



Original Article

ISSN 3084-7516 (Online)

Received: 10-10-25

Accepted: 02-01-26

Published: 22-01-26

Reconfiguration of the right to education in the face of disruption from artificial intelligence

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ABSTRACT

The present article has as objective to analyze the role of artificial intelligence (AI), whose use in educational settings is revolutionizing the ways of teaching and learning and it also facilitates self-directed learning, which calls for a reconfiguration of the right to education. However, the guarantee this human right must also contemplate elements as AI responsible use, because disruptive technologies and their various forms can become a negative factor that redirect its benefits or usefulness. Through a deductive methodology with a qualitative approach, use cases of AI in education were addressed, and examples of its impact on facilitating teachers' work and on the personalization and monitoring of students' learning in several countries around the world. In addition, actions of United Nations Educational, Scientific and Cultural Organization (UNESCO) about AI were analyzed as a basis for updating the right to education in relation to disruptive technologies such as artificial intelligence, and then the use of AI technologies in Mexico was studied, alongside the rights to internet and education. Survey results from high school students and teachers were also included to know their perceptions of the use and advantages of artificial intelligence. Finally, it was found that the use of artificial intelligence in Mexico is important for improving learning and teaching. However, there is still no explicit local regulation that includes the use of AI to facilitate educational processes as part of the right to education.

Keywords: human rights; artificial intelligence; disruption; right to education; Mexico.

Reconfiguración del derecho a la educación ante la disrupción de la inteligencia artificial

RESUMEN

El presente artículo tiene por objetivo analizar el papel de la inteligencia artificial (IA), cuyo uso en el ámbito escolar está revolucionando las formas de enseñar y aprender, y además facilita con el autoaprendizaje, lo cual plantea una reconfiguración del derecho a la educación. Sin embargo, la garantía de este derecho humano también debe contemplar elementos como la utilización responsable de la IA, porque las tecnologías disruptivas y sus diversas presentaciones pueden convertirse en un factor negativo que desvíe sus beneficios o su utilidad. A través de una metodología deductiva con enfoque cualitativo, se abordaron casos de usos de la IA en la educación y ejemplos de su impacto en la facilitación del trabajo docente y la personalización y seguimiento del aprendizaje de los estudiantes en varios países del mundo. Además, se analizaron acciones de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (Unesco) sobre la IA como fundamento para la actualización del derecho a la educación con relación a las tecnologías disruptivas como la inteligencia artificial, y luego se estudió el uso de tecnologías con IA en México, a la par de los derechos al internet y a la educación. También se incluyeron los resultados de una encuesta a estudiantes y profesores de bachillerato para conocer su percepción del uso y ventajas de la inteligencia artificial. Finalmente, se encontró que el uso de la inteligencia artificial en México es importante para mejorar el aprendizaje y la enseñanza. Sin embargo, aún no existe una regulación local explícita que incluya el uso de la IA para facilitar los procesos educativos como parte del derecho a la educación.

Palabras clave: derechos humanos; inteligencia artificial; disrupción; derecho a la educación; México.

Cite as

Aguilera, J., Mayo, H., Antaño, L. (2026). Reconfiguration of the right to education in the face of disruption from artificial intelligence. *Revista jurídica peruana Desafíos en Derecho*, 3(1), 21-31. <https://doi.org/10.37711/RJPDD.2026.3.1.4>



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Rev jurídica peruana Desafíos en Derecho. 2026; 3(1): 21-31

INTRODUCTION

Artificial intelligence (AI) is one of the most popular disruptive technologies today. As a result of the global COVID-19 pandemic, the use of digital technologies increased in terms of users and key areas of society. Education was also assisted by different technologies with the purpose of continuing teaching-learning processes.

Currently, both the United Nations and different countries have paid attention to the use of AI in education. This combination of AI and education has also brought about changes in the ways of supporting teaching and learning. This fact is reflected in the facilities that the use of AI provides to both students and teaching staff, but with some uses whose irresponsibility could lead to distorting the good purpose of this algorithmic tool.

From the above, the present study poses the following research question: what should the regulation be to guarantee the right to education through the use of AI? The research objective is to analyze the role of artificial intelligence, whose use in the school environment is revolutionizing the ways of teaching and learning, and also facilitates self-learning, which poses a reconfiguration of the right to education.

METHODS

To study the reconfiguration of the right to education due to the influence of AI, this research used the deductive method with a qualitative approach. First, through the documentary technique, the relationship between AI and education was studied. Subsequently, the legal treatment of this relationship at the international level and in Mexico was analyzed in order to identify the scope of the right to education and its relationship with AI. Then, examples of its use by teachers and students that facilitate teaching and learning processes were addressed, and subsequently, the benefits of AI in education were analyzed. In another section, the convergence of AI, the internet, and education was proposed as key elements for a reconfiguration of the right to education. Finally, in order to learn about the viewpoints of users of AI in education, a section was added presenting the results of a survey, which was administered in various upper-secondary educational institutions in Guerrero to determine the use of artificial intelligence according to the opinions of teachers and students.

DEVELOPMENT AND DISCUSSION

Artificial intelligence and education

The implementation and use of AI in the educational field have presented advantages for both students and teachers. For example, technological advances—including AI in education—made it possible to partially address the challenges caused by the closure of in-person activities resulting from the COVID-19 emergency. In this way, it can be seen that these accelerated disruptive changes shaped the teaching-learning processes at the different levels of education (Flores Vivar and García Peñalvo, 2023).

Flores Vivar and García Peñalvo (2023) point out that AI has become a technological tool with a major impact on education. Both teachers and students currently use it in each of their activities, such as tutoring and personalized follow-up asynchronously, and in facilitating pedagogically organized thematic content that supports teaching and learning.

Indeed, AI is revolutionizing the teaching-learning process, and its advancement continues to increase due to technological developments. As a result, AI is increasingly present in the daily activities of students and teachers. Even the educational systems of different countries are urging its implementation in order to keep pace with other countries that are leaders in regulating AI, such as Chile and the European Union.

In fact, personalization is one of the most important benefits offered by AI. Through the programming of algorithms, this tool can make an appropriate adjustment in teaching-learning processes according to the needs and progress of each student, both in thematic content and autonomous assessment (Molina and Medina, 2025). The process takes the student's abilities and specific objectives as a reference; moreover, this adjustment is modified according to academic progress (Guaña-Moya et al., 2023). Thus, the difficulty of their activities will increasingly increase, until achieving the maximum possible learning.

Regarding the presentation of content to students, Rivero Panaqué and Beltrán Castañón (2024) consider that videos, written materials, and images can be created, which are more dynamic and interesting teaching materials to facilitate learning tasks and activities as a basis for effective teaching.

According to Torres Cruz et al. (2023, p. 87), university education also benefits from the implementation of AI, in addition to learning personalization, through feedback, use and saving of time, availability of educational materials, and development of research in an innovative manner.

On the other hand, there are various interactive applications, such as TikTok, that operate with AI and can be used asynchronously by students from their mobile devices with internet access. They serve to clarify doubts, reinforce learning, or acquire new knowledge regarding a specific topic (Aguilar Mera et al., 2023).

Likewise, Aguilar Mera et al. (2023) emphasize that, through AI applications, students have access to short explanatory videos that address any topic of their interest in an attractive and practical manner. In this way, time is optimized, which students can use for other academic activities.

Motivation in each student, through information retention, allows for greater learning. Thus, learning personalization motivates students to continue learning (Aparicio-Gómez, 2023), since the tools used in their learning processes are novel, practical, and didactic, that is, more attractive and interesting.

Regarding teachers, an advantage of using AI is simplifying the performance of certain repetitive academic activities (Quimi Varas et al., 2024). For example, the receipt and grading of physical assignments and examinations, because there are currently platforms through which teachers can grade assignments automatically through the same technological platform they use. Consequently, teachers, especially when teaching large groups, save time and perform other academic activities for the benefit of students, such as providing feedback on more complex topics.

Bastidas González (2024) states that access to free resources is another benefit of AI. There are sectors of the population whose economic income is low and whom the educational system is unable to serve, also due to different languages, disability, illness, and other factors (Arias Ortiz et al., 2025), which prevent the right to education from being guaranteed with the characteristics of availability, accessibility, acceptability, and adaptability.

Prince-Torres (2024) identifies academic and administrative benefits of AI in education. For example, it promotes the construction of knowledge through teacher-student or student-student interaction, the variety of available resources generated from AI applications, the monitoring and assessment of learning, and the adaptation of topics in a group or individualized manner. Thus, AI facilitates and organizes teaching work, and the student takes an active role.

All technological innovation attracts attention due to the change in the traditional form of education. However, taking advantage of the benefits of AI in the educational field must begin with knowledge of it, user training, and its strategic use for the generation of effective learning environments. The use of AI can support learning personalization, the development of administrative activities, and decision-making (Arias Ortiz et al., 2025). In this way, the role of the State is vital for expanding the right to education through the use of different AI algorithms.

Artificial intelligence and the right to education

The use of technology to counteract the COVID-19 emergency was intended to guarantee the right to education of millions of students. However, the achievements were only partially attained due to various factors not contemplated by an educational system accustomed to traditional instruction. Therefore, the need to reconfigure the right to education can be observed, given the disruption caused by AI as a technological tool of broad utility for guaranteeing this human right.

The right to education is a human right established in Article 3 of the Mexican Constitution. Education guarantees quality access to knowledge and learning (Melgar Adalid, 2016). Hence, its main purpose is to open the doors to and develop the capacities of every human being for knowledge and, with the integration of digital technologies such as AI, for accessing information and constructing new knowledge freely, creatively, and democratically.

The Mexican State faces major challenges in guaranteeing the right to education. This human right, which must be observed under the principles of universality, interdependence, indivisibility, and progressiveness, has an impact on other areas of people's lives, such as personal, labor, professional, and economic areas (Bernal Ballesteros, 2017).

Likewise, in international legislation, the right to education as a principle is established in Article 26.1 of the Universal Declaration of Human Rights, and Article 13.1 of the International Covenant on Economic, Social and Cultural Rights also recognizes "the right of everyone to education," and the same instrument establishes the purposes of education: to have an impact at the personal and national levels, on dignity, human rights, and fundamental freedoms, and also at the collective and global levels by living in a free society and promoting values such as understanding, tolerance, and friendship.

General Comment No. 13 of the Committee on Economic, Social and Cultural Rights (1999) states that the right to education must have the characteristics of availability, accessibility (non-discrimination, physical accessibility, economic accessibility), acceptability, and adaptability. In relation to disruptive technologies, availability includes "information technology," that is, in accordance with the principle of progressiveness, those technologies that facilitate both teaching and learning. Likewise, physical accessibility indicates that modern technology must be incorporated, and adaptability must respond to the needs of the context of society and students. Hence, the right to education must specify the inclusion of AI.

As stated above, given the numerous advantages that AI offers, the right to education can be expanded and guaranteed. As Prince-Torres (2024) states, the State can collaborate in regulating AI as a public good and thus make quality, innovative, efficient, and useful instruction effective for both teachers and students in an increasingly connected global world through digital technologies as part of daily and professional life.

Along the same lines, Bastidas González (2024) refers to the challenges of bringing educational services to geographically remote populations. Mexico still has the pending task of addressing the educational lag in rural communities and towns where basic services that guarantee the human rights of their inhabitants do not reach them. Thus, the lack of availability of and access to digital technologies opens a new gap in the right to education.

The digital divide obliges the State to take urgent measures to guarantee the right to education for all its citizens. General Comment No. 13 (Committee on Economic, Social and Cultural Rights, 1999) states that education must be accessible; otherwise, if digital technologies such as AI continue advancing and are used by one sector of the population while others do not have access to them, then the State does not guarantee the right to education or the right to non-discrimination.

Finally, the Supreme Court of Justice of the Nation (SCJN) of Mexico has established that the right to education is “a prerogative that every human being has to receive the education, instruction, guidance, or teaching necessary for the harmonious development of all their cognitive, intellectual, physical, and human capacities” (First Chamber of the SCJN, 2015a). Thus, the State’s obligation is broad in guaranteeing this right, which serves as a means to materialize other human rights (First Chamber of the SCJN, 2015b).

AI is a tool that facilitates access to knowledge. However, the Constitution does not contemplate any regulation regarding its integration into the right to education. Nevertheless, Article 6 imposes on the State the duty to guarantee access to information and communication technologies. Consequently, if the State’s obligation is to apply the principle of progressiveness for the integration of digital technologies with AI in the educational field, then this must be guaranteed in Mexican laws.

Experiences of countries in the implementation of ai in education

At the global level, countries that are more advanced in the application and development of AI demonstrate their capacity for innovation, transition, and adaptation to new technologies and artificial intelligence systems, positioning themselves as leaders compared to countries that are just beginning to explore this vast market of technological advances.

The educational field is one of the most relevant because states provide students with the necessary tools to master AI and its different applications. This knowledge allows students to develop multiple essential skills to make the most of the advantages that AI offers. In this way, an increasing number of countries are implementing artificial intelligence in their educational systems, such as Finland, Estonia, Poland, and other nations that make up the European Union (González-González, 2023).

For example, Finland has implemented programs such as Element of AI and Building AI to introduce its population to the subject; Estonia uses AI to analyze the factors that cause school dropout; Poland uses a chatbot to provide instruction in technical and programming skills; and the Netherlands trains its students through “intelligent agents” and techniques for retrieving data from the web (González-González, 2023).

Japan has global leadership in the economic and educational fields. It is interesting to see how it addresses the shortage of teachers and improves classroom administration through AI-controlled robots. These tools help maintain interaction, teach other languages, and provide personalized assistance, and they also collect information to determine student performance and improve teaching (Mar Cornelio et al., 2024).

South Korea is implementing AI “to reinforce STEM learning (science, technology, engineering, and mathematics). Tools such as LUXROBO offer students interactive learning experiences in robotics and programming” (Mar Cornelio et al., 2024, p. 90).

The interest of countries in ensuring that their respective academic communities receive concrete and specialized training in AI and other disciplines continues to increase. In the case of Spain, its support for AI to strengthen its educational system can be observed, involving

students and teachers. In addition, Spanish universities are creating multidisciplinary research centers or institutes for the study of artificial intelligence and its use in research (Esteban Frades, 2025).

In this way, AI is beginning to be seen as having great potential in the field of research; however, for it to cease being merely a simple theory, the aim is for its development to be supported by scientific evidence.

Artificial intelligence, internet access, and the right to education

AI, a digital technology, operates through the internet. The Constitution establishes the obligation of the Mexican State to guarantee access to the internet and broadband. However, the reality is that in Mexico there are rural areas where there is not even electricity. In the educational field, UNESCO data from 2021 indicate that “internet access in primary schools for pedagogical use reached 29.61%, while in secondary schools and upper-secondary schools it was 54.55% and 44.21%, respectively. Regarding computers for pedagogical purposes, access in primary schools was 47%, in secondary schools 83.71%, and in upper-secondary schools 70.27%” (UNESCO, 2024, p. 39).

Educational applications that operate with AI have experienced significant growth in recent years. For example, the Zoom platform considerably multiplied its number of users at the beginning of 2020. According to data from Statista, from March 25 to April 1 of that year, in Mexico, this application was installed 745,700 times through the Google platform (Pasquali, 2020).

The use of artificial intelligence at the colegio de bachilleres del estado de guerrero

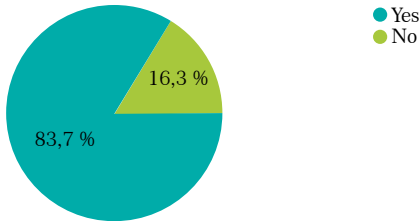
To learn about and describe the use of AI in education, a survey was conducted in different upper-secondary schools in the state of Guerrero, which was authorized, and the anonymity of the participants was maintained. The survey was administered through Google Forms and was directed at a population of 4,560 students and 104 teachers at the upper-secondary level, belonging to the Colegio de Bachilleres del Estado de Guerrero, specifically at four schools in different geographical regions. The purpose was to learn about the use of AI in education.

The questions included in the survey were developed based on the categories of this study regarding the right to education and AI. Questions were asked about the academic use of this tool, its positive impact on teaching and learning, AI support for improving academic performance, and AI as a tool that strengthens education.

The sample included 466 participants, of whom 455 were students and 11 were teachers, who agreed to answer the survey. Thus, the results obtained, which are exploratory regarding the phenomenon, are not generalized, but they can serve as references on the subject of study.

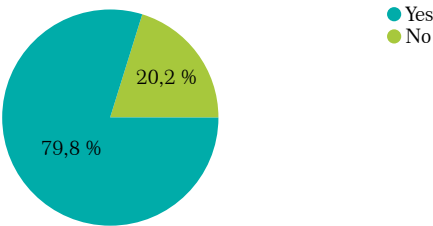
The results are presented as follows:

Figure 1
Have you used or do you use AI for academic purposes?



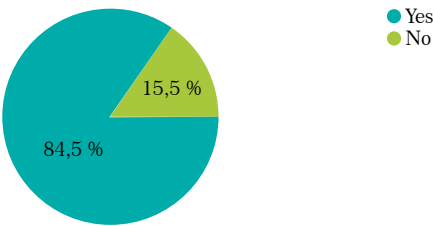
It can be seen that the majority of participants have used or use AI for academic purposes, which means that both students and teachers know how to use AI tools; they are also familiar with the applications or platforms that offer these digital services, and artificial intelligence is part of the tools used for their academic and administrative tasks. These data are consistent with González-González (2023), who states that there are currently many AI applications that assist in learning personalization, tutoring, and automated assessments.

Figure 2
Has AI generated positive changes in your teaching-learning process within the classroom?



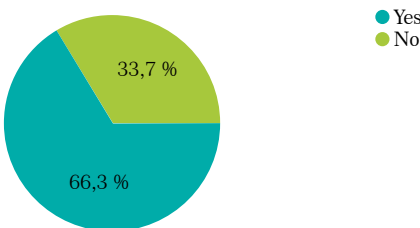
A large proportion of participants consider that AI has brought changes to their academic activities. Hence, it is useful in education because it helps with access to information and knowledge, as well as with practice through accessible materials and resources. For Flores Vivar and García Peñalvo (2023), AI has become a technological tool with a significant impact on education.

Figure 3
Has AI served as support for you to improve your academic performance?



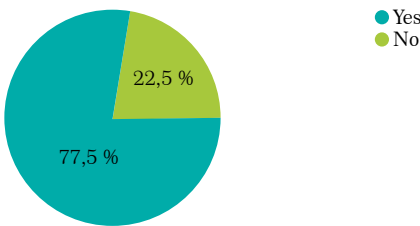
Most participants consider that AI has been useful for their academic performance. The monitoring and personalization provided by AI applications motivate their users. According to Molina and Medina (2025), the algorithms used by artificial intelligence adapt content according to the needs and interests of students. Thus, teachers can learn about each student’s learning strengths and difficulties through reports on their progress.

Figure 4
With virtual classes, does AI facilitate learning in education for you?



The responses to this question show that a majority agree. However, the percentage is not particularly high. It can be noted that the use of AI in virtual classes is not well regarded by students and teachers. Undoubtedly, the personalization of learning and interaction with the teacher remain vital to the successful use of AI in educational contexts.

Figure 5
Is AI a tool that enhances education inside and outside the classroom?



AI is considered a tool that facilitates the teaching-learning process. Participants consider that the use of AI resources is carried out under the guidance of the teacher or autonomously, which serves to extend knowledge to practical situations. Digital technologies are tools of everyday life for a large part of the population. According to the National Institute of Statistics and Geography (INEGI, 2025), 95.1% of adolescents and young people between 12 and 17 years of age are internet users and spend 4.5 hours a day on the internet.

As can be observed, the majority of participants consider that there are more benefits to the use of AI in education. Although artificial intelligence must be used responsibly, AI serves to facilitate certain activities, which can guarantee the right to education. The widespread use of AI in education invites reflection on the need to adapt legislation to regulate it and prevent misuse or improper practices by students or academics in their educational activities.

Reconfiguration of the right to education in the face of the disruption caused by artificial intelligence

Based on the foregoing and considering the relevance of the use of AI in the education sector, it is pertinent for Mexican legislation to be modified to adapt to the reality presented today, so that not only the right of access to education is guaranteed, but also the responsible use of AI in teaching-learning processes.

Hernández Paz and López Mejía (2023) state that, despite its benefits, AI poses significant ethical challenges, such as data protection and equity in access to technology. The 2023 UNESCO recommendations emphasize the need for a regulatory framework that guarantees transparency and inclusion, preventing algorithmic biases from perpetuating structural inequalities.

Thus, the State's obligation to provide adequate conditions for connectivity in both urban and rural areas must be fulfilled, and provisions must be established so that AI promotes values such as equality, non-discrimination, and inclusion, while ensuring that its implementation does not replace autonomous, critical, and reasoned thinking. In other words, the prevalence of the human over the digital should be prioritized.

CONCLUSIONS

After analyzing the role of the use of artificial intelligence (AI) in the school environment, it is concluded that it is indeed revolutionizing the ways of teaching, learning, and facilitating

self-learning, but this must be done in a regulated manner to limit its negative effects, which makes a reconfiguration of the right to education necessary.

The right to education must be regulated by taking into account the use of AI in the different educational fields. There is clear evidence that artificial intelligence has been modifying the ways of teaching, learning, and self-learning. Thus, the domestic legislation of each country must be reformed to guarantee the use of AI in education in order to enhance the advantages in teaching and learning and to establish limits on access to disruptive technologies.

The integration of AI into education must be carried out responsibly because there are ethical issues that are exceeded by the abuse of such technology; therefore, they must be regulated in order to prevent improper use in both teaching and learning. Hence, any inclusion of AI must consider the responsibility of users.

Another important aspect is to take into account that, in order to take advantage of the tools provided by AI, it is essential that teachers and students have basic knowledge about them, which implies continuous training on their use in educational processes, to make them more practical, interactive, and attractive.

Regarding the survey results, the majority of respondents confirmed that the use of artificial intelligence in academic activities has generated advantages in the right to education: it has improved their academic performance in teaching-learning processes, and they now have access to more online educational resources or virtual classes.

In this way, it is considered necessary for the use and implementation of artificial intelligence to have clear rules that allow students and teachers to use it in educational settings, but always respecting copyright, people's privacy, and adherence to the provisions issued by educational institutions.

Authorship contribution

JAD: Conception and article design, method of the study, conclusions.

HEMC: Data collection, statistical consulting and data analysis and interpretation, conclusions.

LAV: Data collection, data analysis and interpretation.

Funding sources

The research was conducted using the authors' own resources.

Conflict of interest

The authors declare that they have no conflicts of interest.

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