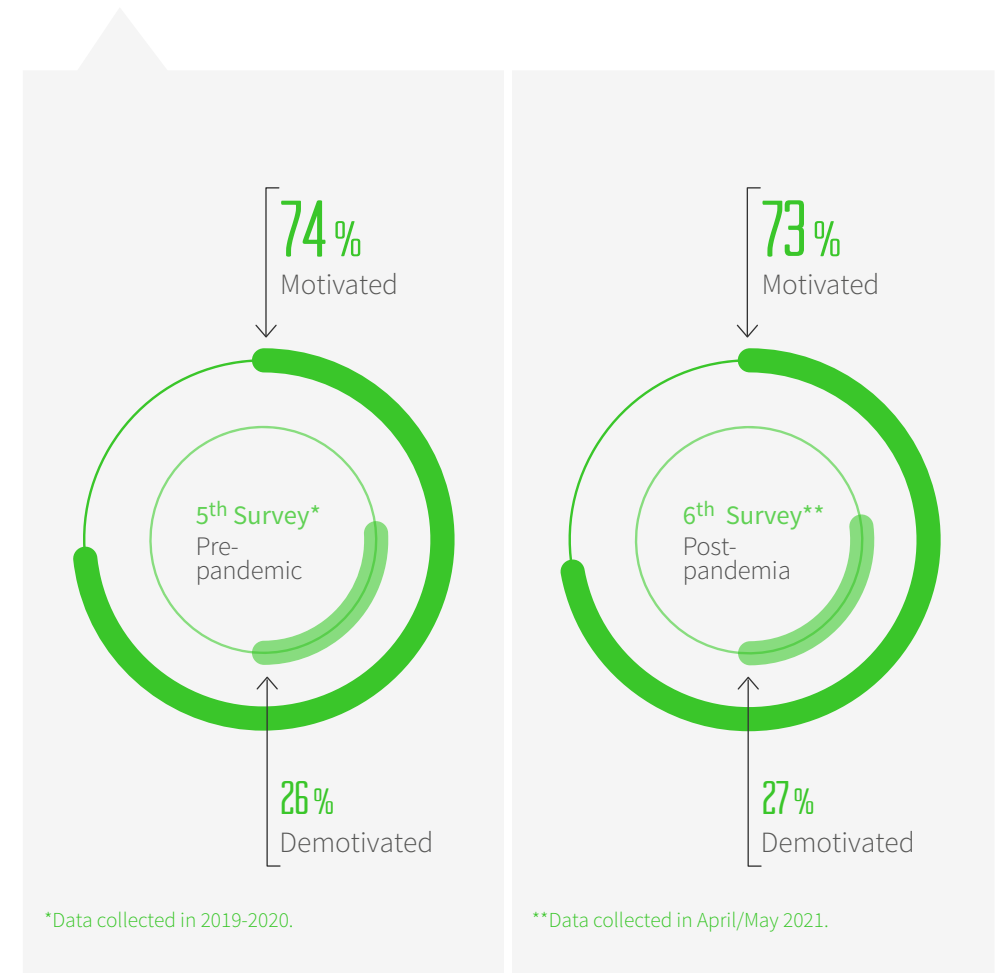
Both cases demonstrate the enormous resilience of teachers and students to the situation they experienced during the pandemic.

Graph 3.
Motivation of teachers pre and post-pandemic

74%
Motivated

5th Survey*
Pre-pandemic

26%
Demotivated

*Data collected in 2019-2020.

73%
Motivated

6th Survey**
Post-pandemia

27%
Demotivated

**Data collected in April/May 2021.

The teaching profession

> Globally,
>
> **2** out of **3** teachers
>
> feel that their profession has become valued after the pandemic.

Teachers in Spain are not asking for better salaries: they want to improve their authority.

From the moment the first extraordinary measures to tackle the COVID-19 pandemic were announced, each country's respective governments announced the suspension of face-to-face lessons in public and private universities and schools. Faced with this measure, educational centres switched to the remote lesson modality.

By the end of March 2020, the pandemic had already impacted education worldwide. One of the exceptional situations caused by the pandemic and the online lesson modality was the introduction of families and the community in general to daily teaching work through screens.

Following this situation experienced during the pandemic, for 66% of the teachers surveyed in Spain and Latin America, the profession of teaching has been even more valued by society (see Graph 4). This improved perception according to teachers in Latin America would further increase if salaries in the region were higher, whereas in Spain, teachers see having more authority in the classroom as a means of gaining more respect for the profession (see Graph 5).

Graph 4.
Valuing the teaching profession in society*

32 %
21 %
13 %
25 %
9 %

A Lot   Quite a Lot   Somewhat   Very little   Not at all

*Globally, referring to the total number of teachers surveyed (in 2021).
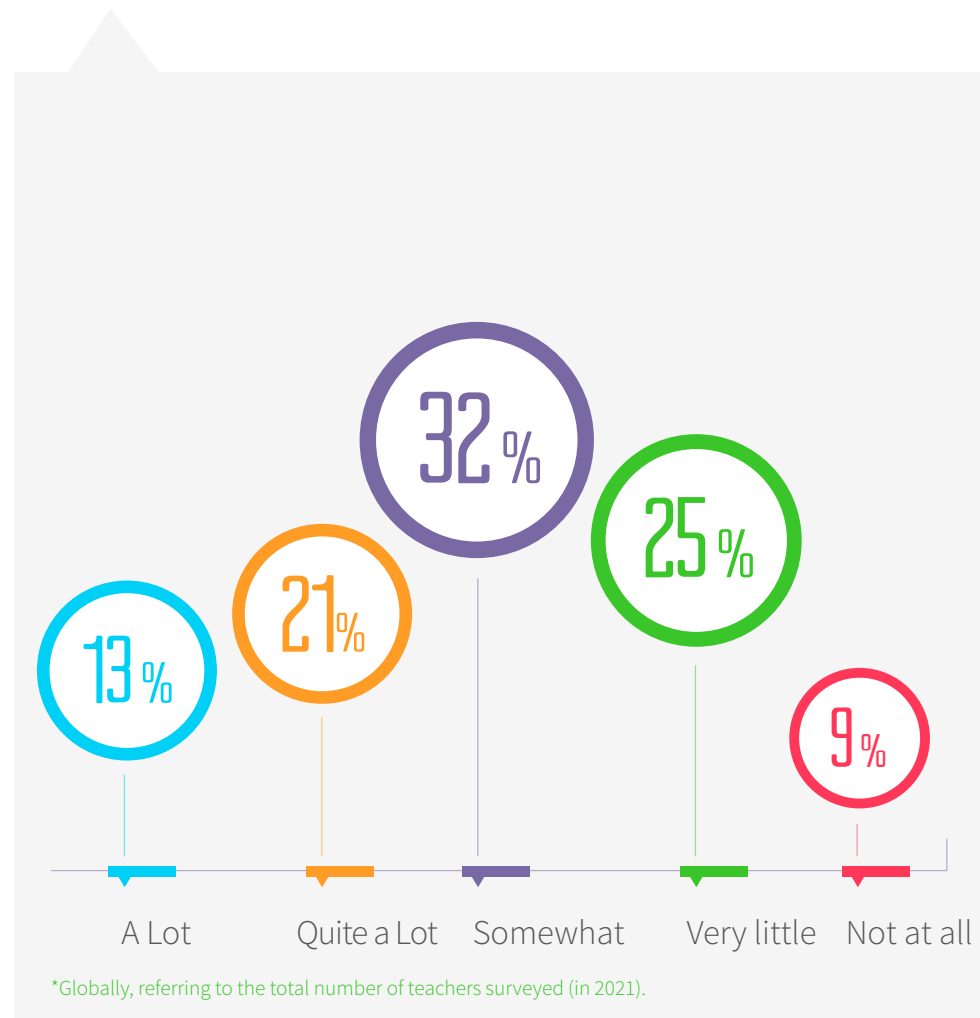
Graph 5.
Improvement of the perception of the teaching profession in society (2021)

	LATAM	Spain	Global*
A more demanding selection process	7 %	6 %	7 %
Awareness campaigns	12 %	17 %	14 %
Awards for the best teachers	4 %	2 %	3 %
Public awareness: streets, schools, etc.	5 %	1 %	3 %
Improving teachers' salaries	31 %	11 %	22 %
Improving their training and including longer practicum	14 %	8 %	12 %
Valuing teachers' authority in the classroom in the eyes of students and families	24 %	48 %	34 %
Others	4 %	6 %	5 %

*Refers to the total number of teachers surveyed.

Challenges faced by education

Teachers are calling for improvements in connectivity, infrastructure and training.

One of the main education challenges in Latin America and Spain is to ensure resources and infrastructure in order to improve teaching conditions (see Graph 6). And within the infrastructure claims, the greatest challenge for the educational community is connectivity, to be able to introduce technology in the classroom. In addition to this is teacher training in digital competence and in managing electronic devices or using applications, as well as training time and resources (see Graph 7).

Graph 6.

Main challenges to improve the level of education in general (2021)

	LATAM	Spain	Global*
Increase the number of teachers	3 %	19 %	10 %
Improve teacher training	26 %	16 %	22 %
Educate in values and emotional skills	26 %	23 %	25 %
Achieve consensus on education laws	7 %	35 %	19 %
Improve the working conditions of teachers	27 %	19 %	24 %
Achieve greater student motivation	22 %	33 %	26 %
Educate children to develop critical thinking skills	29 %	26 %	28 %
Integrate remote lessons with face-to-face lessons	23 %	11 %	18 %
Develop the digital skills of students and teachers	35 %	21 %	29 %
Have more and better means for training and teaching	23 %	27 %	25 %
Educate children to develop affective-sexual education and coeducation	5 %	4 %	5 %
Greater support for personalised learning (diversity, inclusion in education)	19 %	18 %	19 %
Ensure access to resources and infrastructure to improve learning conditions	35 %	22 %	30 %
Get students to demonstrate more autonomous and interdisciplinary learning	36 %	28 %	32 %
Increase academic performance in key subjects such as Language, Science and Mathematics	10 %	13 %	11 %
Other/s	1 %	4 %	2 %

*Refers to the total number of teachers surveyed.

Graph 7.

Main challenges during the introduction of technology in the classroom (2021)

	LATAM	Spain	Global*
Connectivity issues	75 %	41 %	61 %
Security and data protection	7 %	20 %	12 %
Conducting reliable online assessments	19 %	39 %	28 %
Reluctance or rejection by families - educational community	6 %	4 %	5 %
Adapting the educational learning process to the use of technology	38 %	34 %	36 %
Not enough devices for all students and/or teachers	41 %	34 %	38 %
Student training (using technology beyond social or recreational purposes)	20 %	26 %	23 %
Little or no access to technology in vulnerable households (household gap)	29 %	22 %	26 %
Means to control that students use their devices to follow their lessons rather than for other purposes	22 %	39 %	29 %
Usability of digital content (stability, intuitive navigability, optimisation of resources, etc.)	9 %	11 %	10 %
Teacher training (managing electronic devices, using applications, time and resources for training, etc.)	41 %	34 %	38 %
Other/s	3 %	3 %	3 %

*Refers to the total number of teachers surveyed.

For teachers, the main challenge to improve education is to encourage autonomous learning in students, and they say that the use of technology during the pandemic has provided the solution.

The survey's results show that 'Autonomous Learning' poses both a challenge and a solution for teachers. On the one hand, getting students to demonstrate more autonomous learning has become one of the main challenges in education today (see Graph 9). Pre-pandemic and post-pandemic academic difficulties of students. But at the same time, this use of technology gives students, as a pedagogical advantage, greater autonomous learning. (See Graph 8).

Graph 8.
Main advantages of using technology in the classroom (2021)

Autonomous learning	46 %
Searching and contrasting sources	16 %
Critical thinking development	20 %
Digital competence and responsible use	43 %
Easier communication between students and teachers	16 %
Learning adapted to the needs and pace of the student	31 %
Preparing students in the use of technology for their future in the workforce	36 %
Access to a greater number of content and resources in different formats (visual, subtitles, texts, etc.)	45 %
Learning to communicate using different languages or means of expression (written, audiovisual, etc.)	25 %
Tracking students' progress in real time and being able to better monitor activities/assessment	19 %
I do not think there is any pedagogical advantage	2 %
Other/s	1 %

Students and ICTs

Autonomous learning, disinformation and spelling mistakes: the great post-pandemic difficulties for students when using technology.

Just as teachers had to adapt to the new situation created by the pandemic, so did students. When comparing students´ academic difficulties when using technology from the previous Survey (2019-2020), the present Survey revealed that while some deficits remained the same, others had become exacerbated (see Graph 9).

Teachers' pre-pandemic concern was mainly focused on students' difficulties related to selecting and contrasting reliable sources of information, as well as their lack of creativity when utilising the maximum potential of the tools at their fingertips.

Post-pandemic, findings reveal that students have difficulties in disconnecting from social media, reduced attention spans, problems studying independently (in Latin America this is the second highest at 29%*), and issues with writing faster and more grammatical errors when using technology. In addition, misinformation or the inability to effectively select and contrast reliable sources of information continues to be an area which greatly concerns teaching staff.

*See graph on page 23 of the chapter "Featured results from the 2021 survey", where you can see by region (LATAM and Spain) the academic deficits in students when using technology.

Graph 9.
Pre-pandemic and post-pandemic academic difficulties of students

	5th Survey* Pre-pandemic	6th Survey** Post-pandemic
Attention span decline	18 %	25 %
Decreased patience and/or tenacity	14 %	18 %
Difficulties in autonomous learning	24 %	23 %
Difficulty in writing quickly and increased spelling mistakes	21 %	27 %
Difficulties in learning to work collaboratively with peers	23 %	24 %
Decrease in reading comprehension, vocabulary, and/or ability to express ideas	21 %	22 %
Difficulties in connecting information and applying what has been learned to other contexts	23 %	20 %
Difficulties and/or inability to select and contrast reliable sources of information	46 %	31 %
Inability to disconnect from Social Media while using technology in the classroom	26 %	30 %
Lack of creativity when utilising the maximum potential of the tools at their fingertips	34 %	23 %
Privacy and data protection: inability to perceive the risks to which individuals are exposed online	26 %	18 %
Few digital skills. Students confuse common terms and processes in the digital field	11 %	18 %
I do not identify any difficulty	4 %	4 %
Other/s	3 %	2 %

*Data collected in 2019-2020.   **Data collected in April/May 2021.

Advantages of using technology

Graph 10.
Global* functions of technology during the pandemic.

1 out of 3 teachers believe that the main advantage of using technology during the pandemic has been to create community between students and teachers, bridging isolation and bringing them closer together.

24%
They help to adapt to the student and their way of learning

33%
They create community. If a student is physically unable to attend, they enable them to stay connected

23%
They treat the information in a 'lighter' way, making it possible to store, sort and access the information from any location

2%
Other/s

15%
They save time in finding and sharing information or correcting activities

3%
I do not think there is any advantage

*Refers to the total number of teachers surveyed.
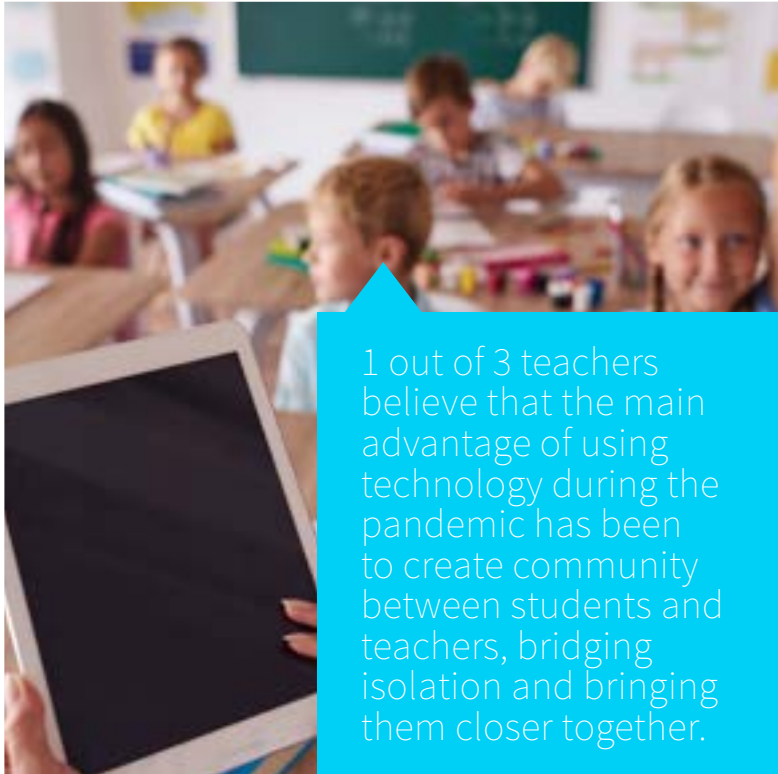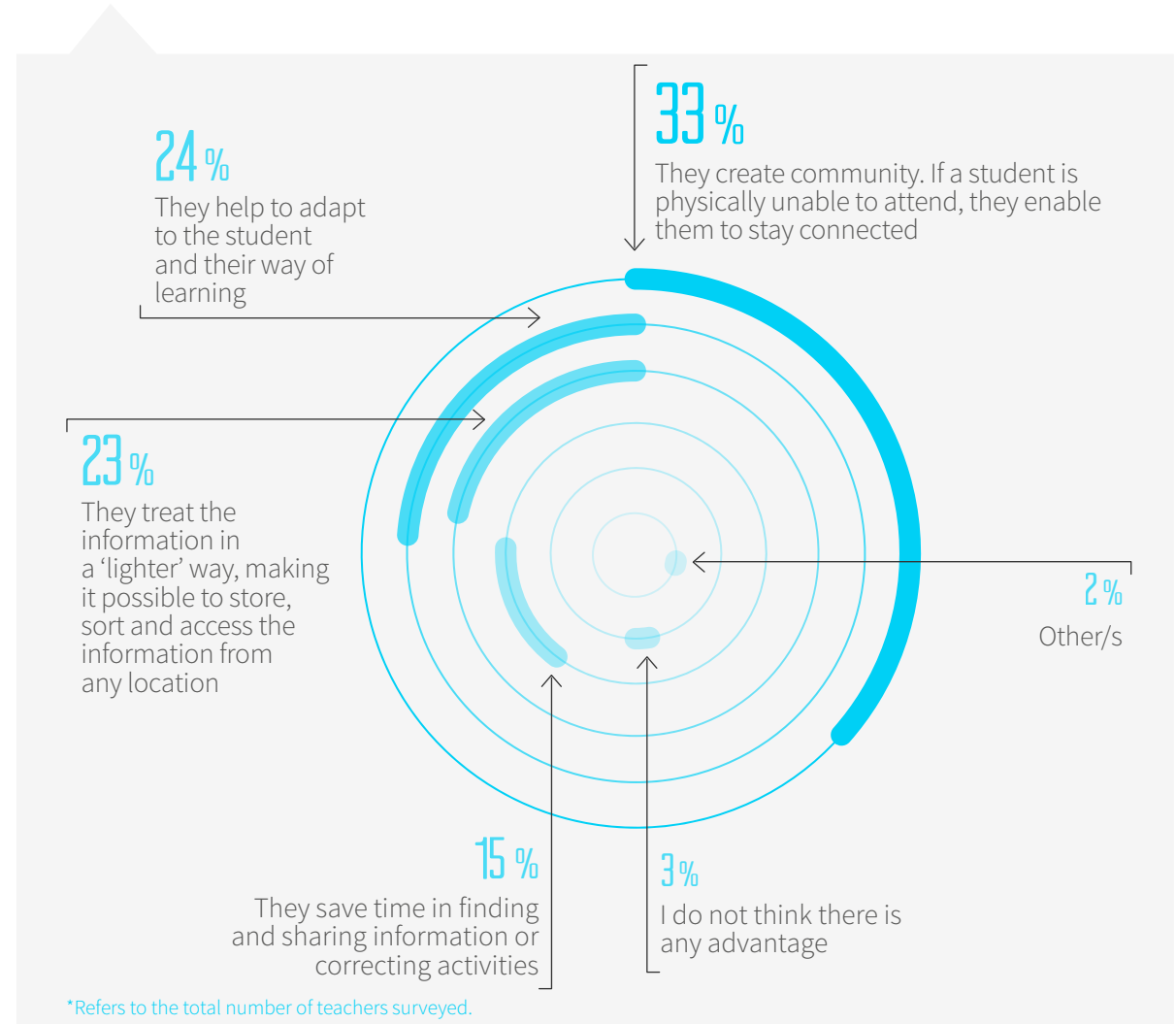
During the pandemic, in addition to increasing student motivation, technology also played a role in the educational environment to bring students closer together and so reducing potential feelings of isolaton. This function of 'creating community', in cases where a student who is unable to physically attend class but is connected virtually, is seen as the main advantage of ICTs. (See Graph 10).

Devices

The most commonly used device among students is the mobile phone.

Regarding the most common device used by students, due to the pandemic, reference is being made to both those that were used in the classroom and those that students used at home in order to carry out remote lessons or homework.
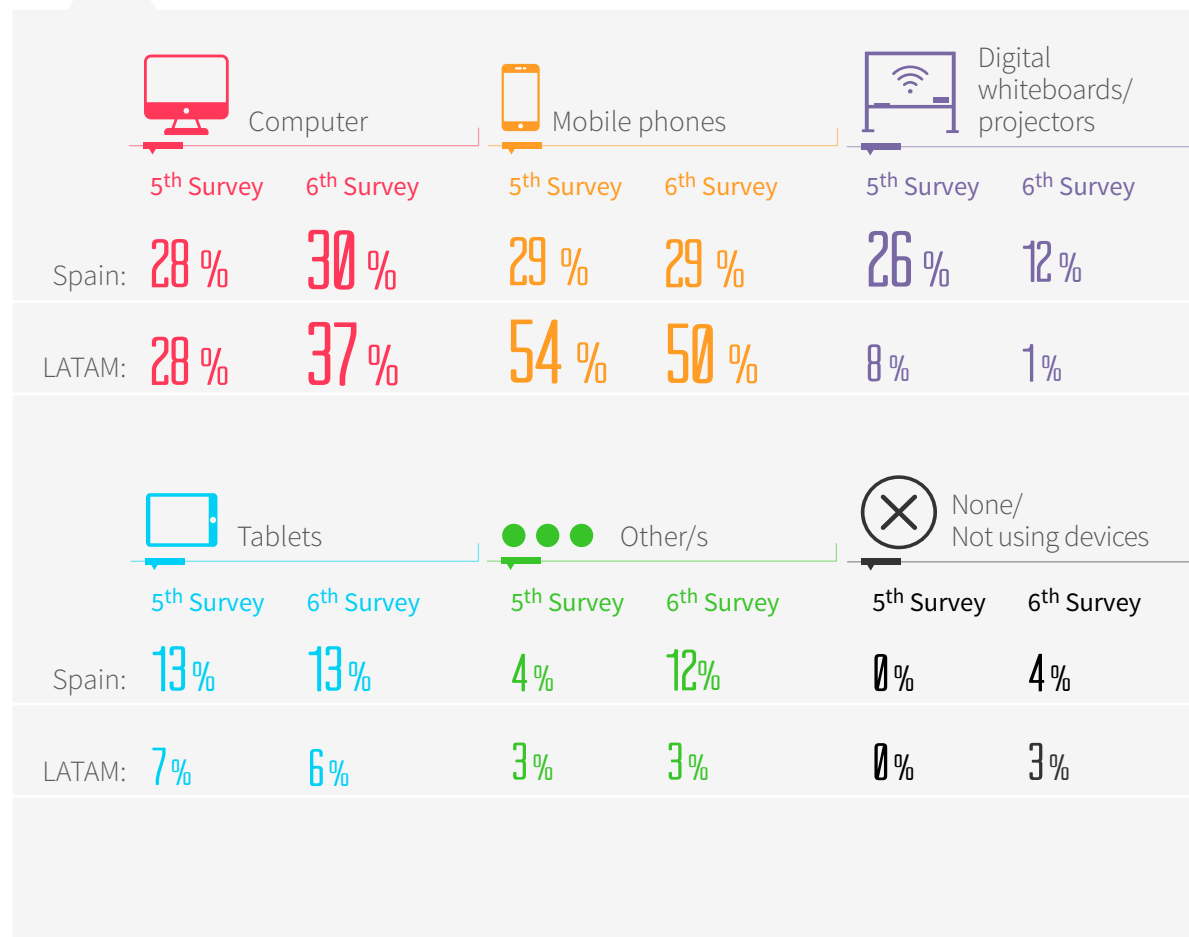
When it comes to educational work in Latin America, the undisputed protagonists are mobile phones, accounting for 50% of the total. Computers (laptops and desktops) lag behind, holding a 37%. However, the landscape of devices in Spain is more evenly distributed: mobile phones (29%) and computers (30%) rank similarly as the most used. Tablets (13%) and digital blackboards (12%) fall way behind.

Comparing this data with the V Survey conducted before the pandemic, the devices that decreased the most in terms of use were digital blackboards/projectors (-14% in Spain and -6% in Latin America). Computers, on the other hand, showed a greater increase in 2021 (9% in Latin America and 2% in Spain). The decrease in the use of boards/projectors and the increase in that of computers could be explained by the long lockdown periods and the availability of virtual classes in the surveyed countries (see Graph 11).

Graph 11.
Device most used by students.
Comparative 5th Survey (Pre-pandemic) with 6th Survey (Post-pandemic)

	Computer		Mobile phones		Digital whiteboards/ projectors	
	5th Survey	6th Survey	5th Survey	6th Survey	5th Survey	6th Survey
Spain:	28 %	30 %	29 %	29 %	26 %	12 %
LATAM:	28 %	37 %	54 %	50 %	8 %	1 %

	Tablets		Other/s		None/ Not using devices	
	5th Survey	6th Survey	5th Survey	6th Survey	5th Survey	6th Survey
Spain:	13 %	13 %	4 %	12 %	0 %	4 %
LATAM:	7 %	6 %	3 %	3 %	0 %	3 %

Digital transformation in education

Globally, the biggest challenges with the introduction of technology in education in 2021 are structural and particulary related to connectivity issues while carrying out in classroom or online lessons - both at school and at home (see Graph 7- Main challenges during the introduction of technology in the classroom and Graph 2- Main challenges when conducting remote lessons). In parallel, teachers are demanding more resources and better infrastructure to improve learning environments (see Graph 6-Main advantages of using technology in the classroom).

Even so, despite these structural difficulties experienced during the pandemic, teachers still say that they would recommend the implementation of a digital education project. Adherence is even higher in Latin America, with 90%, while in Spain the percentage remains the same as in the previous 2019-2020 survey (see Graph 12).
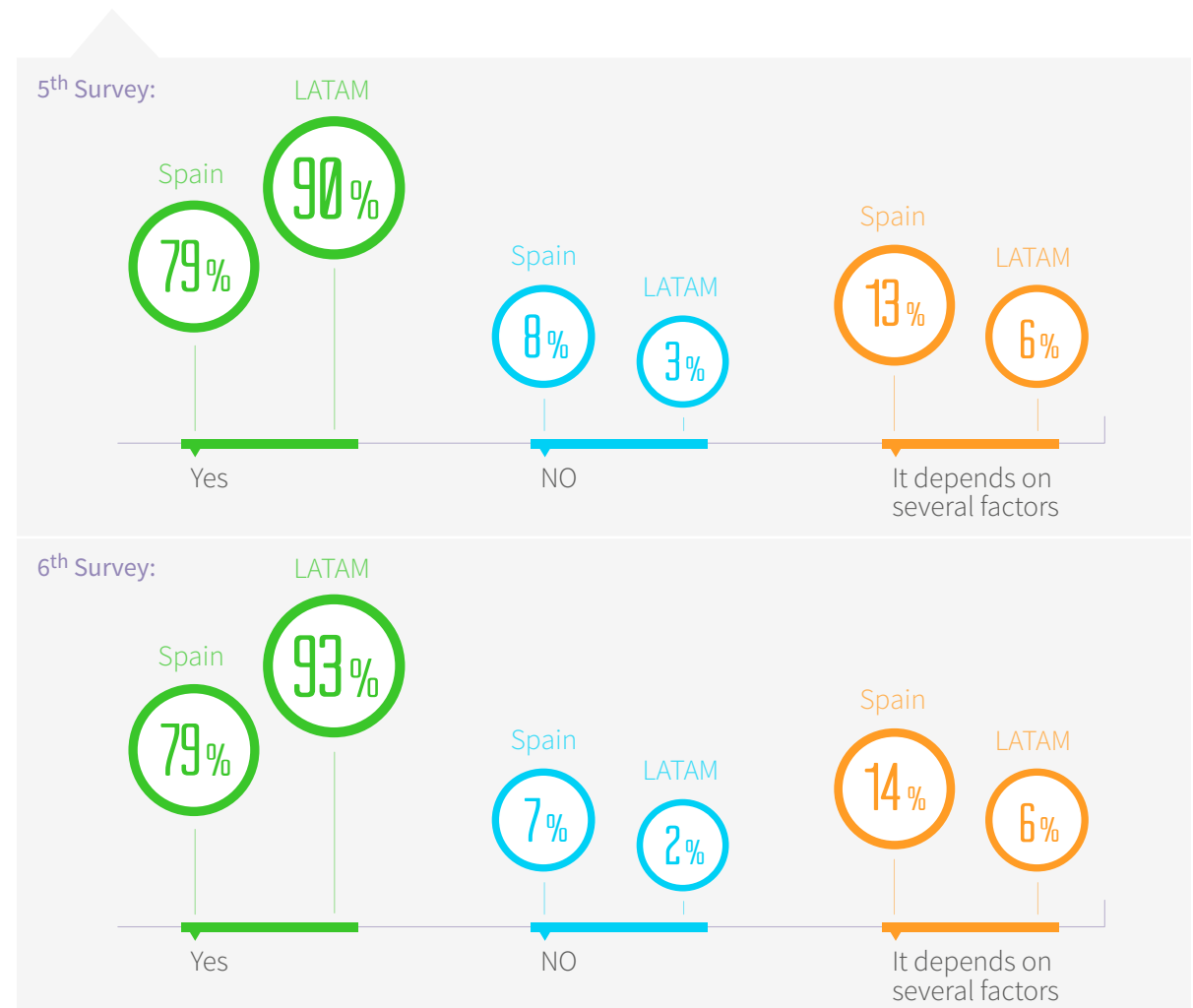
Despite structural difficulties, teachers continue to believe in the transformative potential of technology.

Graph 12.
Digital project in educational centres.
Comparative 5th Survey (pre-pandemic) with 6th Survey (post-pandemic)

5th Survey:

	Spain	LATAM
Yes	79%	90%
NO	8%	3%
It depends on several factors	13%	6%

6th Survey:

	Spain	LATAM
Yes	79%	93%
NO	7%	2%
It depends on several factors	14%	6%

3 | Featured results from the 2021 survey

"There are many advantages in using technological tools for pedagogical purposes, but the main benefit is that they facilitate fluid, collaborative and uninterrupted communication between teachers and students, giving greater continuity to the learning process. As well, they enable a more personalised education, focused on each student's needs, pace and interests.

In addition, technological developments have made teachers' work more efficient: we can now give instant feedback on each student's learning process and, on the other hand, save a lot of time in grading assignments."

María Paz Larraín
5th and 6th Grade Academic and Training Coordinator
Colegio Los Alerces (Santiago, Chile)

What is the most common device among students at your centre?

	LATAM	Spain	Global
iPads	4 %	7 %	5 %
Chromebooks	1 %	11 %	5 %
Android tablets	2 %	5 %	3 %
Windows tablets	1 %	1 %	1 %
Laptops	24 %	18 %	22 %
Mobile phones	50 %	29 %	41 %
Digital whiteboards/projectors	1 %	12 %	6 %
PC/Desktop Computer	11 %	11 %	11 %
None/Not using devices	3 %	4 %	3 %
Other/s	2 %	2 %	2 %

In your opinion, what are the biggest challenges with the introduction of technology in the classroom?

	LATAM	Spain	Global
Connectivity issues	75 %	41 %	61 %
Security and data protection	7 %	20 %	12 %
Conducting reliable online assessments	19 %	39 %	28 %
Reluctance or rejection by families - educational community	6 %	4 %	5 %
Adapting the educational learning process to the use of technology	38 %	34 %	36 %
Not enough devices for all students and/or teachers	41 %	34 %	38 %
Student training (using technology beyond social or recreational purposes)	20 %	26 %	23 %
Little or no access to technology in vulnerable households (household gap)	29 %	22 %	26 %
Means to control that students use their devices to follow their lessons rather than for other purposes	22 %	39 %	29 %
Usability of digital content (stability, intuitive navigability, optimisation of resources, etc.)	9 %	11 %	10 %
Teacher training (managing electronic devices, using applications, time and resources for training, etc.)	41 %	34 %	38 %
Other/s	3 %	3 %	3 %

According to your experience, the relationship between the use of technology in the classroom and the increase in student motivation is:

	LATAM	Spain	Global
Very high	11 %	10 %	11 %
High	55 %	59 %	57 %
Low	23 %	12 %	18 %
Very low	3 %	1 %	3 %
I do not consider that the use of technology in the classroom is related to the degree of student motivation	7 %	18 %	12 %

At the pedagogical level, what do you consider to be the main advantages of using technology in the classroom?

	LATAM	Spain	Global
Autonomous learning	51 %	38 %	46 %
Searching and contrasting sources	15 %	17 %	16 %
Critical thinking development	26 %	10 %	20 %
Digital competence and responsible use	41 %	47 %	43 %
Easier communication between students and teachers	15 %	18 %	16 %
Learning adapted to the needs and pace of the student	32 %	31 %	31 %
Preparing students in the use of technology for their future in the workforce	37 %	35 %	36 %
Access to a greater number of content and resources in different formats (visual, subtitles, texts, etc.)	39 %	52 %	45 %
Learning to communicate using different languages or means of expression (written, audiovisual, etc.)	27 %	21 %	25 %
Tracking students' progress in real time and being able to better monitor activities/assessment	20 %	19 %	19 %
I do not think there is any pedagogical advantage	2 %	4 %	2 %
Other/s	1 %	1 %	1 %

Do you identify any academic deficits in your students when using technology?

	LATAM	Spain	Global
Attention span decline	24 %	27 %	25 %
Decreased patience and/or tenacity	16 %	21 %	18 %
Difficulties in autonomous learning	29 %	15 %	23 %
Difficulty in writing quickly and increased spelling mistakes	26 %	29 %	27 %
Difficulties in learning to work collaboratively with peers	31 %	13 %	24 %
Decrease in reading comprehension, vocabulary, and/or ability to express ideas	21 %	23 %	22 %
Difficulties in connecting information and applying what has been learned to other contexts	21 %	19 %	20 %
Difficulties and/or inability to select and contrast reliable sources of information	26 %	39 %	31 %
Inability to disconnect from Social Media while using technology in the classroom	27 %	33 %	30 %
Lack of creativity when utilising the maximum potential of the tools at their fingertips	23 %	22 %	23 %
Privacy and data protection: inability to perceive the risks to which individuals are exposed online	14 %	24 %	18 %
Few digital skills. Students confuse common terms and processes in the digital field	19 %	17 %	18 %
I do not identify any difficulty	4 %	4 %	4 %
Other/s	3 %	2 %	2 %

Would you recommend other colleagues to start a digital project in their learning centre?

	LATAM	Spain	Global
Yes	90 %	79 %	85 %
No	3 %	8 %	5 %
It depends on several factors	6 %	13 %	9 %

What have been the main challenges you have faced while conducting your remote lessons?

	LATAM	Spain	Global
Appropriate home environment	36 %	30 %	33 %
Access to a stable internet connection	65 %	35 %	53 %
Monitoring student learning	26 %	36 %	30 %
Teacher training in digital skills	24 %	18 %	21 %
Difficulty in striking a work/life balance	23 %	31 %	26 %
Planning and adapting lessons to the online modality	25 %	36 %	30 %
Avoiding distractions and maintaining student motivation	34 %	41 %	38 %
Finding the means to make remote interaction more didactic	20 %	22 %	21 %
Difficulty in the teaching/learning process for students with special needs	17 %	22 %	19 %
Selecting and using tools/platforms to conduct lessons (Zoom, Google Classroom, BlinkLearning, etc.)	12 %	13 %	12 %
Access to technological devices and equipment to conduct lessons (mobile phones, laptops, microphones, cameras, etc.)	21 %	16 %	19 %
Other/s	3 %	4 %	3 %

What do you consider to be the main advantage of using digital tools in the educational environment?

	LATAM	Spain	Global
They help to adapt to the student and their way of learning	26 %	22 %	24 %
They save time in finding and sharing information or correcting activities	15 %	14 %	15 %
They create community. If a student is physically unable to attend, they enable them to stay connected	31 %	35 %	33 %
They treat the information in a 'lighter' way, making it possible to store, sort and access the information from any location	24 %	22 %	23 %
I do not think there is any advantage.	2 %	4 %	3 %
Other/s	2 %	3 %	2 %

In your opinion, what are the main challenges for improving education in general? Select the three most important options.

	LATAM	Spain	Global
Increase the number of teachers	3 %	19 %	10 %
Improve teacher training	26 %	16 %	22 %
Educate in values and emotional skills	26 %	23 %	25 %
Achieve consensus on education laws	7 %	35 %	19 %
Improve the working conditions of teachers	27 %	19 %	24 %
Achieve greater student motivation	22 %	33 %	26 %
Educate children to develop critical thinking skills	29 %	26 %	28 %
Integrate remote lessons with face-to-face lessons	23 %	11 %	18 %
Develop the digital skills of students and teachers	35 %	21 %	29 %
Have more and better means for training and teaching	23 %	27 %	25 %
Educate children to develop affective-sexual education and coeducation	5 %	4 %	5 %
Greater support for personalised learning (diversity, inclusion in education)	19 %	18 %	19 %
Ensure access to resources and infrastructure to improve learning conditions	35 %	22 %	30 %
Get students to demonstrate more autonomous and interdisciplinary learning	36 %	28 %	32 %
Increase academic performance in key subjects such as Language, Science and Mathematics	10 %	13 %	11 %
Other/s	1 %	4 %	2 %

After the pandemic, do you feel that the teaching profession is valued in society?

	LATAM	Spain	Global
A Lot	19 %	3 %	13 %
Quite a Lot	26 %	14 %	21 %
Somewhat	29 %	37 %	32 %
Very little	19 %	33 %	25 %
Not at all	6 %	13 %	9 %

How would you improve the perception of teachers in society?

	LATAM	Spain	Global
A more demanding selection process	7 %	6 %	7 %
Awareness campaigns	12 %	17 %	14 %
Awards for the best teachers	4 %	2 %	3 %
Public awareness: streets, schools, etc.	5 %	1 %	3 %
Improving teachers' salaries	31 %	11 %	22 %
Improving their training and including longer practicum	14 %	8 %	12 %
Valuing teachers' authority in the classroom in the eyes of students and families	24 %	48 %	34 %
Others	4 %	6 %	5 %

Do you feel motivated and like your job as a teacher?

	LATAM	Spain	Global
I love my job as a teacher and I am very motivated	44 %	39 %	42 %
I feel motivated, but I worry about how to motivate the most disconnected	29 %	34 %	31 %
I love my job as a teacher, but I feel demotivated for certain reasons	27 %	25 %	26 %
It is my job, but not my vocation	1 %	1 %	1 %

4 | Acknowledgements

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Gonzalo Baranda
CEO of BlinkLearning

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