Artificial Intelligence in School Education

An overview of policy priorities and initiatives across 23 education systems

AGILE COLLECTION OF INFORMATION Series

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The Swiss education system is highly federalised. Therefore, making a comprehensive overview of all developments regarding AI in education is challenging. The interpretation of the data for Switzerland must take that into account.

Executive summary

The topic of artificial intelligence (AI) in education often monopolises discussions about digital technology in education and is seen as a new hype that promises to 'transform' education. In response to the increasing discussions on AI in education, European Schoolnet invited its members to complete an online survey between July and September 2025 to help build an up-to-date detailed picture about both AI's current status in policy debates, and strategies and initiatives related to AI in schools at system level. The report summarises the responses from 23 education systems: Belgium (Flanders), Belgium (Wallonia-Brussels), Croatia, Cyprus, Czech Republic, Finland, France, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland and Türkiye. The publication covers policies and strategies in the countries; the state of generative AI use in education; curriculum integration and AI literacy; teacher training and school support; implementation and use in practice; projects, pilots and collaboration; short- and medium-term priorities and support needs.

AI in education continues to be an important item in the policy agenda of European Schoolnet's members. Findings show that 13/23 responding education authorities consider AI as high-priority topic, seven as moderately significant and three as an emerging topic. Main motivation for introducing AI in education is the perceived improvement of teaching and learning, and the preparation of students for their future careers. On the other hand, using AI for assessment was a motivational factor in only 10 of the 23 systems covers in the report. Attempting to map the different initiatives education authorities take to address the topic of AI is difficult, as many are often interconnected and overlapping, making a clear distinction hard. Across the 23 systems, 20 have either a national policy, strategy, programme for AI in education and/or provide guidance for the use of AI in schools. Most of the existing or in development policies and guidelines cover aspects of ethical use and data protection, use of AI tools by teachers and students, and actions connected to professional development of teachers. The European Union's AI Act regulation has been assessed by five systems while 15 are in the process of reviewing its potential implications.

Generative AI (GenAI) is covered in 11/23 systems' policies and guidance, while nine are developing or planning to develop guidance for GenAI use. All 23 systems include AI literacy in -some- parts of their education systems. Most of them include AI literacy in lower and upper secondary education, and often as part of digital competence curriculum aspects. Most frequently, AI literacy is part of cross-curricular activities or modules within relevant subjects. Some systems are also developing and piloting curricula that address AI literacy elements.

In almost all systems covered in the report, teacher training is provided by the competent education authorities, with the support of tertiary education institutions, and other public bodies. Private actors such as EdTech companies and civil society organisations provide professional development to teachers in the majority of the covered systems. Opportunities are provided largely through on-site workshops and seminars, online webinars and videos, and online courses. Most of the systems (21/23) also provide support to school leaders, primarily through targeted guidelines and tailored professional development opportunities.

Out of 23 respondents, 20 provided information about the implementation of AI activities and examples of AI being used in schools in their jurisdictions. Most of these examples tend to describe activities and tools that *could be* used or are used as part of pilot projects and initiatives, rather than reported practices implemented by teachers as part of their everyday practice. The difficulty of identifying actual AI practices in schools demonstrates the challenge of assessing and measuring the impact of guidance and capacity building on teachers' practice.

Improved teacher efficiency was highlighted as the main perceived benefit for using AI in schools (21/23 systems). Enhanced pedagogical design and support of inclusive education were also perceived benefits that were mentioned by respondents. On the other hand, data privacy and teacher pre-

paredness were mentioned by all respondents as the most important concerns, followed by ethical considerations and biases.

Education authorities frequently engage in regional, national or international projects or initiatives to pilot AI integration in small numbers of schools, so as to better understand what the conditions and requirements for larger implementation are. Almost all respondents participate in at least one regional, national or international project or initiative.

The 23 education authorities that responded to the European Schoolnet survey shared their key short- and medium-term priorities when it comes to integration and use of AI in education settings. Of those, 22 mentioned the support of teacher capacity building as key priority while 21 mentioned the development of ethical or practical guidelines to support schools and teachers. Respondents also highlighted the need for support and cooperation that lie mostly in creating more space for peer-learning and exchange, and developing capacity building programmes for educators.

The findings of this publication confirm that AI has become a significant and strategic topic across Europe's education systems. Nearly all European Schoolnet member countries now recognise AI as a key element in their education policy debates, with growing attention to ethical use, teacher capacity building and curriculum integration. European Schoolnet will continue to facilitate peer-learning, evidence sharing, cross-country collaboration and the co-development of resources and projects that strengthen national and European capacities. Together with its members, the organisation aims to ensure that the opportunities of AI are harnessed responsibly, inclusively and ethically, empowering teachers, school leaders and learners to benefit from innovation while upholding Europe's shared values of equity, transparency and human-centred education.

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1. Introduction

Four years ago, European Schoolnet published its first collection of information on the role of Artificial Intelligence (AI) in school education (European Schoolnet, 2021) based on survey data from its members. Since then, OpenAI's ChatGPT launch in 2022 has attracted even greater attention to the topic, becoming, in 2023, the fastest-growing consumer software application in history (Wikipedia, 2025) and opening the gates for an AI boom, led by generative AI chatbots and other tools. With the digitisation of education systems, accelerated during the COVID-19 pandemic years, the use of AI tools has rapidly spread through education. Education leaders and experts across the world have been quick to notice the need for a policy response. Many called for - and some continue to call for - "a radical change" (Šucha & Gammel, 2021, p. 38) in education systems' objectives, ways of work and content to ensure they remain relevant. This "need" for change (Šucha & Gammel, 2021, p. 38) and potential to "transform" education (Miao, Holmes, Huang, & Zhang, 2021) has created a global market that is "expected to grow from $5.18 billion in 2024 to $112.3 billion by 2034" (Haoyang & Towne, 2025). As a result, the potential, use, and impact of AI in teaching, learning - and schooling more generally - is high on political agendas and the public discourse across Europe and worldwide. Policymakers and education actors are seeking to understand, experiment and adapt to this new reality that is impacting education systems, now and in the long term.

1.1 Why focus on artificial intelligence in school?

Across Europe, 97% of young people use the internet daily (Eurostat, 2025) and most of those use some kind of app or website that utilises artificial intelligence (AI). Young people use AI tools not only for their social lives but, increasingly, to support their schoolwork (Waller, et al., 2025). This creates pressure on education institutions and authorities to design appropriate frameworks and policies to regulate and monitor the use of AI in school settings. It also raises questions about its ethical use, inclusive and equitable access, current pedagogical models and the competences students should develop during their school education (OECD, 2024). Furthermore, the prevalence of AI in education increases the numbers and broadens the type of actors involved in education and challenges the diversity of knowledge systems. Despite these challenges, AI offers new opportunities for education. New pedagogical approaches could emerge; staff workload could be reduced and more personalised learning made possible.

At the same time, however, data from international surveys such as OECD's TALIS 2024 (OECD, 2025) show that less than half of European teachers use AI in their work, and that a significant percentage (43%)[1] are less positive about AI's benefits than the TALIS average (56%). About 4 out of 10 teachers in Europe also perceive barriers to using AI in their practice. This raises questions about the readiness of schools to respond to AI in education and suggests there are challenges for systems to manage the technology and harness its potential, while safeguarding the rights of staff and students.

The topic of AI in education seems at times to monopolise discussions about digital technology in education, often seen as a new hype to disturb the status quo and challenge pedagogical and institutional processes and perceptions. It is therefore important from a policy perspective to understand more clearly the current situation across countries as regards this multifaceted and pressing issue.

1 Analysis of data from the TALIS 2024 database focusing on European Schoolnet's members.

1.2 The current publication

In response to the increasing discussions on AI in education, European Schoolnet invited its members to complete an online survey between July and September 2025 to help build an up-to-date detailed picture about both AI's current status in policy debates, and strategies and initiatives related to AI in schools. The publication is part of European Schoolnet's *Agile Collection of Information* and falls within the focus area on AI in education, consisting of initiatives and activities the organisation has introduced to support education authorities, schools, teachers and other relevant stakeholders navigate this topic. The survey on which this report is based builds on the first edition of the Agile Collection of Information (2021) and is a scene-setting action to help frame the exchange that is to take place in the newly established Working Group on Artificial Intelligence in Education coordinated by European Schoolnet, with the participation of 24 education systems, represented by 33 ministries of education, public education authorities and related public organisations[2]. The working group has been established to help education authorities, schools, teachers and other stakeholders better understand and respond to AI.

The publication covers policies and strategies, curricula, training opportunities, implementation and collaboration actions, and is based on a survey comprised of a mix of closed and open-ended questions, gathering information at system level. The report summarises the responses from 23 education systems: Belgium (Flanders), Belgium (Wallonia-Brussels), Croatia, Cyprus, Czech Republic, Finland, France, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland and Türkiye.

2 At the time of writing in November 2025.

2. State of AI in education policy debate

Artificial intelligence (AI) in education continues to be an important item in the policy agenda of European Schoolnet's members. Comparing responses from countries in 2021 and 2025, there is a change in their response to the question of AI in the national education policy debate. In 2021, only five out of 17 countries [BE(fl), EL, IE, MT, PT] mentioned it was a high priority topic, in comparison to 13 out of 23 countries in 2025 [BE(fl), HR, CY, CZ, FR, EL, IE, LU, NO, PT, SK, CH, TU]. Malta did not participate in the 2025 survey. Of the 23 participating education systems in the 2025 survey, seven [BE(fr), FI, HU, IT, LT, NL, ES] consider AI in education a moderately significant topic, while three [LV, SI, SE] stated AIED to be an emerging topic in the education policy debate.

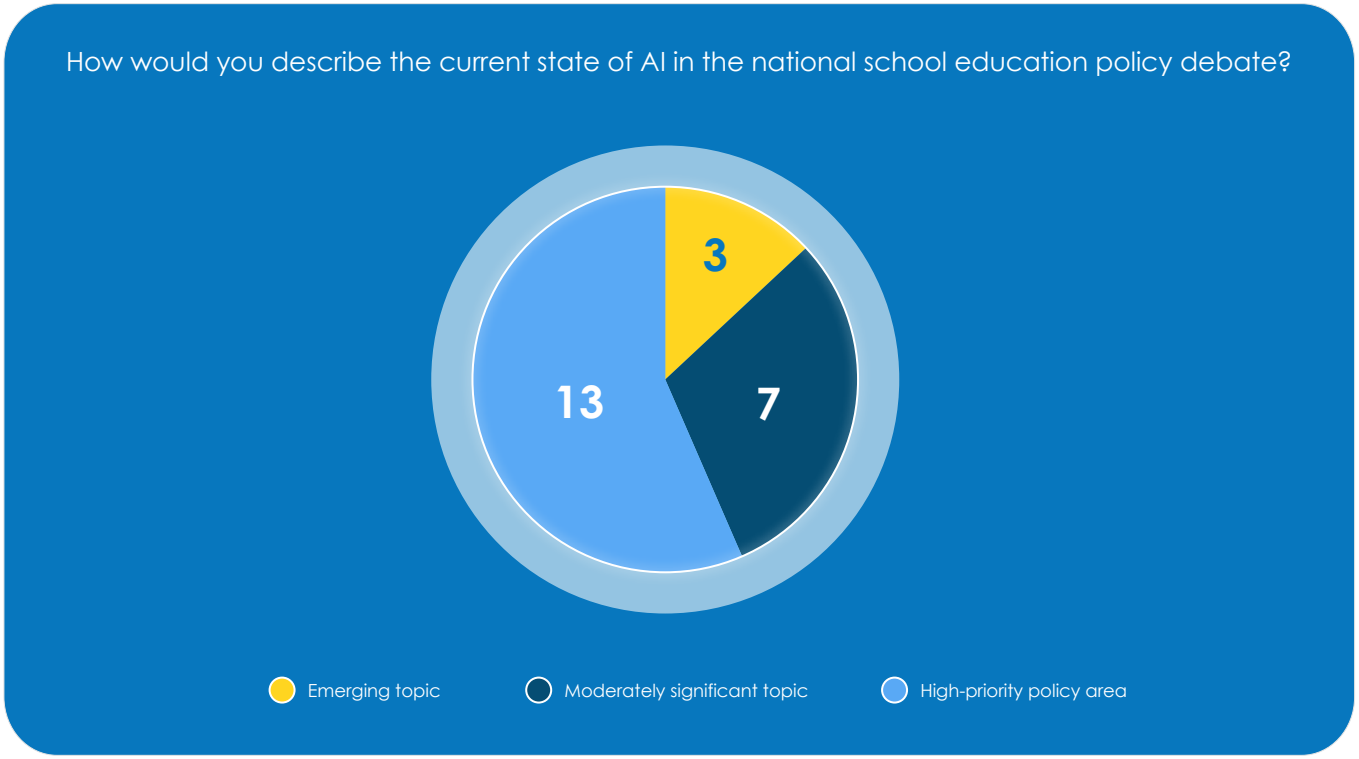

Figure 1: Current state of AI in the national school education policy debate (n.23).

It is significant, albeit expected, that none of the participating systems considers AI in education 'minor' or 'not relevant' topic, showing the growing importance and relevance of AI in the discussion about education provision and improvement (Figure 1).

When asked about the main motivation for the interest in AI in education and its introduction to school education, countries point to several reasons (Figure 2). Almost all responding countries (21 out 23) mentioned that enhancing teaching and learning [BE(fl), BE(fr), HR, CY, FI, FR, EL, HU, IE, IT, LV, LT, LU, NL, NO, PT, SK, SI, SE, CH, TU] and preparing students for future labour market needs and digital citizenship [BE(fl), HR, CY, CZ, FI, FR, EL, HU, IE, IT, LV, LT, LU, NO, PT, SK, SI, ES, SE, CH, TU] are the most important motivation factors for introducing AI in school education. These were followed by the need to support teachers' workload (20/23 countries), support accessibility and inclusion (16/23 countries), and improve efficiency in school management and administration (15/23 countries). Fewer respondents mentioned that introducing AI in school education is part of a broader national AI or digital strategy (14/23 countries), aim to foster innovation and digital transformation in education (13/23 countries) or to reduce educational inequal-

ities (11/23 countries). Interestingly, introducing AI to support assessment practices was a motivation factor for only 10 countries, which perhaps show that using AI for assessment is still a politically sensitive topic.

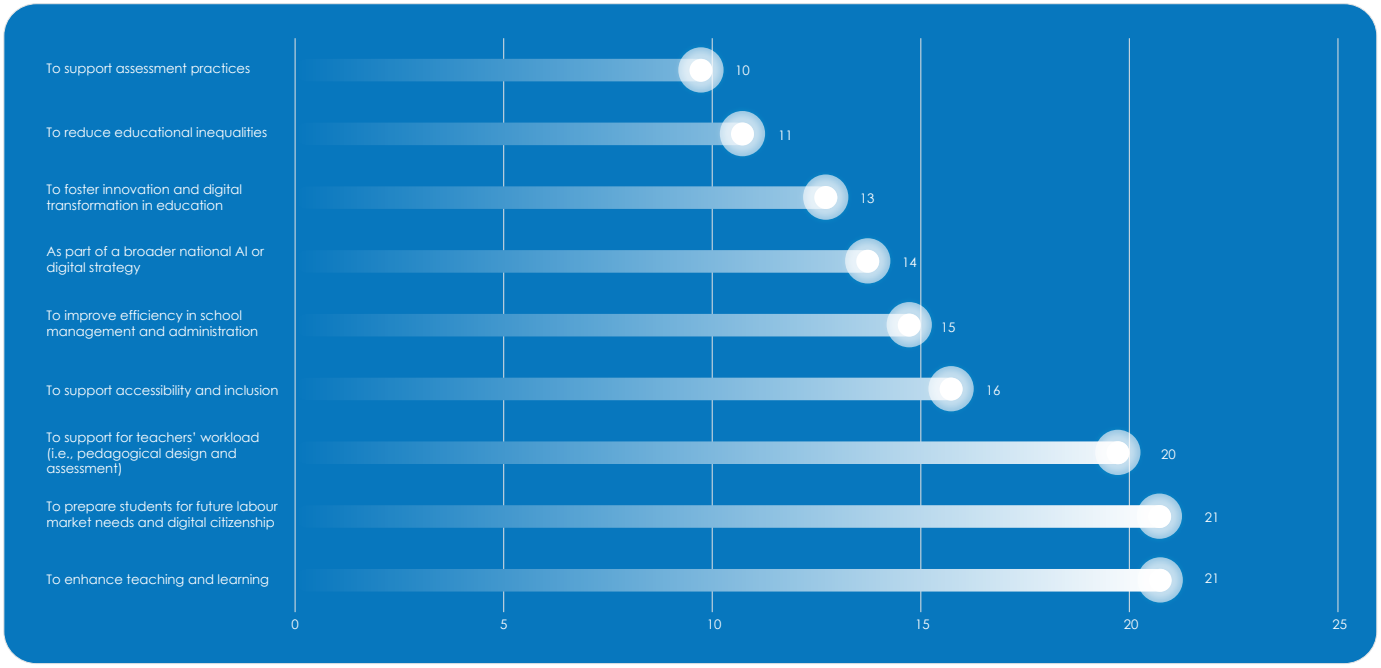

Figure 2: Main motivation or justification for introducing AI in school education in the countries (n. 23).

In **Ireland**, schools are autonomous and determine themselves how to best use digital technologies in line with their Digital Learning Plans. Guidance on Artificial Intelligence in Schools was published in October 2025, to support school leaders and teachers to develop an understanding and knowledge of relevant considerations regarding the use of AI in teaching and learning. In **Italy**, a motivational factor for introducing AI in schools is to improve the quality and responsiveness of services for students and families, while **Belgium (Wallonia-Brussels)** aims to increase differentiation and remediation, and learning fatigue.

3. Policies and strategies

3.1 National strategies and guidelines

When mapping the different initiatives countries take in the education field, it is often difficult to differentiate vision and strategy, concrete policy or regulatory actions and school guidance. They are often interconnected and overlapping, making it hard to make a clear distinction. Mapping the responses that cover 23 education systems, only three [BE(fr), SE, CH] do not currently have system-level strategy, policy or guidelines on artificial intelligence (AI) in education. **Belgium (Wallonia-Brussels)** addresses the topic with awareness raising support material. Similarly, **Sweden** provides curated information but no formal advice, while **Switzerland**'s highly federalised system does not allow for a national approach.

Looking at the other countries, **Cyprus, Ireland, the Netherlands** and **Norway** have both a national policy and guidelines for use of AI in school. **Slovenia** has a national programme that addresses AI in education and **Luxembourg** has a strategic framework for gradual integration of AI in education according to the age and digital maturity of students. Both countries are preparing guidelines for using AI in the classroom. **Lithuania** is in the process of developing a national plan and recommendations for schools. **Italy**, **Latvia** and **Spain** have school-level guidelines for the use of AI in education settings, and **Croatia** is developing their national guidelines for the same purpose. **Greece** has a national plan for AI that includes a section about education and a law that allows the use of AI in school settings. **Portugal** has tasked experts to propose a strategy for the coming period, while the **Czech Republic** has a set of strategic objectives that includes guidance for schools. **Belgium (Flanders), Slovakia** and **Türkiye** have system-level strategies that aim to develop specific policy actions. **Finland** and **France** have guidelines for the use of AI in schools that also act as policy documents for the time being, while **Hungary** is in the process of developing similar documents.

The *European Commission's AI Act* (Regulation (EU) 2024/1689) is impacting on how AI is integrated and used in education settings. As the first legal framework in the world on AI, the AI Act classifies certain aspects of education as high-risk, setting clear rules to ensure transparency, accountability, and safety. As Figure 3 shows, five systems represented in the survey have assessed the regulation's implications for school education [CY, IT, LV, PT, TU], while three have not considered them yet in a formal way [FR, HU, LT]. The other 15 systems are in the process of reviewing and assessing the AI Act's potential implications.

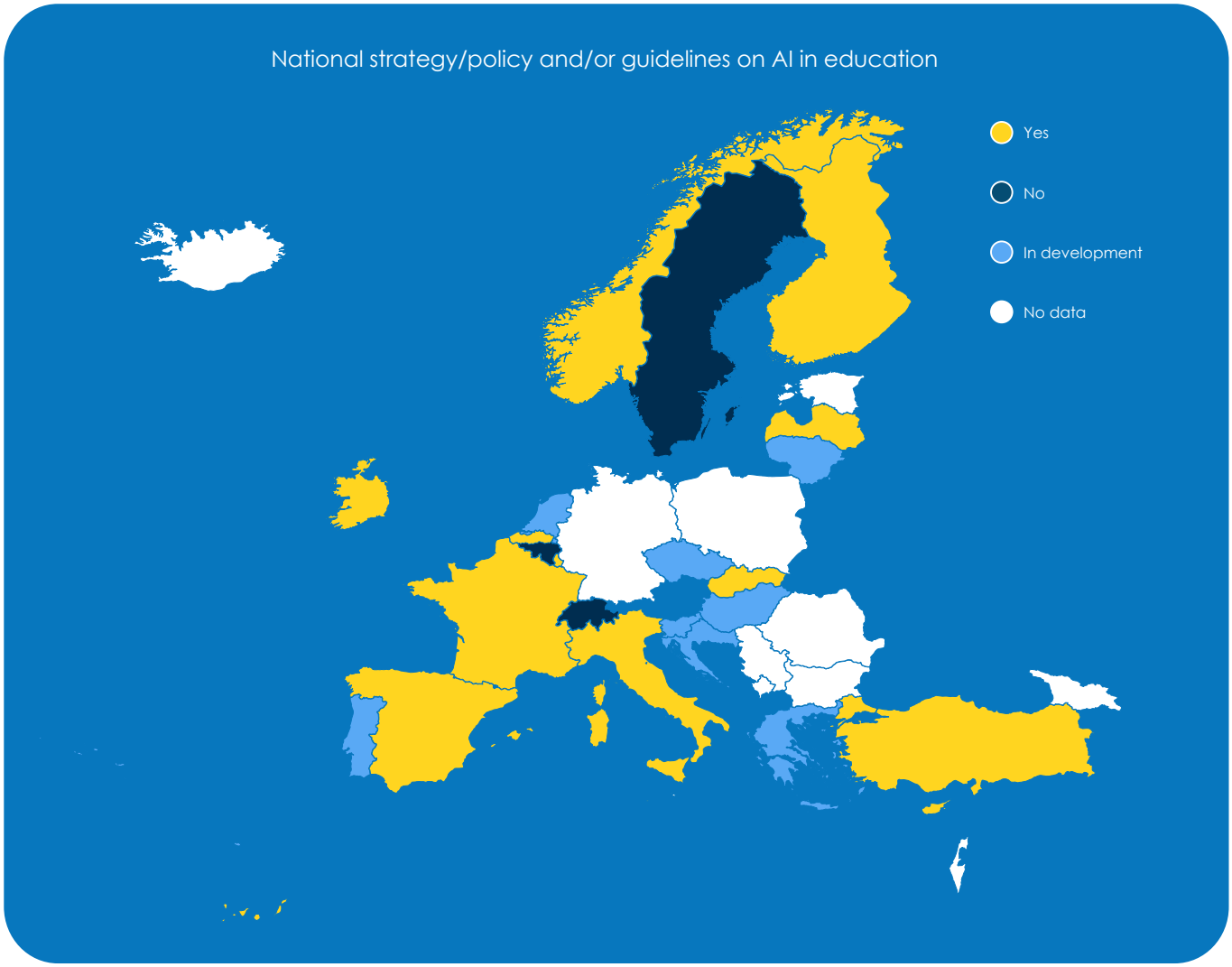

Figure 3: Mapping of national policies and guidelines (n. 23).

Respondents were also asked to share the aspects that their countries' national policies or strategies cover in relation to the use of AI in school education (Figure 4). Out of the 23 countries that responded, most mentioned 'Ethical use of AI and data protection' [BE(fl), HR, CY, CZ, FI, FR, EL, HU, IE, IT, LV, LT, LU, NL, NO, SK, SL ES, TU] and 'Use of AI tools by students and teachers' [BE(fl), HR, CY, CZ, FI, FR, EL, HU, IE, IT, LV, LT, LU, NL, NO, SK, SL, TU]. Other aspects consider 'Professional development for educators on AI' (17/23), 'AI for educational administration and management' (12/23), 'Inclusion of AI in curricula' (12/23), 'Use of AI to support accessible and inclusive learning environments' (12/23), the 'Role of AI in assessment processes' (11/23), the 'Role of AI in pedagogical design' (11/23), and the creation of a 'sovereign AI system based on data from the education system to support personalised uses' (4/23). Three countries [BE(fr), SE, CH] do not currently have national policies or strategies related to AI in education.

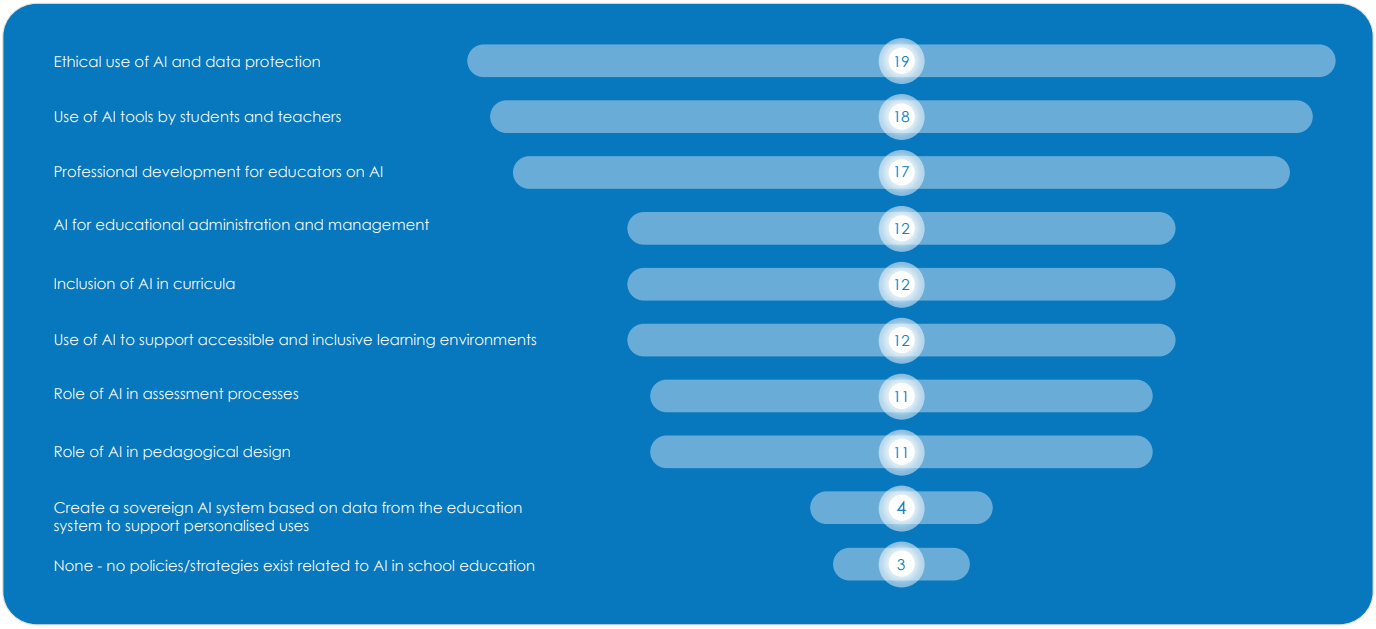

Figure 4: Aspects covered in national strategy/policies related to AI in school education (n. 23).

Belgium (Flanders)'s *Vision paper on responsible AI in education* provides a starting point to address the balance needed between AI's opportunities and threats. The paper is one element of the broader digitisation process and takes into account the conditions necessary for the successful digitisation of education. Based on this vision paper, an action plan has been created to realise its ambition[3].

In **Belgium (Wallonia-Brussels)**, there is a focus more on awareness raising publications than guidelines. The Service général du Numérique éducatif has published, on the e-classe educational resource platform, the *Comprendre et appliquer l'AI Act* (in French), which offers a clear and simplified summary of the AI Act's regulations, and *Intelligence artificielle et enseignement : principes d'application* (in French), co-created with education networks. Together the publications represent a common foundation for guiding the use of AI tools in an educational context and follow a previous one published in 2024.

In **Croatia**, the Croatian Academic and Research Network (CARNET) is developing ethical guidelines and recommendations on the use of AI for all educational stakeholders i.e., students, parents/caregivers, teachers, school support staff, school leaders, and policy stakeholders. Guidelines will be developed within the scope of the *Application of Artificial Intelligence-Based Digital Technologies in Education* (BrAIn) project. BrAIn aims to improve student engagement and support personalised learning by developing new curricula, digital educational content and advanced AI-based tools for Croatian schools. Running from 2023 to 2029, with a budget of €16 million of mainly EU funding, the project includes creating and piloting AI-literacy programmes for primary and secondary schools, training teachers and school leaders, conducting large-scale research on the impact of digital technologies, and developing a smart recommendation system that provides insights into student progress. It also strengthens national digital infrastructure and cybersecurity to ensure reliable, accessible and sustainable digital services for education.

In **Cyprus**, the integration of AI into the educational system entered a new phase, as on 16 October 2025, the Minister of Education officially announced the *Policy Document and Guidelines for the Responsible and Ethical Use of Artificial Intelligence in Primary and Secondary Education* (in Greek). This milestone marks a shift from exploratory initiatives to a structured national framework, aligning Cyprus with European and UNESCO standards. The policy outlines ethical principles, pedagogical strategies, and implementation pathways for AI in schools, emphasising teacher preparedness, student digital literacy, and the safeguarding of educational values. It is guided by key principles that promote digital literacy, ethical and responsible use of AI, equitable access to technology, and the enhancement of creativity and innovation in teaching and learning. In alignment with this policy and its accompanying guidelines, the Ministry of

3 Not publicly available

Education is currently in the process of developing a plan for the professional development of educators on the theme of AI in education.

The strategy in the **Czech Republic**, rather than a single document, is a set of methodological materials available online (in Czech) on the National Pedagogical Institute's website. The collection includes:

- Basic principles and recommendations for teachers, school leaders and parents, which were developed by a working group created by the Ministry of Education, Youth and Sports in spring 2023. The working group consisted of members of the academic community, public service, relevant organisations and skilled practitioners.
- A section with most frequently asked questions about AI (FAQ): a comprehensive document structured into three main sections:
  - AI and law in school (legal aspects of using AI)
  - AI as a teacher's assistant (practical use for pedagogical work)
  - AI in teaching (integration of AI into teaching)
- Methodological materials "How to teach and assess with AI" – a separate didactic resource focused on pedagogical approaches to teaching with AI and appropriate methods of assessment in the context of using AI tools by students.

Finland does not yet have a dedicated national AI strategy for education. However, the Finnish National Agency for Education (EDUFI/OPH) has published *AI recommendations for early childhood education, basic education and upper secondary education*, which serves as a policy document to guide schools. The recommendations outline principles for the responsible and ethical use of AI, address issues such as data protection, transparency, accessibility, inclusion, and equal opportunities, and support teachers and school leaders in integrating AI into teaching, learning and assessment. Their purpose is to help educators harness AI tools in pedagogically meaningful ways while ensuring safety, fairness and alignment with national curricula.

France published, in June 2025, a *Framework for the use of AI in schools* (in French). The purpose of this document is to provide clear answers to questions from the educational community about AI in education. The use of AI is permitted in education, provided it complies with the framework's provisions. This framework is the result of a broad national consultation of organisations representing the educational community and ministry agencies, conducted between January and May 2025.

In November 2023, **Greece** established an Advisory Committee on Artificial Intelligence, coordinated by the Special Secretariat for Long-Term Planning. The main objective of the Committee was to formulate a national policy to enable Greece to fully exploit the potential of AI for the benefit of the Greek people, society, economy and environment, as well as to strengthen the country's position in the international arena. The *Blueprint for Greece's AI Transformation* was published in 2024 and includes a chapter with six proposals for reforms in school education to integrate AI in education. The National Commission for Bioethics and Technoethics issued opinions in 2023 and March 2025 regarding the use of AI in education. These highlight the need for transparency, accountability and explainability of AI algorithms, the protection of personal data and safeguarding of the pedagogical relationship and the ethics and compatibility of AI applications with the principles of the Greek education system. Greece is moving toward institutionalising the use of new technologies - including AI - in primary and secondary education through Article 40 of Law 5237/2025 - *Use of Digital Innovative Tools in Education* which states that "*Exclusively for the purpose of supporting the work of teachers and strengthening the educational process in primary and secondary education, digital technologies and applications, innovative educational materials, as well as artificial intelligence systems, may be utilised, and the training of teachers in the use of these technological applications and systems may be organised.*"

In **Hungary**, there is no policy document yet, but system-level regulations, guidelines and recommendations are being prepared.

In **Ireland**, the *National Strategy on AI* (2021) and its revision in 2024 reference the importance of developing AI and digital skills. The strategy sets out how Ireland can be an international leader in using AI to benefit its economy and society, through a people-centred, ethical approach to its development, adoption and use. The *Guidance on Artificial*

Intelligence in Schools, published in October 2025, aims to promote a shared understanding of AI, to set out principles for its responsible and appropriate use, and to support school leaders and teachers in making informed decisions on using AI, having regard to safety and privacy requirements. This guidance acknowledges that when used responsibly, in a planned and informed way, AI has the potential to support learning and teaching. It also recognises that there are challenges and risks associated with its use.

In **Italy**, the Ministry of Education and Merit published in August 2025 the *Guidelines for the introduction of Artificial Intelligence in educational institutions* (in Italian). The guidelines provide operational indications and reference principles to accompany schools in the conscious and safe adoption of technologies based on AI, enhancing their potential to support teaching, digital innovation and organisational processes.

In **Latvia**, the recently launched *Guidelines for the use of AI in primary and secondary education* (in Latvian), encourage the introduction of a common approach to the use of AI in education. These are the first AI guidelines for education institutions and aim to promote the development of critical thinking and AI literacy for all those involved in the educational process - students, teachers and parents. They also aim for the meaningful use of AI tools in education, as well as to help address ethical, legal and academic integrity problems. The guidelines describe the principles of the use of AI in education, the AI literacy of students and teachers, provide recommendations for use, as well as the duties and responsibilities of students, teachers, educational institutions and parents. Under the national research programme *Education*, there is also ongoing work to propose strategies and policy recommendations for the use of AI in education.

Lithuania's forthcoming action plan and recommendations for the *Safe Implementation of Artificial Intelligence in Schools* aim to comprehensively address the topic. The Ministry of Education, Science and Sports has set up a working group to prepare procedures for schools on how to use AI tools safely and responsibly. Its main actions focus on creating a national AI competence development and assessment system for teachers, strengthening competences, integrating educational content and creating a register for approved AI tools, and developing a national "AI in education: assessment, improvement and competence building" network.

In **Luxembourg**, the *KI Kompass* (AI Compass) (in German and French) serves as the main national reference framework and contact point for the responsible integration of AI in education. Developed under the Ministry of Education, Children and Youth, it is structured around three complementary pillars: orientation, practice and exchange. The orientation pillar provides schools and teachers with strategic guidance, principles, and legal-ethical foundations for AI use in education. The practice pillar focuses on pedagogical application, offering examples, use cases, and tools to support the didactic integration of AI in teaching, and learning. Finally, the exchange pillar promotes collaboration, dialogue and capacity building among educators and school leaders through communities of practice, professional development training and pilot projects. Together, the three pillars form a coherent national approach that links policy, practice and professional learning, while ensuring alignment with Luxembourg's broader digital education initiatives such as sécher.digital and einfach digital.

The **Netherlands** published, in 2024, its government-wide *Vision on generative artificial intelligence*, describing the opportunities and risks associated with generative AI, including in education. The vision paper also addresses relevant laws, regulations, and policies. It contains a set of concrete actions to ensure responsible development and use of generative AI that benefits society as a whole. The vision was followed by the *Dutch Digitalisation Strategy - Accelerating together* (in Dutch), published in 2025, which is one of the pillars of the government's policy on digitalisation. Earlier on, in 2020, the Dutch Artificial Intelligence Education Lab (NOLAI) was created to develop and research responsible educational AI. In 2025, Kennisnet published a *Guide to AI in education* (in Dutch) to help schools make conscious and responsible choices about the use of AI. The guide outlines the steps schools need to take to get an immediate grip on AI and offers in-depth information about laws and regulations about AI, AI in the classroom, and what could be the impact of AI their organisational processes. In addition, Kennisnet, in collaboration with the Education Union (AOb) and the Primary and Secondary Education Councils (PO-Raad and VO-Raad), has published the *School agreements on the use of generative AI* (in Dutch) that support schools deal with generative AI use.

Norway has a national strategy that addresses AI in education entitled *Strategy for Digital Competence and Infrastructure in Early Childhood Education and Schools* (in Norwegian). This strategy highlights the importance of AI at several points and includes specific actions related to the responsible development and use of AI in education. Among the main measures outlined are:

Acquiring a research-based knowledge foundation on the use of AI in education.

Creating competency development packages to support the effective and responsible use of AI tools by teachers and school staff.

Developing practical guidelines for the application of AI in schools.

Exploring and proposing measures related to the use of AI in assessment and exams.

To date, Norway has developed both guidelines (here and here, in Norwegian) and tailored competency development packages (in Norwegian) for the use of AI in schools. In addition, a research programme has been launched, which will also focus on how AI impacts education.

Portugal has defined as a priority the development of a framework for the use of AI in schools. At the highest national strategic level, Portugal established, on 17 September 2025, the working group *Digital and AI in Education* (in Portuguese), composed of governmental and institutional representatives. Its mission is to promote reflection and dialogue on the role of digital technologies and AI in education in Portugal, with a mandate to diagnose the digital transition in the education system, define strategic objectives, priority initiatives and targets up to 2030, and propose a governance model, implementation plan and funding framework. The group brings together representatives from ministerial offices and various national entities. In the 2025-26 school year, a team of experts will be established to analyse the European legislation and guiding documents, such as the EU AI Act, OECD AI Literacy Framework and UNESCO publications. This will contribute to the development of ethical, safe and inclusive guidelines on AI and its use in schools.

Slovakia's Ministry of Education, Research, Development and Youth has launched *a Strategic plan to integrate artificial intelligence into all levels of education* (in Slovak). The goal is to equip students with the skills and understanding needed to live and work in a world where AI is a daily reality. The plan addresses rapid technological change, labour market shifts and the need for digital transformation in education, while emphasising ethical, legal and social dimensions of AI use. The strategy is built on four pillars — availability, equity, quality, and safety — and is structured around six complementary initiatives:

- AI in Schools: Introduces AI into the curriculum of primary and secondary schools, focusing on understanding, ethics and interdisciplinary connections.
- AI for All: Ensures equal access to AI tools and technologies for all students, teachers, and schools, regardless of region or background.
- Teacher Support: Provides AI assistants to help teachers with planning, assessment, addressing diverse student needs and reducing administrative workload.
- Personalised Learning: Develops and pilots AI tools for tailored instruction in selected subject areas.
- Smarter Education Governance: Uses AI to support decision-making, policy implementation and data-driven improvements in education management.
- AI Innovation: Promotes university-level AI education, supports the development of AI solutions and fosters collaboration with research institutions.

This plan is designed for implementation over the next three years and lays the foundation for a long-term transformation of the Slovak education system to meet the demands of a rapidly evolving technological landscape.

Slovenia's *National Programme for the Promotion of Development and Use of Artificial Intelligence* is a government document, approved in 2021, which defines strategic goals, measures and an implementation plan for fostering the development, adoption and regulation of AI in Slovenia by 2025. It includes:

- A definition of AI systems and positioning of the programme in relation to other strategic plans.
- An assessment of the current state in the EU and

Slovenia, with SWOT analysis of strengths, weaknesses, opportunities, threats, together with a vision and strategic framework for AI development.

- Ten strategic objectives with measures across domains such as education, research & innovation, legal & ethical frameworks, public sector implementation, infrastructure and public trust, and a plan for implementation, governance, investment and monitoring indicators.

The National Programme prioritises the need for revising curricula at all educational levels to integrate AI-related content such as computational thinking, digital literacy, and understanding AI technologies. It emphasises equipping students and teachers with skills for an AI-driven society through enhanced teacher training and professional development. The programme promotes lifelong learning and public awareness of AI, ensuring inclusive and equitable access to AI education for all learners. It also underscores the role of digital platforms and distance learning in expanding opportunities. Collaboration between the Ministry of Education, higher education, and research institutions is encouraged to align academic programmes with labour market needs in AI-related fields. The Programme is currently in the process of public debate and revision.

The *national Action Plan for Digital Education* (ANDI) calls for curriculum updates through new or enhanced subjects covering computing, informatics, AI, and cybersecurity. It aims to strengthen digital competence among students and educators, embedding AI understanding within teacher training and study programmes. The plan promotes research and pilot initiatives in digital didactics, potentially including AI-supported methods and tools. In its "ecosystem" component, ANDI highlights infrastructure, services, and digital content—implicitly encompassing AI tools. While not focused solely on AI, the plan envisions environments conducive to AI use in education.

The *Generative AI in Education project* (in Slovenian) co-financed by the ministry through the Recovery and Resilience Funds (2024–June 2026), aims to develop guidelines, tools, and practices for the responsible integration of generative AI in teaching and learning. Bringing together experts from education, technology, and policy, it addresses pedagogical, ethical, legal, and technical dimensions, including teacher training, curriculum design, digital infrastructure, and student support.

The project's outcome will consist of two key documents:

- A Strategic Framework outlining the overall approach and rationale for integrating GenAI in education.
- Guidelines as a concise, practical tool for teachers and stakeholders.

Together, they will cover:

- Organisational, didactic, technical, and content-related aspects of AI use.
- Curriculum integration and lesson planning.
- Educational transformation through AI-driven innovation.
- Reducing the digital divide by promoting equitable access to AI technologies.

In **Spain**, while there is no national strategy or policy for introducing AI in education, AI is among the national priorities. The National Institute of Educational Technologies and Teacher Training (INTEF) published, in 2024, a *Guide on the Use of Artificial Intelligence in Education*. This guide aims to help educators understand and ethically integrate AI into non-university educational settings.

Türkiye's Ministry of National Education, within the framework of the National Artificial Intelligence Strategy (NAIS) and the 12th Development Plan, has recently published the *Artificial Intelligence in Education Policy Document and Action Plan (2025–2029)*. The document sets out strategic goals for the ethical, effective and inclusive use of AI technologies in education and includes concrete steps in various areas, from updating teaching programmes to digital content production, teacher training and data analytics applications. The policy document, comprising four main objectives, 15 policies and 40 actions, has been prepared in alignment with the *Education Model of the Century of Türkiye* and provides a comprehensive roadmap for the transition to using AI in education. Türkiye also promotes responsible, value-based AI integration in education through its ethics booklet, *Ethical Guidelines for Artificial Intelligence in Education* (in Turkish). The booklet guides the safe, ethical and responsible use of AI technologies in the education system. It offers recommendations to all education

stakeholders, including students, teachers, administrators, parents and developers, to ensure that AI and big data technologies are used in a fair, transparent, human-cantered, inclusive and culturally grounded manner. The aim is to foster an informed, safe and values-based AI culture and to contribute to the development of a fair, sustainable, inclusive and trust-oriented AI ecosystem across the entire education community.

3.2 Generative AI in education

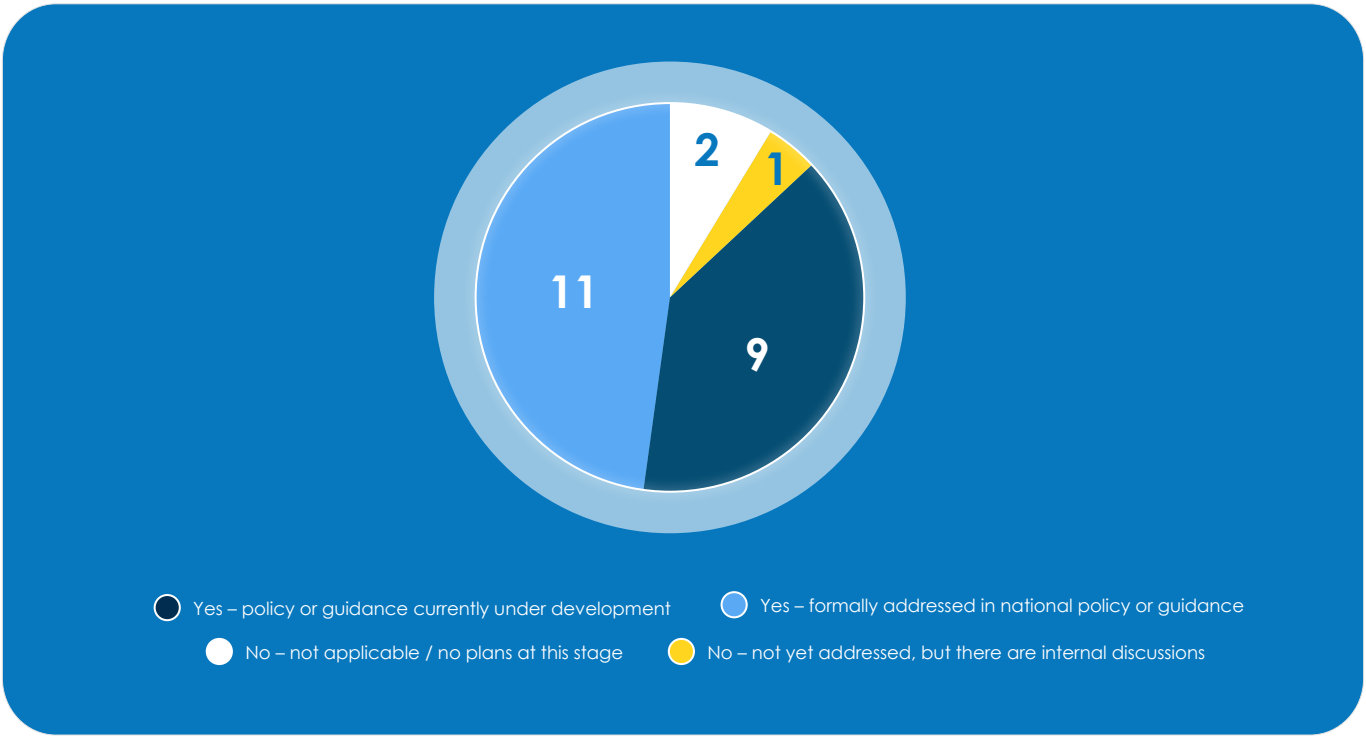

Figure 5: Use of generative AI in school education (n. 23).

Generative artificial intelligence (GenAI), introduced to the general public in 2022 with text-to-image generators and Large Language Models (LLMs), is one of the AI types most used by teachers and students. The OECD (2025) defines GenAI as "a category of AI that can create new content such as text, images, videos, and music'. It is very easy - and often free - to access with tools such as ChatGPT and Gemini. Its capabilities offer new opportunities for teaching and learning but also create new challenges for education systems and learning (Giannakos, et al., 2024).

Of the 23 respondents in the survey, 11 [BE(fl), CY, HR, CZ, FI, FR, HU, IE, IT, NO, TU] mentioned that GenAI is formally addressed in their system's existing or planned strategies while 9 [EL, LV, LT, LU, NL, PT, SK, SI, CH] are developing - or planning to develop - guidance or policies to address the use of GenAI in education.

In **Spain**, there are internal discussions about ways to address the issue, while **Belgium (Wallonia-Brussels)** and **Sweden** have no current plans to address the topic formally (Figure 5).

Asked about the ways that GenAI is addressed - or planned to be addressed - (Figure 6), most respondents mention the creation of guidelines for ethical and responsible use in the classroom [BE(fl), HR, CY, CZ, FI, FR, EL, IE, IT, LV, LT, LU, NL, NO, PT, SK, SI, CH, TU] and professional development opportunities for teachers [BE(fl), HR, CY, CZ, FI, FR, EL, HU, IE, LV, LT, LU, NL, NO, PT, SK, SI, CH, TU].

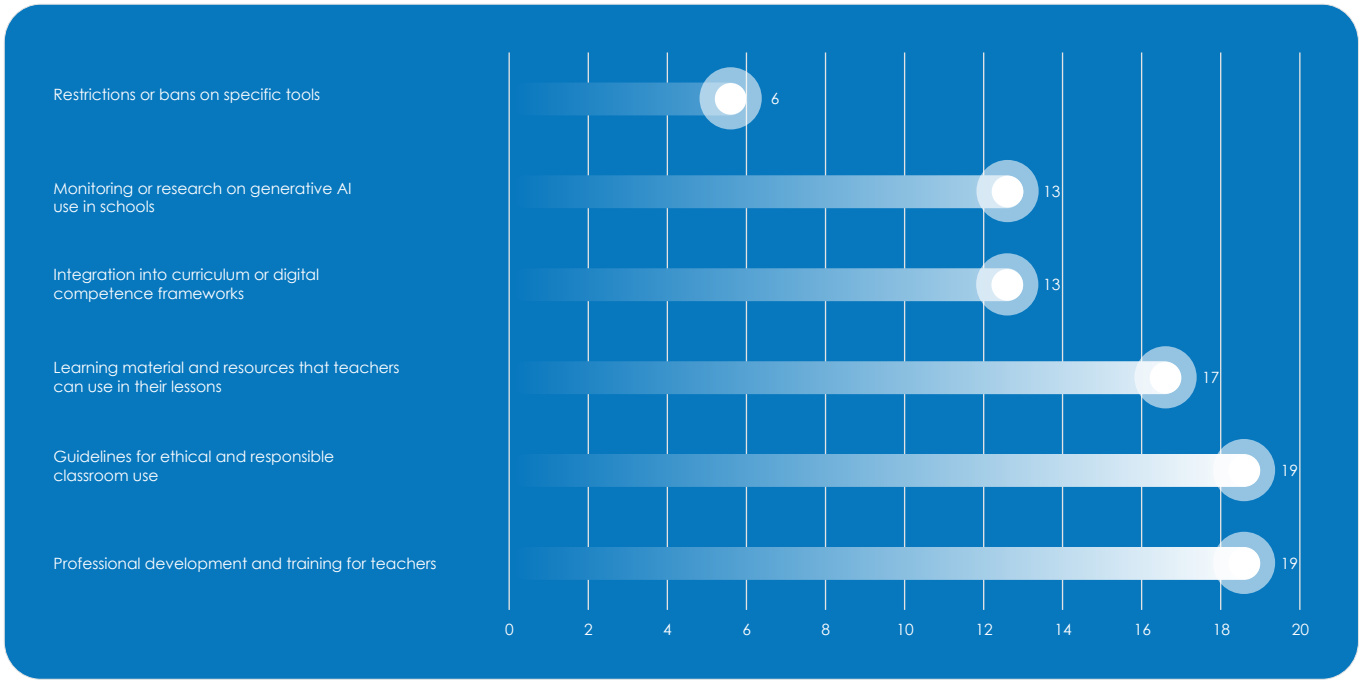

Figure 6: Ways that the use of generative AI is being addressed (n. 20).

Six [FI, FR, IT, LT, LU, SI] of the 20 systems that responded to this question, consider bans or restrictions to specific GenAI tools in the classroom. However, restrictions in **Finland** and **Slovenia** focus mainly on regulating the use of digital devices - most often personal smartphones - in classroom rather than specifically banning GenAI tools. This emphasises controlled and purposeful use, giving teachers the authority to decide when and how digital tools, including GenAI, are used during lessons. In **Spain**, national and European legislation as well as the 2024 *Guidelines on the Use of Digital Tools in the Educational Context from the Perspective of Data Protection* (in Spanish) discourage the use of GenAI tools that do not comply with the transparency, privacy, and security standards required by applicable legislation. A significant number of the respondents mentioned the development of learning material and resources to help teachers integrate GenAI in their practice [BE(fl), HR, CZ, FI, FR, HU, IE, IT, LV, LT, LU, NL, PT, SK, SI, CH, TU] and the integration of GenAI in the curricula or the national digital competence framework [BE(fl), HR, CZ, FI, EL, HU, IE, LU, NL, PT, SK, SI, CH] as ways to address the increasing use of GenAI in school education.

3.3 AI literacy in school

The survey sought to investigate the extent to which AI literacy is included - or planned to be included - in the curriculum, and if at all, at which levels (Figure 7). AI literacy is considered "the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications" (OECD, 2025). To that question, two education authorities **Ireland** and **Sweden** responded that they do not integrate AI literacy comprehensively at any education level. In **Ireland**, AI literacy is not specifically included in the curricula, however it is addressed through other aspects of the curriculum and is most often considered part of digital literacy. In **Sweden**, there is a dedicated elective subject that addresses AI literacy in upper secondary education.

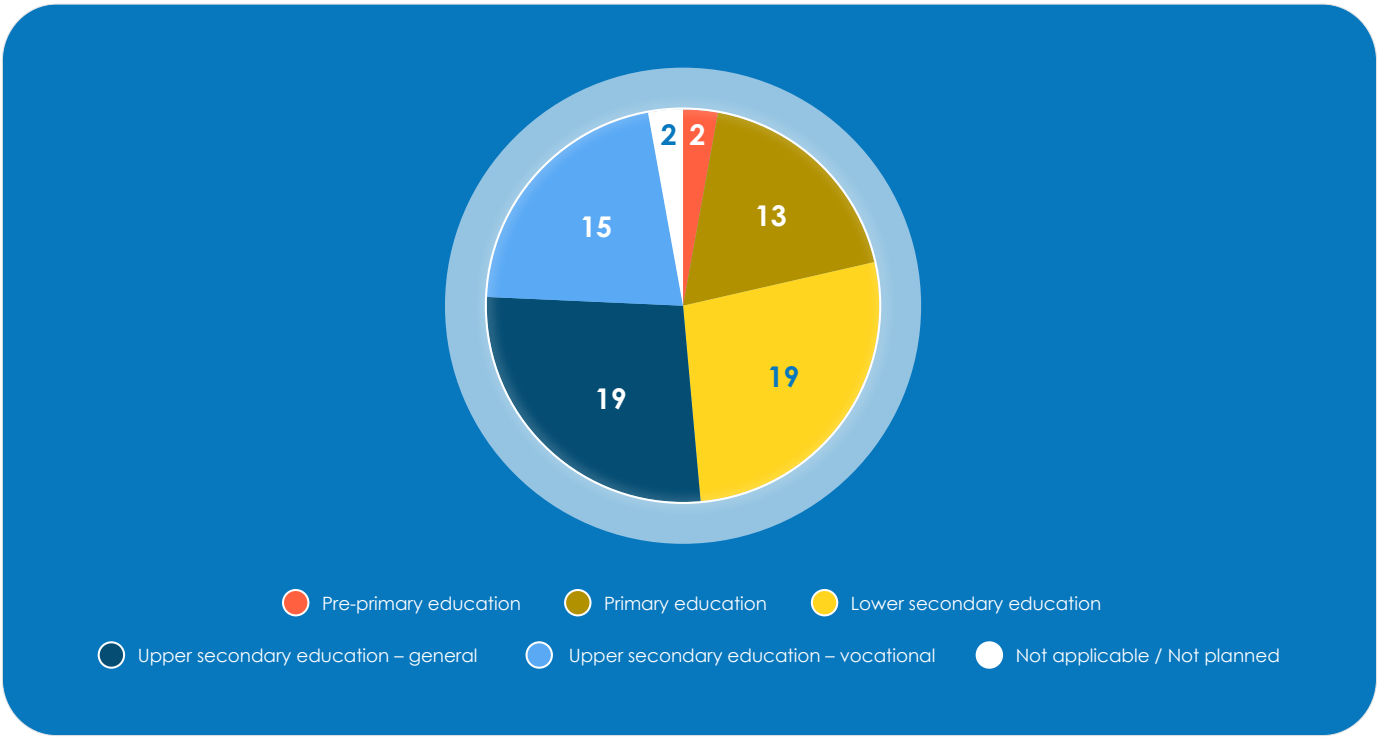

Figure 7: Educational level(s) that AI literacy is currently included or planned to be included (n. 23).

However, as an elective, the subject does not reach all students. Of the remaining 21, most responded that AI literacy components are included - or planned to be included - mainly in lower secondary education [BE(fr), HR, CY, CZ, FI, FR, EL, HU, LV, IT, LU, NL, NO, PT, SK, SI, ES, CH, TU] and upper secondary education (general) [CY, CZ, HR, FI, FR, EL, HU, IT, LV, LT, LU, NL, NO, PT, SK, SI, ES, CH, TU]. It is interesting to note that in **Finland** and **Italy**, AI literacy is also considered in pre-primary education.

4. Curriculum and pedagogical integration

The use of AI tools is already widespread across education systems. Pedagogical guidelines specify the possibility - or need - to tackle AI, either by learning about it or using it, either as a cross-curricular activity, dedicated module, or even as a standalone subject. Alternatively, some systems are experimenting with it in pilot activities, while others choose to not explicitly include mention of it in the school curriculum (Figure 8).

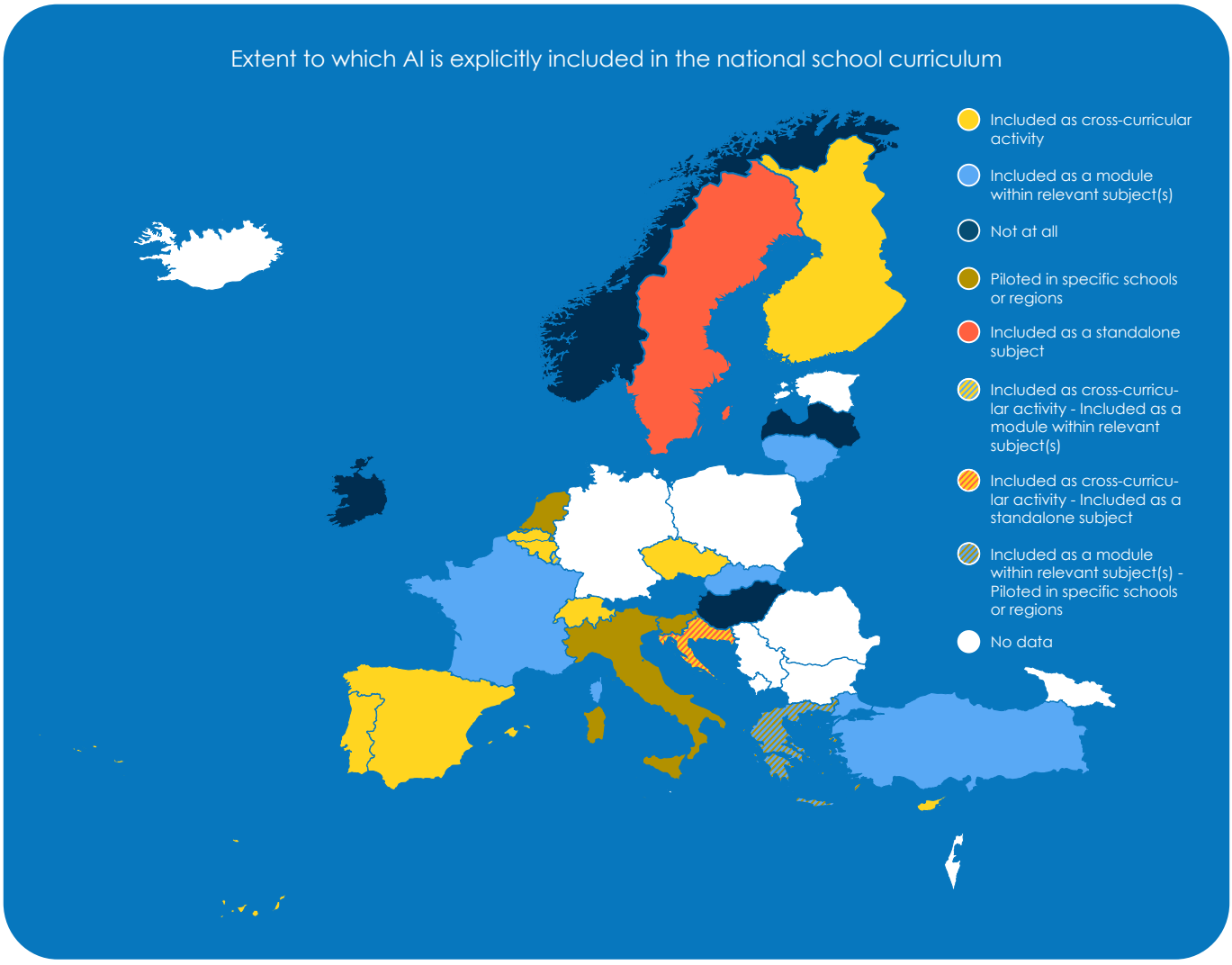

Figure 8: Extent to which AI is included in the national school curriculum (n. 23).

Of the 23 educational systems covered in this report, nine include it as a cross-curricular activity [BE(fl), BE(fr), HR, CZ, FI, LU, PT, ES, CH] and seven as module within a relevant subject [CY, FR, EL, LT, LU, SK, TU]. In **Croatia** and **Sweden,** AI is included in the curriculum as a standalone subject, and four countries [EL, IT, NL, SI] are currently piloting its integration with a limited number of schools. Four countries [HU, IE, LV, NO] do not explicitly include AI in the curriculum. Attainment goals (minimumdoelen) in **Belgium (Flanders)** address AI competences that need to be developed in primary education. In particular:

- Goal 8.2.5: Students are familiar with the concept of AI.
- Goal 8.2.6: Students can develop, apply and, if necessary, adjust a search strategy based on the principles of computational thinking, e.g.,

formulating a simple and effective prompt in an AI tool provided by the school to obtain content/information.

- Goal 8.2.7: Students can assess digital sources for usability, reliability and accuracy based on criteria provided.

- Goal 8.2.8: Students can give examples of applications in which AI is used, e.g. speech recognition, translation tools, recommendation systems.

In **Belgium (Wallonia)**, the gradual rollout of the Common Core is underway; since the start of the 2025-2026 school year, it covers all levels of primary education (from kindergarten to 6th grade). The *Manual, Technical, Technological, and Digital Training (FMTTN) reference framework* (in French) lists a few expectations related to AI, in the third year of secondary school only (pp. 82 and 85). In particular, the expectations are for the students to be able to:

- Give examples of uses of AI.

- Take a critical look at the rationale and consequences of an algorithm: question/analyse the potential of an algorithm (e.g., in terms of AI and connected objects [Internet of Things (IoT)]).

- Explain the meaning of what they do and why they do it in this way: question/analyse the potential of an algorithm (e.g., in terms of AI and connected objects [IoT]).

In **Croatia**, the BrAIn project, developed by the Croatian Academic and Research Network - CARNET, focuses on the creation, revision and implementation of curricula for extracurricular activities and elective subjects for the development of students' digital competencies. In this activity, curricula for extracurricular activities and the elective subject AI: From Concept to Implementation, were created in 2024 with the goal of developing critical thinking about the impact of emerging technologies, including AI, and preparing students for practical work with emerging technologies. It is recommended that the extracurricular activity be implemented in the 7th and 8th grades of primary school (age 13 and 14), while the elective subject be offered in the 2nd and 3rd (age 16 and 17) years of secondary school. The curricula can also be implemented in other grades depending on the possibilities of each individual school. Additionally, in 2025, a third curriculum was developed for the 5th and 6th grade of primary school (age 11 and 12). Experimental implementation of the curricula took place during the 2024/2025 school year. Simultaneously, research was conducted to gather feedback on the experiences of applying the curricula. The curricula are to be revised during school year 2025/2026, based on feedback from participants in their experimental implementation. Regular implementation of the curricula for extracurricular activities and elective subjects began in the 2025/2026 school year and continue until the end of the project (31st August 2029).

The implementation of the curricula for extracurricular activities and elective subjects will be supported by the development of corresponding digital educational content for learning and teaching, particularly covering topics that are poorly available in the Croatian language. The main objectives of all curricula are for students to:

- develop competences for the independent, responsible, effective and appropriate use of AI and emerging technologies and prepare for learning, everyday life and work in a society that is changing very quickly with the development of new digital technologies.

- understand what AI is, how it works and where it is used in everyday life.

- develop the ability to use tools that use AI and techniques for solving problems, as well as develop the ability to think critically about the advantages and disadvantages of AI and emerging technologies.

- develop computational thinking and programming skills, especially in the context of developing applications that use AI.

- communicate and collaborate responsibly in the digital world, develop attitudes and respect for ethical rules related to AI and emerging technologies, as well as the importance of data security and privacy.

- create their own projects based on AI, using their creativity and innovation.

Additionally, CroAI Association, a partner on the BrAIn project, connects schools where the curriculum is being implemented, with the real sector (i.e., Croatian AI start-ups and companies) to educate students and raise awareness on the implications of

the AI use in practice.

In **Cyprus**, AI is integrated within the broader digital education strategy of the Ministry of Education, Sport and Youth. The ongoing curriculum modernisation process, aligned with the European Union's Digital Education Action Plan (2021–2027) and the Council of Europe's Education Strategy (2024–2030), prioritises the development of digital competence, computational thinking, and interdisciplinary approaches. At the secondary education level, AI-related content, in the form of thematic units, is being introduced in the current school year 2025-26, mainly within the subject of Information Technologies / Computer Science and also in the subject of Design and Technology. This approach seeks to equip students for participation in a knowledge-based society by promoting critical thinking, problem-solving, and creativity, while progressively introducing AI concepts and AI Literacy, through digital skills and STEM-oriented activities.

In the **Czech Republic**, AI is integrated into the curriculum as a cross-curriculum competence rather than a standalone subject. This approach reflects a strategic decision to incorporate AI literacy into the mandatory digital competence that has been part of the national curriculum (RVP) since 2023.

The Czech curriculum requires teachers to develop students' digital competence across five key areas in all subjects:

- Digital information and data (formulating queries, analysing data with AI tools)
- Engagement in society through digital technologies (ethical issues related to AI)
- Creation of digital content (working with generative AI models)
- Safety in digital environment (safe handling of data in AI systems)
- Digital development and innovation (effective use of AI tools, lifelong learning)

Within informatics education (RVP ZV, the thematic area *Data, Information, and Modelling*), students at elementary school are expected to achieve the learning outcome: "*Train a machine learning model and evaluate how well the model works.*" In vocational secondary schools (RVP SOV, September 2023), AI is included both within informatics education and in digital competences across all fields of study.

The National Pedagogical Institute provides extensive support materials with concrete examples of AI integration across subjects, available through the digital education portal (in Czech). This comprehensive support system was developed within the National Recovery Plan (projects NPO3.1DIGI and AIDIG) over the past four years, initially focusing on digital education and gradually incorporating AI as the technology evolved.

The Czech approach emphasises AI as an integrated part of digital literacy rather than a separate, parallel topic. This aligns with current international practices and enables flexible adaptation to a rapidly changing technological environment.

In **Finland**, AI is not explicitly included in the national core curricula, except for a few references in the 2019 upper secondary curriculum. Instead, AI is embedded in digital competence and multiliteracy, which are transversal competences integrated across all subjects. At upper-secondary level, similar transversal competences (e.g. multidisciplinary and creative competence) cover aspects of digital and AI literacy. Some subjects also have specific digital competence goals, which means they carry a greater responsibility for developing students' skills in these areas.

In **France**, the Higher Council for Programmes (CSP) clarified, in a letter in March 2024, that the curriculum shall contribute, for each discipline, to creating a culture of AI, through the critical use of the possibilities offered by AI tools. Each year, use cases where AI offers real added value and concepts that need to be understood will be identified and addressed. Secondary school students benefit, via the Pix platform, from a training pathway dedicated to AI. Mandatory for Year 9 (4e) and Year 10 (seconde) students, this pathway assesses students' knowledge and skills on AI and offers a personalised training programme. The programme includes modules on specific topics such as the basics of prompting (how to ask questions to AI), how GenAI systems work, data management and environmental impacts. This training, which lasts between 30 and 90 minutes, is also available on a voluntary basis to all lower and upper secondary students, as well as to teachers.

Greece's curricula embed AI in the subjects of Informatics, in Skills Labs/Digital Skills Training and in

the critical reflection on technology and society. Moreover, in September 2025, the Greek government, in collaboration with OpenAI, the Onassis Foundation, and Endeavor Greece launched the OpenAI for Greece partnership to expand access to high-quality AI tools in secondary education. The programme is scheduled to launch in December 2025 with teacher training. Beginning in March 2026, students in the 10th and 11th grades (A' and B' Lyceum) at 20 schools, selected to reflect regional and socio-economic diversity, will have the opportunity to use ChatGPT Edu, an educationally adapted version of the well-known AI application. The pilot aims to help teachers build AI literacy, boost productivity and integrate AI responsibly into their teaching and overall work. It also aims to foster students' skills for the responsible and creative use of AI.

In **Hungary**, AI is already included in textbooks and should be included in the requirements for digital competences and digital culture of the National Curriculum.

Currently, in **Ireland**, AI literacy is not specifically included in the curricula, however it is addressed through digital literacy aspects of the curriculum, as well as through subjects such as computer science, while digital technology use is intended to support teaching and learning across the curriculum at all levels. AI is featured in the newly updated Junior Cycle Digital Media and Literacy Short Course, to be implemented from September 2026. This optional module enables students to explore how digital media is created and the role of emerging technologies such as AI in content production. At Senior Cycle, Strand 1 of the Leaving Certificate Computer Science specification covers the principles and practices of Computer Science, including applications of AI algorithms. This subject is also optional and not universally available across schools. Digital literacy development is integrated throughout the curriculum. The Primary Curriculum Framework identifies being a digital learner as a key competency, promoting curiosity, creativity, and responsible technology use. It also proposes incorporating digital technology within the Science, Technology and Mathematics (STEM) area for third to sixth class. The *Literacy, Numeracy and Digital Literacy Strategy 2024–2033*, launched in May 2024, sets a comprehensive approach from early childhood to post-primary education. Jointly developed by the Department of Education and the Department of Children, Disability and Equality, it emphasises the interconnection of literacy, numeracy, and digital literacy as core skills for navigating a digital society. By strengthening digital competence alongside foundational skills, the strategy aims to prepare all learners to thrive as informed, active citizens in the digital age.

In **Italy**, the new *National Curriculum Guidelines* (for preschool and the first cycle of education), approved in 2025, promote an integrated and interdisciplinary STEM education, with digital competence included among the key competences. Although there is no explicit reference to AI in the curriculum documents, digital competence is identified as a core component, and schools have the autonomy to introduce modules or activities that address topics related to AI and digital literacy.

Latvia's approach integrates AI mainly as part of digital literacy/cross-curricular skills and computer science. The goals of this approach aim for a basic understanding of AI, improvement of data literacy, safe and ethical use, critical evaluation and transparency.

In **Lithuania**, AI is taught as part of the Informatics subject in Grades 9–12. Students are introduced to AI theory, tools, applications, and ethical considerations.

Luxembourg's school subject Digital Sciences contains a module about AI, while AI and data literacy are also embedded as a transversal topic in the new *Plan d'études* for primary education. Coding and computational thinking are integrated into Mathematics courses in upper primary education. These developments aim to strengthen students' understanding of digital systems and data use from an early age and to foster responsible, reflective and creative engagement with AI and data.

Netherlands's broader curriculum reform process aims to design and refine objectives for digital literacy. Expert groups, teachers, and school leaders have collaborated with the Netherlands Institute for Curriculum Development (SLO) in this process. Draft versions were tested and reviewed through consultations with schools and stakeholders. The final draft's core objectives (in Dutch) reflect this iterative process and are expected to be formally embedded in legislation by the Ministry of Education, Culture and Science, after which they will become mandatory for all schools. Learning objectives include understanding AI concepts, critical use of AI, and awareness of ethics and societal impact.

The Dutch Inspectorate of Education monitors digital literacy to ensure that schools equip students with the necessary skills to function in a digital society. It examines the current state of affairs through surveys, such as the recent *Peil.Digital Literacy* (in Dutch), and publishes research on the teaching of digital literacy. The Inspectorate also provides tools for schools, such as the *Digital Literacy Reflection Guide* (in Dutch), to help improve education.

In **Norway**, schools' practice should be based on the values set out in the purpose clause of the Education Act. This is further elaborated in the Core Curriculum. For example, the school must promote democratic values, critical thinking, and ethical awareness. Topics related to AI are relevant to be included as part of students' education in various subjects. This may cover areas such as technology, privacy, source criticism, copyright, algorithmic thinking, programming and ethics.

In **Portugal**, the Essential Learnings for Information and Communication Technologies (ICT) which is a structural set of knowledge and skills defined as core to be developed in ISCED 1 and 2, are currently being revised to strengthen their alignment with digital and educational priorities. The updated framework explicitly integrates references to the responsible, ethical and inclusive use of AI, ensuring its cross-curricular approach with emphasis on digital literacy, safety, citizenship, inclusion and equity.

Slovakia is currently undergoing a curriculum reform. AI will be a cross-curriculum theme across all subjects. The planned approach is to embed AI as a cross-curricular competency, ensuring that students gain foundational understanding of AI concepts, ethical considerations, and interdisciplinary applications across various subjects. This integration is still in development, and assessment methods are yet to be formally defined. The goal is to ensure that AI literacy becomes a standard part of general education, aligned with international recommendations and national digital strategies. For the time being, AI is integrated into the curriculum to a limited extent, primarily as modules in subjects such as Informatics and Mathematics in primary education (grades 1–9, ages 6–15).

Slovenia is piloting the integration of AI in the curricula through the project Generative Artificial Intelligence in Education (GEN-UI) (in Slovenian). Schools and teachers, across all education levels (primary, secondary, tertiary education), in as diverse subject fields as possible, are involved to co-develop use cases and good practices intended to serve as useful examples for all teachers in the country and abroad. The pilot project follows a structured process to identify and refine good practices in AI use within education. An open call invited examples of AI applications for teaching, learning, and school management. Submitted use cases were reviewed by education and AI experts, who provided feedback and selected participants for the next phase. Selected teachers will attend workshops on AI in education, test their use cases in classrooms, and prepare detailed reports on implementation, evaluation, and reflection. The ministry aims to produce at least 60 documented examples of effective AI use across all education levels, assessing their impact on learning outcomes, student engagement, and innovative teaching methods. The goal of the Slovenian AI Strategy (NpUI 2021–2025) is to update curricula at all educational levels to include AI-related knowledge and skills. Similarly, the Digital Education Action Plan (ANDI 2021–2027) calls for integrating computing, informatics, AI and cybersecurity into curricula. Ongoing reforms in general and vocational education aim to embed digital competences across all subjects. However, AI literacy remains broadly defined, with references to "AI content" or "relevant topics" rather than specific learning outcomes, particularly in lower primary education. Informatics and Computer Science are being strengthened, yet AI is generally integrated within these subjects rather than taught as a standalone area. Currently, there is limited evidence of national assessments explicitly measuring AI literacy, such as understanding machine learning, bias, or model transparency.

Spain's educational curriculum does not currently include AI as a standalone subject. Its presence is integrated through the STE(A)M approach and the digital competencies, established in the New Education Law (LOMLOE), which include computational thinking, programming, and robotics as key elements for developing mathematical, scientific, and technological competence. This framework is reinforced by initiatives such as the Escuela 4.0 programme, which, from early childhood education to lower secondary education, promotes robotics and programming projects, laying the groundwork for a future integration of AI into teaching and preparing students to thrive in an advanced digital environment.

In **Sweden**, AI is currently not comprehensively inte-

grated in the curricula. In upper secondary education, there is a dedicated optional subject that addresses AI literacy. Nevertheless, as an elective, the subject does not reach all students. The country is in currently revising its curricula for primary and lower secondary education where AI is being discussed as an aspect that affects multiple subjects.

In **Switzerland**'s strongly federalised education system, approaches to AI education differ across cantons and language regions. In lower secondary education, the generic curricula in the German- and Italian-speaking parts do not explicitly reference AI, although cantons may extend these frameworks. Analyses of selected cantons show no specific mention of AI. In contrast, the French-speaking region's 2024 Curriculum Framework includes AI as an example for students to examine the social, economic, and environmental implications of digitalisation. At upper secondary level, the 2024 framework curriculum for general education contains around ten references to AI across transversal areas and subjects such as Languages, Computer Science, Philosophy, and Arts, though cantonal variations remain possible. In vocational education and training, the national general education curriculum currently lacks explicit AI content, but an update is planned for 2026. Given that occupation-specific curricula - over 200 in total -are reviewed every five years, new technologies such as AI tend to be integrated relatively quickly.

Türkiye is modernising its curriculum to prepare students for an AI-rich world. To ensure that students understand AI not only as users but also as informed citizens, Türkiye introduced AI-focused elective courses in secondary education, added AI and Machine Learning courses in high schools, integrated a mandatory AI literacy module into the Information Technologies and Software course, and started a dedicated AI vocational programme, which took effect in July 2025.

5. Teacher training and school support

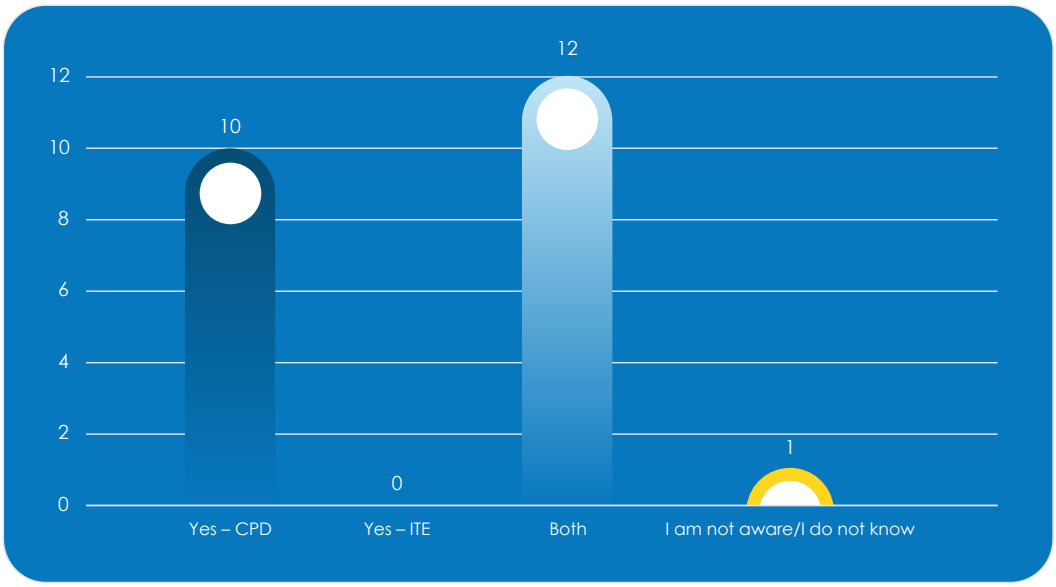

Figure 9: National initiatives to provide initial teacher education (ITE) or continuous professional development (CPD) related to AI in education (n. 23).

All but one responding education authorities mentioned the existence of training opportunities related to AI in education (Figure 9). Out of those, 12 [CZ, FI, FR, HU, IE, IT, LV, NL, SK, SI, ES, TU] mentioned that there is both continuous professional development (CPD) and Initial Teacher Education (ITE) programmes offered at national level. The other 10 [BE(fl), BE(fr), HR, CY, EL, LT, LU, NO, PT, SE] mentioned that there are nationally provided CPD initiatives in their countries.

However, this does not exclude the possibility of ITE being available in those systems as well, but rather that it is not directly connected to the education authorities' activities. In **Switzerland**, training is not provided at national level due to the complex federal system, but education authorities at cantonal level and other actors provide such opportunities.

Figure 10: Stakeholders involved in the development and/or delivery of training initiatives (n. 23).

Almost all education authorities (22/23) mentioned that the ministry of education and/or the national agency for education are responsible for providing training to teachers in the field of AI. Naturally, higher education institutions that train future teachers provide initial and - in some cases - continuous training and professional development programmes. Interestingly, education technology (EdTech) providers are reported to provide training in 16 out of the 23 systems [BE(fl), HR, FI, FR, EL, HU, LT, LU, NL, NO, SK, SI, ES, SE, TU], while teacher unions do this in six [FI, LV, NO, ES, CH, TU] systems. Commercial CPD providers were only reported to provide training in **Belgium (Flanders)**. The responses, overall, show that public education institutions at national, regional and local levels are overwhelmingly responsible for the professional development of educators, often involving expert teachers as teacher trainers and multipliers of knowledge among the teacher workforce (Figure 10).

5.1 Guidance and resources for teachers, and support for school leaders

Countries across Europe are providing guidance, training and resources to teachers to support them in introducing and using AI in their practice (Figure 11). To ensure the most responsible and effective use of AI, most education systems offer on-site workshops and seminars[4] [BE(fl), BE(fr), HR, CY, CZ, FI, FR, EL, HU, IE, IT, LV, LT, LU, NL, NO,SK, ES, SE, CH, TU], webinars and video tutorials [HR, CZ, FI, FR, EL, HU, IE, IT, LV, LT, NL, NO, PT, SK, SI, ES, SE, CH, TU], and self-paced online courses [BE(fl), HR, CY, FI, FR, EL, IE, IT, LV, LT, NL, NO, PT, SK, SI, ES, SE, CH, TU]. Other forms of support provided are synchronous and tutor-led online courses [BE(fl), HR, CY, CZ, FI, EL, HU, IT, LT, LU, NO, PT, SK, ES, SE, TU], toolkits and other learning materials in digital or printed forms [BE(fr), HR, CZ, FI, EL, IT, LV, LT, NL, SK, SI, ES, SE, CH, TU], and the use of professional learning communities [HR, CZ, FI, EL, IE, IT, LU, NL, PT, SK, SI, ES, SE, TU]. All education systems that responded to the survey provide at least one form of support to the teachers in their jurisdiction.

In addition to support for educators, most education systems also provide some kind of support to school leaders to engage responsibly with AI. Out of the 23 respondents, only **Hungary** and **Italy** mentioned that there is currently no specific form of support provided to this group (figure 12). Five respondents [HR, FR, IE, LT, PT] share official communication with information about the responsible use of AI, and nine [HR, CZ, FI, LU, PT, SK, SI, SE, TU] use existing networks and other peer learning opportunities to engage school leaders in this topic.

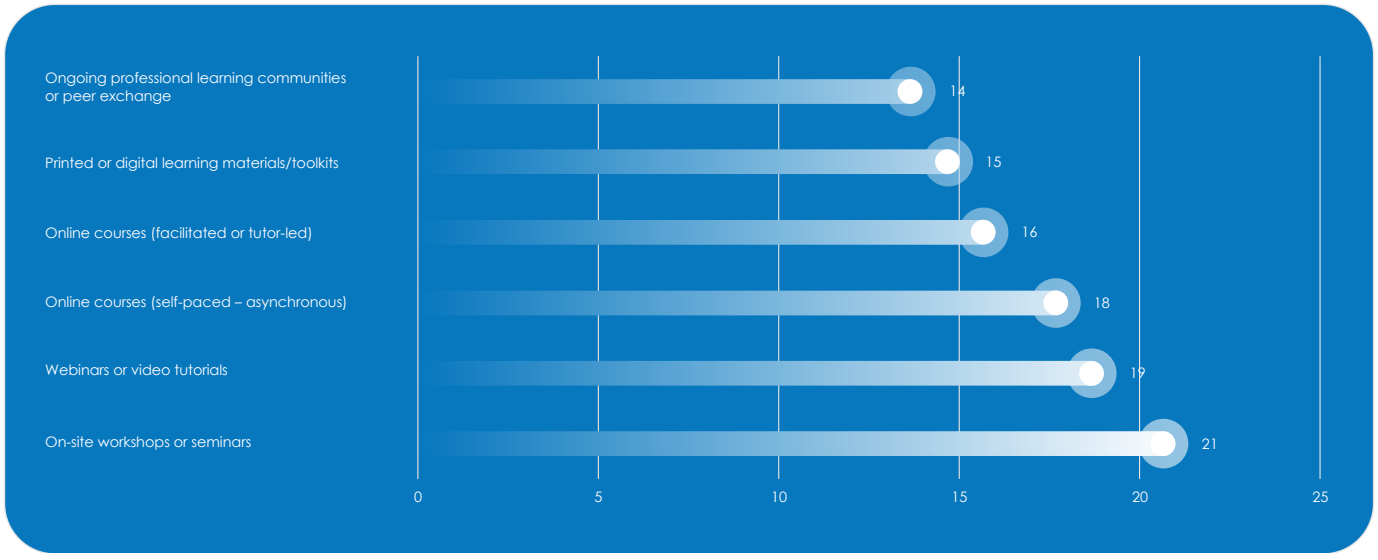

Figure 11: Guidance, training, and/or resources provided to teachers to support the responsible and effective use of AI in school education (n. 23).

Almost half of the represented education systems provide support for school-level policy or strategy development [BE(fl), FI, FR, EL, IE, LT, NL, PT, SI, ES, SE] or offer tailored professional development opportunities for school leaders [BE(fl), CY, CZ, FI, FR, EL, IE, LT, LU, NL, PT, SK]. A majority of the covered systems

4 The survey questionnaire did not distinguish between on-site training in a centre and on-site training in school.

(14/23) [BE(fl), BE(fr), HR, CY, CZ, FI, EL, IE, LT, NL, NO, PT, ES, CH], provide guidelines for school heads on how to identify, select and responsibly use AI tools in their school.

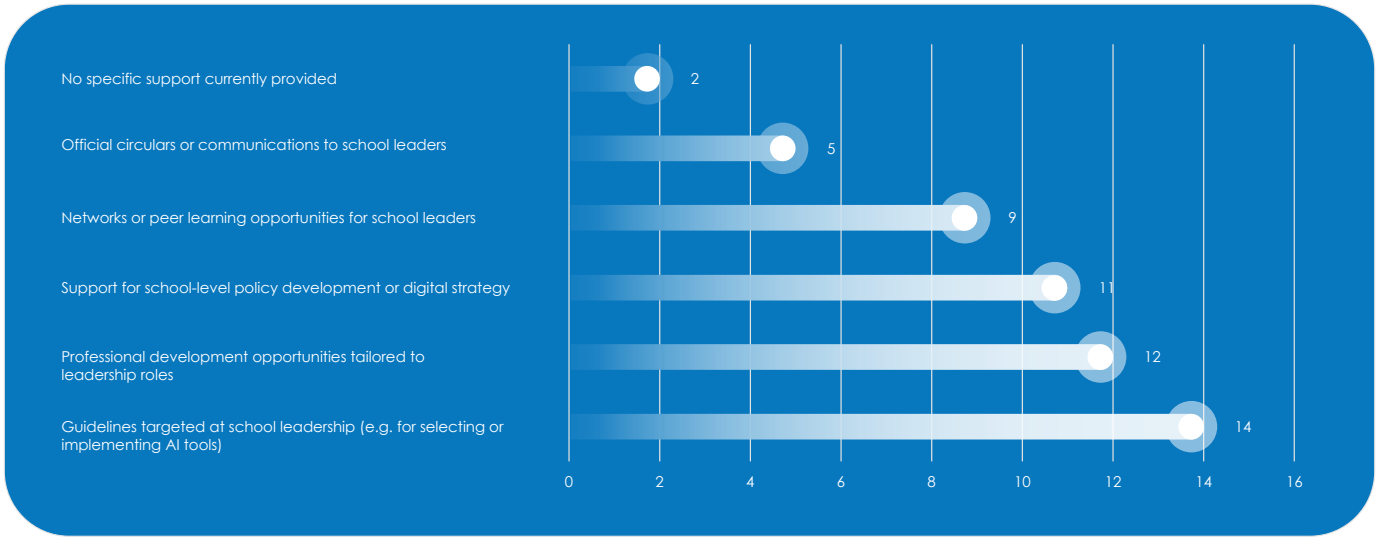

Figure 12: Forms of support provided to help schools and school leaders engage with AI responsibly (n. 23).

In **Belgium (Flanders)**, bootcamps on AI are running, providing selected schools with CPD for school leaders and a core team of teachers. They engage in workshops, peer exchanges and follow online courses on AI and DigCompEdu. The AI/XR Bootcamps are a collaborative project of five organisations with experience in CPD and guidance tailored to schools and in creating e-learning modules and ICT policy.

In **Belgium (Wallonia-Brussels)**, the publication *Intelligence artificielle et enseignement : principes d'application* (In French) represents a common foundation for guiding the use of these technological tools in an educational context. The document aims to ensure that values, ethical and legal imperatives are respected in school, higher and adult education. This resource serves as a useful basis for the development of institution-specific self-regulatory instruments.

In **Croatia**, the implementation of the curricula for extracurricular activities and elective subjects, under the BrAIn project, is supported by the development of corresponding digital educational content for learning and teaching, particularly covering topics that are poorly available in Croatian. Users (primarily teachers, but also professional associates and school principals) are trained at live and online training workshops organised at locations, webinars and e-courses. Training also covers topics for implementing the new curricula.

Cyprus provides centralised professional development activities for educators through the Cyprus Pedagogical Institute (CPI), which include seminars, workshops, and specialised programmes. AI and applications are incorporated into teacher training initiatives designed to strengthen digital competence among educational leaders. CPI underscores the pedagogical significance of AI, as demonstrated by its annual Digital Education Conferences since 2020, where AI-related themes have been systematically addressed in collaboration with experts and practitioners. Furthermore, CPI actively engages in European projects (such as AI4EDU) and participates in international working groups to acquire expertise on emerging AI-related challenges in education. Currently, CPI is preparing a comprehensive plan for CPD programme, dedicated to AI in education, intended for all teachers.

The **Czech Republic** offers centralised activities under the National Pedagogical Institute's guidance such as seminars and webinars. Regional communities of practice called MAP (místní akční plán), the academic sector (e.g. E-Bezpečí) and several non-governmental organisations (e.g. aidetem) offer activities and training opportunities for the education community.

In **Finland**, there is a wide variety of support for teachers and school leaders regarding AI in education, provided by many different actors such as the National Agency for Education, municipalities, universities, teacher networks, NGOs and private companies. These include guidelines (e.g. the national AI recommendations), webinars, workshops,

pilot projects, online courses and practical toolkits. However, there is no national coordination or comprehensive framework for such support. Most initiatives are relatively small in scale, often local, regional or targeted to specific themes or groups of educators. While AI is clearly a high-priority and very topical issue, current national efforts, resources and coordination remain fragmented. Initial teacher education does not fall within the scope of the National Agency for Education (respondent of the survey). However, based on the information available to the National Agency for Education, university-based teacher education programmes in Finland include courses and learning objectives related to digital competence and digital pedagogy. Some of these may also cover aspects of AI. Nevertheless, digital pedagogy (including AI) currently constitutes only a relatively small part of initial teacher education.

France employs several support measures for teachers and school leaders. Some of these are online communities such as the Artificial Intelligence Education Reflection Community (CREIA) and conferences (e.g. Réseau des INSPE, Colloque 2025). Educators also have access to teacher training, organised by regional authorities, and online courses such as the Intelligence artificielle pour et par les enseignants (in French).

In **Greece**, the Ministry of Education, Religious Affairs and Sports (MoERAS) plays a central role in supporting schools and teachers in the use of AI. Key initiatives include the Digital School platform which includes actions that allow the use of innovative technologies, including AI, particularly for learning and teacher training. In collaboration with the Institute of Educational Policy (IEP) and the Onassis Foundation, the Ministry also promotes teacher training programmes (such as the ChatGPT Edu pilot) and awareness actions like roundtable discussions and the AI-ducation Festival to explore further AI in education through hands-on workshops and presentations for educators. These initiatives aim to empower educators while fostering a safe, responsible, and innovative integration of AI into school practice. IEP has translated into Greek and made available the UNESCO *Guidance for generative AI in education and research*. Moreover, universities in collaboration with the IEP, the Computer Technology Institute and Press "DIOPHANTUS" (CTI), private institutions and non-profit organisations are offering teacher training opportunities.

In **Hungary**, there are several activities for teachers. The Education Authority offers six optional courses on AI in education (in Hungarian), while Gábor Dénes University MIT and STRT Holding offer a free course on AI in education (in Hungarian). The Pro-Suli project (in Hungarian) brings together schools and supports the work of teachers who are open to digital innovation, builds a community of teachers and helps schools enter the digital journey.

In **Ireland**, extensive advice, resources and support are provided by Oide Technology in Education (Oide TiE), the division within the national support service for schools, including teacher professional learning. Resources are developed through participation in projects including AI4T, ACT-AI, AI-DL, DALI4US, as well as an EU Technical Support Instrument project.

Oide TiE currently offers a comprehensive range of resources at the AI in Schools Hub to support schools and teachers. These resources are being enhanced and expanded on an ongoing basis. This includes resources developed through participation by Oide TiE in an EU project called AI4T, the *EU Ethical Guidelines for Using AI in Teaching & Learning*, an online course on AI and the UNESCO *Guidance for generative AI in education and research*. Resources to support and enable digital learning planning can also be found at the Oide TiE website and at dlplanning.ie.

In **Italy**, the platforms Futura and SOFIA offer teacher training opportunities. INDIRE, since 2024, leads the support for schools and teachers, providing guidance and resources for the use of technology, including AI in education.

In **Latvia**, several activities are taking place. The *Guidelines for the Use of Artificial Intelligence in Basic and Secondary Education* which provide national principles and training for AI use in schools are currently available for teachers. Moreover, the online mini-course Artificial Intelligence in Education provides accompanying methodological materials that help teachers develop AI competencies based on UNESCO-defined skills for applying AI in teaching and daily practice. The project Development of a Professional Support System for Teachers (in Latvian) offers seminars for teachers to discover various AI tools, learn how to effectively use AI in lesson planning and preparation of teaching materials and hear from teachers who already use AI in their daily work. The initiative by Drossinternets.lv

and Raspberry Pi Foundation, funded by Google.org called Pieredzēt mākslīgo intelektu (in Latvian) is training 850 teachers to integrate AI into teaching, reaching 40,000 students by 2026. An international Erasmus+ project (2024–2026) led by the University of Latvia with several European partners called AI-EmpaTe is developing an open online course for pre-service and in-service teachers to integrate AI into curricula starting from the basics. The National Research Programme Education (in Latvian) promotes the use of AI tools for developing teaching and learning materials in schools and higher education. One of the programme's projects is AItools4Teachers (in Latvian), which explores how AI can support Latvian teachers in their daily work by enhancing efficiency and reducing workload through AI-assisted planning, assessment, and communication. Teacher digital skills programmes such as Cilvēcīgi par tehnoloģijām (Riga TechGirls), Esi interneta izcilnieks (Drossinternets.lv) and municipal Droša interneta lietošana courses focus on strengthening teachers' digital and AI literacy. The OECD Smart Data and Digital Technology in Education is exploring how smart data and AI-driven technologies are transforming education and supporting teachers' professional development among other countries, Latvia joins the discussion of the draft guidelines for effective use of generative AI in education. The OECD's The Power of Feedback uses an AI-based virtual assistant to help students solve math problems and provides teachers with tools for personalised feedback, and Latvian schools and teachers are participating in a project to conduct a randomised control trial on the impact of an AI assistant on student performance.

Lithuania's AI-related teacher training initiatives include the Digital Competence Training for Teachers (EdTech Project). This training included topics on AI, focusing on AI to build general knowledge and understanding. It was conducted during the 2023/2024 academic year, with a total of 2,470 teachers completing the programme. In October 2025, Vilnius University launched a national qualification improvement programme entitled Optimisation of Language Teaching Using Generative Artificial Intelligence. The university plans to train 120 teachers through this initiative that is running until March 2026. The Experience AI (Pažink DI klasėje) is a programme that offers teacher training and access to the latest and most advanced AI educational tools for use in classrooms with students in Grades 5–12. The programme is accredited (20 hours) and free for all teachers working with these grades. It was developed by Vedliai, in collaboration with the Raspberry Pi Foundation and Google DeepMind.

In **Luxembourg**, SCRIPT has released a platform called KI-Kompass, with material, lesson ideas, testimonials and links to tools provided by the ministry as well as practical use-cases. A sub-site at the teacher training institute (IFEN) brings together all the training, communities of practice and support offered.

In the **Netherlands**, Kennisnet has produced *AI guidelines and agreements on generative AI* (in Dutch) in schools and organised the Kennisnet Congress (OnderwijsInzicht), focusing on ICT and education for primary education. Kennisnet maintains also an AI community (in Dutch) for education professionals to share knowledge, inspire each other and work together. Npuls, the organisation for educational institutions, has developed a *Framework for AI literacy*, while NOLAI, the National Education Lab on AI provides educators with information, a magazine and webinars. The Digital Literacy Expertise Centre connects, inspires and informs anyone who wants to get started with digital literacy in primary, secondary, specialised and secondary vocational education. SLO, the national expertise centre for the curriculum, has produced *draft core objectives for digital literacy* (in Dutch) and the Netherlands AI Coalition has produced a free online AI awareness course called Nationale AI-Cursussen (in Dutch). Finally, SIVON, a cooperative of school boards in primary and secondary education, provides webinars on responsible use of AI in the school.

Norway's Directorate for Education and Training have a dedicated website (in Norwegian) providing guidelines and advice about the use of AI in schools, why teachers and school staff should work with AI, AI and assessment, examples of AI's relevance for the Norwegian curriculum, guidance on AI and GDPR and competence development packages.

Portugal's Directorate-General for Education intends to develop, in the 2025/26 school year, a support framework for the entire school community, including school leadership and middle management, to ensure the responsible use of AI. This initiative is aligned with the work carried out by the Working Group Digital and AI in Education, in particular its mandate to develop strategies that promote the responsible, ethical and safe use of AI in

education.

Slovakia's Ministry of Education, Research, Development and Youth has created a website (in Slovak) that aggregates all its actions and activities related to AI in education. One of the key national initiatives to support schools and educators in adopting digital technologies, including AI, is the role of the School Digital Coordinator (Školský digitálny koordinátor – ŠDK). This role is systematically supported through the national project Digital Transformation of Education and Schools (DiTEdu), funded by the European Structural Funds under the Slovakia Programme 2021–2027. Within this framework, ŠDKs are appointed in primary and secondary schools to provide expert guidance and peer training on digital tools and AI integration, assist colleagues in using digital platforms and AI-enhanced resources and participate in ŠDK Clubs, professional communities coordinated by the National Centre for Digital Transformation of Education (NCDTV) offering continuous training, methodological support and knowledge exchange. Beyond ŠDK support, DiTEdu also delivers specialised training for teachers and school leaders, methodological materials aligned with the EU DigCompEdu framework, and pilot testing of innovative AI tools in collaboration with international partners such as the OECD. A significant milestone has been the nationwide distribution of Microsoft A3 licences to almost all primary and secondary schools, granting access to AI-powered tools such as Microsoft 365 Copilot, Reading Coach, Search Coach, Speaker Coach, Teams, OneNote and Power BI. To ensure their effective use, schools have received targeted training on integrating AI features into daily teaching practice. Collectively, these initiatives form part of Slovakia's broader strategy to build a sustainable, inclusive digital education ecosystem, equipping educators with the skills and tools to thrive in the AI era.

In **Slovenia**, several national and international initiatives support schools and teachers in integrating AI into education responsibly and effectively. The Ministry aligns with EU and international standards, including the *EU Ethical Guidelines for AI in Education*, UNESCO *AI Competency Frameworks* and the Artificial Intelligence Act – EU Regulation 2024/1689. From 2021 to 2024, the Erasmus+ project AI4T empowered teachers to understand and use AI, producing a digital textbook and online training course. The ongoing Generative AI in Education (GEN-UI, 2024–2026) project, co-financed through the Recovery and Resilience Facility, involves faculties and research institutions to analyse AI use in education, develop ethical, legal, and didactic guidelines, and create teaching scenarios and learning materials, with a monograph of findings available online. Additionally, 11 experimental projects across 130 educational institutions aim to develop digital skills and AI applications, with results shared on the national portal SIO.si and through an episode of the Digitrajno Izobraževanje podcast, which addresses safe AI use. Erasmus+ initiatives such as DALI4US and AI-DL enhance data literacy and GenAI understanding for teachers and students. The Ministry also promotes professional development and networking via platforms like the European Schoolnet Academy and the European Digital Education Hub, fostering the pedagogical, digital, and ethical competencies teachers need to integrate AI while complying with European regulatory frameworks. In November 2025 the 7th Week of Innovative Pedagogy took place, focusing on GenAI in Education. Over 800 participants, mainly teachers joined online webinars every evening from Monday to Friday.

In **Spain**, national and regional initiatives are helping schools and teachers integrate AI responsibly and effectively into their teaching. A *Guide on the use of AI in the educational field* provides practical guidance and an ethical decalogue for the use of AI in classrooms, including examples of tools and selection criteria. The *National Digital Skills Plan* (#DigEdu) aims to strengthen the digital competence of teachers and students, incorporating training in computational thinking, programming and AI-based resources. The Código Escuela 4.0 Programme, promoted by the Ministry of Education, Vocational Training, and Sports, aims to foster key skills such as computational thinking, programming and educational robotics among students and teachers in public schools, across early childhood, primary and secondary education. INTEF published in 2025 a document (in Spanish) that provides guidelines for integrating AI into teacher training, outlining objectives for responsible use, skill development, administrative support and the continuous evaluation of AI's impact in education.

Sweden's National Agency for Education maintains a website (in Swedish) that provides advice on AI, chatbots and similar tools, helping schools and teachers get inspiration and suggestions for approaches to ensure that the technology is used in a responsible and ethical way.

In **Switzerland**, initiatives are mainly run by Swiss cantons, responsible for compulsory education and upper secondary education or by cantonal teacher universities. Therefore, initiatives are heterogeneous. Examples are courses offered by teacher universities such as PH Zurich, PH Bern, and HES-SO. Several cantons offer guidelines such as those offered by the Canton of Zurich (in German) and the Canton of St.Gallen (in German). Tertiary education institutions are also active in promoting material and offering resources on the use of AI in teaching. Examples are the resources offered by the University of Lucerne and the University of Zurich.

In **Türkiye**, online training programmes prepared by the Directorate General of Innovation and Educational Technologies to improve teachers' digital skills are offered, through the ÖBA platform, to all administrators and teachers working in schools and institutions. To support teachers in current technology topics in education, the ÖBA platform provides content on AI, coding, innovative applications, digital teaching processes, thinking skills, digital literacy and the effective use of technology. This material, identified through field research and prepared according to teachers' needs, are available on ÖBA as online professional development opportunities. The professional development opportunities that support digital competencies development, aim to meet the needs of teachers arising from today's technological advancements. Training programmes under the scope of AI are Artificial Intelligence Applications, Artificial Intelligence Applications with Arduino, Introduction to Artificial Intelligence with Python, Fundamentals of Data Science, Artificial Intelligence for Schools, Artificial Intelligence Applications with mBlock, Machine Learning with Python, and Introduction to Deep Learning with Python.

6. Implementation and use in practice

6.1 Examples from AI use in school practice

Out of 23 respondents, 20 provided information about the implementation of AI activities and examples of AI being used in schools in their jurisdictions. Most of these examples tend to describe activities and tools that *could be* used in schools or are used as part of pilot projects and initiatives, rather than reported practices implemented by teachers as part of their everyday practice. In three countries [BE(fr), CY, CZ) there are currently no examples known to survey respondents. Some of the examples in the 20 countries are presented below. However, they do not cover all activities currently taking place in each represented education system and should be taken as illustrative examples of the work done in each country. The difficulty of identifying actual AI practices in schools demonstrates the challenge of assessing and measuring the impact of guidance and capacity building on teachers' practice.

In **Belgium (Flanders)**, schools use AI tools, but the ministry does not provide a list of approved resources or products. The ministry has initiated a study to record and monitor which specific tools are used specifically in schools.

As part of **Croatia**'s BrAIn project, a smart recommendation system is being developed and integrated with the national e-Register (e-Dnevnik) to personalise student learning and improve educational outcomes. The system will analyse student data to identify learning patterns, affinities, and areas for development, supporting teachers with data-driven insights. The new INFORMATIVKA platform will enable secure communication across the education system while enriching data sources. Using data mining and predictive analytics, the system will provide tailored recommendations for students, teachers, and parents, offering early alerts on behavioural or performance issues. Training for all stakeholders will ensure responsible and informed use, supported by robust infrastructure within CARNET's data centres to manage large-scale data and applications.In **Finland**, there are several examples of AI-related projects and activities funded by the Finnish National Agency for Education. The Tekoälyllä project aims to develop an AI-assisted tool for the production of interactive learning materials and to find out what different opportunities AI brings to the production of digital learning materials and how the content could be used flexibly as part of teaching. The project will also investigate how immediate feedback from interactive tasks enhances the learning of a new language compared to traditional physical books and exercises. The AI Summer Day 2025 brought together 60 experts and people interested in the topic. The 3D printing with AI resources offer practical guidance for educators. The Innokas Network guides schools towards creativity and innovation through technology, including the use of AI. The FinEduAI project aims to familiarise Finnish upper secondary schools with the concept of AI and its different forms, and to assess how AI could be introduced to support learning. Several Finnish AI tools are used in education contexts. Some of them are 3DBear, ViLLE learning analytics, Math learning platform, Ending illiteracy.

In **France**, there are scenarios created by teachers such as an example of using AI for writing and a recent edition of the Edunum newsletter addressed the notion of AI in connection to digital education across disciplines and pedagogies. An observatory of practices was launched in September 2025.

In **Greece**, selected schools will get access to use ChatGPT Edu, through the "OpenAI for Greece" partnership. This will allow teachers to create customised learning tools (Custom GPTs) and design activities that cultivate critical thinking, creativity, and collaboration. Greek teachers are experimenting with AI, primarily though national and international projects, training, and competitions. Teachers participating in professional development activities under the eTwinning initiative (e.g., Massive Open Online Courses, and national conference), develop projects that incorporate AI agents and activities, supported by educational scenarios

examples. Teachers engage students through activities such as the Panhellenic Artificial Intelligence Competition (PAIC) for junior and senior high school students, which involve them in AI projects, often facilitated through educational clubs. Moreover, the Experience AI initiative in Greek education is a public-private partnership (PPP), led by the Ministry of Education, Religious Affairs and Sports, implemented by the Foundation for Research and Technology - Hellas (FORTH), and supported by Google and the Raspberry Pi Foundation, aiming to introduce AI concepts and computational thinking to students across secondary schools through engaging activities.

In **Hungary**, there are school practices, but they are not carried out under the direction of the ministry or the Educational Authority, and thus they are not being actively monitored.

In **Ireland**, Oide-TiE has created an AI Hub that supports school leaders and teachers to engage with AI. It offers courses, video resources, projects and research insights that educators can engage with. Scoilnet, the official education portal of the Department of Education and Youth also provides learning paths focusing on the use of AI in education.

In **Italy**, INDIRE is leading an experimentation with a small group of schools in integrating AI at organisational level for the management of the school website, the Q&A section for families and to produce standardised newsletters. A research project on Philosophy entitled Paths (in Italian) uses chatbot technology in tutoring systems.

Latvia has several examples of AI tools that can be used in schools. The Letonika Skola is a teacher-only platform (via E klase login) that allows educators to upload learning materials and, by using AI, generate tests and interactive educational chatbots. Datorium.AI is a practical and effective AI tool for teachers that makes the preparation of teaching materials much faster, easier and of higher quality, with a strong focus on local language support and teachers' specific needs. Future Work is an AI-based career support tool for students. The tool helps students identify which professions match their interests and current labour market needs. Solfeg.io is an interactive EdTech solution for music education that provides interactive learning for guitar or ukulele with integrated AI-based feedback. It analyses how the student plays and gives suggestions for improvement. More than 25,000 schools from 117 countries around the world have registered on the Solfeg.io platform.

In **Lithuania**, while large-scale use of AI tools such as chatbots or intelligent tutoring systems is still emerging, significant groundwork is being laid. The Emokykla portal features Ugdis, an AI-powered assistant that 'understands' natural language and supports teachers and students. Nexos.ai enables interactive AI-based learning for Grades 9–12, helping students develop digital products and data analysis skills. These tools are being rolled out to over 1,000 schools. A study in 11 schools testing AI-integrated platforms such as LearnLab and Eduten Playground showed improved learning outcomes. At Vilnius University, the Paul AI and Goda AI chatbots act as "knowledge twins" of lecturers, providing 24/7 academic support. The private school Erudito Licėjus participates in the Erasmus+ AI@Mediators project, developing a chatbot to detect and counter cyberbullying, while EditAI assists teachers in lesson preparation through automated slide, exercise, and material generation, including support for special educational needs. The National Education Agency, in partnership with the Lithuanian AI Association and Students' Union, has launched an AI_library video series with accompanying lesson plans, and, in 2023, published the *How to Use the Possibilities of Artificial Intelligence? Tips for Teachers to Keep Up with Curious Students*, providing practical classroom guidance.

In **Luxembourg**, AI use in schools is growing through several coordinated national initiatives. The KI Kompass provides schools with a curated set of pedagogically relevant and safety-checked AI tools. The initial focus of this catalogue (Phase I) lies on tools that support teachers in lesson preparation, differentiation, and the creation of learning materials. A nationwide AI survey (summer 2025) offers the first system-wide overview of actual AI practices, showing that teachers mainly use AI for material design, feedback and differentiation, while students use it for homework support, language learning and content clarification. To strengthen implementation, Luxembourg is developing Communities of Practice in all schools and directorates, enabling teachers to exchange experiences, develop use cases and address challenges collectively. Since 2024/25, the new lower-secondary subject Digital Sciences includes AI as one of six core areas, taught through a three-step model: basic concepts linked to students' daily lives; insights into how AI works (machine learning, data use, simple models); and reflection

on individual, societal and ecological implications, including ethics, bias, data protection and sustainability. In addition, pilot projects over the past two years have explored image-generating AI for pedagogical purposes and tested AI plugins in Moodle for automated feedback and adaptive tasks. These initiatives help build concrete examples of practice and support the further development of the national guidance on AI in education.

In the **Netherlands**, NOLAI – National Education Lab AI, is developing and testing responsible AI applications in schools. Adaptive learning systems such as Snappet and Gynzy are widely used in Dutch primary education. These platforms use AI to tailor exercises to individual student levels, provide real-time feedback, and support differentiated instruction. Teachers also use generative AI platforms for lesson design such as tools that help teachers generate exercises, lessons, and feedback, supporting innovative teaching practices and critical AI literacy among students. Chatbots and AI tutors in learning environments are integrated into digital materials enabling students to ask questions and receive immediate feedback. These activities often form part of classroom pilots with generative AI tools like ChatGPT. Publishers such as Noordhoff and Malmberg are incorporating AI features such as adaptive feedback and automated assessment into digital learning environments.

Norway's Sikt is a government IT provider delivering national services for education and research. Their goal is to ensure that institutions have access to high-quality services and the tools they need to achieve their objectives. With Sikt AI, schools get secure and flexible AI solutions designed for research and education, where privacy and data security are safeguarded. NDLA is a county-level collaborative initiative involving 14 municipalities and is Norway's leading producer of digital learning resources for upper secondary education. NDLA has developed chatbots and an image generator that can be safely used for work and in teaching.

In **Portugal**, although systematic evidence is not yet available, indications gathered from participation in several training sessions and webinars show that teachers are already using AI in schools. Examples of AI use are mainly collected through teachers' shared experiences in these initiatives, as well as through school surveys carried out under national and European projects.

In **Slovakia**, some of the examples involve the use of apps such as Soficreo that offers live sessions, adaptive learning, and community spaces, Smartbooks learning platform and Edupage, a cloud based school management system. In autumn 2025, Slovakia organised the nationwide AI Days in Schools initiative, led by the Ministry of Education and National Institute for Education and Youth (NIVaM). Around 100 schools hosted AI-focused events, engaging teachers and students in practical workshops and demonstrations. Activities included using AI for personalised assignments, automated grading, creative content, and lesson planning. Each school shared outputs and best practices, supported by expert consultations and online seminars. This large-scale project showcased real classroom applications of AI and strengthened digital competencies among educators.

In **Slovenia**, several school projects/cases illustrate the integration of AI in education. The project Individualised Mathematics Learning for High School Students with the Help of AI enables students to evaluate AI-generated mathematical solutions, testing different tools first on familiar and then on new topics. By documenting their findings and reflecting on each tool's usefulness, students develop critical thinking and responsible AI use, concluding with a class debate on the respective roles of AI and teachers. The project Integrating GenAI into the End-of-Year School Ceremony employs generative AI (e.g. Mango AI) to animate historical figures such as Trubar, Prešeren, and Cankar, allowing students to engage with Slovene literary history through interactive virtual meetings. This approach makes complex topics more engaging and culturally relevant. Meanwhile, the Developing Debating Skills with LLMs in History Class project uses Copilot to enhance students' critical thinking and argumentation. In studying Enlightenment and Absolutism, students verify AI-generated content, cross-check sources, and participate in a "balloon debate" defending historical figures with evidence-based reasoning. Collectively, these initiatives promote critical inquiry, creativity, and ethical engagement with AI in the classroom. In early 2026 a special issue of *Innovative Pedagogy Journal* will be published, showcasing concrete examples of the pedagogical use of GenAI in education.

In **Spain**, although systematic national evidence is still limited, there are clear indications, gathered through regional initiatives, teacher-training programmes, and participation in national and Euro-

pean projects, that AI is already being integrated into schools. These initiatives illustrate the growing presence of AI in Spanish schools, with regional governments actively promoting teacher and student training. Many Autonomous Communities are advancing their own programmes to integrate AI into education.

In **Sweden**, many individual teachers are working with different commercially available services. A research project (in Swedish) by the city of Stockholm, aims to understand the opportunities and challenges of using generative AI in teaching. About 170 teachers will explore how the use of generative AI affects teaching and how generative AI tools can be developed to fit the teaching context.

In **Switzerland**, although it is difficult to identify practical examples due to the structure of the education system, there is a publication (in German) that aims to monitor such activities in the country and provide an impression of the use of AI in education. Its findings show that starting in lower secondary, around 50% use ChatGPT and 80% use AI-translation, while n Secondary II general track, over 70% use ChatGPT and over 80% use AI-translation. Finally, in Secondary II VET, the numbers are somewhat lower. The educa Navigator tool gathers together applications using AI suitable for use in education. However, it is not known how much these applications are used in classrooms.

In **Türkiye**, one of the key AI-supported educational tools is MEBİ, an individual learning platform, developed by the Ministry of National Education's Directorate General of Secondary Education. Designed for middle- and high-school students, as well as graduates preparing for LGS and YKS, MEBİ offers free support for exam preparation and school courses. It provides topic-explanation videos, summaries, video-solved questions, audio summaries, study plans, guidance services, and AI-powered features that make learning more efficient and accessible.

6.2 Perceived benefits for AI use in schools

Education systems encourage the use of AI in schools because it is perceived to offer benefits for administration, teaching and learning. Out of the 23 respondents, 21 countries identified at least one such benefit, mentioned in policy documents, and/or found through stakeholder consultations and pilot evaluation (Figure 13). With the exception of **Belgium (Wallonia-Brussels)** that did not provide an answer, and **Italy**, where possible benefits are still being discussed, all respondents mentioned that improved teacher efficiency in lesson planning, grading, etc. is the main benefit. This was followed by the perceived benefits of improved pedagogical design [HR, CY, CZ, FI, FR, EL, IE, LV, LT, NL, NO, SI, ES, SE, CH, TU], inclusive education [BE(fl), HR, FI, FR, EL, HU, IE, LV, NL, PT, SK, SI, ES, CH, TU], and improved assessment processes [HR, FI, FR, EL, HU, IE, LV, LT, NL, NO, PT, SI, ES, TU]. About half the countries consider as benefit of AI use the improved efficiency of school administration [BE(fl), HR, CZ, FI, EL, IE, LT, LU, NL, SK, SI, ES, TU] and the enhancement of the curriculum [HR, FI, EL, HU, LT, NL, NO, PT, SI, CH, TU].

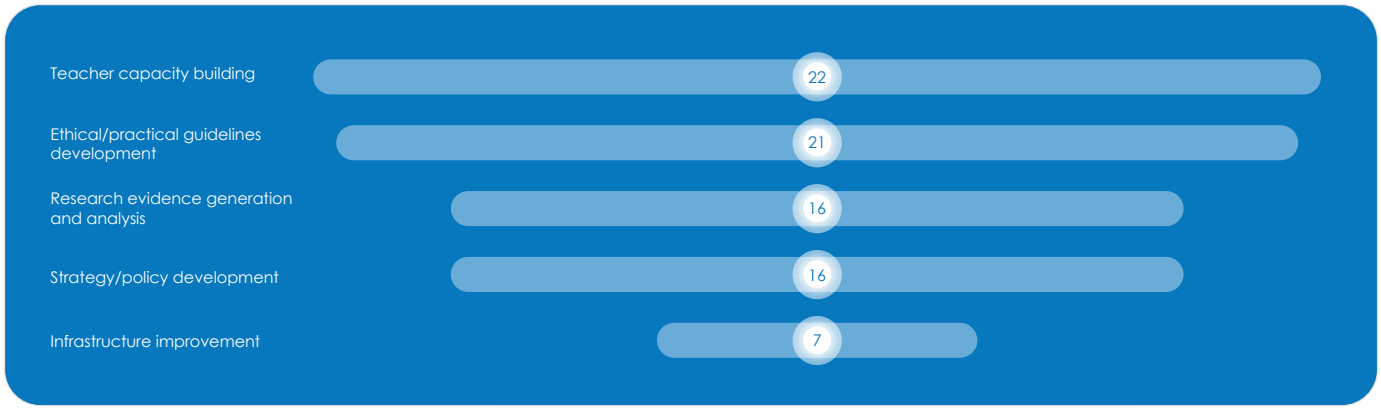

Figure 13: Main perceived benefits of using AI in schools (n. 21).

6.3 Concerns and challenges associated to the use of AI in schools

The integration of AI in education contexts does not come challenge-free. Education systems must deal with a number of concerns and questions when considering the introduction of such technology in school environments. As seen in Figure 14, one of the most pressing concerns reported by respondents relates to data privacy and protection of the rights of all school actors, in particular, minors. All 23 education systems, represented in this survey, consider this as a challenge. All 23 systems also consider the preparedness of teachers to use AI in schools as a challenge, while 22 out of 23 (all but **Luxembourg**) are concerned by ethical issues and potential biases. **Sweden** also mentioned the preparedness of school leaders as a concern when introducing AI in education settings. Equity and access to AI-powered tools is a concern in 19 systems [BE(fl), BE(fr), HR, CY, FI, FR, EL, HU, IE, IT, LV, NL, NO, PT, SK, SI, ES, CH, TU]. Interestingly, only 13 respondents mentioned technological infrastructure [BE(fr), HR, CY, FI, FR, EL, IE, IT, LV, NL, NO, SI, TU] as a potential challenge, which might be related to the significant investments in infrastructure and technology across most countries that followed the COVID19 pandemic.

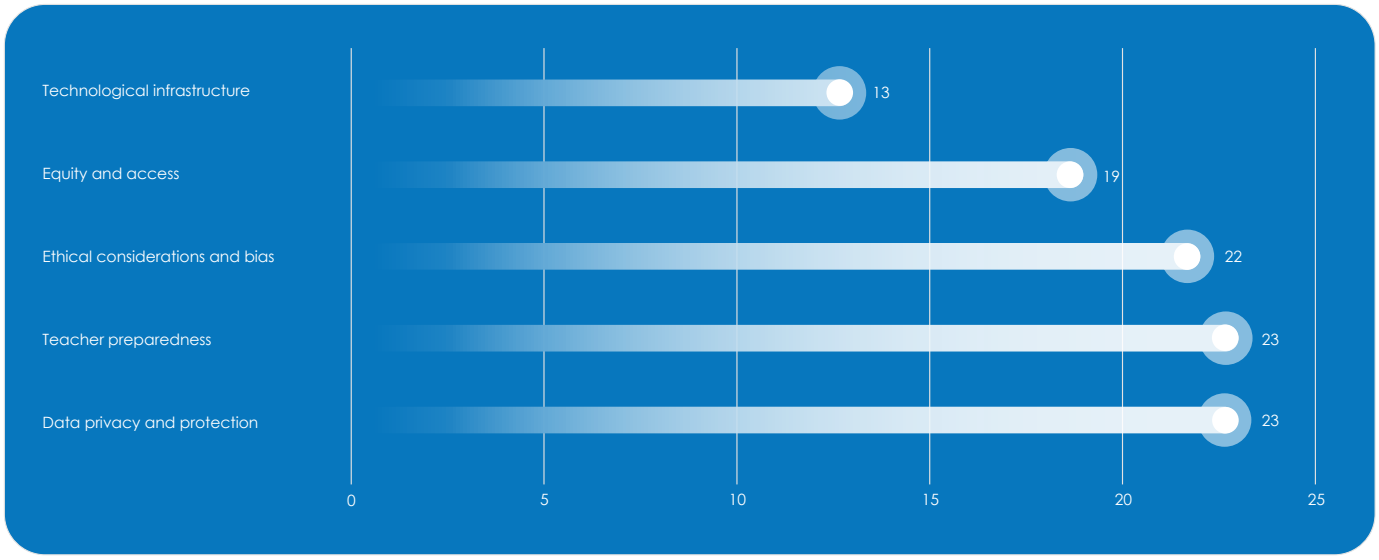

Figure 14: Concerns or challenges associated with the use of AI in school education (n. 23).

7. Projects, pilots and collaboration

As mentioned previously in this report, education authorities often engage in regional, national or international pilot projects or initiatives to pilot AI integration in a small number of schools, so as to better understand what the conditions and requirements for larger implementation are. From the mapping (Figure 15), most education systems are clearly involved in such activities. Six respondents [BE(fl), CY, HU, ES, CH, TU] mentioned that there are no national or regional pilot projects in their jurisdiction related to AI in schools, while two [HU, NO] mentioned that they are not involved in similar European or international activities.

Figure 15: Projects that focus on AI in school education (n. 23).

7.1 European and international initiatives

At European and international levels, several countries are collaborating in multinational projects and initiatives to better understand AI applications in education and to co-develop shared solutions for capacity building and guidance for schools and teachers. **Belgium (Flanders)**, **Belgium (Wallonia-Brussels)**, Germany (Nordrhein-Westfalen), **Ireland**, **Luxembourg**, and **Sweden** are part of the

FutureProof Education: Supporting Schools in the AI Evolution, a European Union - Technical Support Instrument (TSI) project, implemented by UNESCO. The project contributes to developing a shared, evidence-informed understanding of AI implementation in education, and aims to form a community of practice to advance strategies and tools for the ethical, meaningful and safe use of AI in schools.

CARNET in **Croatia** is involved in the AISE Erasmus+ project that aims to develop and implement an advanced AI-empowered cloud-based platform, designed to collect, process and analyse unstructured educational data (e.g., essays, questionnaires, homework assignments) with the goal of assessing students' performance skills and enhancing teaching practices in secondary education.

Cyprus is involved in the AI4EDU project that aims to develop a conversational AI assistant for teaching and learning.

France, **Ireland**, **Italy**, **Luxembourg** and **Slovenia** took part in the Artificial Intelligence FOR and BY Teachers (AI4T) project, a three-year initiative, funded by the European Union, exploring AI use in post-primary language and mathematics teaching. It produced policy recommendations on professional learning pathways, cross-national cooperation, ethics and legal guidance, training for inspectors and teacher trainers, and evaluation of student outcomes.

France, **Ireland**, **Italy**, **Lithuania**, **Luxembourg**, **Slovenia** and **Spain** participate in the Artificial Intelligence – Digital Literacy (AI-DL) project that promotes data literacy competences in post-primary education, supporting collaborative groups of teachers and school leaders in integrating generative AI into classroom practice. The goal is to empower teachers, school leaders and students to use generative AI technologies in a critical, reflective, and ethical manner, and in that way, to sustainably strengthen digital education and democratic competencies. It fosters data literacy by collaboratively developing a training and experimentation pathway with schools across Europe. The project is running from 2025 to 2028. **Greece** participates in the TSI project 24EL04 - Integrating AI in the Greek Public Administration, coordinated by the European Commission (DG REFORM) and implemented with the technical support of Expertise France. The project promotes pilot applications of AI in public administration, with emphasis on education. IEP participates in the Commission Expert Group for the development of guidelines on high-quality informatics. This work is linked to AI, as high-quality Informatics education is now considered the mandatory foundation for understanding and responsible use of AI. Greece is a member of the OECD Informal Working Group on AI and Assessment in Education. In this context, the country submitted its contribution in 2025 to the development of the Frontier Monitor, a policy-tracking tool that follows real-time developments in the use of AI in high-stakes student assessment. Greece participates in this initiative as a Tier 1 country, with a focus on accurate documentation and fair, transparent application of AI in sensitive educational contexts.

Ireland participates in the European Academy for Teachers' skills and competences development for an effective AI Integration in education (ACT-AI Academy) project that addresses teachers' capacity to adopt AI tools by creating a pan-European academy and trialling professional learning resources with a pilot group of educators.

Ireland, **Luxembourg** and **Slovenia** are engaged in the Data Literacy in Upper Primary Education (DALI4US) project that supports primary school teachers in confidently and effectively teaching data literacy in the classroom. The goal is to provide teachers with the necessary confidence, knowledge, skills and the right mindset to address data as a central topic in a child-friendly way.

Latvia is involved in the AI-Empowered Teaching project aims to develop an open online course with multiple modules aimed at equipping pre- and in-service teachers with the knowledge, skills and competencies to integrate AI into curricula. The project will develop a handbook of effective AI practices, evaluation frameworks, video tutorials and policy recommendations. Latvia also contributes to the OECD's Smart Data and Digital Technology in Education that explores how smart data, learning analytics and AI-based technologies are transforming education, supporting the design of sustainable strategies, and informing policy for system-level digitalisation. The project includes policymakers, researchers and education stakeholders from OECD's member countries. It is an ongoing community and research initiative that support outputs such as the *OECD Digital Education Outlook 2023 report* and further events and policy discussions.

Latvia and **Slovakia** are involved in the OECD's The Power of Feedback study which provides support to 4th–5th grade students solving mathematics tasks via an AI-based virtual assistant, includes methodological and consultative support for teacher use, and assesses outcomes via intervention and control groups. Participating countries, including Latvia, co-design the intervention and engage in peer learning. The pilot study was conducted in 2025, while the main cross-national study is scheduled for 2026.

Luxembourg and **Switzerland** are part of the CIDREE AI Project that explores how CIDREE (Consortium of Institutions for Development and Research in Education in Europe) member organisations may be responding to AI from the perspective of education. The countries also participated in the updated audit, published in November 2024.

In the **Netherlands**, NOLAI is an active member of the Global Research Alliance for AI in Learning and Education (GRAIL) that brings together AI labs and research centres around the world to collaborate on responsible and effective uses of AI in education. In addition, NOLAI maintains partnerships with several international innovation labs and expert centres, such as Imec Smart Education (Belgium), Tübingen Center for Digital Education (Germany), and the Engage AI Institute (United States). These collaborations support knowledge exchange, joint research, and alignment.

Slovakia and **Türkiye** are involved in the OECD's Developing an International Large-Scale AI Tool for Educational Assessment and Personalised Learning project. The OECD Curriculum Analyser's phase I focuses on integrating an AI assistant as a support tool for teachers in curriculum analysis, lesson planning and providing feedback on school educational programs. Phase II centres on monitoring the tool's usage, analysing teachers' decision-making patterns and mapping their professional development needs. It is planned that multiple agents will be developed for each participating country's needs. For **Türkiye**, a performance monitoring partner, an evaluative partner, a curriculum consultant and a sounding board will be developed.

Slovakia also participates in the Supporting the Digital Transformation of Schools in Bulgaria and Slovakia Through Team-Based Approaches TSI project that aims to support the digital transformation of schools in Bulgaria and Slovakia through team-based approaches, focusing on enhancing the governance and coordination of digital transformation of education.

7.2 National and regional initiatives

In **Belgium (Wallonia-Brussels)**, Article 86 of the Programme Decree of 16 July 2025 states that an exceptional subsidy or grant of €200,000 is to be distributed among a limited number of schools participating in a pilot period for the use of AI tools between January and the end of September 2026.

Croatia's Application of Artificial Intelligence-Based Digital Technologies in Education (BrAIn) project has already been mentioned in previous parts of this report. Its goal is to contribute to the quality and duration of the time students spend in the educational process through the integration of digital technologies. This aims to establish a personalised approach to learning and teaching, as well as the development of curricula and digital educational content in emerging digital technologies.

The **Czech Republic** is implementing several systematic initiatives to support the integration of AI in schools. The AI Curriculum project, implemented by the non-profit initiative AI dětem (AI for children) in cooperation with the National Pedagogical Institute, provides a comprehensive set of methodological materials for teaching informatics and developing digital competences with AI. The National Pedagogical Institute ensures alignment with the official Framework Education Programmes (RVP). The ExploreEdu project was a year-long experimental initiative, exploring the use of AI tools in ten participating schools. This pilot project provided valuable insights into practical issues connected to implementation of AI as well as on effective practices. Its outcome is a practical guide with inspirational examples for teachers and schools considering AI integration. These initiatives are complemented by extensive online and in-person training (covering general AI literacy, subject-specific applications, and training for school leaders), regional support networks (ICT coordinators and IT specialists in each region), and regularly updated methodological materials addressing the legal, pedagogical, and

ethical aspects of AI in education.

In **Finland**, although AI in education is considered a nationally important and highly topical priority, there is currently no significant national coordination or resourcing dedicated to it. The Finnish National Agency for Education (EDUFI) has supported local and regional pilot projects through state grants, and it has published AI recommendations which it now promotes for implementation across the education system. At the same time, education providers - mainly municipalities - enjoy a high degree of autonomy and may run their own pilots on AI in teaching and learning. The next national step, initiated by the Ministry of Education and Culture, is the development of national digital competence descriptions for teachers.

In **France**, the new *Artificial Intelligence Innovation Partnership* (P2IA) incorporates an AI literacy component for teachers, students and their families, within a legal and ethical framework guaranteed by the Ministry. Six assistance and recommendation services will be piloted in classrooms during the research and development phase, starting in January 2026, across three subject areas: French, Mathematics, and Modern Foreign Languages (English, German, Spanish and Italian).

In **Greece**, the ministry is involved in the OpenAI for Greece pilot project, in partnership with OpenAI, the Onassis Foundation, and Endeavor Greece. Greece will be among the first countries to pioneer the use of ChatGPT Edu, a version of ChatGPT for academic institutions. As part of the e-me.ai study for the advancement of the platform with AI tools, a market analysis on the use of AI in education is being conducted. In collaboration with the Institute for Language and Speech Processing (ILSP) and the Greek digiGOV-innoHUB, a proof-of-concept "e-me.ai Lesson Plan" app is under development, designed to support teachers in creating lesson plans by generating tailored teaching proposals based on subject, student age and learning objectives.

Ireland's FACTaL, a research collaboration between Dublin City University's Centre for Assessment Research, Policy and Practice in Education (CARPE) and Oide-TiE, investigates how post-primary teachers use Microsoft 365 Copilot to enhance formative feedback, identifying opportunities and challenges to inform future teacher professional learning.

In **Italy**, the Paths initiative ran a Summer School in June 2025 where teachers were involved in immersive study, laboratories and workshops to experiment a teaching model that counteracts linguistic impoverishment, stimulates critical thinking and reinforces peer comparison by the use of AI. A survey, delivered through the project, and collected 3,700 responses, revealed that AI is also useful for tasks not strictly related to teaching. Findings showed that 56.7% of respondents use it to draw up reports and teaching plans, while 21.5% use it to draft minutes of meetings.

Latvia's National Research Programme Education aims to promote the use of AI tools for developing teaching and learning materials in general and higher education. It involves the Latvian Council of Science (LZP), the Ministry of Education and Science, as well as universities and research institutions in Latvia. The programme runs for the period 2025-2026. One of the programme's projects is AI-tools4Teachers, which explores how AI can support Latvian teachers in their daily work by enhancing efficiency and reducing workload through AI-assisted planning, assessment, and communication.

In **Lithuania**, the AI-karta initiative aims to empower schools to adopt and effectively use AI tools. School participating to the project explore the latest AI tools: "nexos.ai", designed for all teachers in Lithuania, and "Hostinger Horizons", intended for students in grades 9–12 and their teachers.

In the **Netherlands**, NOLAI is a National Growth Fund project led by Radboud University, with universities, teacher training colleges, schools, and EdTech partners. It is developing and testing responsible AI applications for primary, secondary and special education, focusing on pedagogy, ethics and digital literacy. Funded partly by the Dutch National Growth Fund and partly through the European Recovery and Resilience Plan (RRP). Running from 2022 to 2030. Npuls is an eight-year national programme to future-proof Dutch vocational, applied sciences and research universities through digital transformation. Themes include AI and data, digital learning materials, extended reality (XR), assessment, and flexible learning. It is coordinated by the secondary vocational education (MBO), higher vocational education (HBO), and scientific/academic education (WO) institutions, together with the IT cooperative of Dutch education and research institutions (SURF), and the Ministry of Education. EduGenA is an initiative to explore and co-create responsible generative AI applications in

education. It focuses on pilots, knowledge sharing and guidelines for safe and effective use of generative AI in teaching and learning. GPT-NL is a national initiative to build a Dutch/European-aligned large language model for public interest use, ensuring transparency, data sovereignty and ethical safeguards. It is developed by SURF, the innovation engine of the Netherlands (TNO), and the international knowledge and expertise centre for forensic investigations (NFI), with government support. It was launched in 2023 and education is one of the target domains. Kennisnet and Utrecht University are developing an instrument that can provide insights into the pedagogical impact of educational technology. Teacher training programmes are also contributing to the Pedagogical Impact Research (PIO) on educational technology.

Norway's new research programme on digitalisation and digital competences in kindergarten and schools will also address AI. The programme is in effect until 2030. Sikt AI enables teachers and others to access secure and flexible AI solutions designed for research and education, safeguarding privacy and data security.

Portugal collaborates with Professor Wayne Holmes to support scientific curation and contribute to the development of ethical and inclusive AI guidelines. The iNOVA Media Lab has designed a MOOC, in partnership with academic experts, on the pedagogical use of AI in education, giving teachers the opportunity to experiment with AI tools in their own teaching practice. Science on Stage is an ongoing initiative supporting the sharing and dissemination of teacher practices across European networks, including classroom projects that introduce students to AI-related concepts and applications. Portugal also actively participates in European Schoolnet's activities and projects that touch upon AI integration in school settings.

In **Slovakia**, there are several initiatives taking place both at national and European levels. The national project Digital Transformation of Education and School (DiTEdu) aims to create a sustainable system of support for the digital transformation of education based on research directly in schools and relevant data.

Slovenia's Generative AI in Education (GEN-UI) project is designed to guide the effective and ethical adoption of generative AI. In its duration, 2024-2026, it focuses on analysing stakeholder perceptions and needs to establish clear didactic, legal, and ethical guidelines for AI use in Slovenia's educational system, complete with model learning scenarios for teachers and students.

In **Spain**, several Autonomous Communities are implementing AI-related projects and training initiatives The examples below represent only a sample of the work being carried out across the country.

- In the Region of Murcia, around 3,000 teachers are expected to receive AI training during the 2025–2026 school year, covering AI tools, learning-transformation strategies and subject-specific applications. AI-related training for students has also been introduced as part of the region's new digital strategy.
- In Andalusia, during the 2024–2025 school year, more than 281.000 students in 503 schools were introduced to AI through the CIMA Programme, which builds basic understanding of key AI concepts and digital competence. Over 17.000 teachers received support and training, alongside access to generative AI tools, to promote ethical and innovative classroom use.
- For the 2025–2026 school year, Castilla-La Mancha, within the region's broader Digital Literacy Strategy, is implementing the Experience AI programme, that aims to reach 2,000 students and 80 teachers in upper secondary and VET, with workshops, online teacher training and updated materials that promote cybersecurity, responsible AI use, and a critical approach.

In **Sweden**, there are regional and local initiatives around the country, for example, a project by the City of Stockholm and the research institute RISE.

In **Switzerland**, regional pilot projects are conducted by the cantons but there is no complete overview of the specific activities at federal level.

Türkiye is developing a new national initiative called DİLİM, an AI-supported foreign language learning platform. DİLİM is designed to improve learners' speaking and writing skills through AI-driven evaluation tools and includes a chatbot that serves as a speaking practice partner. The platform is currently under development and is planned to be launched at the end of February 2026.

8. Looking forward

This report has provided an overview of the current situation in survey respondents' contexts and the various developments in terms of policy, projects and other interventions. However, it is also important to understand and identify the short- and medium-term priorities of education authorities and systems, as well as the kinds of support they seek or need to move forward and contribute to the national efforts. This final section presents such an overview.

8.1 Short -and medium- term priorities

The 23 education authorities that responded to the European Schoolnet survey shared their key short- and medium-term priorities when it comes to integration and use of AI in education settings (Figure 16). Of those, 22 mentioned the support of teacher capacity building as a key priority (**Sweden** did not mention this as priority). 21 of the 23 respondents mentioned as a priority the development of ethical or practical guidelines to support schools and teachers (**Italy** and **Luxembourg** did not mention this as priority, but they already provide such guidance). Other priorities that countries are focusing on are the generation and analysis of research evidence from AI use in schools [BE(fl), BE(fr), HR, FI, EL, IE, LV, LT, LU, NL, NO, PT, SK, SI, ES, TU] and the (further) development of policies and strategies [HR, CY, FI, HU, IE, IT, LV, LU, NL, PT, SK, SI, ES, SE, CH, TU]. Only seven countries [HR, EL, NL, NO, SI, SE, TU] mentioned the improvement of infrastructure as a priority, although 13 claimed it to be a challenge (Figure 14). **Italy** mentioned that one of its key priorities is the development of whole-school strategies and orientation with regards to the use of AI.

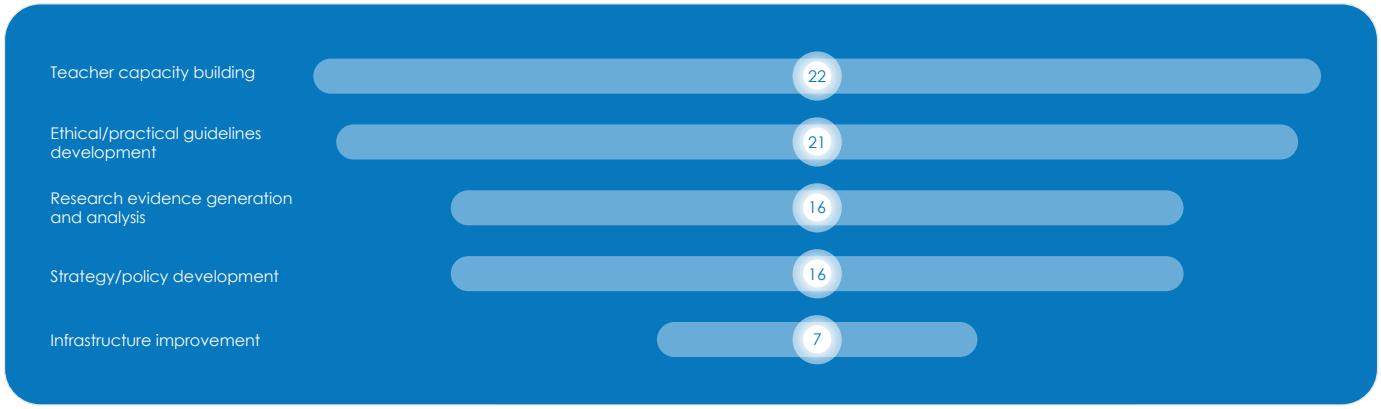

Figure 16: Short- to medium-term priorities regarding AI in school education (n. 23).

8.2 Support and cooperation needs

Providing support and cooperation opportunities for its members are some of the key objectives of European Schoolnet. The organisation does so both on a policy level and by directly supporting the professional development of educators. Therefore, the needs that the 23 responding education authorities identified help the organisation further clarify areas for future action and support. Of these areas, 15 countries [BE(fr), CY, CZ, FI, EL, IE, IT, LV, NL, NO, PT, SK, SE, CH, TU] highlighted the need for more capacity building and training opportunities for teachers (Figure 17). In policy-related areas, 15 respondents [BE(fl), HR, CZ, FI, EL, IE, IT, LV, LT, LU, PT, SI, ES, CH, TU] mentioned that peer

learning and exchange would be beneficial to support national efforts, while three other types of support were mentioned by 12 countries. Those were the need for knowledge brokering and evidence sharing [BE(fl), HR, CY, FI, FR, HU, IE, LU, NO, SK, SI, CH], guidelines and recommendations on the integration and use of AI in education settings[BE(fl), BE(fr), CY, HU, IE, LV, NL, NO, PT, SK, ES, SE], and more EU-funding for research and pilot projects in the area [BE(fr), HR, CZ, FR, EL, LT, NL, SK, SI, ES, SE, TU]. **Ireland** and the **Netherlands** also underlined the need for support and advice on the implementation of the EU's AI Act.

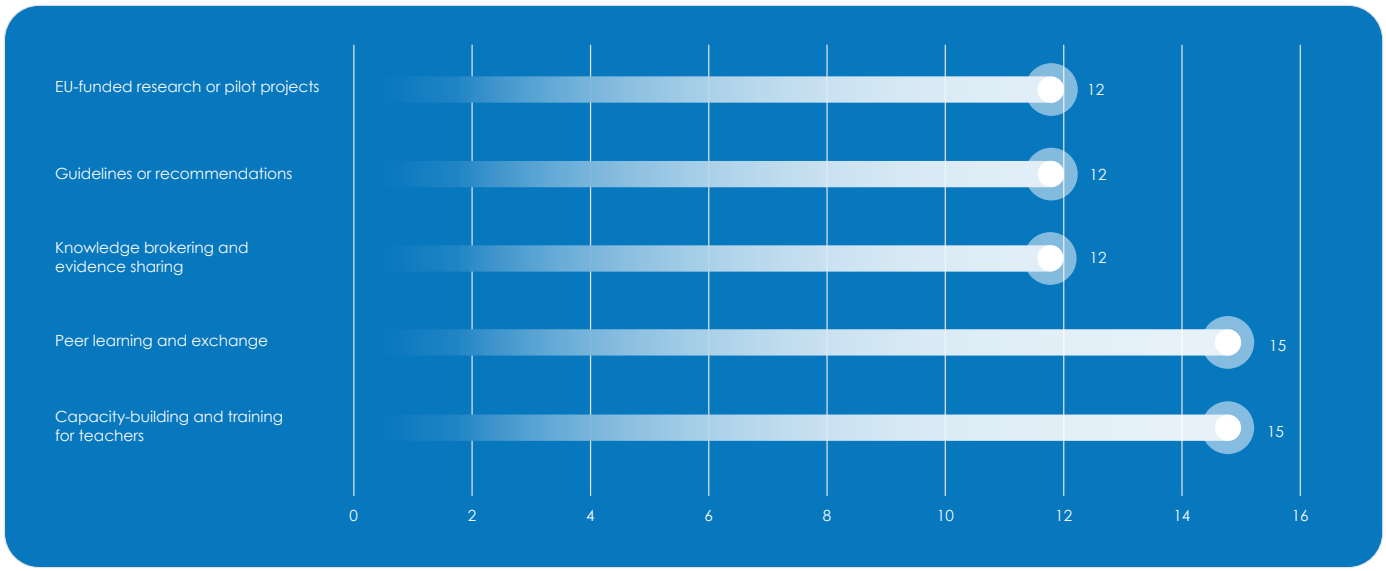

Figure 17: Types of support or cooperation that would be most beneficial to support national efforts (n. 23).

9. Conclusion

The findings of this publication confirm that AI has become a significant and strategic topic across Europe's education systems. Nearly all European Schoolnet member countries now recognise AI as a key element in their education policy debates, with growing attention to ethical use, teacher capacity building and curriculum integration. Many systems have introduced or are developing national strategies, guidelines and teacher training initiatives, while others are piloting practical applications in real school environments. Despite this progress, differences remain in national readiness, coordination and resourcing, particularly regarding professional development of teachers and guidance for schools. The challenge of documenting and assessing the real-classroom impact of the different initiatives and reforms is also pressing. Education systems are also in different levels of their assessment of the EU AI Act's implications for education.

In this context, European Schoolnet reaffirms its commitment to act as a trusted partner to ministries and education authorities, supporting both the policy and practice dimensions of AI integration. Building on the strong foundations of cooperation, demonstrated through almost 30 years of activity, European Schoolnet will continue to facilitate peer-learning, evidence sharing, cross-country collaboration and the co-development of resources and projects that strengthen national and European capacities. Together with its members, the organisation aims to ensure that the opportunities of AI are harnessed responsibly, inclusively and ethically, empowering teachers, school leaders and learners to benefit from innovation while upholding Europe's shared values of equity, transparency and human-centred education.

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