Project Albus Impact
El Salvador

Prepared for Google for Education by Dalberg

June 2025

Executive Summary

- **Project Background:**
  - Since 2020, El Salvador and Google for Education have collaborated to drive digital transformation in public education, beginning with 1.4 million GWfE accounts and nationwide teacher training to support remote learning during the pandemic.
  - In 2024, Google opened a local office and supported the nationwide rollout of 93,000 Chromebooks for fourth-grade students, while continuing to invest in training pedagogical leaders to sustain systemic digital transformation.
  - The Salvadoran government is not only advancing GWfE adoption but also exploring a nationwide rollout of "Flexing" teacher devices, with the pilot aimed at testing functionality and performance prior to full-scale implementation.
- **Pilot Objectives:**
  - Build on national momentum by positioning El Salvador as a regional leader in digital education, setting a model for other Central American countries.
  - Generate deep insights on the adoption of Google for Education tools and ChromeOS Flex in public school settings to inform broader national strategies.
  - Strengthen collaboration with the Ministry of Education to scale evidence-based practices for long-term system transformation.
- **Notable Impacts on:**
  - **Enhanced learning effectiveness and equity —** 87% of teachers reported being able to tailor instruction to student needs; students demonstrated greater autonomy, creativity, and ownership.
  - **Improved student engagement, enjoyment, and collaboration –** 89% of students found classes more enjoyable; >80% of students and teachers observed stronger collaboration.
  - **Strengthened teaching experience & time use –** 93% of teachers saved time with Google tools, shifting efforts toward planning and student support; all earned GCE Level 1 certification.
  - **Flexed devices performed comparably to Chromebooks, validating their potential as a cost-effective, scalable solution for nationwide adoption –** 80% of teachers think that ChromeOS performs better than other operating systems; 87% of teachers would recommend ChromeOS Flex for national use.

Google for Education

Project Albus El Salvador

Overview

Objectives

Digital Transformation

High profile DX of a selection of pilot schools in partnership with government and other stakeholders, observed by leading academics

Insight

Generate deep insights into how schools adopt technology within the local cultural, political and economic context

+

Impact

Improve understanding and stimulate demand for our value proposition amongst stakeholders in the education system
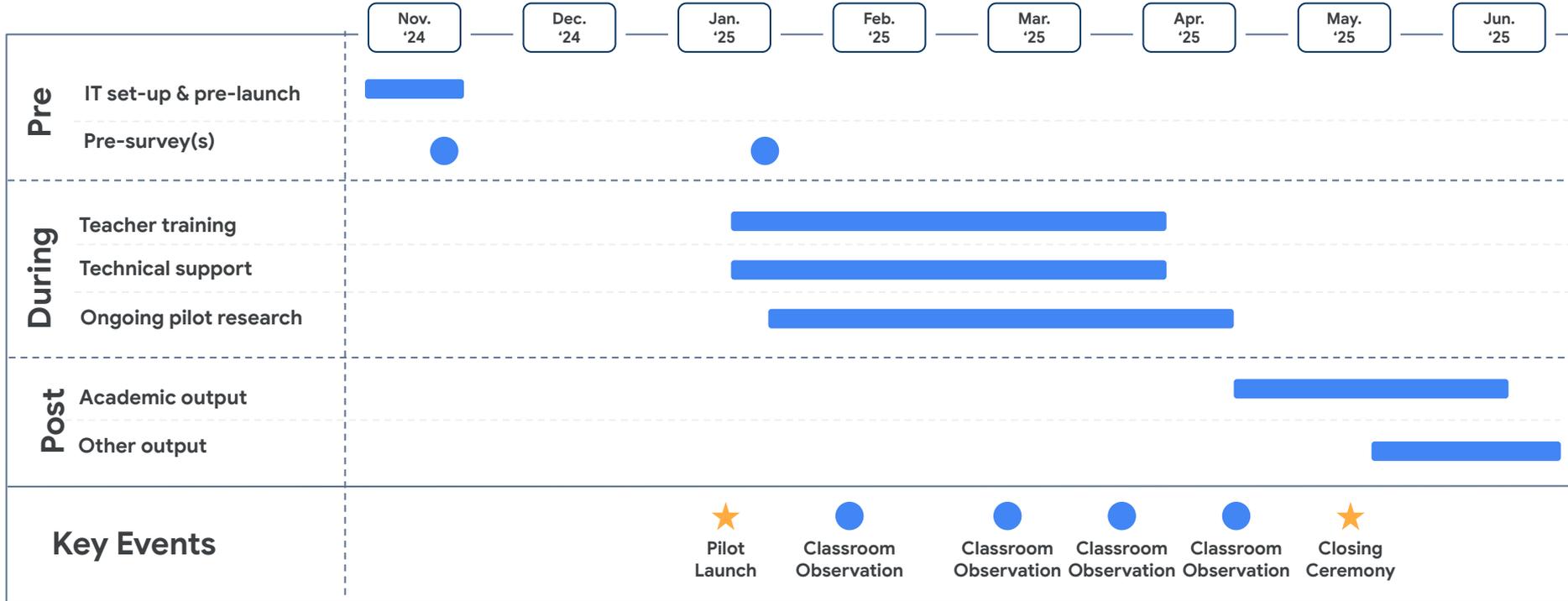
Pilot School Profile

Centro Escolar Marcelino García Flamenco is a K–12 public school located at 2A. C. Ote. y 13 Av. Sur in Santa Tecla, La Libertad Sur. The digital transformation of education pilot involved 140 students and 15 teachers across nine classrooms in Grades 4th to 6th.

The school, led by Principal Roxanna Elizabeth Peñate, was selected with the endorsement of El Salvador's Ministry of Education, which identified it as an ideal environment to launch the country's first digital transformation pilot. Following joint site visits and interviews, both Google for Education and Dalberg confirmed the school's strong digital readiness. The school had already implemented some connectivity initiatives and engaged in multiple pilot programs, demonstrating clear commitment to educational innovation and system-wide transformation.

Source: Photo provided by the school

Project Timeline

	Nov. '24	Dec. '24	Jan. '25	Feb. '25	Mar. '25	Apr. '25	May. '25	Jun. '25

Pre
- IT set-up & pre-launch
- Pre-survey(s)

During
- Teacher training
- Technical support
- Ongoing pilot research

Post
- Academic output
- Other output

Key Events
- ★ Pilot Launch
- ● Classroom Observation
- ● Classroom Observation
- ● Classroom Observation
- ● Classroom Observation
- ★ Closing Ceremony
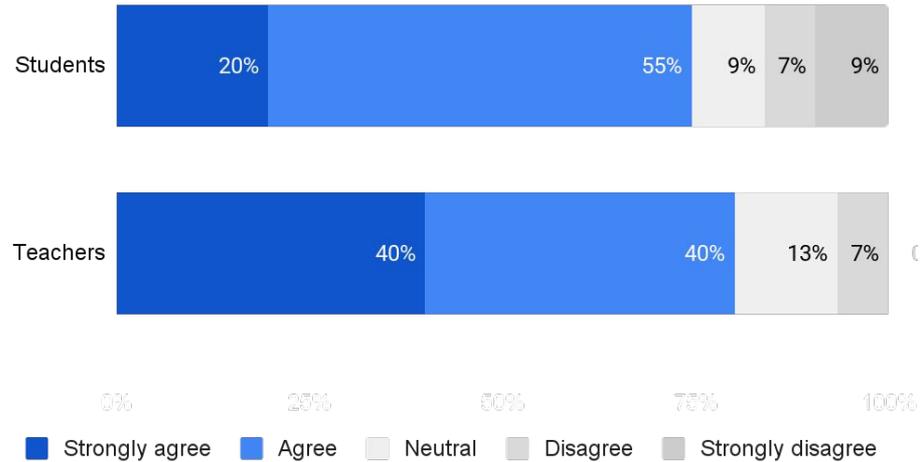
Project Albus El Salvador

Positive Impact on Teaching & Learning

Improving Core Learning Experience

Google for Education

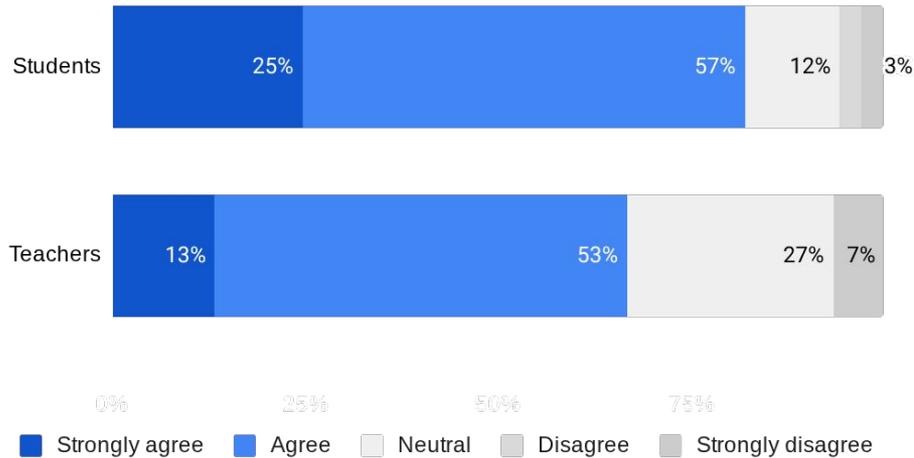# ~80% of teachers and students agree that students benefit from adaptive learning, accommodated to their needs

Students	20%	55%	9% 7% 9%
Teachers	40%	40%	13% 7%

0%   25%   50%   75%   100%

■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree

Source: Teacher Survey, "My students benefit from adaptive learning that accommodates to diverse learning needs" – n = 15; Student Survey: "I find adaptive learning helpful in adjusting to my unique needs" n = 140

82% of students feel a greater sense of ownership in their learning journey, most teachers agree
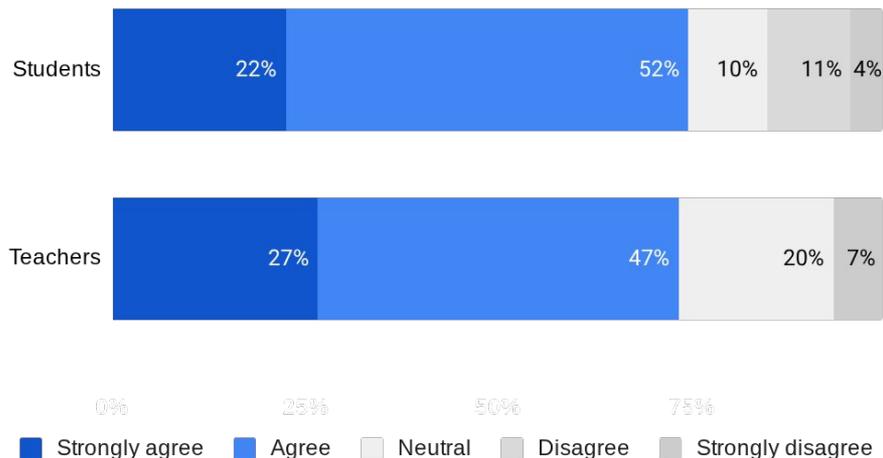

Students
- Strongly agree: 25%
- Agree: 57%
- Neutral: 12%
- Strongly disagree: 3%

Teachers
- Strongly agree: 13%
- Agree: 53%
- Neutral: 27%
- Disagree: 7%

0% 25% 50% 75%

■ Strongly agree ■ Agree ☐ Neutral ▨ Disagree ▨ Strongly disagree

"

"It's as if the digital environment gave them a different opportunity to get involved" (translated)

Focus Group
Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "My students demonstrate greater ownership in their learning journey" – n = 15; Student Survey: "I feel a greater sense of ownership in my learning journey" n = 140

Google for Education

74% of teachers and students believe that students gain autonomy through self-directed learning tools

Students
| 22% | 52% | 10% | 11% | 4% |

Teachers
| 27% | 47% | 20% | 7% |

0% 25% 50% 75%

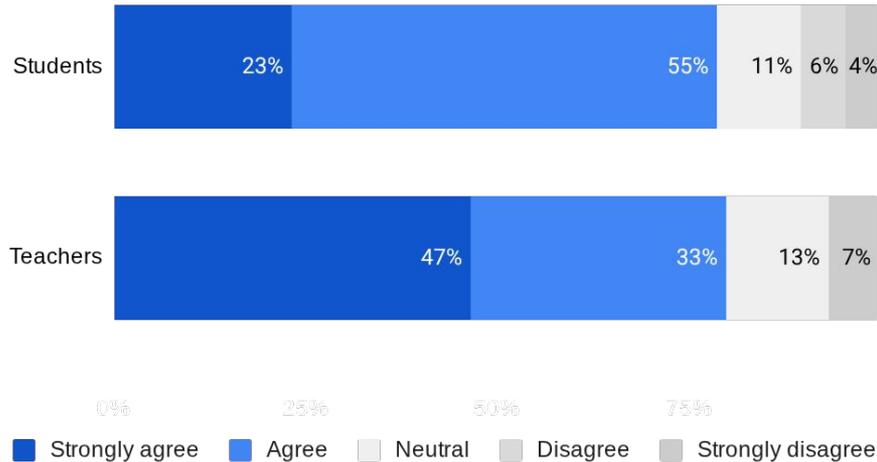■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree

> "(...) when we need to read or understand a topic, we can watch videos and do research, and then it's just easier to understand and do the assignments" (translated)

6th grade student
Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "My students are able to participate in self-directed learning" - n = 15; Student Survey: I am able to undergo independent learning" n = 140

Google for Education

~80% of teachers and students agree that students are able to learn at their own pace

Students
- Strongly agree: 23%
- Agree: 55%
- Neutral: 11%
- Disagree: 6%
- Strongly disagree: 4%

Teachers
- Strongly agree: 47%
- Agree: 33%
- Neutral: 13%
- Strongly disagree: 7%

0%   25%   50%   75%

■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree
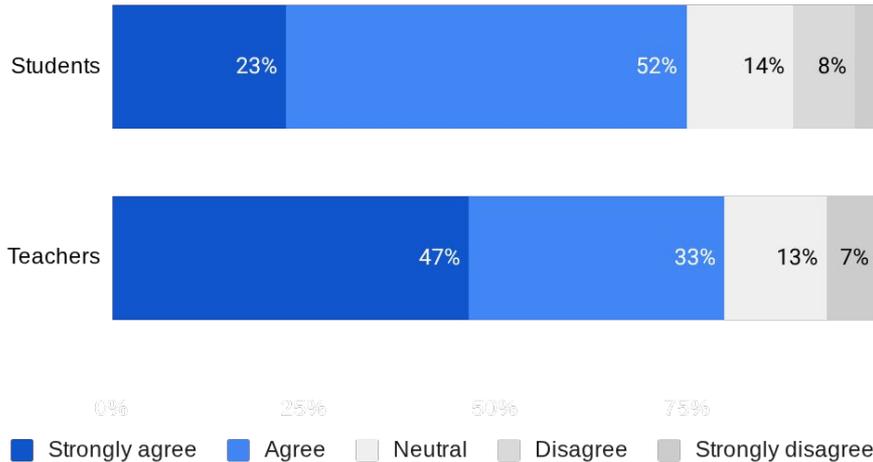
> "
> *"Technology helps me a lot when I need to look up things I don't understand" (translated)*
>
> **6th grade student**
> Centro Escolar Marcelino García Flamenco

Google for Education

~80% of teachers and students agree that Google Solutions enable teachers to provide real-time feedback

Students
| 23% | 52% | 14% | 8% |

Teachers
| 47% | 33% | 13% | 7% |

0%   25%   50%   75%

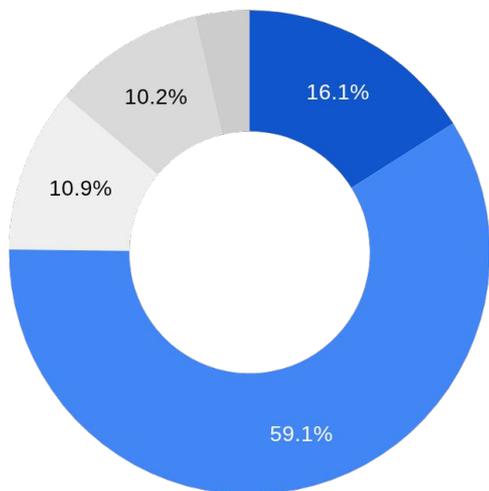■ Strongly agree ■ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

> ❝ *"I can see who turned it in and when, and leave immediate comments" (translated)*
>
> **Focus Group**
> Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "My students are able to receive real-time assessment and feedback" - n = 15; Student Survey: "I am able to receive real-time assessment and feedback" n = 140

Google for Education

75% of students feel more empowered to take charge of their learning

Strongly agree • 16.1%
Agree • 59.1%
Neutral • 10.9%
Disagree • 10.2%

Legend: ● Strongly agree ● Agree ○ Neutral ○ Disagree ● Strongly disagree

"There are videos and resources to help understand the subjects better and do the assignments more effectively" (translated)

6th grade student
Centro Escolar Marcelino García Flamenco

Source: Student Survey: "I am empowered to take charge of my own learning" n = 140
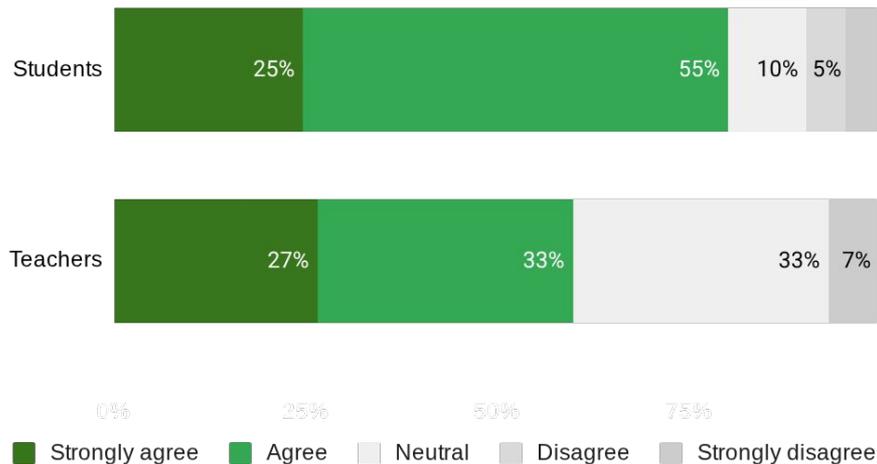
Improving
Cognitive Abilities

Google for Education

83% of students believe that their academic performance improved during the pilot; 73% of teachers agree

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students	26%	57%	10%	5%	
Teachers	13%	60%	20%	7%	
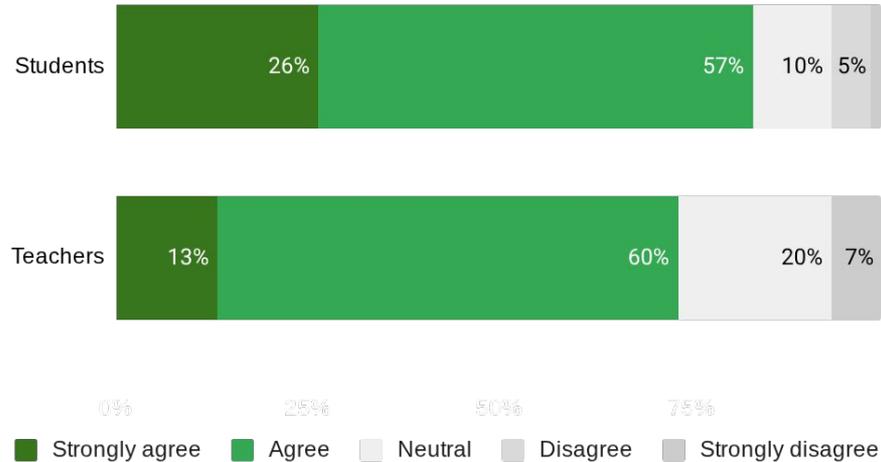
Source: Teacher Survey, "My students' performance have improved" - n = 15; Student Survey: "My academic performance has improved" n = 140

80% of students feel like they become more creative in their learning process with Google Solutions
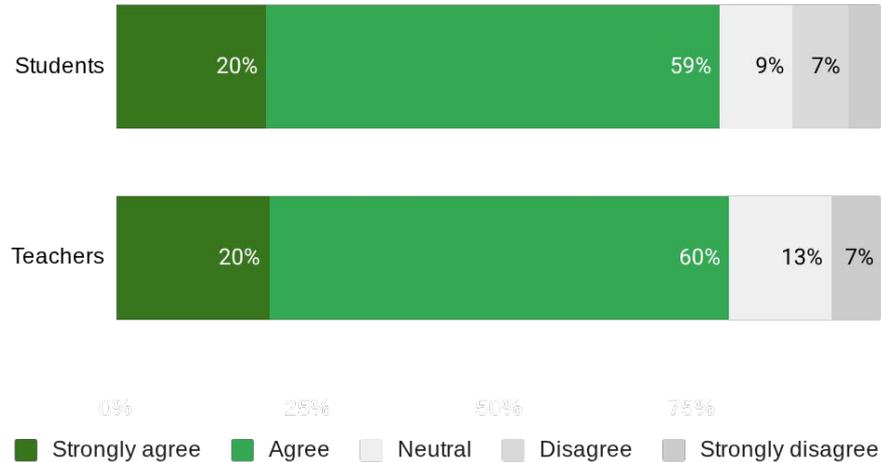
Students

| 25% | 55% | 10% | 5% |

Teachers

| 27% | 33% | 33% | 7% |

0%   25%   50%   75%

■ Strongly agree   ■ Agree   □ Neutral   ■ Disagree   ■ Strongly disagree

> ❝
>
> *"Every time I use [technology], I feel like it's easy, I pay more attention, and I'm more creative" (translated)*
>
> **4th grade student**
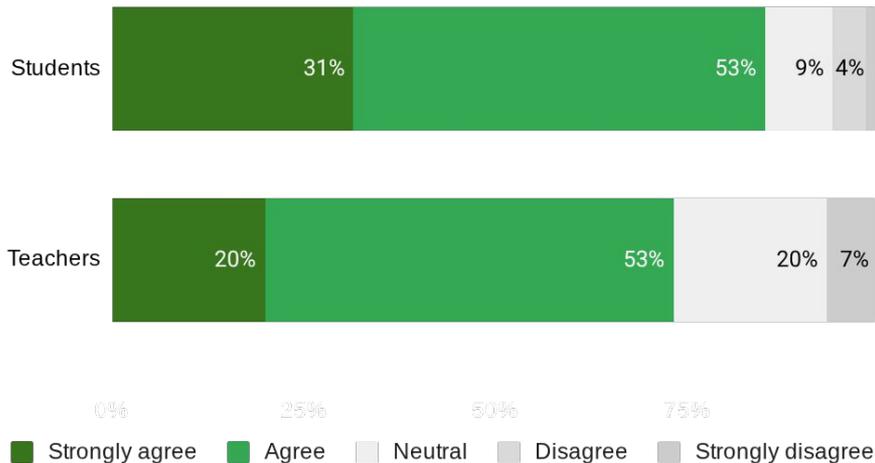> Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "My students are more creative and imaginative in their work" - n = 15; Student Survey: "I am more creative and imaginative in my work" n = 140

80% of teachers and students agree that students express their ideas more clearly and confidently

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students	20%	59%	9%	7%	
Teachers	20%	60%	13%	7%	

Strongly agree Agree Neutral Disagree Strongly disagree

0%   25%   50%   75%

Source: Teacher Survey, "My students are able to express their ideas and thoughts more effectively" – n = 15; Student Survey: "I am able to express my ideas and thoughts more effectively" n = 140

84% of students say that their assignments completion rates rose when using digital tools, 73% of teachers agree
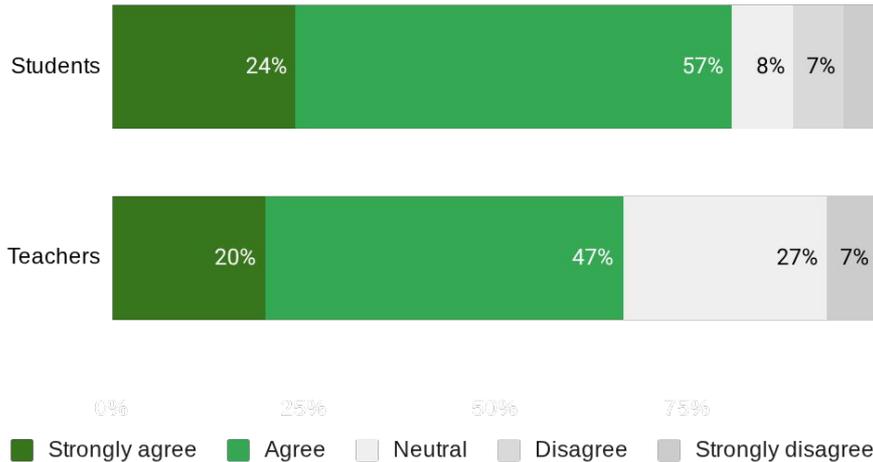

Students: Strongly agree 31%, Agree 53%, Neutral 9%, Disagree 4%

Teachers: Strongly agree 20%, Agree 53%, Neutral 20%, Strongly disagree 7%

0%   25%   50%   75%

■ Strongly agree   ■ Agree   ☐ Neutral   ☐ Disagree   ■ Strongly disagree

"

"I was surprised to see how some students who never used to turn in assignments now submit them on time and properly" (translated)

Focus Group
Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "My students achieved a higher completion rate on their assignments" - n = 15; Student Survey: "I achieved a higher completion rate on my assignments" n = 140

81% of students feel like they grasp content quicker and engage in the subject matter more deeply when using technology

Students	24%	57% 8% 7%
Teachers	20%	47% 27% 7%

0% 25% 50% 75%

■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree

> **"**
>
> *"[The classes] are more fun and (...) I also learn more" (translated)*
>
> **5th grade student**
> Centro Escolar Marcelino García Flamenco

Google for Education

Improving Engagement, Enjoyment, and Collaboration

Google for Education

73% of teachers agree that Google Solutions led to greater ownership and classroom engagement

33.3%

20.0%

40.0%

● Strongly disagree   ● Neutral   ● Agree   ● Strongly agree
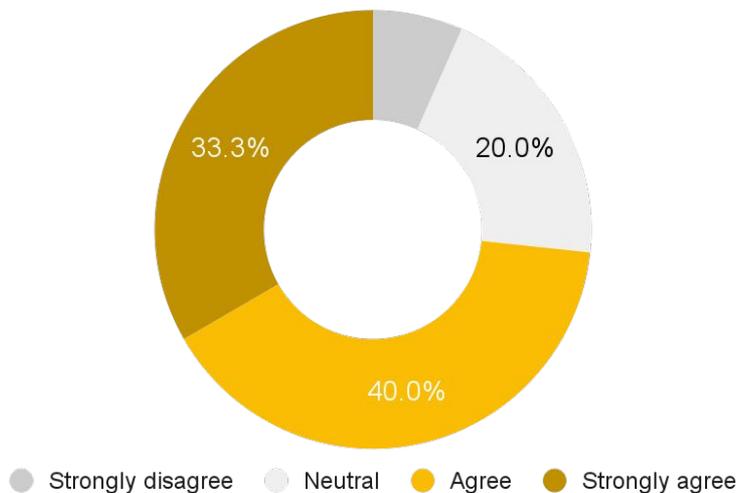
Source: Teacher Survey, "My students take greater ownership in learning and are more engaged in class" - n = 15

Engagement increased across both teacher and student perspectives
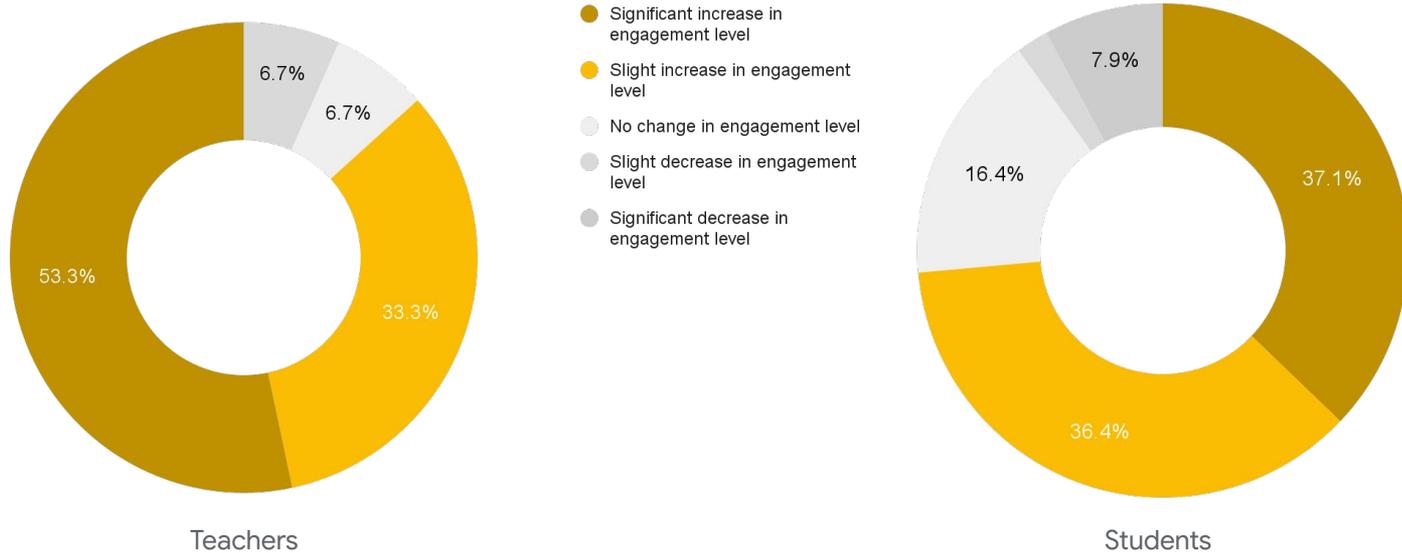
Legend:
- Significant increase in engagement level
- Slight increase in engagement level
- No change in engagement level
- Slight decrease in engagement level
- Significant decrease in engagement level

Teachers
- 53.3%
- 33.3%
- 6.7%
- 6.7%

Students
- 37.1%
- 36.4%
- 16.4%
- 7.9%

Google for Education

Dalberg   23

> **"**
>
> I don't really like coming to class, but that has changed a lot thanks to technology (translated)
>
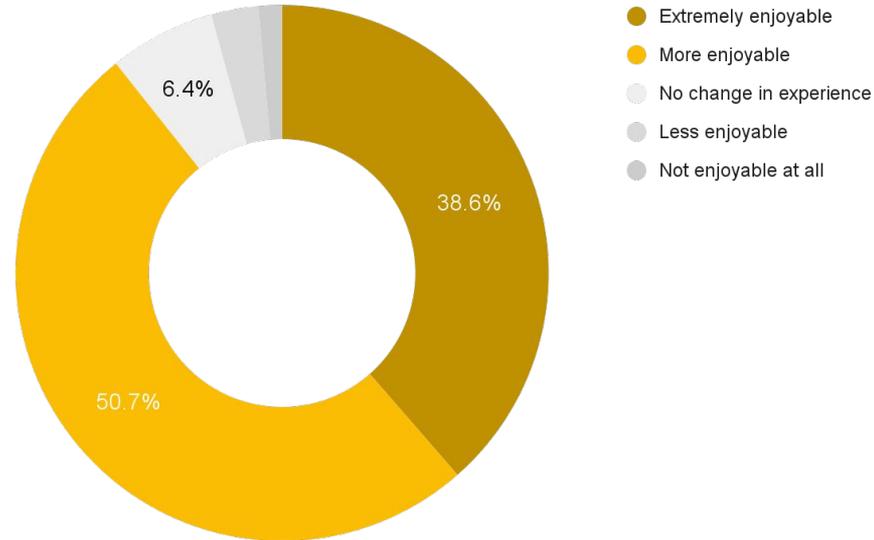> **5th grade student at the Centro Escolar Marcelino García Flamenco**
>
> I enjoy them because my classmates are also there, and sometimes if I don't understand something, they're there to explain — it's engaging and fun (translated)
>
> **6th grade student at the Centro Escolar Marcelino García Flamenco**

Source: Student post survey

89% of students find their classes more enjoyable

Legend:
- Extremely enjoyable
- More enjoyable
- No change in experience
- Less enjoyable
- Not enjoyable at all

Chart values: 38.6%, 50.7%, 6.4%

Source: Student Survey; "On a scale of 1-5, how would you describe changes to your classroom experience during pilot?", n = 140

Both students and teachers perceived greater collaboration levels in the classroom

Legend: ■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree

Students: I am able to collaborate more with my classmates.
- Strongly agree: 31%
- Agree: 53%
- Neutral: 9%
- Disagree/Strongly disagree: 5%

Students: I help and receive help from peers in class
- Strongly agree: 18%
- Agree: 61%
- Neutral: 12%
- Disagree: 7%

Teachers: My students collaborate more with their classmates
- Strongly agree: 27%
- Agree: 53%
- Neutral: 13%
- Disagree: 0%

Axis: 0% 25% 50% 75% 100%

> "We write to each other or make calls and do the group assignments together"
>
> **6th grade student**
> Centro Escolar Marcelino García Flamenco

Source: Student Survey; "On a scale of 1-5, how would you describe changes to your classroom experience during pilot?", n = 140

Google for Education

Dalberg 26

Positive Impacts on Teaching Experience & Time Use

> " It was a great help because it broke down the barrier of fear around using technology in the classroom. We learned that using these tools the right way greatly eases our work with lessons, planning, and assignments — and the students learned that technology is much more than just games (translated)

**Riquelmy Edgardo Campos Melara**
School Teacher at the Centro Escolar Marcelino García Flamenco
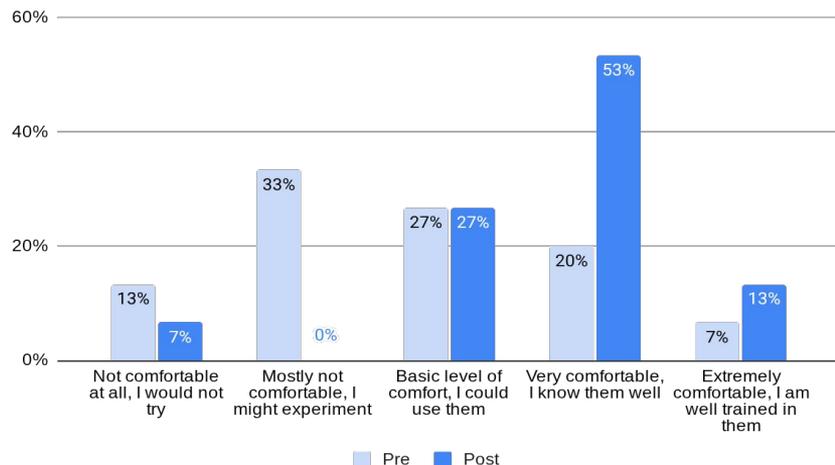

Source: Teachers post survey

100% of teachers see the benefits of using technology in the classroom

- I used to see technology as being harmful but can see benefits now
- I used to see the benefits and continue to try to use technology wherever I can.
- I did not think technology was beneficial but do so now, but there are obstacles

6.7%

13.3%

80.0%
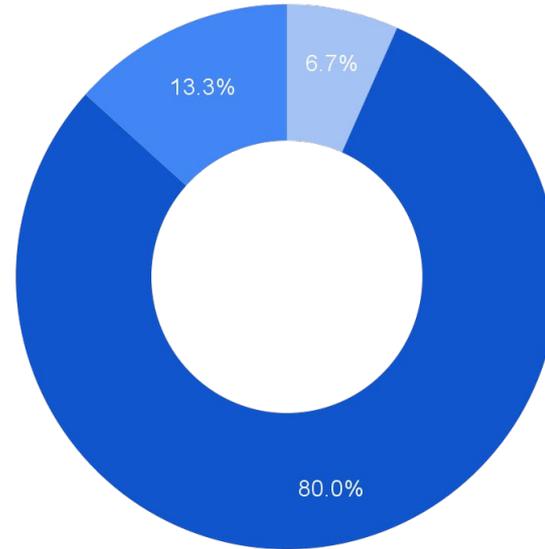
Source: Teacher Survey, "Has your attitude towards the use of technology in classrooms shifted after the pilot?" - n = 15

100% of teachers achieved GfE Educators level 1 certification and 66% of them feel very or extremely comfortable with Chromebooks

Chart: Teacher comfort level (Pre vs Post)

- Not comfortable at all, I would not try: Pre 13%, Post 7%
- Mostly not comfortable, I might experiment: Pre 33%, Post 0%
- Basic level of comfort, I could use them: Pre 27%, Post 27%
- Very comfortable, I know them well: Pre 20%, Post 53%
- Extremely comfortable, I am well trained in them: Pre 7%, Post 13%

Legend: Pre, Post

Source: Teacher Survey, "What is your comfort level when using Chromebooks?" – n = 15
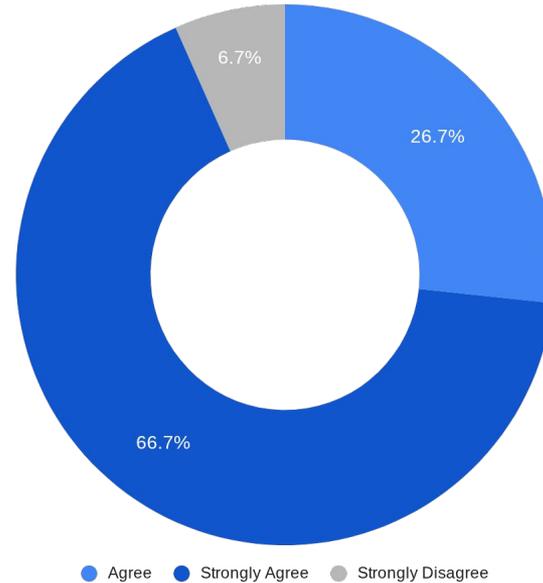
> "*Today, we feel much more confident using Google Workspace and Chromebooks*" *(translated)*

Focus Group
Teacher at Centro Escolar Marcelino García Flamenco

Google for Education

93% of teachers found that the professional development sessions were well-aligned with their needs

- Agree
- Strongly Agree
- Strongly Disagree

26.7%
66.7%
6.7%

Source: Teacher Survey, "Please provide your opinion on this statement "I found the Professional Development training useful and it met my needs" - n = 15

87% of teachers say that Google Solutions allows them to employ student-centered methodology in the classroom

- ○ No change in focus on student-centered learning
- ○ Less focus on student-centered learning
- ● Greater focus on student-centered learning
- ● Comprehensive focus on student-centered learning
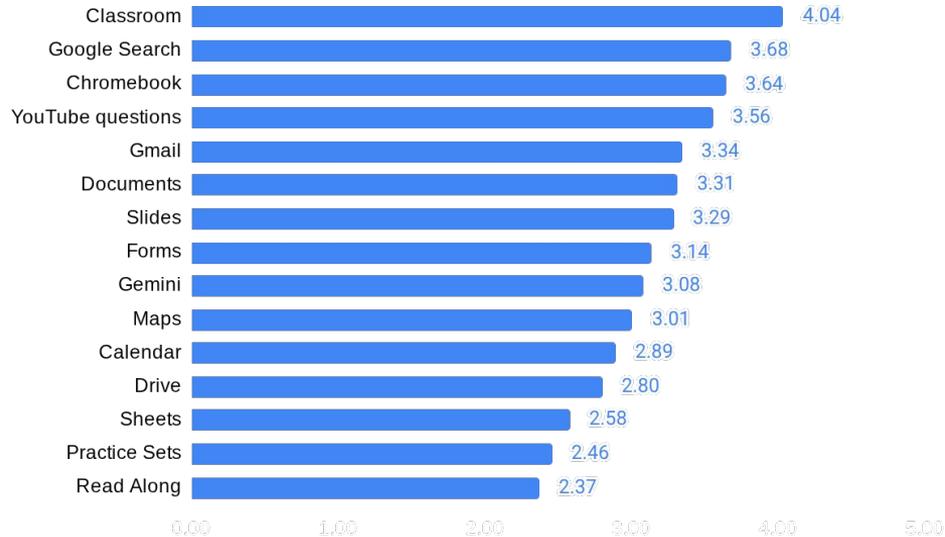
6.7%
6.7%
33.3%
53.3%
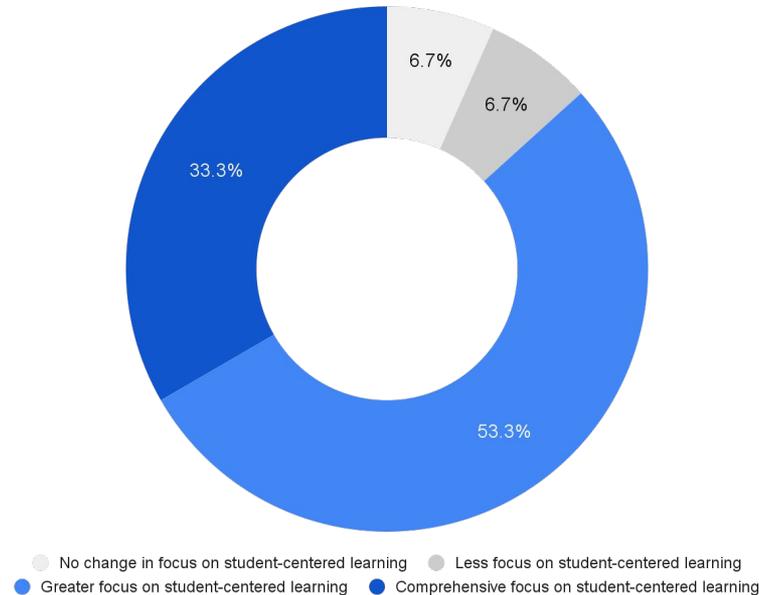
Source: Teacher Survey, "To what extent did your focus on student-centered learning change during the pilot?" - n = 15

Increase in comfort level with AI, GWfE and Chromebooks

Legend: ■ Variance ── Pre ── Post

Category	Variance	Pre	Post
Gemini	1.00	3.00	4.00
Practice Sets	0.93	2.67	3.60
Chromebooks	0.93	2.73	3.67
YouTube questions	0.80	2.73	3.53
Calendar	0.60	3.20	3.80
Read Along	0.53	2.53	3.07
Documents	0.47	3.53	4.00
Forms	0.47	3.53	4.00
Classroom	0.47	3.47	3.93
Sheets	0.33	3.07	3.40
Google Search	0.27	3.87	4.13
Slides	0.27	3.47	3.73
Drive	0.20	3.73	3.93
Gmail	0.13	3.93	4.07

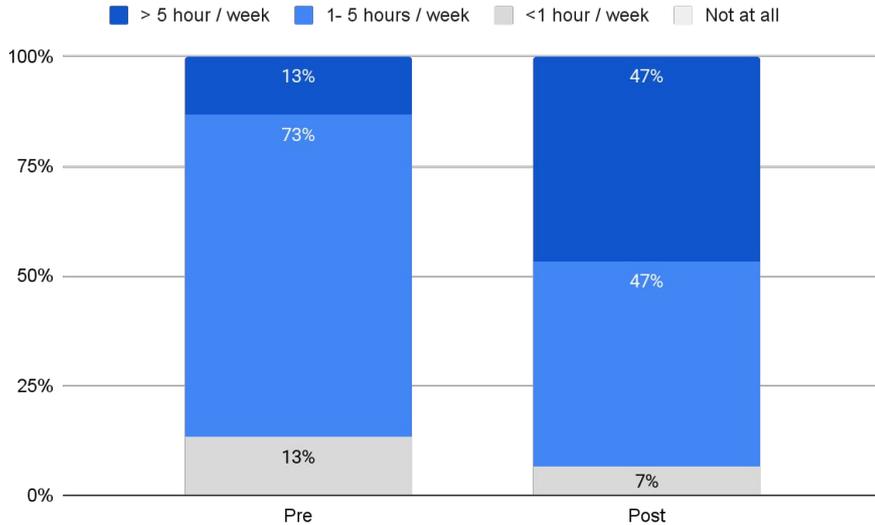Source: Teacher Survey; "What is your comfort level when using _____?" – n = 15
*Scale of 1-5

Students gained confidence in using fundamental tech tools to support learning, like classroom, search, and chromebooks

Tool	Score
Classroom	4.04
Google Search	3.68
Chromebook	3.64
YouTube questions	3.56
Gmail	3.34
Documents	3.31
Slides	3.29
Forms	3.14
Gemini	3.08
Maps	3.01
Calendar	2.89
Drive	2.80
Sheets	2.58
Practice Sets	2.46
Read Along	2.37

Source: Student Post-Survey; "What is your comfort level when using _____?" - n = 140
*Scale of 1-5

Comfort with technology led to a 34% increase of teachers who use technology >5 hours per week

Legend: ■ > 5 hour / week ■ 1- 5 hours / week ▪ <1 hour / week ▫ Not at all

Chart — Pre:
- > 5 hour / week: 13%
- 1- 5 hours / week: 73%
- <1 hour / week: 13%

Chart — Post:
- > 5 hour / week: 47%
- 1- 5 hours / week: 47%
- <1 hour / week: 7%

> "Now I enjoy using Google Classroom, Docs, Forms… it already feels like part of my daily teaching practice" (translated)
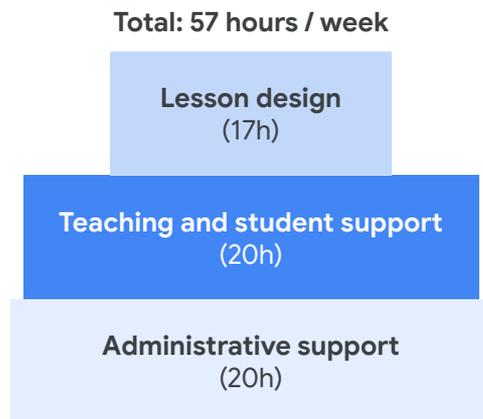
Focus Group
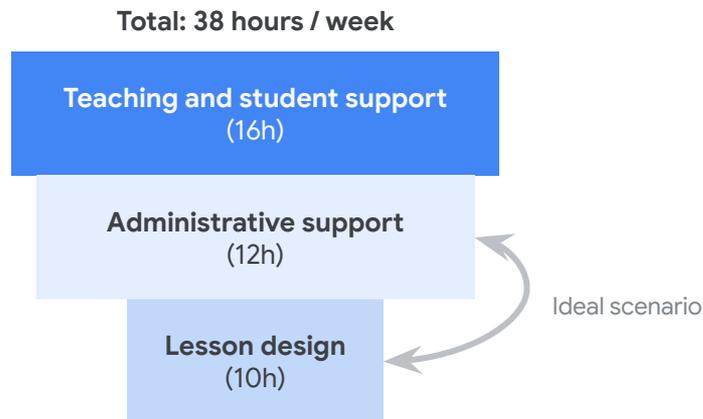Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "How much time do you spend per week using technology in your classroom?" - n = 15

Teachers reallocated time effectively to 'invert the pyramid'

Time spent on each task by teachers (pre-pilot)
hours / week

Total: 57 hours / week

Lesson design
(17h)

Teaching and student support
(20h)

Administrative support
(20h)

Time spent on each task by teachers (post-pilot)
hours / week

Total: 38 hours / week

Teaching and student support
(16h)

Administrative support
(12h)

Lesson design
(10h)

Ideal scenario

Teachers not only saved time; but also redistributed it towards important teaching and learning activities

Source: Teacher Survey; "¿How much time do you currently spend per full working week on each activity?" - n = 14*
*Note: To avoid bias in the research, outlier data that did not correspond to a feasible workday was removed.

> "
Our work takes a lot of time due to its different stages, and with this operating system everything becomes much easier (translated)
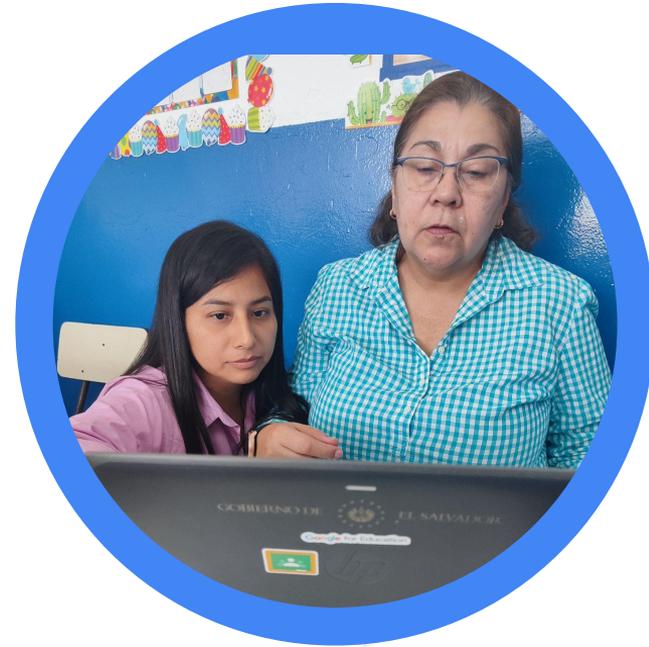
José Orlando Villalta
School Teacher at the Centro Escolar Marcelino García Flamenco

It makes teachers' work easier by reducing the time required (translated)

Lorena Guadalupe Velasco
School Teacher at the Centro Escolar Marcelino García Flamenco

Source: Teachers post survey

Teachers redistributed time away from admin and toward student learning

↓ >1h/week decrease

↓ <1h/week decrease

Categories	Types of tasks	Pre (avg) *(hours/week)*	Post (avg) *(hours/week)*
Teaching and student support	Teaching	20.6	13.1 ↓
	Student counselling	4.3	3.8 ↓
Lesson design	Individual planning or lesson preparation	11.3	6.1 ↓
	Teamwork and dialogue with colleagues	2.9	2.1 ↓
	Communication with parents	3.0	2.3 ↓
Administrative support	Marking or correcting students' homework	7.3	4.5 ↓
	General admin work	9.6	5.8 ↓
	Extracurricular activities	3.6	1.1 ↓
	Participation in school management	1.7	1.0 ↓
	Other	2.8	1.4 ↓

Source: Teacher Survey; "¿How much time do you currently spend per full working week on each activity?" – n = 14*
*Note: To avoid bias in the research, outlier data that did not correspond to a feasible workday was removed.

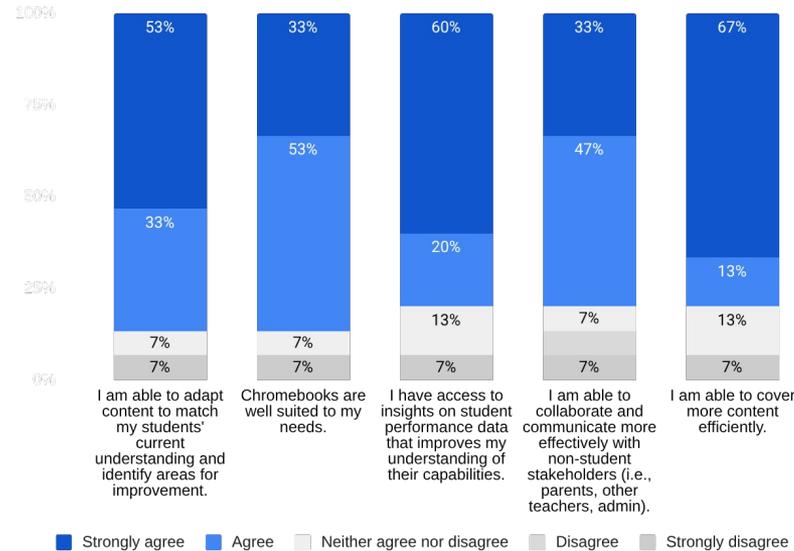# Google Solutions significantly save teachers' time on non-teaching activities

93%
Teachers said that
Google Workspace for
Education and Chromebooks
save their time

87%
says Google Workspace for
Education and Chromebook
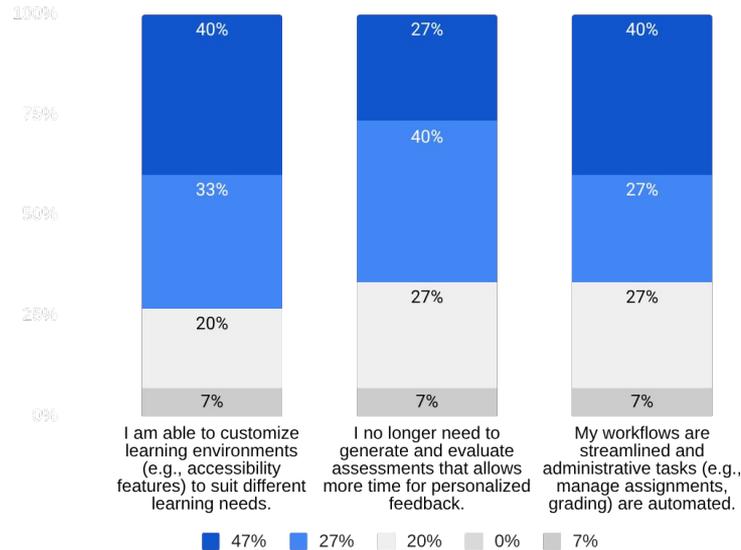save their time
by 1-5 hours / week

Source: Teacher Survey; "Overall, do Google Solutions (GS) save you time in some of your key activities?" - n = 15

Teachers can understand students' individual needs and engage them better in the classroom (1/2)
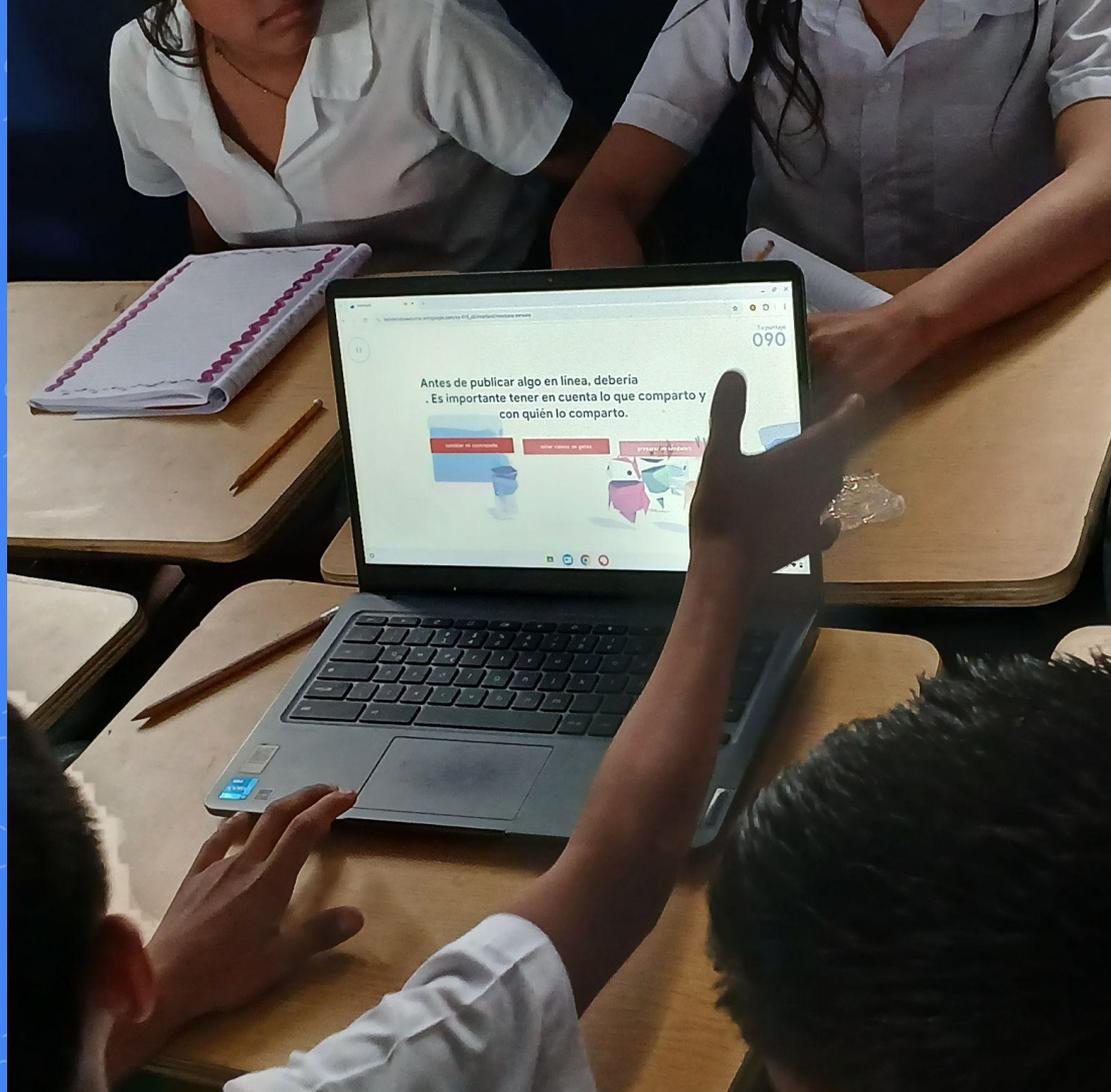

100% — 53% | 33% | 60% | 33% | 67%

75%

50% — 33% | 53% | 20% | 47% | 13%

25% — 7% | 7% | 13% | 7% | 13%

0% — 7% | 7% | 7% | 7% | 7%

| I am able to adapt content to match my students' current understanding and identify areas for improvement. | Chromebooks are well suited to my needs. | I have access to insights on student performance data that improves my understanding of their capabilities. | I am able to collaborate and communicate more effectively with non-student stakeholders (i.e., parents, other teachers, admin). | I am able to cover more content efficiently. |

Legend: ■ Strongly agree ■ Agree □ Neither agree nor disagree □ Disagree ■ Strongly disagree

Google for Education

Dalberg 40

Teachers can understand students' individual needs and engage them better in the classroom (2/2)

Chart showing stacked bar percentages:

I am able to customize learning environments (e.g., accessibility features) to suit different learning needs.
- 40%
- 33%
- 20%
- 7%

I no longer need to generate and evaluate assessments that allows more time for personalized feedback.
- 27%
- 40%
- 27%
- 7%

My workflows are streamlined and administrative tasks (e.g., manage assignments, grading) are automated.
- 40%
- 27%
- 27%
- 7%

Legend: ■ 47% ■ 27% □ 20% □ 0% ■ 7%

Google for Education

Devices

Google for Education

~80% of teachers and students affirm that Chromebooks and Flex laptops meet student needs

Students: Strongly agree 31% | Agree 50% | Neutral 7% | Disagree 4% | Strongly disagree 7%

Teachers: Strongly agree 40% | Agree 40% | Neutral 13% | Disagree 0% | Strongly disagree 7%

0%   25%   50%   75%

■ Strongly agree ■ Agree □ Neutral ■ Disagree ■ Strongly disagree
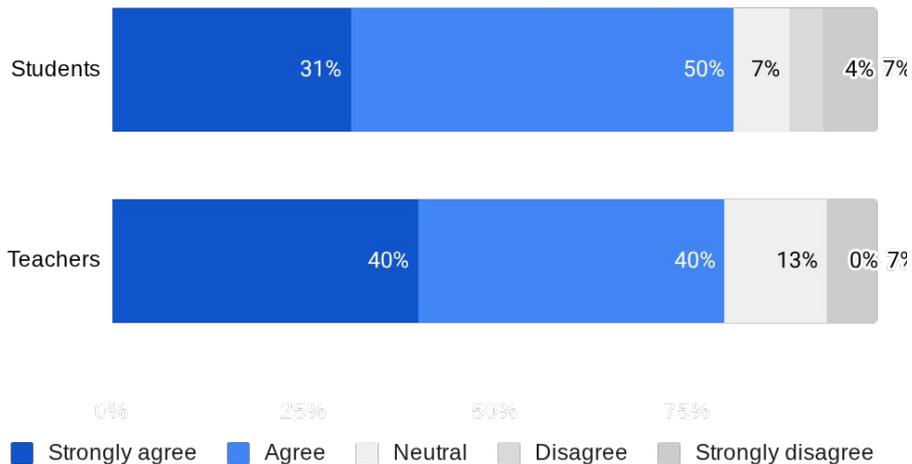
> " *"What's practical about the Chromebook is that it turns on quickly. In five seconds it's ready to work — and that's crucial when working with children" (translated)*

Focus Group
Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "Chromebooks / Chrome OS Flex laptops are well suited to my students needs" - n = 15; Student Survey: "Chromebooks are well suited to my needs." n = 140

High teacher and student likelihood to recommend GWfE

94%

Teachers would recommend GWfE to another teacher

86%

Students would recommend GWfE to another student

"
"I 100% recommend Google Workspace for Education. Its easy integration into the school context, collaborative tools, and user-friendliness significantly enhance learning in the school environment" (translated)

Iliana Ivonne Peñate
Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "How likely are you to recommend Google Workspace for Education to a fellow teacher?" - n = 15; Student Survey: "How likely are you to recommend Google Solutions (GS) to a fellow student?" n=140

Chromebooks are strongly recommended by both teachers and students

93%
Teachers would recommend Chromebooks to another teacher

83%
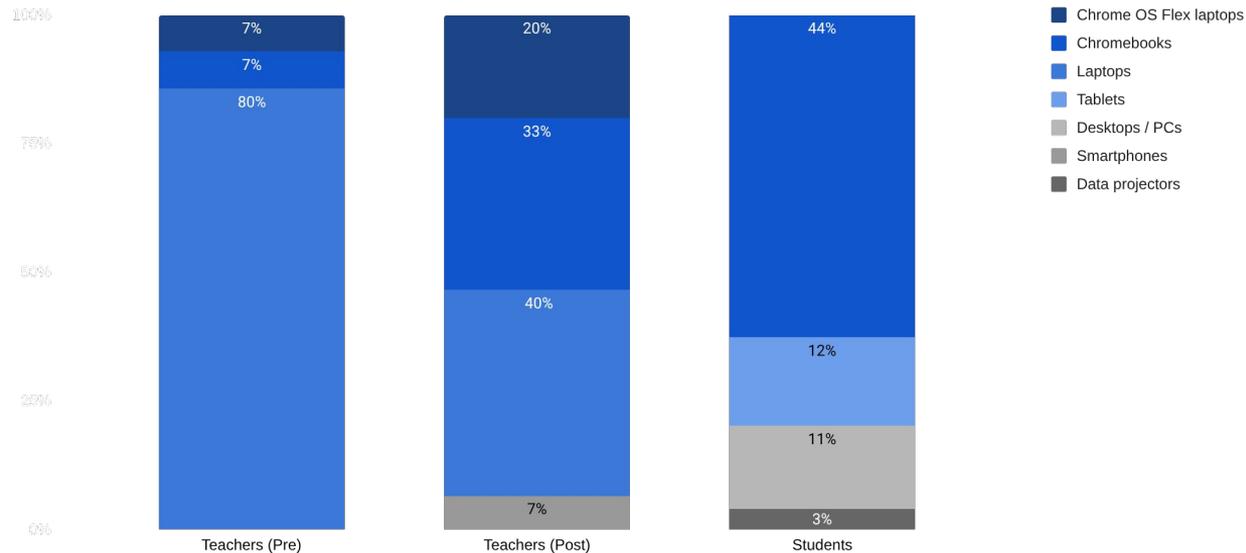Students would recommend Chromebooks to another student

> " *"I absolutely recommend them. It's a way to adapt to the new demands of education in an increasingly digital and globalized world"*
>
> **Santos Modesto Melendez**
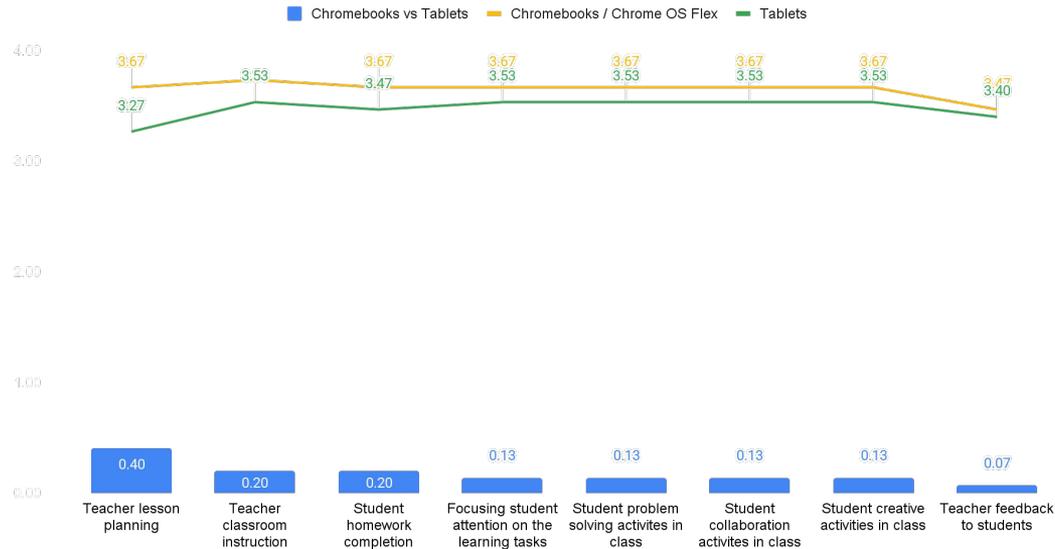> Teacher at Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "How likely are you to recommend Chromebooks to a fellow teacher?" – n = 15
Student Survey: "How likely are you to recommend Chromebooks to a fellow student?" n=140

Chromebooks are seen as the most suitable devices for teaching and learning

Legend:
- Chrome OS Flex laptops
- Chromebooks
- Laptops
- Tablets
- Desktops / PCs
- Smartphones
- Data projectors

Teachers (Pre):
- 7%
- 7%
- 80%

Teachers (Post):
- 20%
- 33%
- 40%
- 7%

Students:
- 44%
- 12%
- 11%
- 3%

Source: Teacher Survey; "Which of the following device(s) do you think is most suitable for teaching and learning in classrooms?" – n = 15

Google for Education

Dalberg 46

Chromebooks were rated by Teachers higher than tablets in all areas, specially for lesson planning

Legend: Chromebooks vs Tablets · Chromebooks / Chrome OS Flex · Tablets

	Teacher lesson planning	Teacher classroom instruction	Student homework completion	Focusing student attention on the learning tasks	Student problem solving activites in class	Student collaboration activites in class	Student creative activities in class	Teacher feedback to students
Chromebooks / Chrome OS Flex	3.67	3.53	3.67	3.67	3.67	3.67	3.67	3.47
Tablets	3.27	3.53	3.47	3.53	3.53	3.53	3.53	3.40
Chromebooks vs Tablets	0.40	0.20	0.20	0.13	0.13	0.13	0.13	0.07

Source: Teacher Survey; "Please rate how suitable are _____ for the following activities:" – n = 15

Chrome OS Flex

Google for Education

40% of teachers found ChromeOS Flex easy to adapt to

Easy
20.0%

Neutral
26.7%

Very easy
20.0%

Hard
33.3%
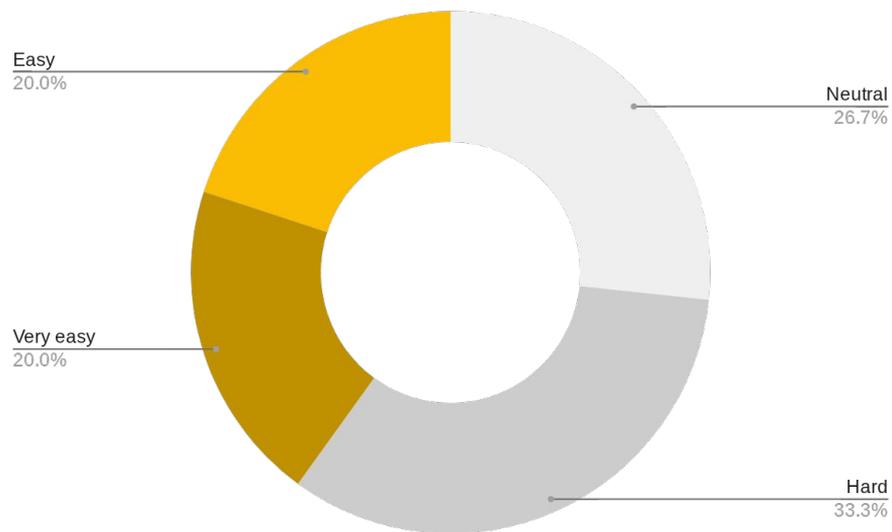
> "
> *"I didn't think you could work so well with old computers, but with Chrome OS Flex, they feel like new" (translated)*
>
> **Teacher**
> Centro Escolar Marcelino García Flamenco

Source: Teacher Survey, "How easy was it for you to adapt to the ChromeOS Flex operating system?" - n = 15

80% of teachers believe that ChromeOS performed better than other operating systems

Somewhat worse
13.3%

Much worse
6.7%

Much better
40.0%

Somewhat better
40.0%
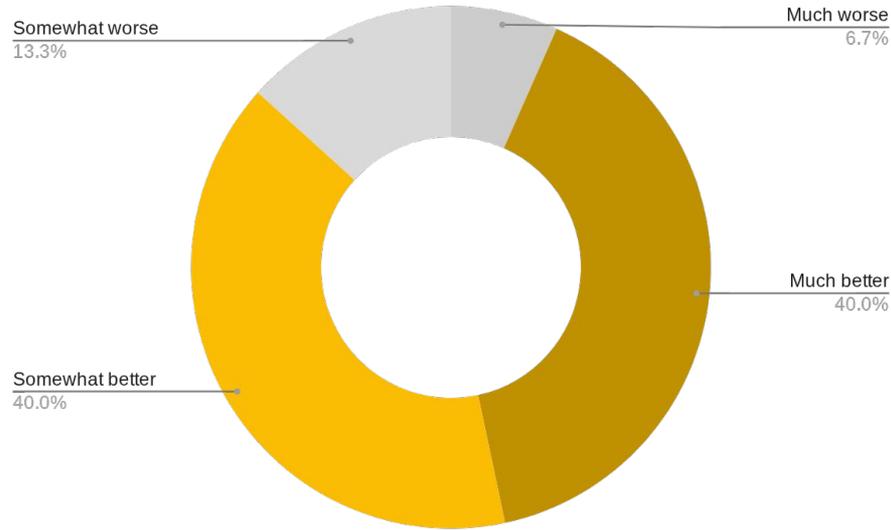
Source: Teacher Survey, "How would you rate the overall performance of the device with ChromeOS Flex compared to the previous operating system (e.g., Windows)?" – n = 15

> **"**
>
> We went from using Windows computers to Chrome OS devices. At first, it felt strange because everything looked different and didn't have the programs we knew. But then we discovered that Chrome OS is super fast, simple, and perfect for using all the Google tools: Classroom, Drive, Forms, Docs... everything works great!
>
> **School Student at the Centro Escolar Marcelino García Flamenco**


Source: Student closing ceremony speech

What teachers liked the most about Chrome OS was its speed, ease of use, and updates & security


System speed	
Ease of use	
Compatibility with common file types (Word, Excel, PDF)	
Access to Google Workspace	
Updates and security	
Technical support received	
Installation and setup	

0%   25%   50%   75%   100%

■ Very dissatisfied   ■ Dissatisfied   ■ Neutral   ■ Satisfied   ■ Very satisfied
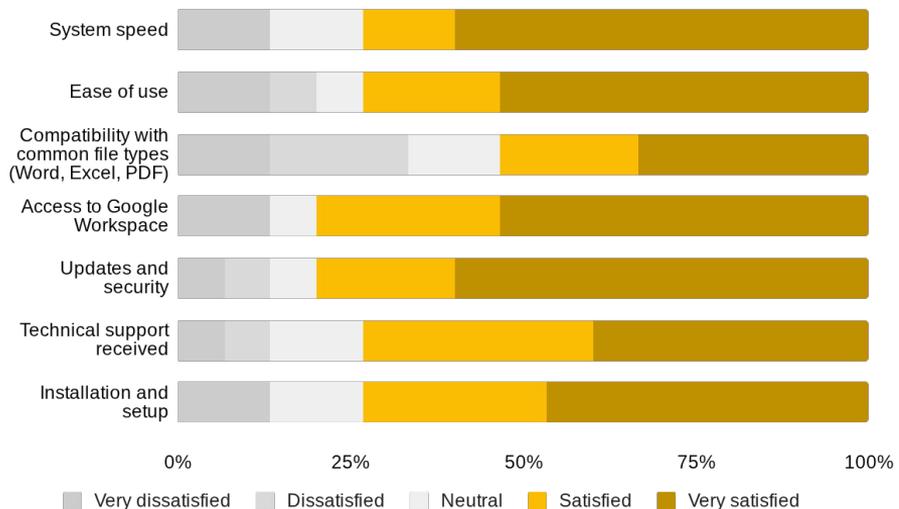
87%
of teachers would recommend that more teachers in the country use ChromeOS Flex on their current devices

Source: Teacher Survey, "Please indicate your level of satisfaction with the following aspects of ChromeOS Flex." – n = 15
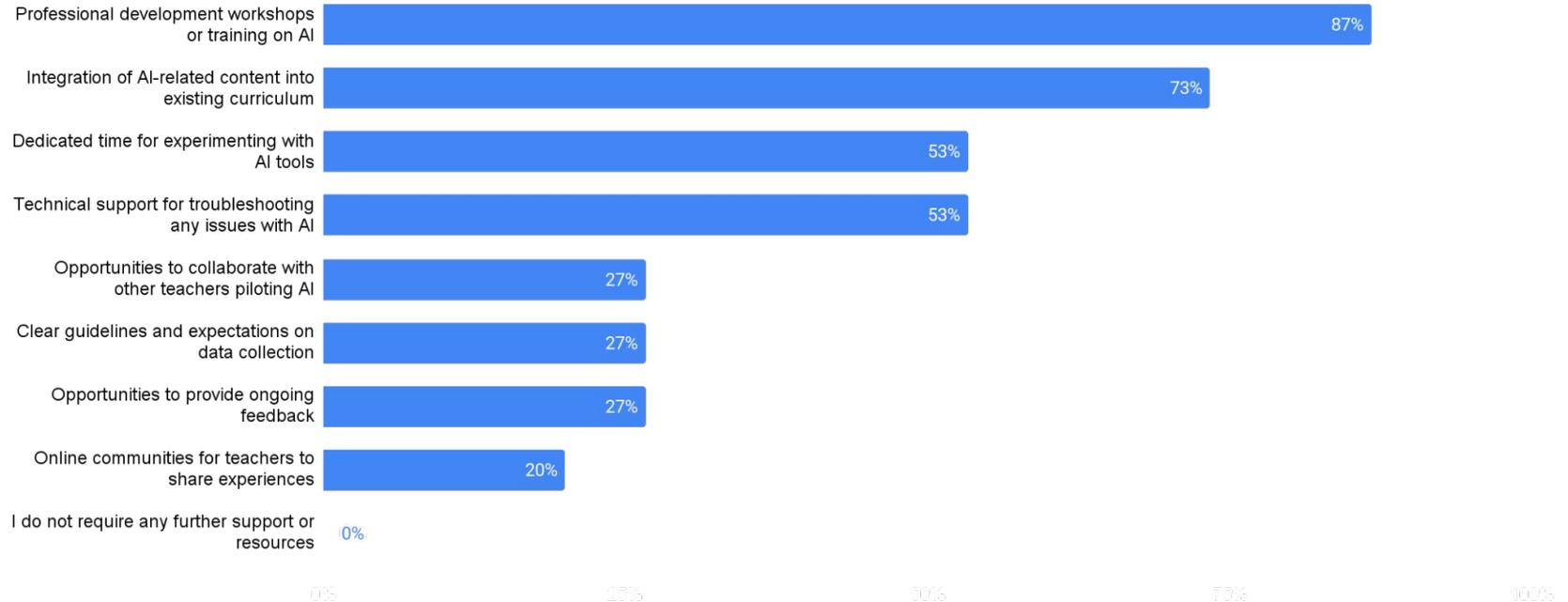
Obstacles

Google for Education
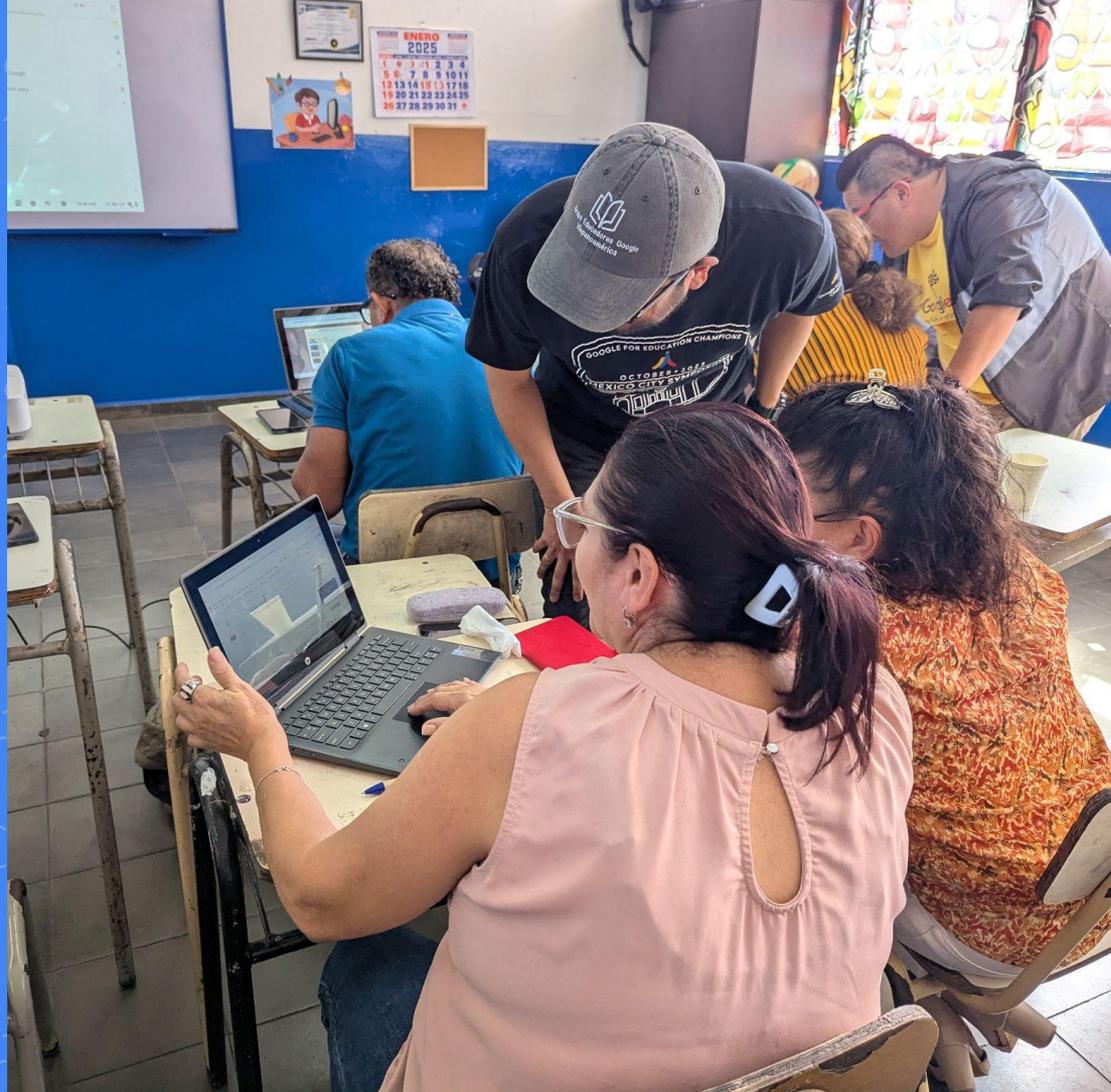
Teachers identified AI-related obstacles primarily around limited training and lack of understanding
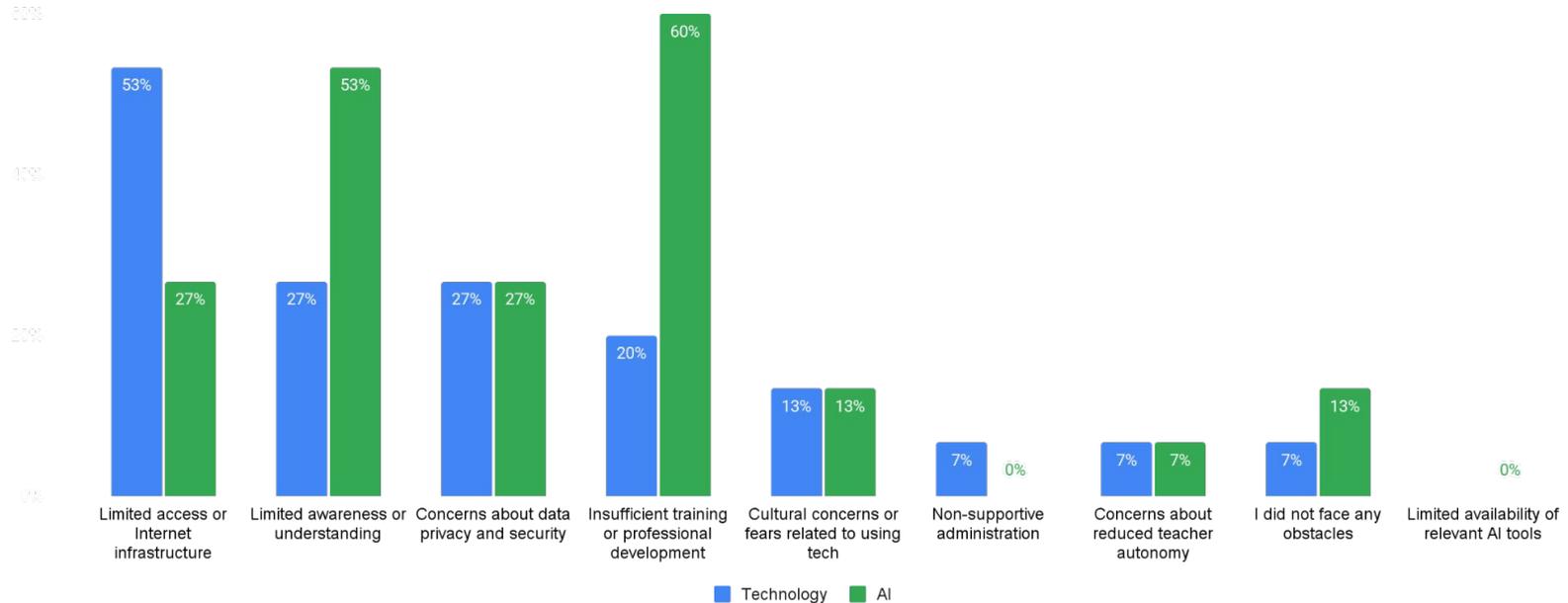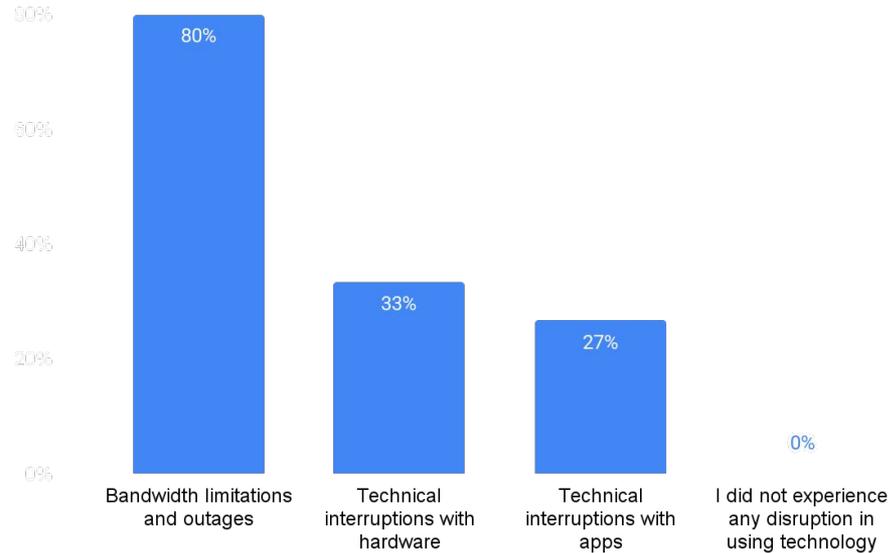

Source: Teacher Survey; "Did you face any of the following obstacle(s) in using technology / AI-powered technology in the classroom during the pilot?" - n = 15

Given teachers lack of knowledge in AI tools, they want ongoing training and technical support on AI
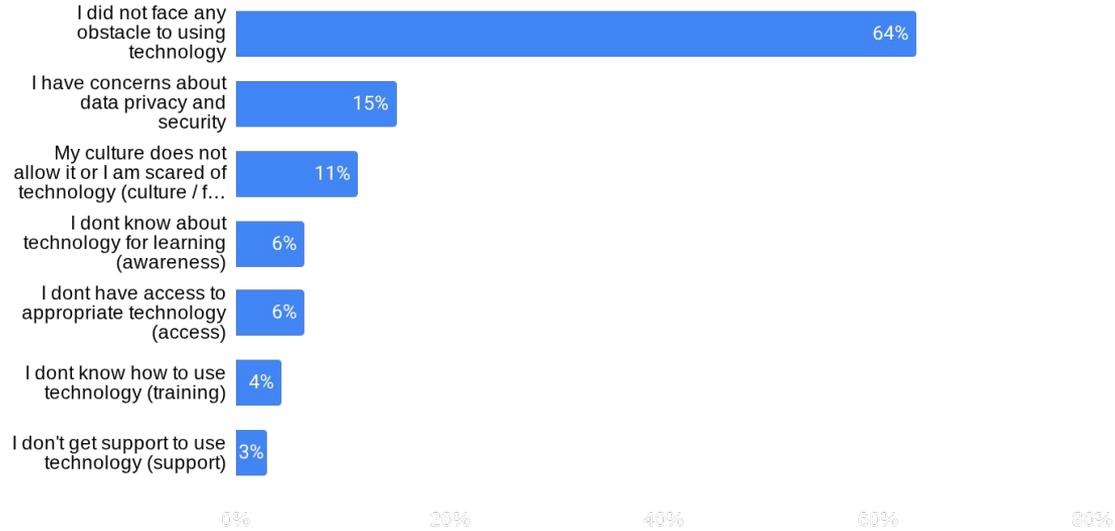

Professional development workshops or training on AI	87%
Integration of AI-related content into existing curriculum	73%
Dedicated time for experimenting with AI tools	53%
Technical support for troubleshooting any issues with AI	53%
Opportunities to collaborate with other teachers piloting AI	27%
Clear guidelines and expectations on data collection	27%
Opportunities to provide ongoing feedback	27%
Online communities for teachers to share experiences	20%
I do not require any further support or resources	0%

Source: Teacher Survey; "Beyond the support provided during the pilot, what are the other type(s) of support or resources that you would need to feel confident in using AI-powered technology in the classroom?" - n = 15

Persistent connectivity issues highlight the need to leverage GWfE's offline tools and address infrastructure gaps

	80%	33%	27%	0%
	Bandwidth limitations and outages	Technical interruptions with hardware	Technical interruptions with apps	I did not experience any disruption in using technology

Source: Teacher Survey; "Did you face any of the following obstacle(s) in using technology / AI-powered technology in the classroom during the pilot?" - n = 15

# The majority of students did not face any obstacles

Obstacle	Percentage
I did not face any obstacle to using technology	64%
I have concerns about data privacy and security	15%
My culture does not allow it or I am scared of technology (culture / f…	11%
I dont know about technology for learning (awareness)	6%
I dont have access to appropriate technology (access)	6%
I dont know how to use technology (training)	4%
I don't get support to use technology (support)	3%

Source: Student Survey; "Did you face any of the following obstacle(s) in using technology / AI-powered technology in the classroom during the pilot?" - n = 140

Project Albus El Salvador

Pilot in Photos

Pre-Pilot

Google for Education

Dalberg

The school was excited and proud to be part of the pilot, included a sign at the entrance
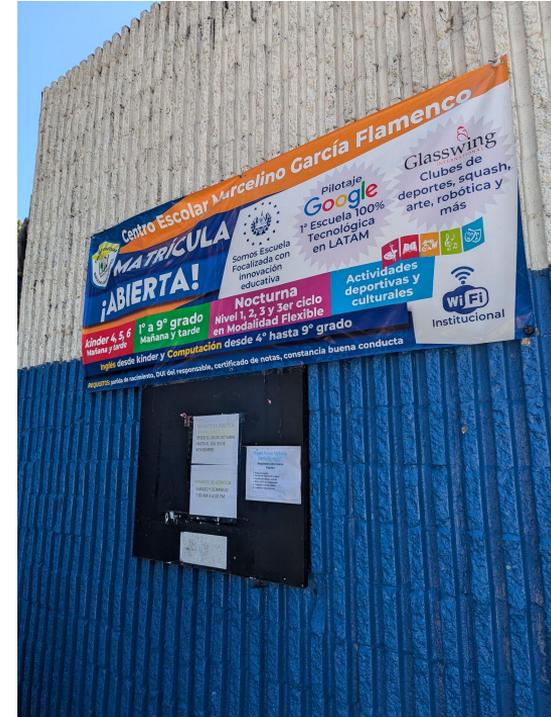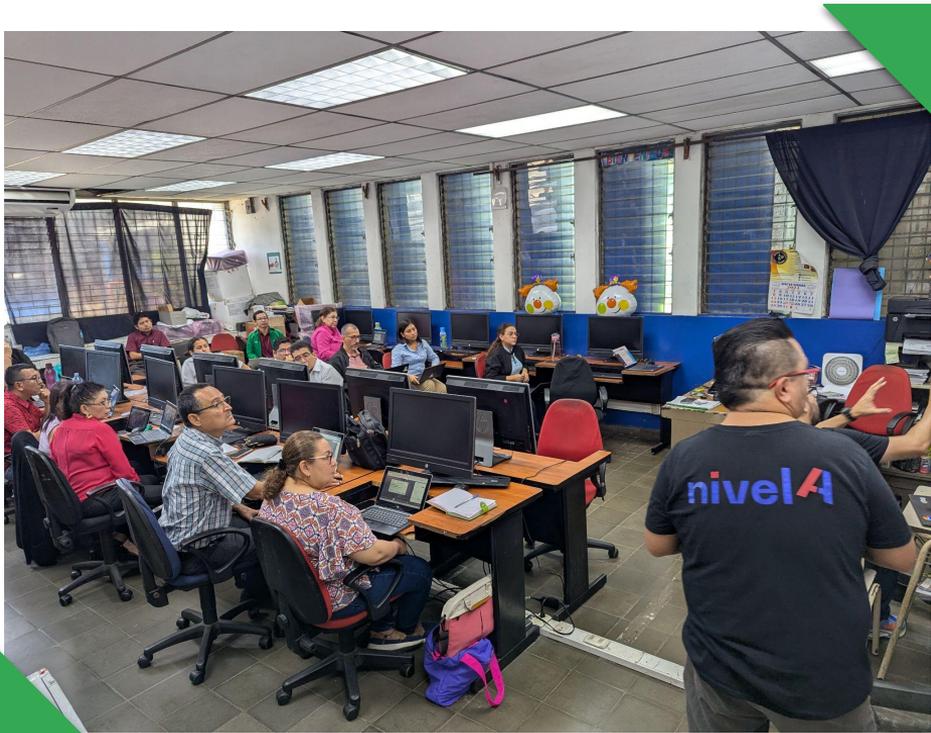
The school teachers got Chrome OS installed in their devices
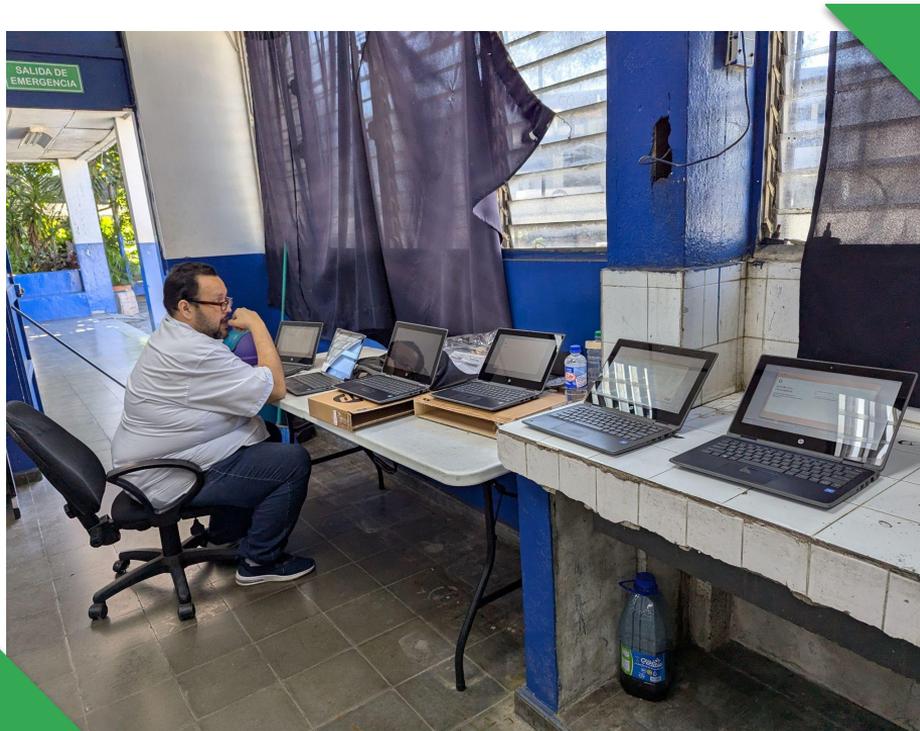
Teachers responding to the pre-survey distributed by UTEC

NivelA delivered an intro training for teachers on how to use their Flexed devices

Soft launch of the pilot with speeches from GfE, School Principal and Dalberg

Students responded the pre-survey distributed by UTEC

Teachers core training (20 hours in-person)

A school teacher led a training session and used it for the evidences needed for her Google Trainer certification

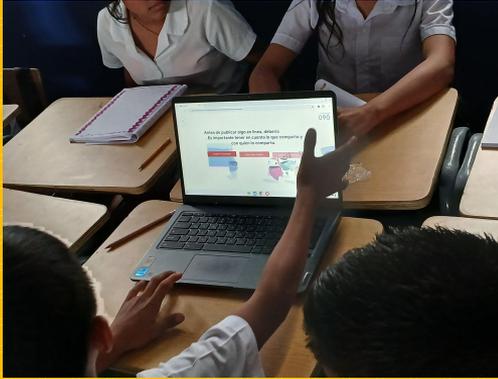# Pilot's opening lunch with the participation of government officials
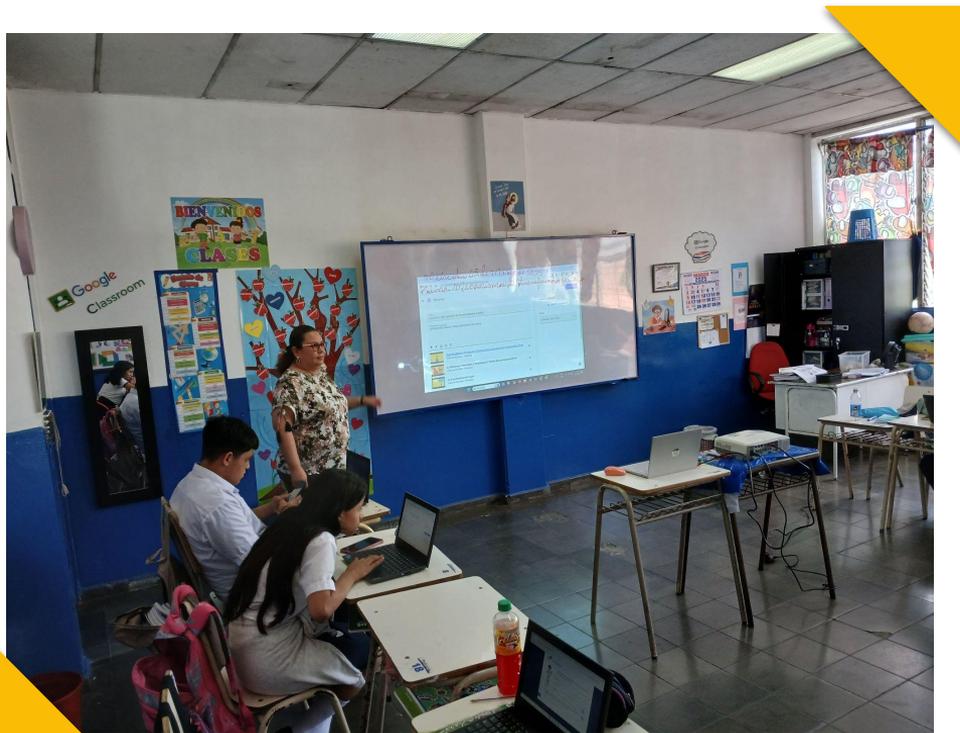
During-Pilot

All teachers created their classes in Classroom
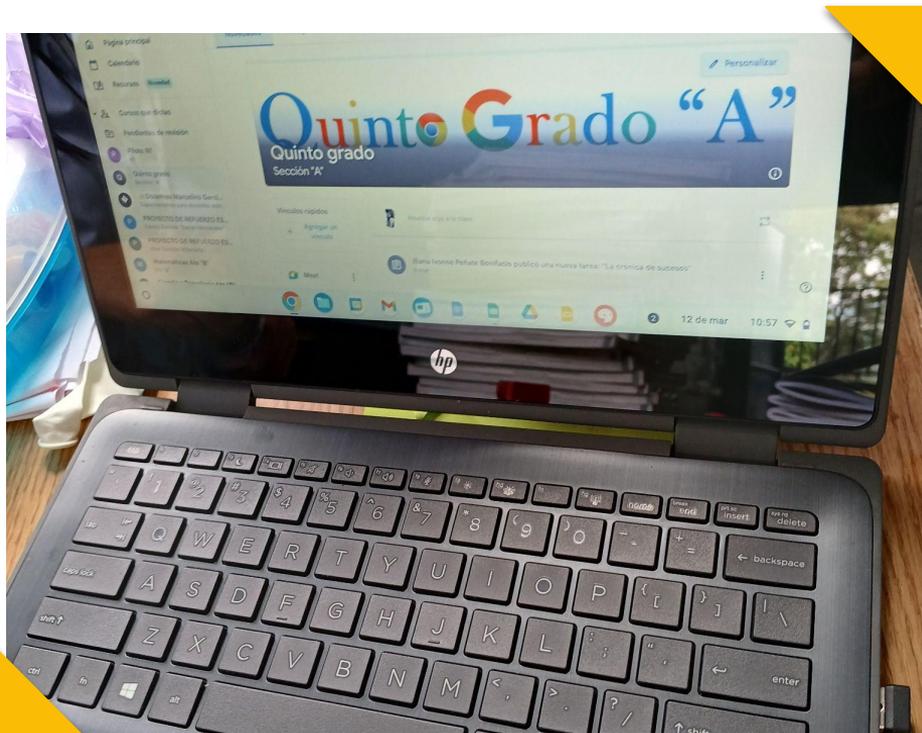
Using Google technology in the classroom

Using Google technology in the classroom

Students collaboration increased

Post-Pilot

Google for Education

Students responded the post-survey distributed by UTEC

All teachers received their GCE Level 1 certificate

Closing ceremony

Project Albus El Salvador

Thank you!