

BLINKLEARNING EDUCATIONAL AI BAROMETER

The true gauge of AI in schools



An ongoing measure of how artificial intelligence is entering classrooms across Ibero-America. Direct insights from teachers in nine countries, comparable data and actionable findings for school leaders and education decision-makers.

THE STUDY

**1,178
teachers**

Practising teachers in state-funded, state-subsidised and private schools providing compulsory education.

**9
countries**

Simultaneous coverage across northern, central and southern Ibero-America.

**15
dimensions**

Teachers' use, training needs, perceptions of students' use, ethics and the family context.

263
CHILE

230
COLOMBIA

186
PERU

166
ARGENTINA

108
SPAIN

98
OTHER
MX · CR · VE · BO

58%

of teachers already use AI every week or more often

16.5%

consider themselves advanced or expert users

83%

fear a loss of critical thinking

01 — THE KEY FINDING

AI is already in the classroom. What is missing is not use: it is sound judgement.

Nearly six in ten teachers use AI at least once a week. Only one in six feels able to integrate it proficiently. The gulf between these figures is the defining educational question of the decade.

FREQUENCY OF USE

58%

use AI weekly
in their professional practice

VS

SELF-RATED PROFICIENCY

16.5%

consider themselves
advanced or expert users

THE INSIGHT

Using AI and teaching with AI are not the same. One takes five minutes; the other requires an educational framework. The difference between them will define the kind of classroom we have in 2030.

What they **already** do and what they **want to learn.**

When asked what they use AI for and what they want to learn, the data is unequivocal: teachers are not asking for more tools; they want sound educational judgement to integrate them.

WHAT THEY USE IT FOR TODAY		WHAT THEY WANT TRAINING IN	
Generate ideas and lesson plans	56.6%	Practical, educational integration into curriculum planning	74.9%
Prepare materials (presentations, worksheets)	53.0%	AI tools for formative assessment	63.6%
Create rubrics and assessment criteria	38.3%	Advanced prompting techniques	41.6%
Personalise activities for each student	35.9%	Ethical, legal and privacy issues	32.2%
Communication with families	31.1%		
Administrative tasks	24.2%		

THE INSIGHT

The education market does not need another app. It needs a framework for using the tools it already has: how to assess, how to plan and how to teach with AI in real classrooms.

This is not **technophobia**. It is a **profound** educational question.

83%

**of teachers fear their students
will lose critical-thinking skills.**

It is the number-one concern in all nine countries: widespread, cross-generational and shared by the majority. It is not about technology; it is about the kind of minds we shape when everything can be delegated to a machine.

83%

**Risk of dependence and
loss of autonomy in
problem-solving**

64%

**Plagiarism and academic
dishonesty as a socio-
emotional risk**

54%

**Erosion of social skills
and student isolation**

45%

**Ethical and privacy
implications of data
use**

40%

**Difficulty assessing
genuine learning fairly**

37%

**Risk of replacing the
human bond at the heart
of teaching**

Shortcut or learning: the gap teachers can see.

Teachers see their students using AI, but not to learn. There is a clear gap between how students use it and how teachers believe they should use it.

78%

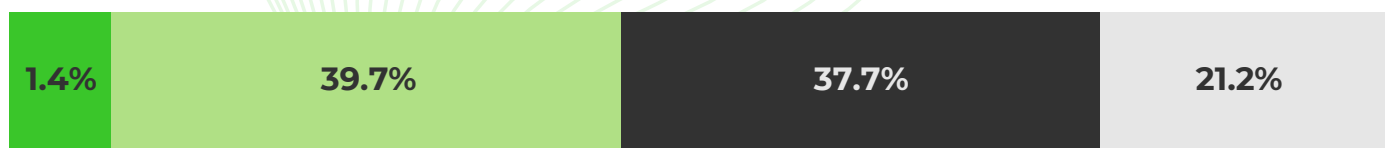
use it to **complete tasks automatically**: writing, solving and summarising

41%

use it to **genuinely learn**, understand, revise and practise

STUDENTS' ETHICAL UNDERSTANDING OF AI USE

Do you think your students have adequate training in the ethical use of AI?



■ Yes, fully ■ Basic understanding; they need more ■ Little or no understanding ■ I do not know

THE INSIGHT

Only 1.4% of teachers believe their students have a sound understanding of AI ethics. Nearly four in ten consider it limited or non-existent. Schools are the only institutions capable of closing that gap.

Families are falling behind. And teachers know it.

66%

of teachers believe families **are not prepared** to guide their children towards responsible AI use.

01

Schools are taking on a new role, whether they chose it or not.

If families cannot provide guidance, school becomes the only place where students can develop sound judgement. This is not optional: it is the role society has placed upon schools.

03

There is a clear opportunity for institutional leadership.

Schools that articulate a clear approach for families will fill a space that no one occupies today. This is educational leadership, not communications.

02

School strategy is no longer internal; it becomes community-wide.

A school AI policy that overlooks families will inevitably be incomplete. Educating families is part of the mission, not an optional extra.

04

Without a family-school partnership, risk grows exponentially.

Unsupervised AI use at home intensifies teachers' greatest concerns: dependence, loss of critical thinking and social-development gaps.

One shared reality, different priorities.

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SPAIN

“Fair assessment is our most urgent challenge.”

47%

fear the difficulty of assessing learning fairly in the age of AI, the highest proportion in the region

CHILE

“The promise is freedom from bureaucracy.”

71%

expect AI to reduce administrative workload, the highest expectation across the nine countries

COLOMBIA

“The urgent priority is educational training.”

47%

want training in integrating AI into curriculum and teaching, the study's strongest training demand

PERU

“Students are already using it: we must teach them how.”

60%

believe their students have a basic understanding of digital ethics, opening the door to practical training

ARGENTINA

“The concern is safeguarding thinking skills.”

84%

fear a loss of critical thinking, the country's most widely shared concern

IBERO-AMERICAN OVERVIEW

“Low proficiency, high demand. The region is asking for support.”

83.5%

place themselves between beginner and intermediate level. The whole of Ibero-America is on

AI is not just another tool. It is an **educational decision.**

Adoption has already happened. Informed integration has not. While the sector debates which app to buy, teachers are asking for something deeper: **a framework for teaching with AI without losing what matters most in education.** That is the new frontier. And it is crossed through diagnosis, strategy and pedagogy — not the next new thing.

01

Diagnosis

Know where each school stands: teachers, students and families. Data before recommendations.

02

Strategy

A bespoke institutional roadmap. Do not copy — build the model that fits the school's educational vision.

03

Pedagogy

The centre of gravity. AI serving learning, not the other way round. Training, assessment frameworks and ethical standards.

04

Tools

Only then. Tools follow from the model; they are never the starting point.

Diagnosis, strategy and pedagogy before technology.
Let's talk: www.blinklearning.com