8th Global Survey on the Use of Technology in Education

2023 Global Results Report

Spain, Colombia, Ecuador, Mexico and Peru

blink Learning

Universidad Rey Juan Carlos
Institute for the Future of Education Tecnológico de Monterrey | Observatory
Universidad del Rosario
Pontificia Universidad Javeriana Colombia
OEA RIED

Index

1. General data

2. Conclusions

3. Comparisons between participating countries

4. Credits

1. General data

- Introduction and objectives
- The 6 Key Indicators of the Study

Introduction and objectives

We reached our eighth study

Looking back and reflecting on these eight editions, we can observe that while **technologies have evolved, the fundamental questions remain the same.** In our second edition (2016), we rightly anticipated that *"the progressive integration of technology in the classroom paints a future in which the use of digital tools and resources in education will be ever greater."* However, at that time, we did not imagine that when referring to these digital tools and resources, we would also be alluding to the use of Artificial Intelligence in education.

The questions we posed at that time remain valid to this day, "How is this integration taking place? What challenges are schools facing? What steps need to be taken to achieve effective technology performance?"

In addition to the questions, the **motivation that gave rise to this study remains the same:** to know the opinion and perspective of teachers, the true protagonists in this integration. We also wanted to obtain a panoramic view of the use of technology in the classroom and in education in general, in order to **identify areas for improvement and establish a path towards a responsible use.**

As a novelty, this year we have included a **section dedicated exclusively to Artificial Intelligence:** its emergence in all fields, including education, demands a detailed analysis of its application.

In this global edition, you will find a comparison between the participating countries: Colombia, Ecuador, Spain, Mexico and Peru. For more information on each country, we suggest consulting the extended report for each one.

We hope that this new study will help us to understand the complexity and diversity of the challenges faced by both students and teachers in education. By addressing these concerns in a comprehensive and collaborative manner, we can work **toward a more equitable, inclusive, and wellness-focused education system for all involved.**

Finally, we would like to thank all the teachers who participated by responding to the questionnaire.

Thank you!
BlinkLearning Team

30
Total questions

Participating countries:
Spain, Colombia, Ecuador, Mexico and Peru

5.513
Participating teachers

Data collection
November 2023 - January 2024

The 6 Key Indicators of the Study

#1 Digital projects

- With a high recommendation rate, all countries surveyed consider it **crucial to initiate digital projects in schools.**
- More than **90% of teachers use digital content in their classes,** either as physical content or as support material.

#2 Technology and its challenges

- Although variations are identified in each country, **connectivity problems and the availability of devices** continue to stand out as a challenge when it comes to introducing technology in the classroom.
- As for students, Spain identifies difficulties in detecting **fake news,** while Mexico, Ecuador and Peru highlight problems related to **handwriting and the use of social networks** in the classroom.

#3 Use of technology in the classroom

- The **creation of digital content,** such as presentations and videos, is the main way in which teachers use technology in the classroom in all the surveyed countries.
- **Computers and smartphones** are the most commonly used devices in the classroom, which highlights the importance of also adapting educational practices to desktop and mobile formats.

Los 7 indicadores clave del Estudio

#4 Need for teacher training

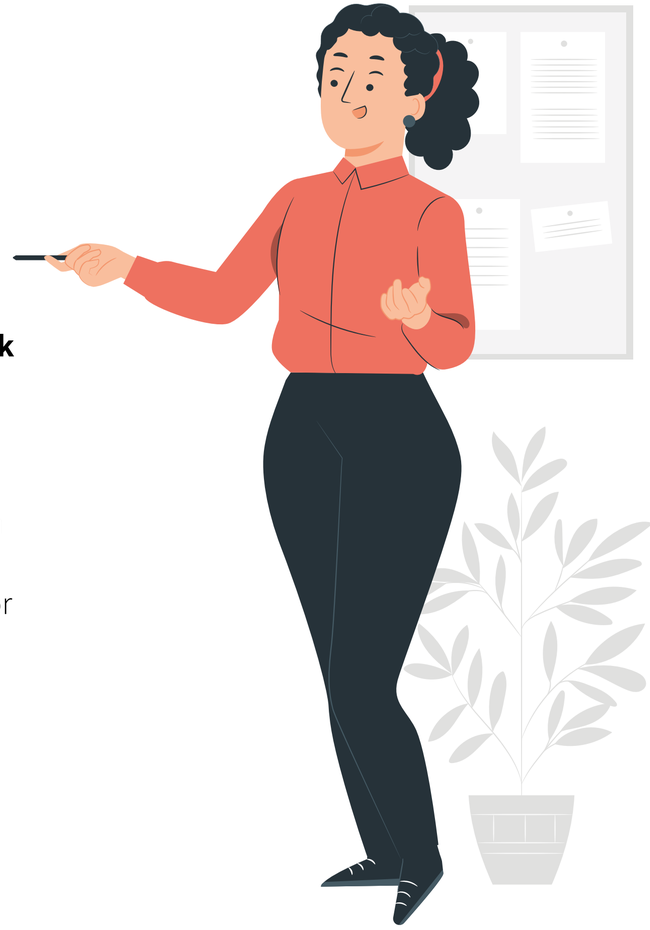
- Training needs vary from country to country, ranging from **digital security** to focus strategies and work management.
- All five countries requested training in **digital skills.**

#5 Attitudes towards Artificial Intelligence

- While Mexico, Ecuador, Colombia and Peru show a **positive attitude** towards the opportunities presented by AI in education, Spain is **more cautious.**
- Peru, Colombia, Ecuador and Mexico have a higher rate of **adoption of AI in teaching practice** compared to Spain, which stands out for having a higher percentage of teachers who still do not use it in their teaching practice.

#6 Teachers and their profession

- Despite the challenges, teachers in the five countries **feel motivated in their work** and do it as a vocation.
- **Reduced classroom ratios** in Spain and **higher salaries** in Mexico, Ecuador, Colombia and Peru are the factors that stand out as possible areas for improvement in relation to work motivation.



2. Conclusions

- Trends and analysis

Trends and analysis

Implementation of technology in the classroom

Teachers in the countries surveyed already see the **implementation of a digital project at their schools as a necessity.** So much so, that all countries would be willing to recommend starting a digital project at the school, with Mexico, Ecuador, Colombia and Peru showing a high recommendation rate of above 90%.

At the same time, the comparative analysis of data on the use of technology in the classroom reveals several **common trends among these countries, but also significant differences in the challenges faced, teaching practices and the training needs of the students.** These differences may be influenced by factors such as technological infrastructures, educational policies and pedagogical cultures in each country:

- **Connectivity** is identified as the greatest challenge in Mexico, Colombia, Ecuador and Peru, suggesting the need to improve infrastructure in these countries.
- In Ecuador, the **lack of sufficient devices** for students and teachers stands out as a significant problem.
- **Content creation,** such as presentations or videos for class, is the main way in which teachers use technology in their practice in all the surveyed countries.
- Content from publishers is used more in Spain and Mexico, while in Ecuador and Colombia, internet content is preferred. Colombia and Peru show a tendency to use more content created by teachers themselves.
- Spain identifies difficulties in selecting and contrasting reliable information, while Mexico, Ecuador and Peru highlight problems related to handwriting and the use of social networks when using technology in the classroom.
- **Training needs** vary between countries, with Spain, Ecuador and Peru highlighting **digital security,** Colombia focusing on **self-regulated/ autonomous learning,** Mexico on **attention focusing strategies, and Peru on work management and productivity.**

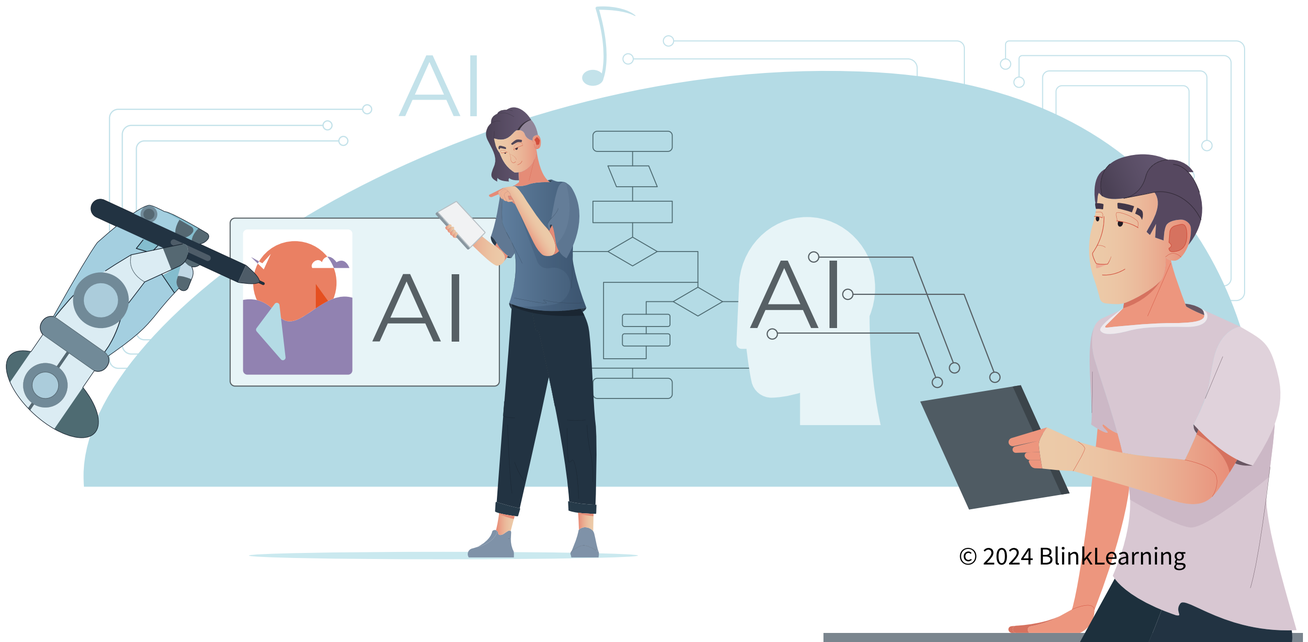
Trends and analysis

Use of Artificial Intelligence

Comparative analysis of data on the perception of Artificial Intelligence (AI) and the actual use of this technology in the classroom reveals some interesting trends in the countries surveyed:

- Mexico, Ecuador, Colombia and Peru show **a positive attitude towards AI in education,** considering it as a new learning opportunity, with percentages ranging from 73% to 84%.
- **Spain has a more reserved perspective:** 57% of respondents have not considered the importance of AI in their classrooms.
- With respect to the current use of AI, Spain stands out for having the highest percentage of teachers who still do not use it in their teaching practice, with 71%.
- On the other hand, Peru, Colombia, Ecuador and Mexico show a higher level of adoption of AI in their classrooms, with between 55% and 64% of respondents using it at some point in their teaching practice.

In summary, while countries such as Mexico, Ecuador, Colombia and Peru show a more receptive attitude towards AI in education and a greater willingness to integrate it into their teaching practice, Spain presents a more reserved stance and is less prepared to integrate AI in the classroom. The adoption and perception of AI in education vary significantly among these countries, reflecting differences in educational culture and teacher preparation.



Trends and analysis

Overview of the teaching profession and education

Differences are also reflected in the different priorities of the educational system, working conditions and educational contexts of each country:

- In Spain, the main challenge and key measure to improve education focuses on **reducing the ratio in classrooms,** i.e., having fewer students per teacher, with 56% of respondents highlighting this issue.
- In Mexico, Ecuador, Colombia and Peru, the emphasis is on increasing **education in values and emotional skills,** which suggests a shared concern for strengthening aspects related to the integral development of students beyond the mere transmission of knowledge.
- In all the countries surveyed, the majority of teachers perceive that their **profession is undervalued by society.**
- In contrast, only a small percentage of teachers consider the profession to be valued, with percentages ranging from 5% in Peru to 14% in Colombia.
- Despite the general perception that the teaching profession is undervalued, most teachers surveyed in these countries feel motivated by their work. The **percentage of motivated teachers are high, exceeding 70%** in all countries.
- In Spain, the main factor that would improve motivation at work is having more time to prepare classes and less time dedicated to bureaucracy, suggesting a concern about the administrative burden and the lack of time for pedagogical preparation.
- In Mexico, Ecuador, Colombia and Peru, the most frequently mentioned factor for improving motivation is receiving higher salaries. This indicates that the economic aspect is an important factor in the work motivation of teachers in these countries.
- The creation and modification of digital content is identified as a competency in which they need to receive more training in all five countries. This data reflects the **growing importance of the integration of technology in teaching practice and the need for digital skills among teachers.**

3. **Comparisons** between participating countries

- Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- In your school, what is the device most commonly used by your students for educational work?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
None/No devices used	4%	10%	18%	6%	7%
Mobile/cell phones	10%	25%	29%	33%	14%
Tablets (iPads, Androids, etc)	12%	10%	4%	7%	5%
Laptops	23%	17%	19%	33%	25%
Chromebooks	11%	2%	0%	0%	9%
PC/Desktop computer	16%	21%	16%	15%	23%
Digital whiteboards/projectors	22%	13%	13%	2%	14%
Other	2%	1%	2%	3%	2%

- What do you consider to be the biggest challenges when introducing technology in the classroom?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Connectivity problems	35%	51%	50%	49%	50%
Lack of teacher training in digital competence	26%	34%	32%	42%	41%
Ensuring the security and data protection of minors	36%	30%	30%	20%	34%
Lack of sufficient devices for students and/or teachers	37%	39%	53%	41%	37%
Difficulty for students to use ICTs beyond recreational purposes	55%	50%	45%	43%	42%
Little or no access to technology in the homes of vulnerable families (household wealth gap)	27%	17%	29%	27%	22%
Difficulty in the pedagogical use of technology in the teaching/learning process (resources, methodology, reliable evaluation	44%	39%	36%	39%	39%
Other	8%	6%	4%	5%	4%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- On the teaching side, what do you consider to be the main pedagogical advantages of using technology in the classroom?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I save time that I can use for other teaching functions.	21%	34%	33%	30%	32%
Allows you to prepare the class with more resources	69%	79%	73%	66%	71%
Improves communication with my students	30%	35%	39%	35%	31%
Access to more content and resources in different formats	83%	80%	68%	76%	69%
Improves the teacher's digital competence	27%	35%	41%	40%	42%
Real-time activity tracking	27%	26%	29%	31%	38%
Support for evaluations	18%	26%	19%	17%	15%
Other	5%	4%	2%	5%	2%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What do you mainly use technology for in your teaching practice?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Content creation such as presentations or videos for class	38%	61%	54%	56%	57%
Handing in and returning assignments	28%	12%	11%	12%	7%
Communication with students	6%	4%	6%	5%	5%
Communication with families	7%	6%	10%	5%	4%
Simultaneous work with students (shared documents)	14%	12%	16%	17%	24%
Other	7%	6%	2%	5%	4%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- How do you use digital content in your classes?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I do not use any digital content	1%	2%	5%	2%	4%
Only as support material for the physical contents	32%	41%	42%	36%	33%
Equally, for both physical and digital content	43%	40%	38%	36%	39%
As main material	24%	17%	15%	25%	23%

- What is the main digital content you use to teach subjects?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Publisher content (digital book, resources, platforms)	49%	38%	27%	22%	25%
Content extracted from the internet (blogs, material from other teachers, YouTube, open resource websites, etc.)	19%	32%	39%	39%	30%
Self-created content (using tools such as PowerPoint, Google Docs, Genially, Photoshop, BlinkLearning, etc.)	32%	30%	34%	39%	45%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- Would you recommend starting a digital project at your school to a colleague?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Yes	68%	92%	90%	92%	92%
No	19%	3%	2%	1%	2%
Depends on several factors	13%	5%	8%	7%	6%

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

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Non-existent	7%	2%	2%	1%	2%
Very low	9%	4%	6%	3%	1%
Low	27%	18%	20%	12%	12%
High	51%	62%	53%	63%	68%
Very high	6%	14%	19%	20%	17%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What factors mainly cause motivation to be high or very high?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Possibility of adapting classes to your interests	26%	39%	32%	33%	32%
Possibility of greater interaction among students and with the teacher	27%	28%	36%	31%	32%
Possibility of accessing varied, updated information in real time	40%	43%	50%	44%	46%
Possibility for personalised, more active and autonomous learning	41%	45%	40%	43%	37%
Possibility of learning in a "language" the students are more accustomed to	22%	22%	24%	18%	16%
Possibility of applying active and playful methodologies in the classroom	55%	56%	57%	58%	63%
Possibility of accessing more attractive content, with interactive and dynamic resources	80%	75%	67%	72%	78%
Other	2%	1%	1%	2%	1%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What do you consider to be the main pedagogical advantages of the use of technology in the classroom?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I do not consider there to be any pedagogical advantages	9%	2%	2%	1%	1%
Improvement in autonomous learning	38%	61%	60%	60%	56%
Improved communication between students and teachers	25%	20%	25%	23%	21%
Learning adapted to the needs and rhythms of the student body	38%	49%	46%	55%	54%
Access to a greater number of content and resources in different formats	68%	66%	50%	55%	52%
Prepares students for the use of technology in future workplaces	33%	34%	52%	37%	37%
Learning to communicate using different languages or means of expression	15%	21%	15%	23%	21%
Improving students' digital competence and responsible use of ICTs	48%	47%	53%	52%	59%
Other	2%	3%	1%	0%	2%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

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

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I do not identify any deficits	4%	13%	11%	14%	12%
A decreased attention span	42%	29%	33%	29%	18%
Low or inadequate digital skills	22%	12%	24%	19%	15%
A decrease in patience and/or perseverance	29%	18%	15%	13%	16%
Difficulties in learning autonomously	17%	21%	26%	19%	20%
Difficulties in learning collaboratively	11%	23%	25%	19%	22%
Difficulties in applying what has been learned to other contexts	13%	13%	17%	13%	10%
Difficulties in selecting and contrasting reliable information	45%	35%	28%	31%	28%
Difficulty in writing by hand quickly and increased spelling mistakes	40%	37%	34%	25%	33%
A decrease in reading comprehension, vocabulary and/or expressive skills	35%	26%	25%	22%	21%
Difficulties in perceiving the risks to which they are exposed and in data protection	26%	19%	24%	21%	29%
Inability to disconnect from social networking sites while using technology in the classroom	29%	27%	27%	35%	31%
Other	2%	2%	3%	3%	2%

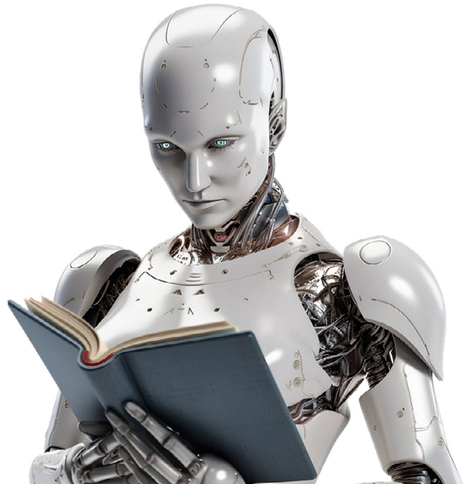
Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- In which competencies/skills do you think students need more training?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Digital security	27%	21%	26%	14%	23%
Self-regulated/autonomous learning	12%	22%	16%	31%	19%
Strategies for focusing attention	26%	26%	22%	19%	17%
Interpersonal communication in the network	2%	4%	7%	4%	5%
Work management and productivity	24%	15%	15%	19%	23%
Development of proprietary materials	9%	12%	13%	13%	13%

- Do you think Artificial Intelligence (AI) will be important this academic year in your classes?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Yes, as a new learning opportunity	31%	73%	84%	81%	80%
No, it will be prohibited	12%	3%	2%	1%	2%
I have not considered it	57%	24%	14%	18%	18%



Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- At what point in your teaching practice do you use AI?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I do not use AI in my teaching practice	71%	45%	37%	38%	40%
To prepare the class (use of chatbots)	13%	17%	24%	22%	20%
During class, with activities with students (to create content)	7%	18%	18%	17%	19%
To identify learning progress, with analytics tools	4%	8%	13%	9%	7%
In all of the previous three	5%	12%	9%	13%	13%

- Which phrase do you most identify with regarding the use of Artificial Intelligence in teaching?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I don't feel prepared for any aspect of it	52%	34%	23%	25%	21%
I am well prepared to take advantage of the opportunities it presents and prevent the threats that may arise from its use	12%	33%	37%	40%	39%
I am more prepared to take advantage of opportunities than to prevent threats.	26%	28%	26%	28%	28%
I am more prepared to prevent threats than to take advantage of opportunities.	10%	6%	14%	7%	12%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- In your opinion, what are the main challenges to improve education in general?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Improving teacher training	14%	24%	24%	26%	28%
Reaching consensus on education laws	42%	5%	15%	6%	10%
Improving teachers' working conditions	27%	33%	31%	32%	24%
Reducing the dropout and failure rate in schools	19%	17%	16%	19%	16%
Achieving greater student motivation	38%	29%	32%	31%	29%
Integrating distance learning with face-to-face classes	4%	10%	12%	8%	14%
Reducing classroom ratios (fewer students per teacher)	56%	16%	13%	19%	16%
Further developing the digital competence of students and teachers	9%	28%	31%	35%	34%
Increasing education in values and emotional skills	28%	42%	39%	42%	41%
Increased support for personalisation of learning (diversity, educational inclusion)	21%	21%	25%	27%	25%
Ensuring access to resources and infrastructure to improve educational conditions	13%	26%	31%	29%	25%
Increasing academic performance in key subjects such as Language, Arts, Science and Mathematics	26%	32%	29%	21%	20%
Improving education by competencies (developing a greater critical sense, autonomous learning)	18%	36%	34%	40%	40%
Other	3%	1%	2%	2%	1%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What is the main measure that could help improve teaching?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Reducing school hours	5%	2%	1%	3%	0%
Reducing classroom ratios (fewer students per teacher)	42%	9%	7%	3%	6%
Updating/renewing teaching practice	4%	10%	7%	11%	11%
Encouraging teamwork among teachers	4%	4%	9%	4%	4%
Diagnosing student difficulties (dyslexia, ADHD, etc.)	2%	6%	4%	2%	8%
Having resources and infrastructure that favour teaching and learning	12%	13%	14%	17%	12%
Curriculum adaptation/updating according to student needs and current times	5%	11%	9%	16%	11%
Students putting knowledge into practice rather than memorising it	10%	16%	16%	10%	14%
Adopting an integral education (beyond academics) that takes into account emotional education, the use of the body, learning spaces, etc.	12%	26%	31%	32%	32%
Other	4%	2%	2%	1%	2%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- How well do you think the teaching profession is valued in society?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Very poorly	12%	12%	14%	6%	7%
Poorly	50%	56%	55%	51%	59%
Reasonably	31%	26%	22%	29%	30%
Considerably	7%	5%	7%	10%	4%
Highly	0%	1%	2%	4%	1%

- Do you feel you are motivated by your work as a teacher?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I feel very unmotivated	7%	8%	7%	4%	1%
I feel a little unmotivated	21%	21%	17%	15%	13%
I feel quite motivated	28%	39%	42%	31%	33%
I feel very motivated	44%	32%	34%	50%	52%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- Why do you feel demotivated about your work as a teacher?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Low salaries	1%	27%	15%	19%	18%
High workload and excessive bureaucracy	38%	13%	28%	5%	10%
Few opportunities for career development	3%	6%	0%	12%	5%
Low recognition of the profession	5%	7%	10%	14%	15%
Deficient teaching resources and infrastructure	3%	5%	5%	12%	5%
Inadequate teaching and learning environments	1%	4%	0%	0%	3%
Low student motivation	15%	6%	3%	5%	3%
My job is a source of stress	8%	4%	3%	0%	5%
Pupil misbehaviour/Fear of being bullied by the student body	7%	5%	8%	5%	3%
Too many students per class	5%	4%	3%	0%	8%
Issues related to the school where I work (poor management, bad working environment, etc.)	3%	11%	3%	16%	5%
Obsolete or outdated curricula	1%	2%	5%	2%	3%
Little possibility of sharing practices and/or working together with peers	0%	1%	3%	2%	0%
Workday (overloaded working hours)	3%	2%	5%	5%	5%
Other	7%	4%	8%	5%	15%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- Why do you feel motivated about your work as a teacher?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
I love my job and I do it by vocation	43%	41%	42%	42%	37%
It motivates me to see motivated students	5%	4%	3%	1%	2%
It motivates me to see the progress of my students	20%	18%	17%	16%	24%
I am motivated by the teaching-learning process	7%	8%	8%	7%	7%
I like to share my knowledge of the subject I teach	11%	11%	12%	4%	8%
I am motivated by the social commitment of my profession	10%	9%	9%	17%	11%
I am motivated by the fact that I have to be constantly training	2%	6%	5%	9%	6%
I am motivated by good remuneration	0%	1%	0%	1%	1%
I am motivated by a stable job	0%	1%	1%	1%	2%
Workday (allows me more free time than other professions)	0%	0%	0%	2%	0%
I have more holiday time than in other professions	1%	0%	0%	0%	0%
Other(s)	1%	1%	1%	1%	0%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What would improve motivation in your work as a teacher?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Higher salaries	7%	46%	28%	32%	34%
Fewer hours of classes	7%	1%	2%	1%	2%
More material resources	6%	4%	4%	10%	6%
Fewer students per class	24%	6%	7%	5%	4%
Improved career development	4%	7%	14%	10%	9%
Working in teams or together with other colleagues	3%	7%	9%	13%	13%
A training plan in the school itself and during working hours	3%	7%	7%	5%	10%
More time to prepare classes and less time spent on bureaucracy	40%	17%	25%	20%	16%
Other	6%	5%	4%	4%	5%

Comparative Data: Colombia, Ecuador, Spain, Mexico and Peru

- What skills do you need to reinforce or receive training in?

	SPAIN	MEXICO	ECUADOR	COLOMBIA	PERU
Searching and selecting digital resources	9%	11%	8%	9%	11%
Information and data management	4%	4%	9%	8%	6%
Creation and modification of digital contents	24%	25%	27%	28%	23%
Data protection, management and security	9%	5%	7%	6%	7%
Communication within the educational organisation (students, teachers and families)	6%	12%	14%	8%	11%
Collaboration with other teachers through educational technologies	9%	10%	9%	8%	11%
Learning analytics	10%	12%	9%	19%	9%
Evaluation strategies	24%	15%	13%	10%	18%
Other	5%	4%	2%	4%	3%

4. Credits

- Acknowledgments

Acknowledgments

We would like to thank our partners for their collaboration, commitment and advice: **King Juan Carlos University** (Spain) together with the Research Group for Educational Innovation and Improvement **(IMEI),** the Organization of American States **(OAS)** and the Inter-American Network for Educational Education **(RIED),** the Educational Innovation **Observatory of the TEC de Monterrey** (Mexico), the **National Confederation of Private Schools** (Mexico), **Corporación Universitaria Minuto de Dios** - UNIMINUTO (Colombia), **Universidad del Rosario** (Colombia), **Universidad Javeriana** (Colombia), **Municipality of Lima** (Peru), **Instituto de Educación Superior Privado CIBERTEC** (Peru) and **Asociación de Colegios Particulares Amigos** (Peru).

We would also like to thank our team of advisors, teachers and education experts Jesús Paz-Albo, Marta Gómez, Luis Benitez, César Pacheco, Antonella Pelizzari, Karina Fuerte, Tarsicio Larios Félix, Marisol Cipagauta, Adriana María Alzate, Camilo Bonilla, Mónica Irlanda Brijaldo and Pedro Antonio Gonzales for participating in the dissemination and design of the questionnaire including the topics that most interest the teaching community both in Latin America and Europe.

Shall we talk?

contact@blinklearning.com

www.blinklearning.com

BlinkLearning is a company specialised in the development of solutions for education, with over 14 years' experience helping schools to get the most out of their digital resources and promoting the good use of technology for the entire educational community.

It has a global team operating from various locations, including Spain, Italy, United Kingdom and several Latin American countries such as Argentina, Brazil, Chile, Colombia, Ecuador, Mexico and Peru. Its mission is centred on helping schools and educational institutions to develop secure educational environments adapted to today's digital needs. It focuses much of its efforts on making a significant impact on the integral formation of students, with the purpose of preparing them to be responsible and competent digital citizens.

Where #realinfluencers teach

blink Learning