EMBAJADA DE ISRAEL
EN MÉXICO

Administración
de Comercio Exterior

EdTech Sectorial Overview

ISRAEL ECONOMIC MISSION TO MEXICO

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Executive Summary

The following report was written by the Commercial Office of Israel to Mexico to provide an overview of the E-learning ecosystem in Mexico. With the information presented in this report, you will be able to obtain a vision prior to the establishment of business in Mexico, with examples of companies and public institutions that will be able to guide you regarding the best practices to be carried out for a successful establishment of business in the country. Likewise, the information provided could help you to expand your business in Mexico, in case that you are already operating in the country. For further information beyond what is stated in this report, as well as questions or connections between the companies, organizations and conferences listed in this report, please contact Karla López Ruelas, which is in charge on the sectors of E-learning, PropTech & ConTech, Smart Cities, HLS & Aerospace, Telecom IT and G2G.

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1. The Israel Economic Mission in México

The Israel Economic Mission is based in Mexico City and represents the Foreign Trade Administration of the Ministry of Economy and Industry of Israel. Our objective is to promote, improve, and facilitate trade and investment in a wide variety of sectors between Mexico and Israel. We work to develop strategic bilateral partnerships, identifying new attractive opportunities in business and G2G bilateral trade between Mexico and Israel. We are doing so via B2B meetings, business seminars, delegations, exhibitions, and other services.

1.1. The Team

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2. General Information About Mexico and its Business Culture

Official Name:	Estados Unidos Mexicanos (México)
Capital:	Mexico City
Currency:	Mexican Peso (1 USD = 19.87 MXN)
Population:	128,649,565 (July 2020 est.)
Administrative divisions:	32 states (estados, singular-estado); Aguascalientes, Baja California, Baja California Sur, Campeche, Chiapas, Chihuahua, Coahuila, Colima, Ciudad de Mexico, Durango, Guanajuato, Guerrero, Hidalgo, Jalisco, Mexico, Michoacan, Morelos, Nayarit, Nuevo Leon, Oaxaca, Puebla, Queretaro, Quintana Roo, San Luis Potosi, Sinaloa, Sonora, Tabasco, Tamaulipas, Tlaxcala, Veracruz, Yucatan, Zacatecas.
Government	Federal Presidential Constitutional Republic
President	Andrés Manuel López Obrador
Official Language:	Spanish

2.1. Major Cities

- Mexico City
- Tijuana, Baja California
- Puebla, Puebla
- Juarez, Chihuahua
- Guadalajara, Jalisco
- Monterrey, Nuevo León

Mexico is the largest importer and exporter in Latin America and is the second-largest economy in LATAM after Brazil.

2.2. Business Etiquette: do's and don'ts:

Mexican business-culture prefers face-to-face methods of communication, as they find it critical in determining potential partners' character, level of trust, and compatibility.

- **Presentation:** Although before scheduling the call the Commercial Trade Officer sent your information (presentation, one pager, etc.) that you provided on your ERM request, it is important to have a short and precise power point presentation about your product or service. For Mexican companies, a previous experience in other markets is very important. Especially in the United States, European Union and Latin America. In case you do have such an experience, please emphasize it.
- **Read about the local company before:** Make some research, look for the person's profile in LinkedIn and such.
- **Know your goals in the local market:** It´s important that you provide clear information about what you are expecting from your local partners, sales, strategic plan, if you already have some distributors in the market, approximately how much they are selling, etc.
- **Importation issues:** it is considerable to know the HS code of your product, packaging for the importation and if there is any Mexican-local regulation relevant.
- **Additional information:** it is always attractive for the local company to know if you are willing to give training, marketing percentage, free samples, or pilots, before closing a deal.
- **Be friendly:** In Mexican business culture, a direct, unmediated, pleasant and respectful relationship is very important, long before doing business. It is important not to go straight to business, before conducting a small talk. It can be viewed as rude behavior. DON´T make them feel rushed or undervalued.

  Please be aware that Mexican business-people do not like to say "No". It's important to be hyper-aware of body language and other non-verbal cues to avoid miscommunications. If you push the Mexican business-people, they could stop answering you. Be careful in how

you are doing business. Business in Mexico takes time to close and longer when everything is by mail and calls.

- **Accurate information:** If you don't know an answer about a question being asked during the call, it's better to apologize and send the information later via email, instead of providing misinformation that can mislead or affect the meeting adversely

3. Overview of Education in Mexico.

Mexican Educational System.

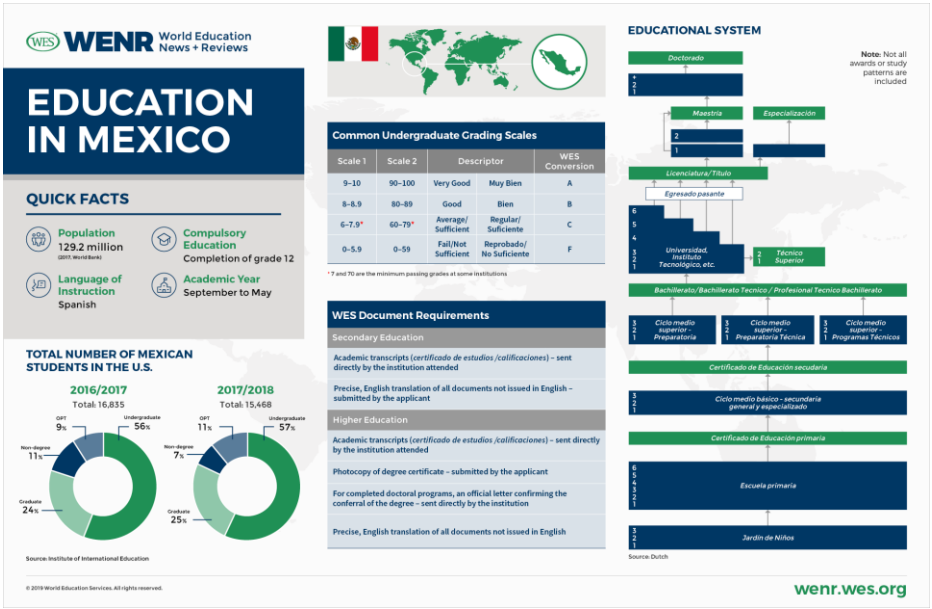
Officially called the United Mexican States, Mexico is a federal state that comprises 32 regions that are also called states (including the city of Mexico, an autonomous federal entity). The administration of its education system is the shared responsibility of the national ministry of education, Secretaria de Educación Pública (SEP), and the 32 state-level jurisdictions.

Since 1992, Mexico has decentralized its education system and limited the role of the central government in education. Under financial strain, the federal government gradually transferred the administration of more schools to the state governments and granted autonomy to more HEIs. According to the Secretariat of Public Education, the percentage of

students enrolled in HEIs administered at the state level recently increased from 14 % in 2009 to 21% in 2018, while only 13% study at institutions administered by the federal government. Moreover, 36% of students are enrolled in autonomous institutions, and the remaining 30% in private institutions.

Autonomous higher education institutions (HEIs) like the National Autonomous University of Mexico play an important oversight role. These are mostly large public universities operate with a high degree of freedom from government regulations and have the right to approve and validate programs of private HEIs and upper-secondary schools. Autonomous institutions act as de facto educational authorities in that they grant official recognition to other institutions in a similar way as government authorities.

This multiplicity of quality assurance providers in the Mexican federation results in a highly complex system in which various quality standards, academic calendars, and regulations coexist not only between states, but also within states, regions, and urban and rural areas. Upper-secondary school curricula, for example, can vary significantly between states and institutions, notwithstanding recent efforts by the federal government to standardize curricula across the nation (see the secondary education section). Elementary and lower secondary curricula are set by the state and federal governments.



Education in Mexico (2019). Retrieved from World Education Services.

The National Educational System includes the institutions of government and society in charge of providing educational services and is composed of the following educational levels:

3.1 Primary Education

Primary education in its current form became compulsory in 2009, and runs from grade one through grade six, for students aged 6 – 12 years. The Secretariat of Public Education (SEP) officially determines primary school a part of 'Basic Education', making it free of charge, with one year of mandatory preschool education.

SEP standardizes curriculum content for public and private schools, which includes Spanish, mathematics, natural sciences, history, geography, art, and physical education. The National Institute for Assessment of Education monitors standards and provides quality control. People aged 15 years and over who have not completed this level can do so in the adult courses promoted through the Instituto Nacional para la Educación de los Adultos (INEA).

3.2 Middle Education

Secondary Education in Mexico is organized into two stages: Lower-Secondary Education from grades 7-9, and Upper-Secondary Education, which covers grades 10 to 12. Lower secondary school, or "Educación Secundaria", is compulsory and lasts for three years (grades 7 – 9). Education at state schools is free, and students may follow either an academic track or a technical track. Students who enroll in the academic track generally continue their education at the upper secondary level. Lower-secondary programs, not leading to further study, are designated as basic lower secondary education. These are non-academic programs with a strong emphasis on vocational, commercial and artistic training.

3.3 Secondary Education

The "Preparatoria", or upper secondary education is the second stage of secondary school in Mexico. Upper Secondary education consists of grades 10 – 12 and admission depends on institutional policies. Many upper secondary schools are affiliated with large public universities, while others are SEP or state-controlled colleges, private schools, preparatory schools or private schools. Two-degree tracks are offered: Academic University-Preparatory

and Professional Technical Education. The Academic track provides students with a general academic curriculum for the first two years of study, followed by more specialized study in the final year. Foreign Language is compulsory and students are awarded the Bachillerato certificate and transcript upon completion. The General Baccalaureate system is administered by the Secretariat for Tertiary Education and Scientific Research (SESIC). In the professional track, Professional Technical Institutions provide technical preparation that prepares students to work immediately following completion. The track leads to the Title of professional technician, and consists of general education classes and professional classes in their chosen field. People over 16 years of age can study in the INAI's adult modality.

3.3.1 Vocational Education

Vocational Education is offered at Professional Technical Institutions following the completion of lower secondary school. The Technical Baccalaureate system is administered by the Secretariat for Technological Education and Research (SEIT). Students graduate with the qualification of professional technician, technical professional, or base level technician, depending on the type of institution they attend and the program they undertake. Upper-secondary technical and technological instruction usually consists of dual academic-vocational programs called technological upper-secondary education (also called technical upper-secondary education). Successful students earn a technical qualification, usually a title of technician in the vocational stream, and may seek undergraduate admissions in an appropriate field of study. The conferred title is registered with the Secretariat of Public Education which issues a registration card serving as licensing in Mexico. This card indicates that the credential is an upper-secondary technician level. The technical professional education trains qualified professionals for technical professional and at the same time prepares students for entry to higher education, such as:

- Tecnológico agropecuario: Dirección General de Educación Tecnológica Agropecuaria (DGETA – Agricultural Technology: General Directorate of Agricultural Technology Education).
- Educación Tecnológica Industrial: Centro de Bachillerato Tecnológico Industrial y de Servicios (CBTIS *Industrial Technology Education: Center for*

Industrial Technology and Services High School) y Centro de Estudios Tecnológicos Industrial y de Servicios (CETIS – *Center for Industrial Technology Studies and Services*).

- Educación en ciencia y tecnologías del mar: Dirección General de Educación en Ciencia y Tecnología del Mar (DGECyTM – *Education in science and technologies of the sea: General Directorate of Education in Science and Technology of the Sea*).
- Profesional técnico: Colegio Nacional de Educación Profesional Técnica (CONALEP – *Technical professional: National College of Technical Professional Education*).

3.4 Higher Education

The Mexican higher education system largely follows the American model. A huge growth in demand has led to the expansion of program and degree options, as well as a swell in enrollment. Much of the growth has occurred at private institutions, where minimal fees are maintained. Higher Education is offered at various types of institutions, including Public Universities, Technological Institutions and Universities, Teacher Training Institutes, and Private Institutions; the six official types of institutions in Mexico are public autonomous universities, public state institutions, institutions dependent on the federal government, private independent institutions, private institutions with official validity, and institutions without official validity.

Each Mexican state has a public university and a teachers' training college, for which a university diploma is awarded upon graduation. Institutions are recognized by the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and/or accredited organizations recognized by the Council for Higher Education Accreditation (COPAES); the Undersecretary of Higher Education (SES) oversees curriculum.

Undergraduate education can range from 2 to 6 years. Similar to the U.S. System, Associate Degrees as University Higher Technician or Professional Associate, are two years in length.

These programs are offered at Technological Universities. In a shortened program, usually lasting less than 4 years, students can earn a certificate or diploma as a higher university

technician in a specialized field. These degrees can sometimes be applied to further higher education. Bachelor's degrees can last from 4 to 6 years. Common 5-year programs include accounting, economics, engineering, law, and architecture. Graduate Level work is offered at the level of Specialist, Master's degree, and Doctorate. A specialist certificate is usually a 1-year program with the licentiate degree required for admission.

The Bachelor's degree can also grant access to a Master's degree, which lasts between 1 and 2 years and a thesis is usually required for graduation. The Doctorate, like in the U.S., is a degree based on coursework, research, and a thesis or dissertation. The degree requires at least 2 years of study beyond a Master's degree.

4. Important entities and regulatory bodies

Ministry of Public Education (SEP)

Head of the Ministry: Delfina Gómez Alvárez

The Ministry of Public Education (SEP) creates conditions that ensure the access of all Mexican citizens to quality education, at the level and modality that they require, and in the place where they demand it. SEP is fully responsible for the coordination, supervision, approval, execution, design and implementation of academic programs in the educational sector of the country.

SEP commands the entire educational sector, in each one of the levels. It is important for private preschools and secondary schools to be incorporated into the SEP educational system in order to validate the students' knowledge to the Official Mexican Standards.

National Autonomous University of Mexico (UNAM):

The National Autonomous University of Mexico was founded on September 21, 1551 as the Royal and Pontifical University of Mexico. It is the largest and most important university in Mexico and Latin America. In 1910 the National University of Mexico was established, and obtained its autonomy in 1929. Most of the private Upper Secondary Education Schools are incorporated into the UNAM educational system in order to use their study programs and to

prepare students with the same profile as those who attend the UNAM high school. Currently, it has an academic offer of 131 degrees and engineering.

Its central campus is in Mexico City, but it has spread to various states, so it has a national reach. For these reasons, UNAM is also the most demanded university in Mexico.

Monterrey Institute of Technology and Higher Education (ITESM)

Also known as Tec de Monterrey, this university is ranked number 2 in the Best Universities in Mexico. The Times Higher Education ranked it number 6 among the best universities in Latin America, considering factors such as the quality of its educational processes and the international reach of its teachers and graduates. According to QS Quacquarelli Symonds Limited magazine, Tec de Monterrey is the university with the best employability of its graduates nationwide. In the period from January to May 2020, it had 49,980 students enrolled at the professional level and 10,580 at the postgraduate level and has 64 careers at the undergraduate and engineering levels.

University of Guadalajara (UDG)

In 2020, the University of Guadalajara (UDG) ranks 6th in the best university in the country according to the Readers Digest ranking. It appears in the number 2 position at the national level, according to the 4ICU 2018 study. It occupies the 5th place in all of Mexico according to the 2018 ranking of AméricaEconomía Intelligence. As for public universities, it is considered the second most important in the country, after UNAM. Its current enrollment is 255,944 students and it offers a total of 81 academic programs, including bachelor's and engineering degrees.

National Polytechnic Institute (IPN):

According to the Ranking of El Economista, it ranks number 3 among the best universities nationwide. In 2020 it is ranked number 3 nationally in the 4ICU Ranking. It has 55 careers at the undergraduate and engineering level in school modality and six more programs are taught in non-school modality. Its current enrollment is 188,000 students and 16,500 teachers. The most important cultural communication medium at the national level, channel eleven, belongs to this institution. In 2018 they announced the creation of a Climate Change Research Center as part of their commitment to sustainability and the environment.

Autonomous University of Nuevo Leon (UANL):

It is ranked 5 at the national level of the ranking of El Universal and 96% of its undergraduate academic programs are nationally recognized for their quality. It is a public university and its current enrollment is 171,746 students and it has 6,512 professors. It offers 85 careers, distributed between bachelor's degrees and engineering, in addition to 56 doctoral programs and 78 master's degrees.

Tecmilenio University: Tecmilenio University was founded in 2002 supported by ITESM. It has 5 educational technology parks: Culiacán Campus, Guadalajara, Las Torres, Villahermosa and Ferrería. They operate under the Educational Technology Park model in association with different companies such as Softtek, IBM, India Infosys, among others. Tecmilenio University has 32 campuses and more than 60,000 students.

Jesuit University System: It is made up of institutions of higher education and research associated with the Mexican Province of the Society of Jesus. SUJ has 7 universities, from which the most important ones are:

- Ibero-American University: IBERO offers 36-under-degree programs, baccalaureate, 46 masters, and PhDs, and has over 13,500 students.
- Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO): It is also known as the Jesuit University of Guadalajara and was founded in 1957. ITESO is associated with the Asociación de Universidades Confiadas a la Compañía de Jesús en América Latina (AUSJAL), The College Board, and the Unión de Universidades de América Latina y el Caribe (UDUAL), as well as affiliation to more than 100 institutions.

Anáhuac University Network (Red de Universidades Anáhuac). The Anahuac University Network has 10 campuses in Mexico. It also has a network of high schools and basic education; its programs are based on Christian humanism and high academic quality. It has 32,000 college students and 40,000 students from basic education to high school.

La Salle Network (*Red La Salle)*: La Salle University belongs to the Institute of the Brothers of the Christian Schools, a lay religious organization with 350 years of history. La Salle has schools in 80 countries with 76 Universities and Business Centers, and more than a thousand

centers from preschool to postgraduate education, serving a population of approximately one million students and more than 75 thousand teachers. In Mexico, La Salle has 15 campuses, from kindergarten to high school in the states where there are university campuses. La Salle Campus Mexico City has 12,597 students and 1,439 teachers.

Red Laureate (UVM and UNITEC): In Mexico, Laureate has two universities: Universidad del Valle de México (UVM) and Universidad Tecnológica de México (UNITEC). Both universities are based in 30 Mexican cities, they have 207,000 students, and 44 campuses.

Universidad del Valle de México (UVM): UVM was founded in 1960. It has more than 120,000 students, UVM is also Mexico's largest private university. Universidad del Valle de México (UVM) offers senior high school, vocational education and undergraduate and graduate programs. It has 38 campuses throughout Mexico and it has more than 108,000 students.

Universidad Tecnológica de México (UNITEC): UNITEC was founded in 1966. It offers high school, bachelor, and post-graduate programs on its 10 campuses in Mexico City, and in the States of Guanajuato, Jalisco, Mexico, and Queretaro, as well as online programs. UNITEC currently has more than 90,000 students, 64,000 of whom are on the campuses in the Mexico City metropolitan area.

5. Private Schools

In Mexico, private education represents 15% of the total educational community in the country, which means a total of 5.3 million students and about 500,000 teachers. Before the COVID19 outbreak, 46,642 private schools operated in Mexico, however, since the beginning of the pandemic, 20,00 schools have closed, according to information from the *National Association of Private Schools* (ANEP). According to information from the Observatory of the Instituto Tecnológico de Estudios Superiores de Monterrey, at least in 2020 almost two million students dropped out of schools and will move from private to public schools. ability to welcome new students. Likewise, in Mexico City, Governor Claudia Sheinbaum created the "Scholarship to Begin" ("Mi Beca para EmpezarMi Beca para Empezar)" program to support private school students who will migrate to public schools.

Due to the COVID19 pandemic, a percentage of private schools have used some private schools that have implemented technological tools, such as Zoom, Collaborate, Hangouts, Microsoft Teams, Edmodo. Likewise, some private educational institutions have developed their own platforms and strategies for monitoring students, teachers, and administrative staff.

According to Statista, in the academic year 2020-2021, the number of private high schools in Mexico amounted to nearly 6,600. The number of high schools of private ownership in the country has remained fairly stable since 2015.

6. Public schools

The main problem of public schools in the face of the COVID19 pandemic is the systematic inequality in Mexico. This phenomenon means few opportunities to access technology, the location in marginalized areas, and even that parents cannot accompany their children during the education due to their work activities (most cases in trades) as well as their lower level of educational knowledge.

To serve students in the public education sector, the Mexican Government has developed distance learning programs in 36 public media, as well as local and indigenous media. Those programs promoted by the Mexican Government to attend education are the following:

- "Learn at Home (Aprende en Casa): This virtual platform was established to support students, teachers, and parents. In the platform, there are four areas of knowledge: logical-mathematical thinking, Language and Communication, Healthy co-existence, Citizenship, and Health Care. The platform has minimal activities of reading, television, videos, and recreational activities.
- Educational TV: The SEP issued in its Boletín No. 75 of March 20, 2020, that public television and radio will broadcast educational content during the period of social isolation. Canal Once of the National Polytechnic Institute (Instituto Politécnico Nacional – IPN) would broadcast preschool and primary education content. Ingenio TV would broadcast the contents corresponding to secondary and high school. The Latin American Institute of Educational Communication (Instituto Latinoamericano de la Comunicación Educativa – ILCE) would transmit for preschool, primary and secondary levels through the International Satellite Channel (*Canal Satelital*

Internacional), while for the radiophonic system the Public Broadcasting System of the Mexican State (*Sistema Público de Radiodifusión del Estado Mexicano* – SPR) and the Red de Radiodifusoras and Televisoras Educativas y Culturales de México, AC**".**

6.1 Differences between private and public schools.

	PRIVATE SCHOOLS	PUBLIC SCHOOLS
Ownership	Private schools belong to small, medium, and large entrepreneurs. They also belong to large companies, religious congregations, foundations, and international communities. Catholic schools' audience is commonly the richest population of Mexico.	Public schools belong to the national educational system of the SEP.
Enrollment fees	A registration fee is charged per school year, and it is defined by the school administration.	No fee.
Tuition fees	Monthly fees are charged for 10 or 12 months depending on the institution. The amount is calculated according to the facilities of the school, workshops, location, targeted audience and extracurricular activities. One family can pay $ 800 USD per year, while another can pay $ 21,000 USD.	No fee.
Infrastructure	Often these schools have more infrastructure than the public school, such as labs and computer rooms, as	Unfortunately, a high percentage of public schools have structural deficiencies.

	well as equipped classrooms, gyms, sports fields, swimming pools, among others.	According to the study, *Políticas para fortalecer la infraestructura escolar en México* (Policies to strengthen the school infrastructure in Mexico), presented by the National Institute for the Evaluation of Education (INEE), 29% of basic education schools have structural problems and other associated deficiencies, while 2% shows structural damage. 33% work with atypical structures that do not adhere to the established regulations; 45% are not connected to the drain and 20% are not integrated into a drinking water network. Besides, 5% continue without access to electricity services.
Extracurricular activities	Private schools include other subjects in the curriculum such as arts lessons, language lessons, sport activities and social labor and even religion lessons.	The public educational system responds to the guidelines established by the SEP. The SEP has the "Escuela de Tiempo Completo" program, which grants some extracurricular activities to students, as well as student canteens.

7. Challenges and business opportunities:

The COVID 19 outbreak has prioritized the use of technologies in the education sector. However, in Mexico, this sector is still facing difficulties since not only students need to develop skills to manage the technology, but also teachers. According to an investigation presented by RIDE, the challenges of ed-tech in Mexico are the levels of poverty, the absence of technological devices at home, and the lack of internet access. In addition, not all teachers are ready to use these technologies, not even those in the higher education sector, who must serve as the educators of the students.

With the COVID19 pandemic, educational technologies demand more inclusion for teachers and students so that both of them can express themselves, communicate, learn, think and behave through digital platforms and other devices. The e-learning offer in Mexico today responds to customer demand, lower cost in delivering training, flexibility, expanding training delivery channels, improving efficiency, and training management.

Business opportunities in e-learning in Mexico are mainly based on:

- **Adaptive Learning**: Adaptive learning is a methodology for teaching and learning that strives to personalize lessons, readings, practice activities, and assessments for individual students based on their current skills and performance. Technologies that allow institutions and teachers to provide personalized feedback and evaluation based on progress are relevant. The challenge is to provide an accurate evaluation of each student with limited human resources and time.
- **AI/Machine Learning**: is transforming education and fundamentally changing teaching, learning, and research. Educators are using ML to spot struggling students earlier and act to improve success and retention. Researchers are accelerating research with ML to unlock new discoveries and insights, and technologies that can support this effort can be very attractive. Also, AI and Machine Learning *phygital* technologies are required.

- **Analytics for Student Success**: Data analytics provides a path for examining the institutional barriers that lead to students leaving or stopping their higher education journey and sheds light on what institutional supports are effective in moving student success practices forward. One of the major focus areas universities are focusing on is student success. Technologies that allow visualizing in one platform or that helps to monitor all factors that affect academic success, from content to mental health, can be very relevant to provide these institutions with insights to evaluate and reconsider the metrics they use, so they can ultimately help more students be successful at the university.
- **Elevation of Instructional Design**: instructional design is the creation of instructional materials. Though this field goes beyond simply creating teaching materials, it carefully considers how students learn and what materials and methods will most effectively help individuals achieve their academic goals. After the pandemic, the restructuring of content and the teaching methodologies has become very important. Therefore, technologies as SaaS platforms can allow schools to adapt as fast and as much as needed to unexpected situations (as COVID peaks), providing the best for their students without incurring extra costs. Remote learning supported by SaaS applications makes it easier for children to learn wherever they are. In addition to this, tools that can help teachers develop lessons using AI, providing different forms of content like images, videos, and text have become very interesting to the Mexican market, especially to the private sector.
- **Access to Educational Resources**: This refers to any type of educational materials that can be used, reused, adapted, shared and modified according to specific needs. They can include textbooks, lecture notes, syllabi, assignments and tests. Nowadays, technologies that can support institutions to digitize their textbooks and teaching content are relevant to maintain the quality level, even in remote learning programs.
- **XR (AR, VR, MR, Haptic Technologies)**: These immersive technologies enable students to experience digitally rendered content in both physical and virtual spaces.

This is becoming more relevant to institutions looking to innovate their current remote learning programs and student users. AR/VR can provide educators with interactive and engaging tools for classroom learning. These include libraries of immersive content, experiences for specific subjects or learning objectives, and tools for students with learning disabilities. In higher education, AR/VR can help learners grasp abstract concepts and gain hands-on experience in low-risk virtual settings. This can enhance STEM courses, medical simulations, arts and humanities materials, and technical education.

8. Conclusions:

EdTech enhances the learning and performance of students and even teachers/trainers. Its practical application holds the potential to create an industry-changing experience for an educator and those learning by streamlining time-consuming processes across segments such as lesson planning, reporting, record keeping, and more elements observable in conventional learning methods. It creates a more engaging, inclusive and individual-centric learning experience in the contemporary world.

In Mexico, a country with a population of almost 130 million people, the market for EdTech technologies seems promising. With around 5.3 million students and about 500,000 teachers in the private sector and another 10 million students in the public sector, the adoption of EdTech technologies has become essential. Policymakers in collaboration with the institutions and authorities play a valuable role in accelerating adoption and encouraging innovation to realize the full potential of technologies in education.

Investing in research into best practices to mitigate health and safety concerns for students; providing resources and opportunities for educators to develop the skills and knowledge needed to successfully deploy these technologies; developing resources and guidance to integrate AR/VR technologies into digital literacy initiatives to reduce the learning curve for students at all levels; accelerating the development of quality, relevant, and age-appropriate immersive educational content by investing in government educational content and expanding EdTech innovation in public schools; and supporting initiatives to expand access

to devices and applications to boost education, will be the challenges that Mexico will face in the following years and prepares a perfect setting for Israeli EdTech companies to enter the market.