



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Transforming Education, Embracing Diversity

Project Nr. 2024-1-SE01-KA220-SCH-000243601

WP4

POLICY REFORM REPORT

Responsible and Inclusive Artificial Intelligence in School Education

Evidence, comparative analysis and recommendations from six European partner countries



BridgeAI



Introduction to BridgeAI

BridgeAI - TrAnsformIng Education, Embracing Diversity - is a 24-month Erasmus+ Cooperation Partnership in school education implemented from September 2024 to August 2026. The project brings together schools, a public education authority, a social enterprise, and a civil society organisation from Sweden, Spain, Türkiye, France, Greece, and Romania.

BridgeAI was created in response to two closely connected European challenges. The first is the rapid expansion of artificial intelligence and the need for schools to prepare children and educators to understand, question and use it responsibly. The second is the continuing need to strengthen the educational and social inclusion of refugee, migrant, newcomer and marginalised learners. The project starts from the principle that digital transformation should not deepen existing inequalities: it should help schools remove barriers, strengthen participation and create more equitable learning opportunities.

The BridgeAI vision

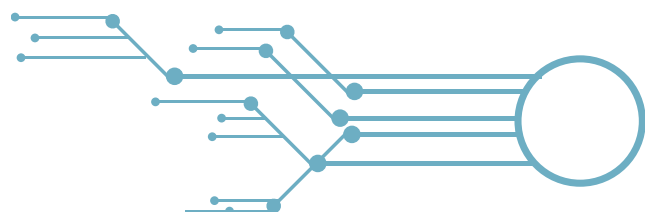
A future in which artificial intelligence supports learning and social inclusion, while students and teachers understand its limits, protect fundamental rights and participate in shaping the rules that govern its use.

Artificial intelligence is changing how information is produced, how people communicate and how learning can be supported. It can provide translation, differentiated explanations, accessibility features and new opportunities for creativity and civic participation. These possibilities are especially relevant for learners navigating a new language, education system or social environment.

At the same time, AI can generate inaccurate information, reinforce bias, expose personal data, encourage excessive dependence or create unequal access between schools and students. Teachers may also be expected to manage these changes without sufficient training, practical guidance or clear institutional rules. BridgeAI was therefore designed to connect technological literacy with ethics, inclusion, teacher development and student participation.

What BridgeAI aims to achieve:

- Improve students' understanding of how AI works and of its technological, ethical, legal and social implications.
- Equip teachers with practical knowledge and resources for using AI to support inclusion and the integration of newcomer learners.
- Support meaningful communication and cooperation between students from different linguistic, cultural and socioeconomic backgrounds.
- Empower students aged approximately 10-14 to discuss and influence the values, rules and policies that should guide AI.
- Promote equal access to digital education and prevent AI from creating new forms of exclusion.
- Translate project experience into practical recommendations for schools, education authorities and policymakers.





Introduction to BridgeAI

BridgeAI - TrAnsforming Education, Embracing Diversity - is a 24-month Erasmus+ Cooperation Partnership in school education implemented from September 2024 to August 2026. The project brings together schools, a public education authority, a social enterprise, and a non-governmental organisation from Sweden, Spain, Türkiye, France, Greece, and Romania.

BridgeAI was created in response to two closely connected European challenges. The first is the rapid expansion of artificial intelligence and the need for schools to prepare children and educators to understand, question and use it responsibly. The second is the continuing need to strengthen the educational and social inclusion of refugee, migrant, newcomer and marginalised learners. The project starts from the principle that digital transformation should not deepen existing inequalities: it should help schools remove barriers, strengthen participation and create more equitable learning opportunities.

The BridgeAI vision

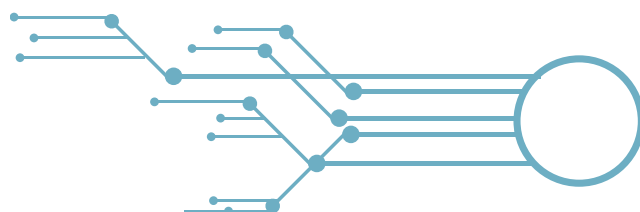
A future in which artificial intelligence supports learning and social inclusion, while students and teachers understand its limits, protect fundamental rights and participate in shaping the rules that govern its use.

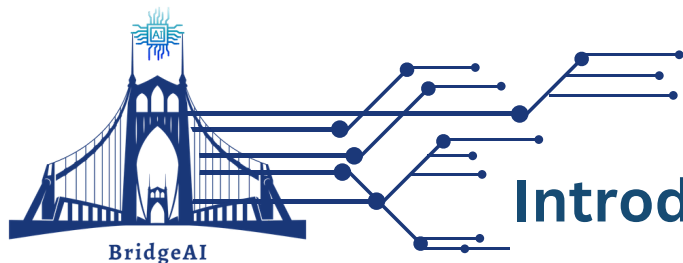
Artificial intelligence is changing how information is produced, how people communicate and how learning can be supported. It can provide translation, differentiated explanations, accessibility features and new opportunities for creativity and civic participation. These possibilities are especially relevant for learners navigating a new language, education system or social environment.

At the same time, AI can generate inaccurate information, reinforce bias, expose personal data, encourage excessive dependence or create unequal access between schools and students. Teachers may also be expected to manage these changes without sufficient training, practical guidance or clear institutional rules. BridgeAI was therefore designed to connect technological literacy with ethics, inclusion, teacher development and student participation.

What BridgeAI aims to achieve:

- Improve students' understanding of how AI works and of its technological, ethical, legal and social implications.
- Equip teachers with practical knowledge and resources for using AI to support inclusion and the integration of newcomer learners.
- Support meaningful communication and cooperation between students from different linguistic, cultural and socioeconomic backgrounds.
- Empower students aged approximately 10-14 to discuss and influence the values, rules and policies that should guide AI.
- Promote equal access to digital education and prevent AI from creating new forms of exclusion.
- Translate project experience into practical recommendations for schools, education authorities and policymakers.





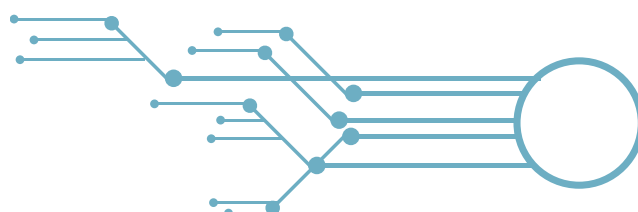
Introduction to BridgeAI

BridgeAI follows a progression from awareness to practice and then to policy. Its three main content work packages are designed to reinforce one another:

Work package	Main contribution	How it informs policy
WP2 - BridgeAI Film and teacher learning	Makes AI concepts, risks and inclusion opportunities accessible through audiovisual and professional-learning activities.	Identifies the knowledge and support teachers need before using AI with diverse learners.
WP3 - AI syllabus and “Navigating the Future” activities	Provides learning content on AI, social inclusion and civic participation, alongside student camps, reports and collaborative activities.	Shows how AI literacy, ethical reflection and student voice can be embedded in educational practice.
WP4 - Policy reform and action plan	Combines project evidence, stakeholder consultation and cross-country desk research.	Transforms lessons from implementation into recommendations, responsibilities, timelines and monitoring indicators.



Project consortium at the kick-off meeting in Sweden.





Introduction to BridgeAI

The BridgeAI consortium

The partnership combines different levels of the education ecosystem. Schools contribute direct experience of teaching and learner needs; the public authority contributes system-level and regional education expertise; and the social-enterprise and civil-society partners contribute research, training, inclusion, dissemination and community engagement.

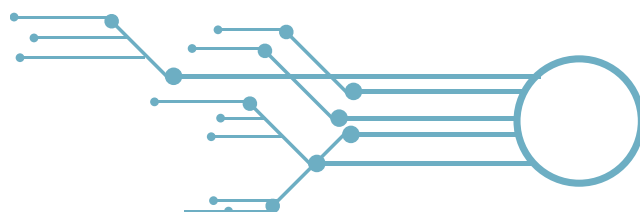
Partner organisation	Country	Role and perspective
Paradisskolan - project coordinator	Sweden	General secondary school; coordinates the partnership and contributes school-based implementation experience.
Consejería de Educación, Formación Profesional, Actividad Física y Deportes, Government of the Canary Islands	Spain	Public education authority; contributes policy, curriculum, teacher-support and system-level dissemination capacity.
Misak-i Milli Ortaokulu	Türkiye	General secondary school; contributes classroom practice, student participation and experience with diverse learners.
SkillsLab21	France	Social enterprise; contributes expertise in learning innovation, skills development, training and digital transformation.
Fthia in Action	Greece	Non-governmental organisation; contributes research, social inclusion, stakeholder engagement, policy development and dissemination.
Liceul Teoretic Ion Constantin Brătianu	Romania	General secondary school; contributes teaching practice, international cooperation and experience with diverse and newcomer students.

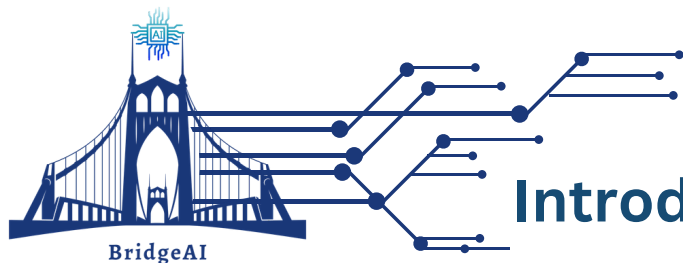


Trollhättans
Stad



Gobierno
de Canarias





Introduction to BridgeAI

Why this Policy Reform Report was produced

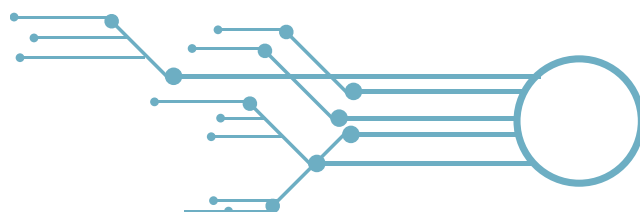
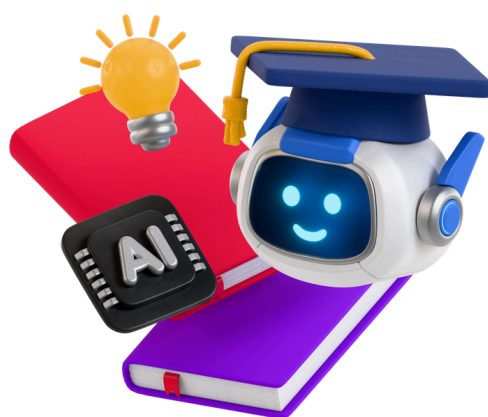
Educational institutions need more than general encouragement to innovate. They need clear, realistic and rights-based guidance on what AI should be used for, what safeguards must be in place, who is responsible and how impact should be evaluated. This report is the BridgeAI consortium's response to that need.

It consolidates lessons from the project's educational outputs and activities, consultation with 121 stakeholders, and desk research on the policy landscape in all six partner countries. Its purpose is to help decision-makers move from broad principles to implementable action: protecting children's data, preparing teachers, teaching responsible AI literacy, supporting migrant and marginalised learners, preserving human judgement and involving students in decisions.

The report is intended for education ministries, regional and local authorities, schools, teachers, civil-society organisations, researchers, technology providers, students and families. It should be read together with the accompanying implementation action plan and adapted to each education system without weakening the common foundations of safety, fairness, inclusion, transparency and human oversight.

What the reader will find

The following sections present the evidence, compare national policy developments, identify current gaps, propose eight policy reforms, assign responsibilities across governance levels and provide a staged implementation and monitoring framework.





Executive summary

BridgeAI - TrAnsforming Education, Embracing Diversity - explores how artificial intelligence can support the social inclusion, integration and civic participation of students, particularly refugee, migrant and marginalised learners. This report translates project evidence and stakeholder feedback into a practical policy agenda for schools, education authorities and European decision-makers.

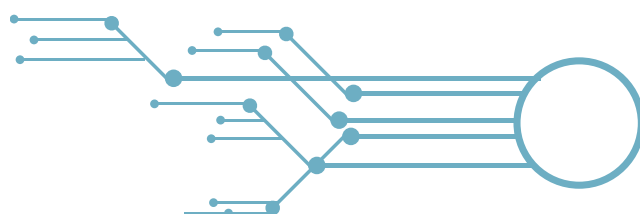
The evidence base combines the approved project framework, the WP4 methodology, learning generated through WP2 and WP3, desk research across all six partner countries, and 121 stakeholder questionnaire responses. Students represented approximately 63% of respondents, teachers 25%, and other education or stakeholder roles 12%. Consultation findings are analysed at consortium level.

Central policy conclusion

Schools should neither adopt AI without safeguards nor respond through blanket prohibition. They need a rights-based, educationally purposeful framework in which approved tools support - but do not replace - teachers, student reasoning, relationships or professional judgement.

What stakeholders said

Strongest consortium-wide signals	Mean / evidence
Personal data should always be protected	4.79 / 5
AI tools should support learning	4.75 / 5
Clear school rules are needed	4.74 / 5
Students should learn responsible AI use	4.74 / 5
AI can create risks if misused	4.74 / 5
Most selected policy priority	Data privacy: 76.0%

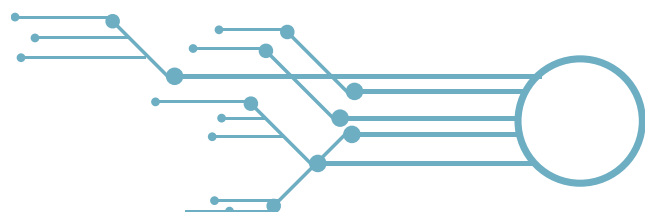
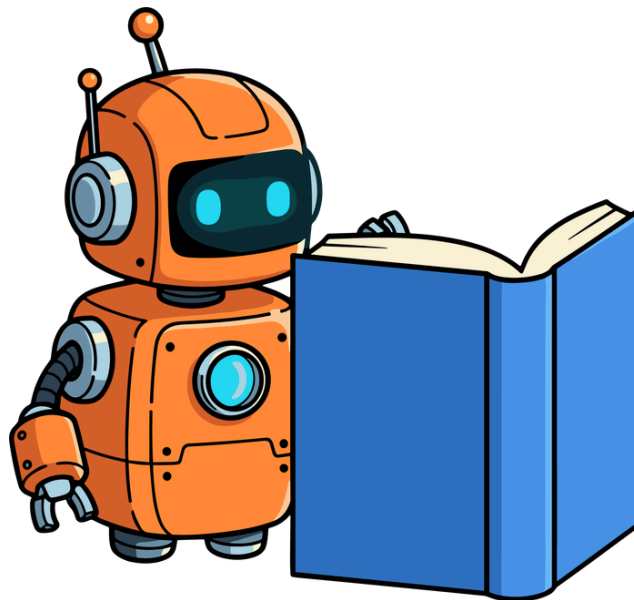


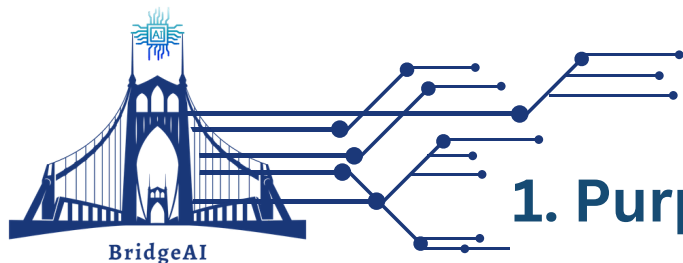


Executive summary

Eight recommendations

- Adopt a school-level AI governance framework with permitted, restricted and prohibited uses.
- Protect children's data through privacy-by-design procurement and data-minimisation rules.
- Make AI literacy and responsible use a progressive curriculum entitlement.
- Guarantee sustained professional learning and practical support for teachers and school leaders.
- Use AI to remove language, disability and access barriers - with continuous inclusion testing.
- Require transparency, human oversight, contestability and bias monitoring.
- Preserve academic integrity by redesigning assessment and teaching verification skills.
- Give students, including newcomer and marginalised learners, a formal voice in AI governance.





1. Purpose and scope

This Policy Reform Report is the principal analytical output of BridgeAI WP4, “Forming a Comprehensive Proposal for Policy Reform and Action Plan”. It is intended for public use and dissemination through the project website, national conferences, policy dialogues and European education networks.

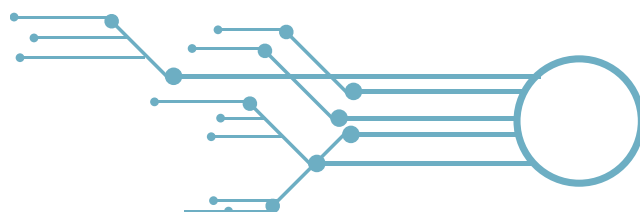
The report addresses one practical question: what policy conditions are required for AI to improve education and advance social inclusion without creating new risks or inequalities? It focuses on school education and on learners aged approximately 10-14, while many recommendations are transferable across age groups.

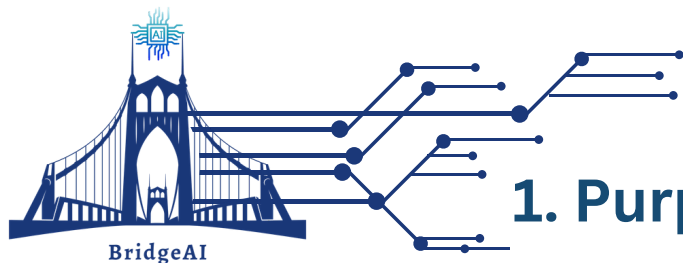
BridgeAI policy ambition

BridgeAI connects digital transformation with inclusion and diversity. Its intervention logic moves from accessible AI learning (WP2), to an AI syllabus and student civic participation (WP3), and finally to policy reform and implementation (WP4). The project treats students not only as users of technology, but as rights-holders and contributors to the norms that shape educational AI.

Intended audiences

- National, regional and local education authorities
- School leaders, teachers and support professionals
- Data-protection officers, procurement teams and digital-learning coordinators
- Civil-society organisations working with refugees, migrants and marginalised groups
- AI providers and education-technology developers
- Students, families, researchers and European education networks

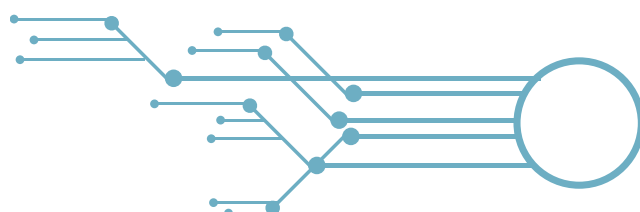
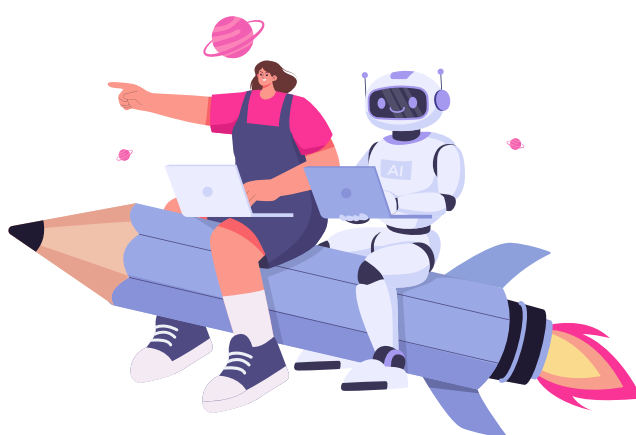




1. Purpose and scope

1.3 Policy principles

Principle	Meaning for educational AI
Educational purpose	Use AI only where it improves a defined learning or inclusion outcome.
Human agency	Teachers and learners retain meaningful control; professional judgement remains central.
Children's rights	Safety, privacy, non-discrimination, participation and best interests guide decisions.
Equity by design	Access and outcomes are tested across language, disability, gender and socioeconomic groups.
Transparency	Users know when AI is involved, what it does, its limits and how to challenge an outcome.
Proportionality	Stronger safeguards apply as impact on learners, progression or access increases.





2. Context and policy rationale

AI can translate and simplify materials, offer alternative explanations, support accessibility and help teachers adapt resources. For newcomer learners, these functions can reduce language barriers and expand participation. The same technologies can also expose children's data, reproduce bias, generate misinformation, weaken independent thinking or widen gaps between well-resourced and under-resourced schools.

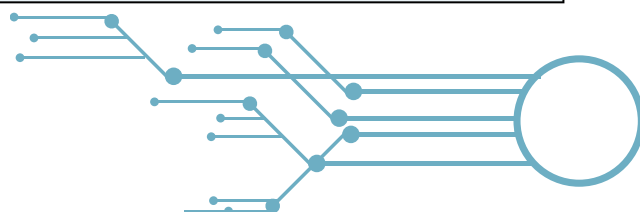
The policy challenge is therefore not whether schools should engage with AI, but how they can do so safely, fairly and with educational purpose. BridgeAI evidence shows unusually strong agreement with both opportunity and risk statements: stakeholders expect AI to matter, but also expect clear rules, data protection, teacher preparation and responsible-use education.

2.1 Alignment with European and international frameworks

Framework	Relevance to this report
EU Artificial Intelligence Act (Regulation (EU) 2024/1689)	Provides a risk-based framework, transparency and AI-literacy duties, and enhanced safeguards for certain education-related high-risk uses.
General Data Protection Regulation	Requires lawful, fair and transparent processing; data minimisation; security; and particular care where children's data are involved.
Digital Education Action Plan 2021-2027	Promotes high-quality, inclusive and accessible digital education and stronger digital capacity and skills.
EU ethical guidelines for educators	Support ethical and practical reflection when educators use AI and data in teaching and learning.
UNESCO guidance and competency frameworks	Promote human-centred use, age-appropriate safeguards, critical AI literacy and teacher/student competences.

Regulatory note

Not every educational AI tool is legally "high-risk". Classification depends on the intended use and its effects. Schools and authorities should conduct use-case assessment and obtain legal or data-protection advice where AI influences access, assessment, placement or other consequential decisions.





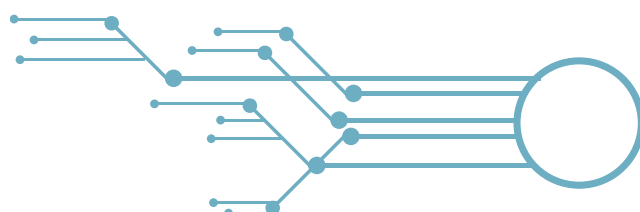
3. Methodology and evidence base

WP4 followed a structured, evidence-based and participatory methodology. Evidence from project implementation was mapped; stakeholders were consulted; findings were transformed into policy recommendations and an action plan; and the outputs were prepared for validation and dissemination.

Phase	Main activities	Policy value
1. Evidence collection	WP2/WP3 outputs; evaluation and pilot feedback; cross-country mapping	Identifies needs and gaps
2. Co-creation	Questionnaire and national stakeholder consultation	Adds lived experience and ownership
3. Development	Drafting recommendations and implementation measures	Converts evidence into action
4. Validation	Expert/stakeholder review, conferences and dissemination	Tests feasibility and supports uptake

3.1 Consultation profile

Evidence base	Profile
Total stakeholder responses	121
Students	Approximately 63%
Teachers	Approximately 25%
Other education and stakeholder roles	Approximately 12%



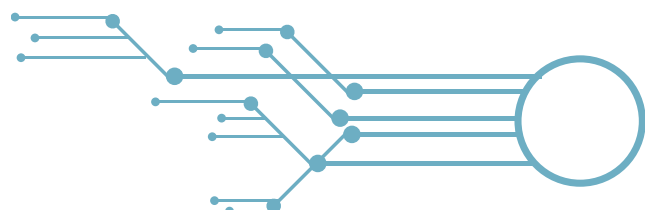
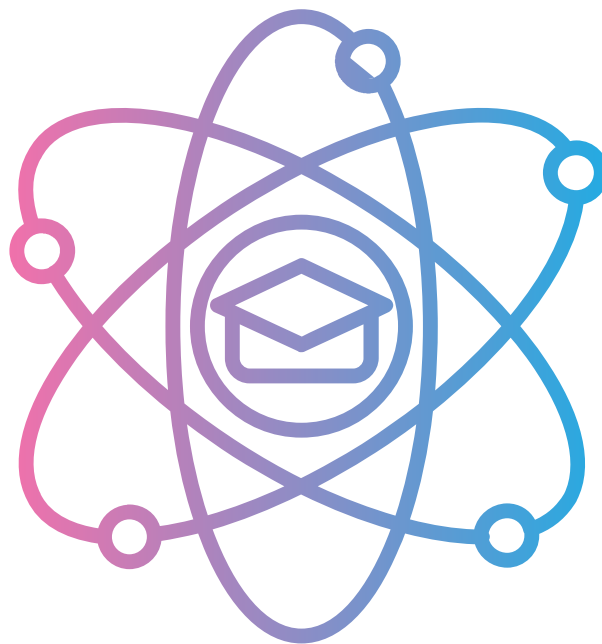


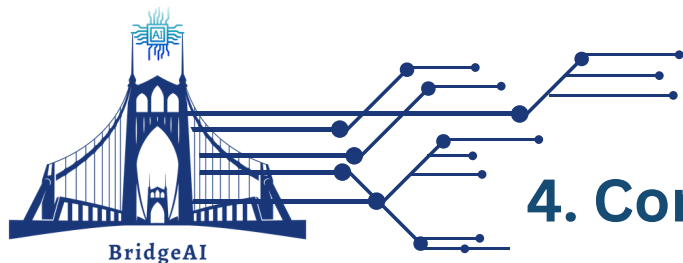
3. Methodology and evidence base

3.2 Analysis

Twenty closed statements were rated on five-point scales. This report presents consortium-level descriptive means and priority-selection frequencies; it does not claim population-level representativeness or statistical significance. Open answers were reviewed thematically, with recurring themes grouped around privacy, safe use, inclusion, transparency, fairness, teacher training, misinformation, academic integrity and human oversight.

The cross-country section uses desk research rather than disaggregated questionnaire results. Official government, ministry and public-authority sources were reviewed to compare national strategies, school-use frameworks, curriculum directions, teacher-development measures, data safeguards and implementation maturity in the six partner countries.





4. Consortium-wide findings

Stakeholders showed a high level of agreement across all twenty statements. Every consortium-wide mean exceeded 4.40 on a five-point scale. The evidence combines optimism about learning and inclusion with a clear demand for governance.

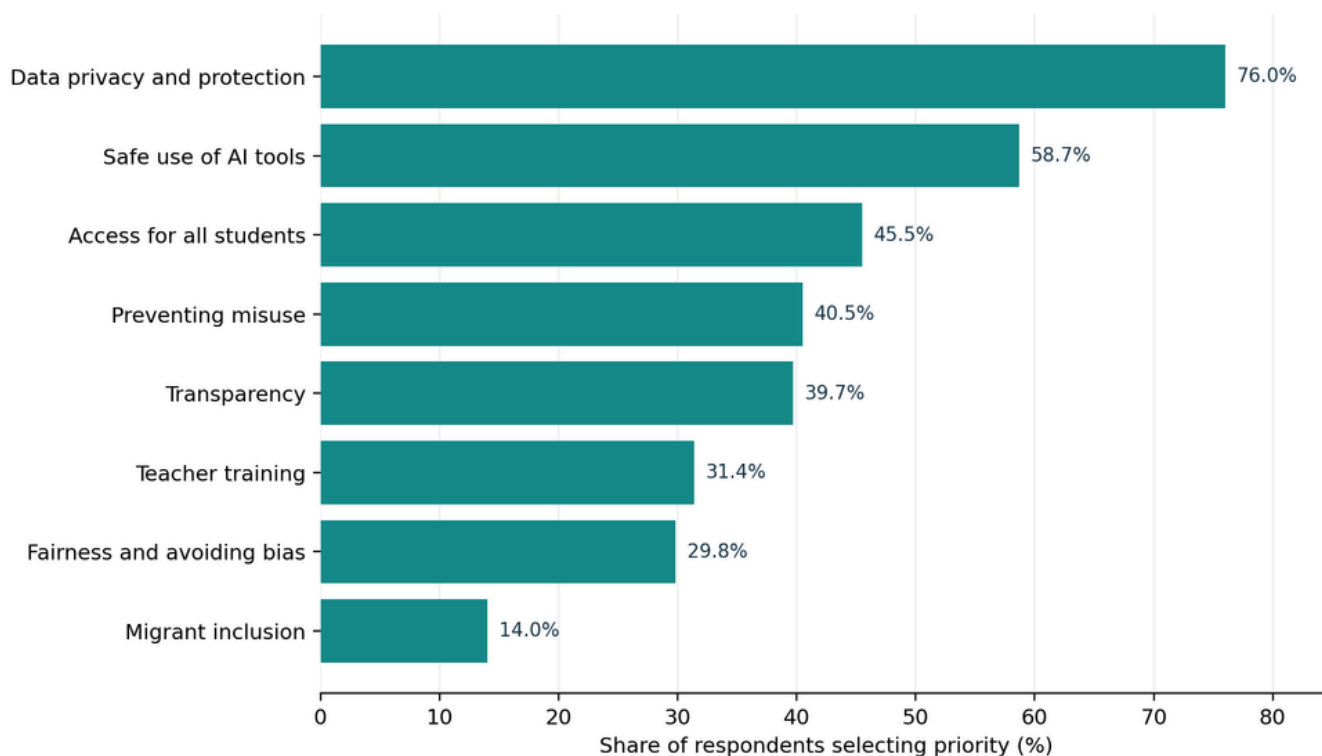


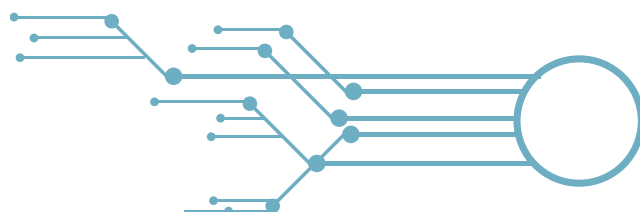
Figure 1. Share of 121 respondents selecting each item as a top policy priority. Respondents could select up to three, but some selected more; percentages therefore do not sum to 100%.

4.1 Trust depends on privacy and rules

Personal-data protection received the highest mean (4.79) and was the most frequently selected priority (76.0%). Open responses repeatedly asked schools to limit the sharing of personal information, approve secure tools, explain permitted use and retain teacher supervision. Privacy is therefore not a technical afterthought; it is a condition for legitimate educational use.

4.2 Stakeholders support learning-oriented use

Respondents strongly agreed that AI tools should support learning (4.75), that students should learn about AI in school (4.69) and that AI can improve education (4.68). Qualitative responses nevertheless rejected substitution: AI should assist thinking, translation, practice and differentiated explanation, not produce work in place of the learner or replace the teacher.





4. Consortium-wide findings

4.3 Responsible use and academic integrity

The risks of cheating, misinformation, hallucinated facts and over-reliance appeared throughout the open responses. Stakeholders favoured disclosure of AI use, fact-checking, teacher oversight and clear boundaries for homework and assessment. Several responses explicitly recommended task designs that require students to explain, defend or apply ideas.

4.4 Inclusion requires deliberate design

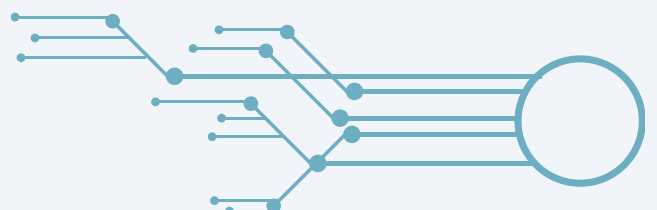
Respondents identified translation, simplified explanations, personalised pacing, accessibility functions and culturally responsive support as promising inclusion uses. Yet access alone is insufficient: inclusive policy must test whether tools work reliably across languages, abilities and backgrounds, and must prevent digital cost, connectivity or device barriers from widening inequality.

4.5 Students expect a voice

Agreement was high that young people should have a say in AI use (4.61), that students should be involved in education decisions (4.52), and that their opinions matter (4.66). This supports a move from consultation as a one-off project activity to routine student participation in school AI governance.



Students from Lamia, Greece, BridgeAI student camp.





5. Comparative desk research across partner countries

Desk research conducted in 2026 shows that all six partner countries are moving toward more explicit AI governance and competence development, but they are at different stages of translating general AI strategy into operational rules for schools. The comparison below draws on official national strategies, education-ministry frameworks and curriculum-policy documents.

5.1 National policy landscapes

Sweden

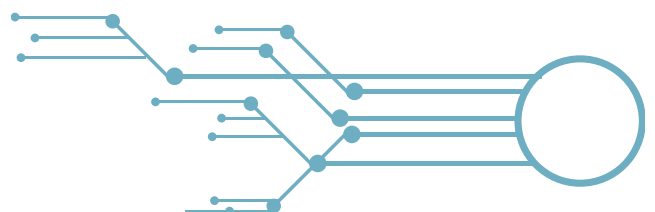
Sweden's 2026 AI Strategy sets a national ambition to rank among the world's leading AI nations while combining innovation with security, individual rights, transparency and inclusion. It explicitly states that AI should form part of school and higher-education curricula and supports lifelong learning. The strategy also stresses children's rights, accessible guidance, media and information literacy, secure data management and the ability to understand and appeal AI-supported public decisions. For school policy, the next step is to convert this strategic direction into consistent age-specific rules, curriculum outcomes and implementation support.

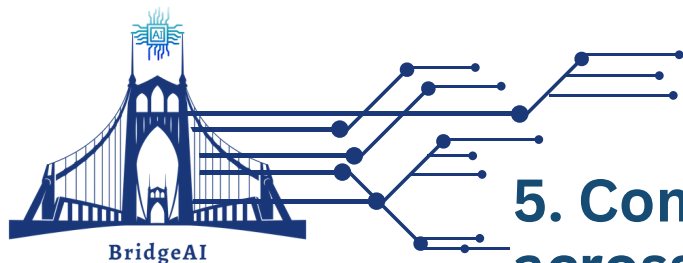
Spain

Spain's Artificial Intelligence Plan 2024 links AI talent development with curricular integration through computational thinking, digital competence and teacher digital competence. In 2026, the State School Council approved a reference framework for AI use in education, intended to guide schools, education communities and school councils toward ethical, safe and pedagogically grounded adoption without imposing a single model. Spain therefore combines national investment and competence policy with a participatory, school-community orientation. The key implementation issue is consistent application across autonomous communities and school contexts.

Türkiye

Türkiye has the most explicit multi-year education-specific roadmap among the partner countries. The Ministry of National Education's Artificial Intelligence in Education Policy Document and Action Plan 2025–2029 contains four objectives, 15 policies and 40 actions. It covers curriculum updating, digital content, teacher training, data analytics and ethical, effective and inclusive use. Its strength is operational structure; implementation should ensure measurable inclusion outcomes, transparent school-level rules, child-data protection and meaningful participation by students and teachers.





5. Comparative desk research across partner countries

France

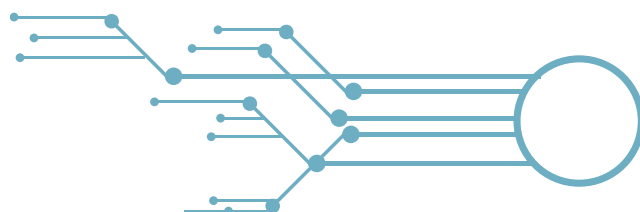
France published a national AI-in-education usage framework in June 2025 after broad consultation. It permits AI use when legal, ethical, educational and environmental requirements are met; states that AI may assist but never replace professional expertise; prohibits personal or confidential data in public AI tools; requires transparency and human supervision for consequential decisions; and introduces progressive, age-sensitive AI education. The framework also addresses assessment, intellectual effort, accessibility, equity and environmental frugality. France provides the most detailed operational benchmark for school-use rules in the comparison.

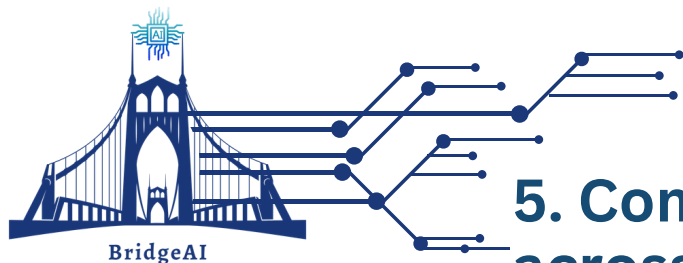
Greece

Greece's 2024 national AI blueprint identified education and research, responsible regulation and public-sector applications as strategic pillars. In May 2026, the Ministry of Education announced the country's first comprehensive framework for safe AI use in schools. Use is voluntary, supervised by teachers and limited to supporting learning; it must not affect evaluation. The framework prohibits fully automated assessment, student profiling, entry of identifying or sensitive data, non-consensual deepfakes and unverified fabricated sources. Greece has therefore moved rapidly from strategic direction to concrete school safeguards; the priority now is training, implementation guidance and monitoring across schools.

Romania

Romania's National AI Strategy 2024–2027 places AI education, research and specific competence development among its six general objectives, alongside infrastructure, adoption and governance. It promotes trustworthy AI, human rights, transparency and human responsibility for AI-supported decisions. Romania's 2026 draft National Curriculum Reference Framework also responds to challenges created by digitalisation and AI and highlights competence-based curriculum, teacher development, assessment and digital resources. The policy opportunity is to connect these strategic commitments to a dedicated, practical school-use framework.

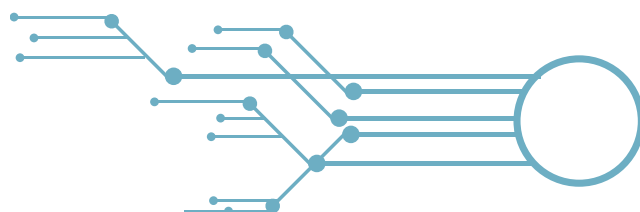


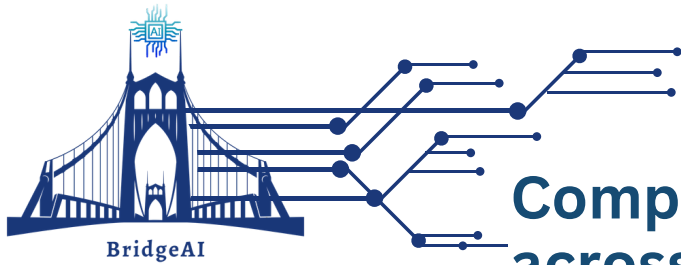


5. Comparative desk research across partner countries

5.2 Comparative policy matrix

Country	Current policy position	Transferable strength	Priority for further reform
Sweden	2026 national AI strategy explicitly includes AI in curricula and lifelong learning.	Human-centric strategy, rights, inclusion and information literacy.	Operational school guidance, age-banded curriculum outcomes and implementation support.
Spain	2024 AI plan plus 2026 education reference framework.	Curricular integration, teacher digital competence and school-community participation.	Consistent implementation and safeguarding across autonomous and local contexts.
Türkiye	Education-specific AI Policy Document and Action Plan 2025–2029.	Detailed roadmap covering curriculum, content, training and data applications.	Public monitoring of inclusion, privacy, participation and school-level implementation.
France	National education AI usage framework, June 2025.	Detailed rules for data, age, assessment, transparency, human oversight and frugal use.	Sustained training, evaluation and equitable access to approved tools.
Greece	National AI blueprint plus comprehensive school framework announced May 2026.	Clear prohibitions, teacher supervision, voluntariness and protection from automated assessment.	System-wide training, approved-tool guidance, support and monitoring.
Romania	National AI Strategy 2024–2027 and AI-aware curriculum reform.	Strong strategic focus on AI competences, trustworthy governance and curriculum renewal.	Dedicated operational framework for school use, procurement, assessment and learner protection.





Comparative desk research across partner countries

5.3 Cross-country findings

Policy is converging around AI literacy, teacher competence, privacy, transparency and human oversight.

Education-specific operational guidance is more mature in France, Greece and Türkiye; Sweden and Romania remain more strategy-led, while Spain combines national strategy with a participatory reference framework.

Curriculum reform is a common route, but policy depth differs in age thresholds, permitted uses, assessment rules and school accountability.

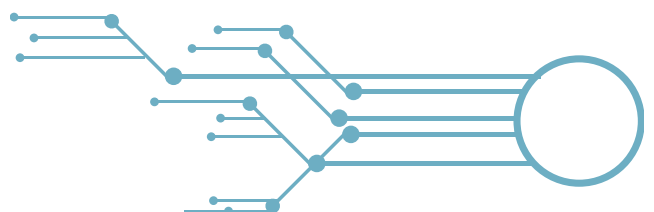
Only some frameworks make prohibitions and data-entry limits sufficiently concrete for day-to-day school decisions.

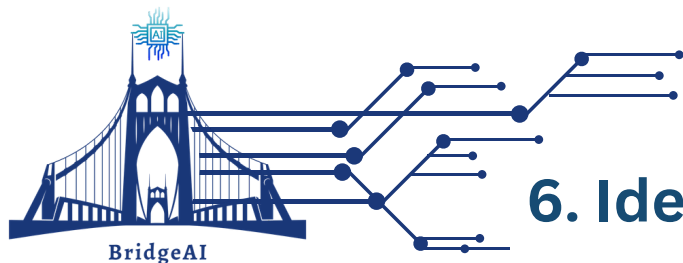
Social inclusion is widely stated as a principle, yet measurable obligations for multilingual learners, refugees, disability and socioeconomic access require further development.

A shared BridgeAI framework can help countries exchange practical standards without erasing national and regional education governance.

5.4 Implications for BridgeAI policy reform

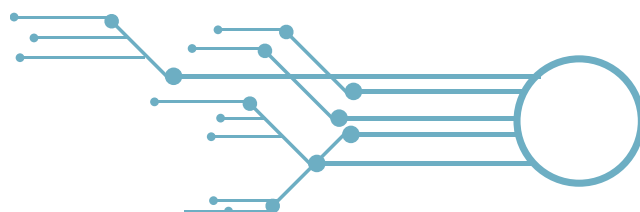
The comparison supports a two-level reform model. At European and national level, authorities should define a common minimum floor covering children's rights, privacy, transparency, human oversight, equal access and AI literacy. At regional and school level, institutions should adapt implementation to age groups, language diversity, infrastructure and community needs. France's operational rules, Türkiye's multi-year action planning, Greece's concrete prohibitions, Spain's participatory framework, Sweden's human-centric strategic direction and Romania's competence-and-governance approach provide complementary building blocks.

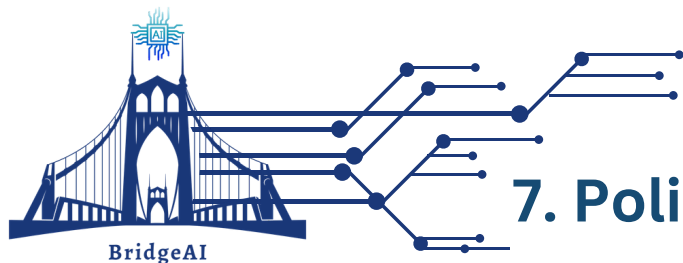




6. Identified policy gaps

Gap	Evidence / risk	Required reform direction
Fragmented school rules	Stakeholders repeatedly requested clear rules; informal use produces inconsistent expectations.	Minimum national framework plus school-level acceptable-use protocol.
Insufficient AI literacy	High support for curriculum inclusion and responsible-use teaching.	Progressive, age-appropriate AI literacy across subjects.
Uneven teacher capacity	Teacher training selected by 31.4%; project needs analysis identified major competence gaps.	Protected professional-learning time, practical resources and peer support.
Weak procurement safeguards	Popular tools may process data opaquely or lack child-appropriate controls.	Approved-tool registers, DPIAs, contractual safeguards and exit procedures.
Limited inclusion assurance	Translation and personalisation may help, but bias and unequal access remain risks.	Equity impact assessment and testing with affected learner groups.
Assessment ambiguity	Open responses cited cheating, copying and weakened thinking.	Assessment redesign, disclosure rules and authentic evidence of learning.
Insufficient learner voice	High support for youth participation, but few formal mechanisms exist.	Student representation, child-friendly consultation and feedback channels.
Limited monitoring	Schools may adopt tools without measuring impact or harm.	Common indicators, incident reporting and periodic public review.





7. Policy recommendations

1. Establish a rights-based AI governance framework

National or regional authorities should publish minimum rules for educational AI, while every school maintains an accessible protocol. The framework should define permitted, conditional and prohibited uses; assign accountability; cover third-party tools; and include incident escalation, complaints and periodic review.

Publish model school policies and age-appropriate learner guidance.

Create an AI governance group including leadership, teachers, data-protection expertise, students and inclusion representatives.

Maintain a public-facing summary of approved uses, safeguards and complaint routes.

2. Make privacy-by-design the default

No educational benefit justifies unnecessary collection or exposure of children's personal data. Authorities should require data minimisation, purpose limitation, secure configuration, retention limits and contractual clarity before tools are approved.

Complete data-protection and child-rights impact assessments for higher-impact uses.

Prohibit entry of identifiable or sensitive student information into unapproved public systems.

Require clear vendor terms on training data, subprocessors, retention, security incidents and deletion.

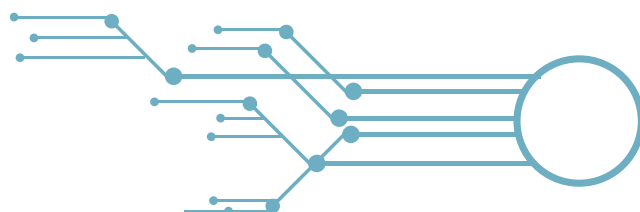
3. Guarantee AI literacy for every learner

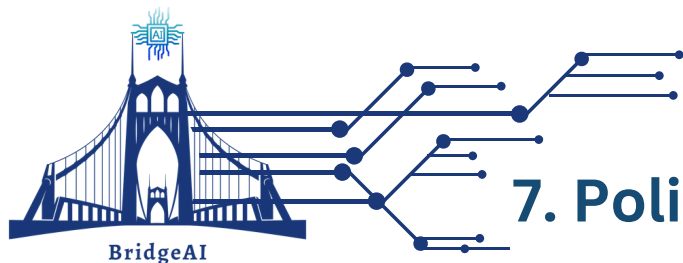
AI literacy should become a progressive entitlement rather than an optional technology activity. It should combine practical use with critical understanding, ethics, privacy, bias, misinformation, intellectual property, environmental considerations and civic participation.

Define age-banded learning outcomes across primary and secondary education.

Embed AI literacy across language, citizenship, science, computing and creative subjects.

Teach prompting together with verification, source evaluation, uncertainty and reflection.





7. Policy recommendations

4. Invest in the education workforce

Teachers need more than one-off awareness sessions. Policy should provide sustained, role-specific professional development, time to experiment safely, technical and pedagogical support, and communities of practice.

Train leaders on governance and procurement; teachers on pedagogy and assessment; support staff on accessibility and safeguarding.

Use BridgeAI resources as adaptable open training materials.

Recognise AI-related professional learning through certification or CPD frameworks.

5. Design AI for inclusion and equal access

Funding and adoption decisions should prioritise use cases that remove barriers for newcomer, multilingual, disabled and socioeconomically disadvantaged learners. Tools must be tested with the groups they are intended to support.

Provide multilingual and accessible interfaces, device/connectivity support and non-AI alternatives.

Test outputs for language quality, cultural relevance, disability access and differential error rates.

Co-design pilots with migrant/refugee students, families, specialist educators and civil society.

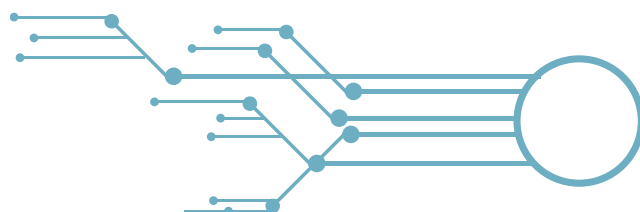
6. Require transparency, fairness and meaningful human oversight

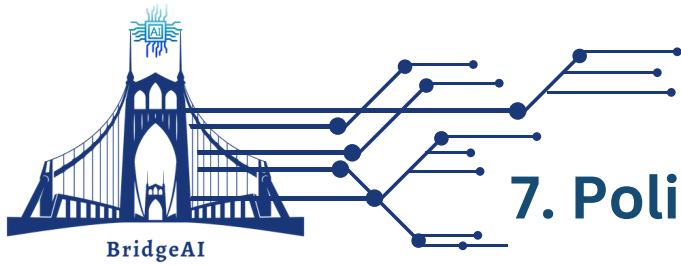
Users should know when AI is used and understand its role and limitations. Consequential educational decisions must not be delegated to an opaque system.

Require disclosure of AI involvement in learning materials, feedback and decisions.

Ensure teachers can review, override and explain outputs; provide a route to contest decisions.

Audit bias and performance across relevant learner groups and suspend use when harm cannot be mitigated.





7. Policy recommendations

7. Modernise assessment and academic-integrity policy

Schools should move beyond simple bans or detection-only approaches. Assessment should make learning processes visible and define legitimate assistance clearly.

Specify where AI is allowed, how use must be acknowledged and what remains the student's own responsibility.

Use oral defence, drafts, reflection, in-class work and authentic application to evidence learning.

Do not rely on automated AI-detection scores as sole evidence of misconduct.

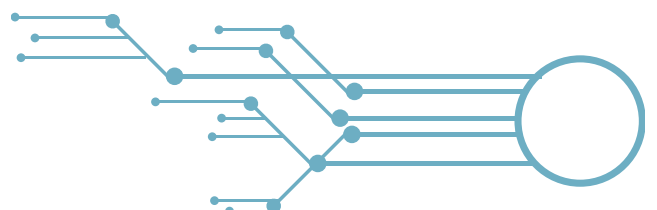
8. Institutionalise student and community participation

Children and young people should help shape the rules that affect their learning. Participation must include those who are often least heard.

Create student AI councils or representation within existing digital-governance groups.

Use accessible, multilingual consultation formats and close the feedback loop by explaining decisions.

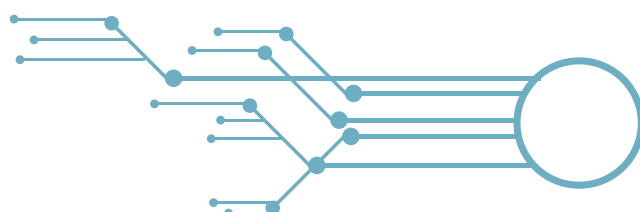
Engage families, civil society and community organisations in annual policy review.

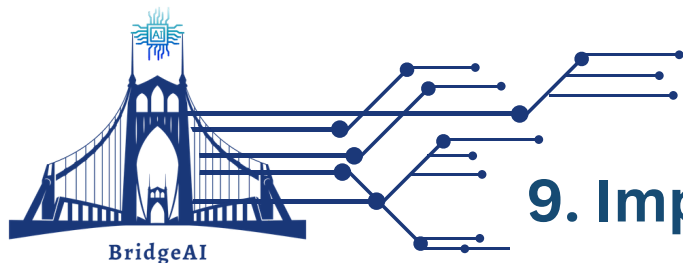




8. Recommendations by governance level

Level	Priority responsibilities
European Union	Maintain clear implementation guidance; support common AI-literacy and teacher-competence resources; fund independent evidence, multilingual tools and inclusion benchmarks; enable cross-border sharing of incidents and good practice.
National ministries	Set minimum safeguards and curriculum outcomes; align AI, education, data-protection and inclusion policy; fund professional learning and equitable infrastructure; establish oversight and reporting.
Regional/local authorities	Support approved procurement, legal/data-protection expertise, training networks, accessibility services and coordinated pilots; reduce capacity gaps between schools.
Schools	Define educational purposes; consult students and staff; approve tools; teach responsible use; protect data; redesign assessment; monitor outcomes and incidents.
Providers	Design child-appropriate, accessible and secure tools; document limitations and data flows; enable human oversight, deletion, audit and portability; test and report differential performance.

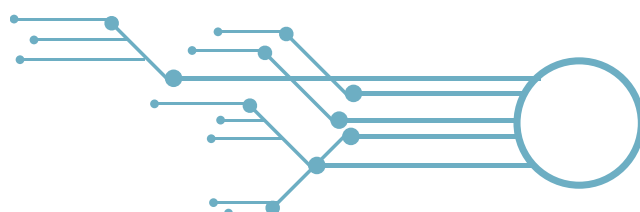


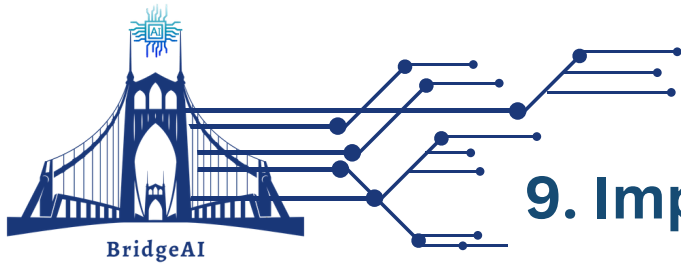


9. Implementation action plan

The following staged plan allows authorities and schools to begin with governance and capacity, test limited use cases, and scale only when evidence supports expansion.

Timing	Measure	Lead actors	Core indicator
0-3 months	Appoint governance leads; inventory current AI use; pause unapproved high-impact uses; publish interim guidance.	Ministries, authorities, schools	100% of participating schools have a named lead and baseline inventory.
3-6 months	Adopt minimum policy and acceptable-use rules; establish approved-tool criteria; launch foundational training.	Authorities, school leaders, DPOs,	Policy adopted; staff completion and confidence baseline recorded.
6-12 months	Pilot 2-3 inclusion-focused use cases; introduce age-banded AI literacy; redesign selected assessments.	Schools, students, teachers,	Pilot reaches diverse learners; outcome/equity measures reported.
12-18 months	Independent review of privacy, accessibility, bias, learning impact and workload; revise procurement and curriculum.	Authorities, researchers, society, civil	Review completed; corrective actions tracked.
18-24 months	Scale effective practices; stop harmful or ineffective uses; publish annual transparency summary.	Ministries and school networks	Evidence-based scale/stop decisions; annual public summary.
Ongoing	Student/community consultation, incident response, refresher training and policy update.	All actors	Participation, incidents, resolution time and satisfaction monitored.





9. Implementation action plan

9.1 Minimum school AI protocol

Purpose: the learning or inclusion problem the tool is intended to address.

Access: who may use it, with what account, device and supervision.

Data: what may never be entered; retention, deletion and consent/legal basis where relevant.

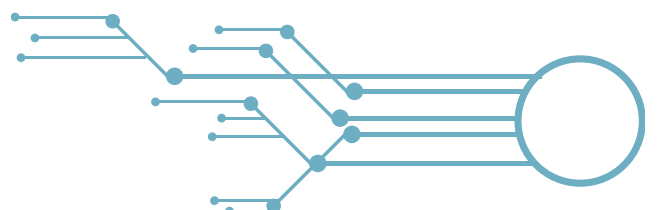
Learning: permitted assistance, acknowledgement rules and assessment boundaries.

Oversight: the responsible adult, review requirements and override procedure.

Equity: accessibility, language quality, cost and differential-impact checks.

Transparency: information provided to students and families.

Response: how errors, bias, harmful content, breaches and complaints are handled.

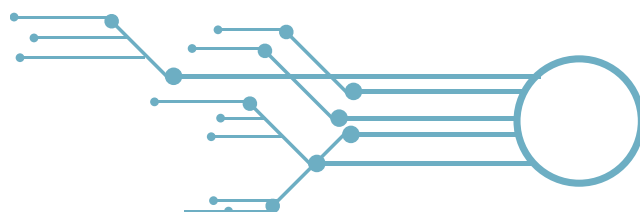


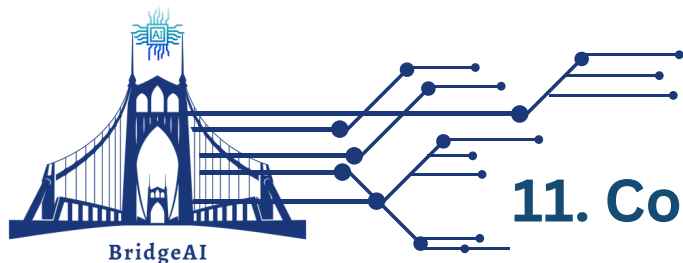


10. Monitoring, evaluation and learning

Domain	Suggested indicators	Review frequency
Access and equity	Use by learner group; device/connectivity barriers; accessibility compliance; language coverage.	Termly
Learning quality	Achievement, critical-thinking evidence, engagement, quality of feedback, learner independence.	Per pilot / termly
Safety and privacy	Approved-tool compliance; incidents; sensitive-data exposure; response and resolution time.	Continuous / quarterly
Fairness	Differential error or outcome rates; reported bias; successful challenges and corrective actions.	Termly / annually
Workforce	Training completion; teacher confidence; workload; access to support.	Termly
Participation	Students and families consulted; diversity of participants; feedback acted upon.	At each policy review
Transparency	AI uses disclosed; policies accessible; annual summary published.	Annually

Evaluation should combine quantitative indicators with student and teacher experience. A tool that improves average performance but excludes a language group, increases teacher workload or undermines learner autonomy should not be considered successful.





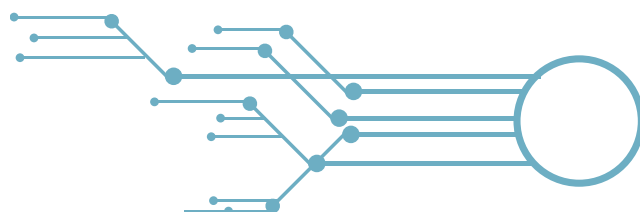
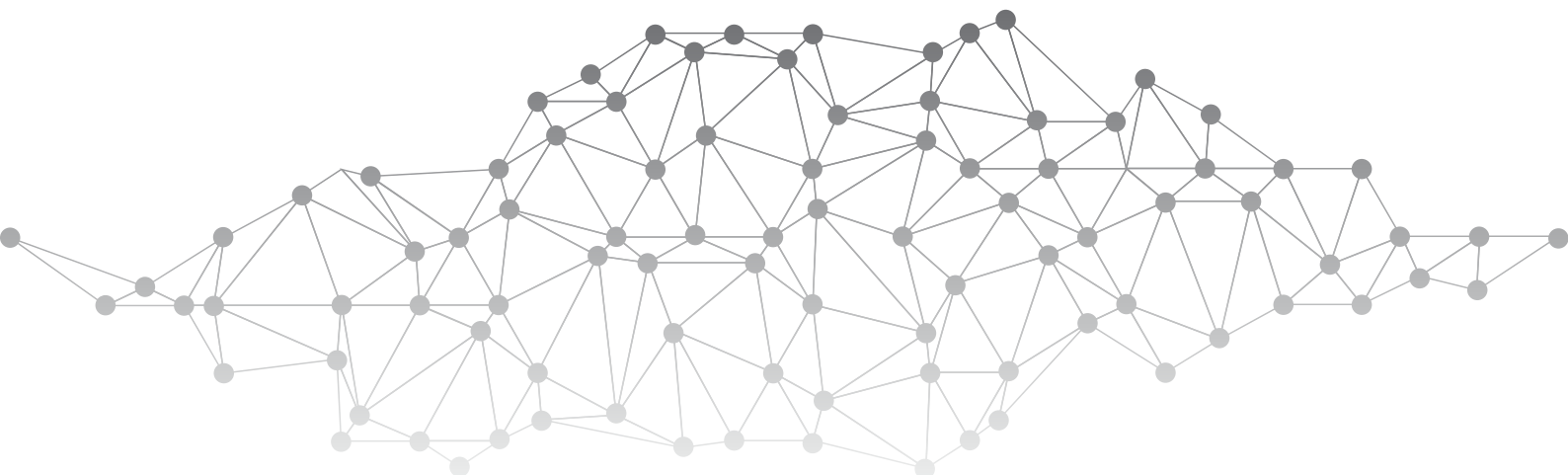
11. Conclusion

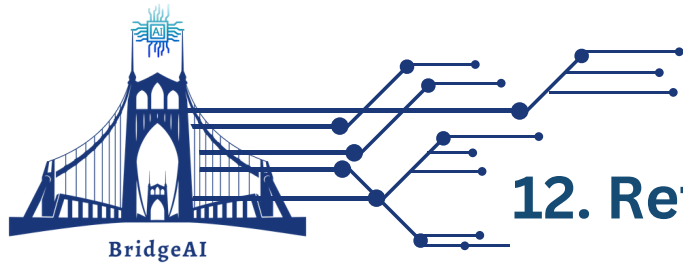
BridgeAI stakeholders do not ask policymakers to choose between innovation and safety. They ask for both. Across six partner countries, respondents supported AI learning, responsible use and inclusion while placing data protection, clear rules and human oversight at the centre.

The most credible route forward is purposeful and staged: establish a common rights-based floor; equip teachers and learners; test inclusion-focused applications; monitor differentiated impacts; involve students; and scale only what improves learning and participation without compromising privacy, fairness or human agency.

BridgeAI call to action

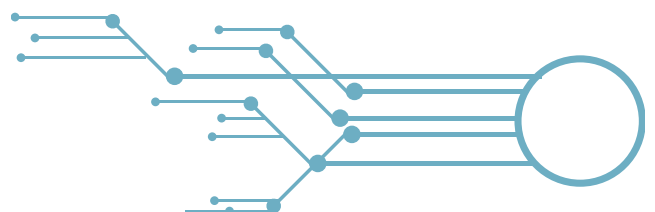
Make every educational AI decision answerable to three questions: Does it improve learning? Does it widen inclusion? Can students, teachers and families understand, challenge and trust how it is used?





12. References

- BridgeAI consortium (2024). Erasmus+ KA220-SCH application: TrAnsformIng Education, Embracing Diversity (BridgeAI), project period 2024-2026.
- BridgeAI consortium (2026). WP4 Methodology: Forming a Comprehensive Proposal for Policy Reform and Action Plan.
- BridgeAI consortium (2026). WP4 Policy Feedback Questionnaire - anonymised responses from 121 stakeholders.
- European Commission. Digital Education Action Plan 2021-2027. <https://education.ec.europa.eu/focus-topics/digital-education/actions>
- European Commission. Ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators. <https://education.ec.europa.eu/focus-topics/digital-education/action-plan/action-6>
- European Union (2024). Regulation (EU) 2024/1689 laying down harmonised rules on artificial intelligence. <https://eur-lex.europa.eu/eli/reg/2024/1689/oj/eng>
- European Union (2016). Regulation (EU) 2016/679 (General Data Protection Regulation). <https://eur-lex.europa.eu/eli/reg/2016/679/oj>
- UNESCO (2023). Guidance for generative AI in education and research. <https://unesdoc.unesco.org/ark:/48223/pf0000386693>
- UNESCO (2024). AI competency frameworks for students and teachers. <https://www.unesco.org/en/digital-education/ai-future-learning/competency-frameworks>
- Government Offices of Sweden (2026). Sweden's AI Strategy. <https://www.government.se/contentassets/4e6b2d34f81048d688c35c831065395f/sweden-s-ai-strategy.pdf>
- Government of Spain (2024). Artificial Intelligence Plan 2024. <https://www.lamoncloa.gob.es/consejodeminstros/resumenes/Documents/2024/140524-%20Plan%20IA%202024-detallado.pdf>
- Consejo Escolar del Estado (2026). Reference framework on the use of artificial intelligence in education. <https://www.educacionfpydeportes.gob.es/mc/cee/publicaciones/inteligencia-artificial.html>
- Ministry of National Education, Türkiye (2025). Artificial Intelligence in Education Policy Document and Action Plan 2025–2029. <https://yegiteken.meb.gov.tr/www/the-quotartificial-intelligence-in-education-policy-document-and-action-plan-20252029quot-has-been-published-in-english/icerik/84>
- Ministry of National Education, France (2025). AI in education: usage framework. <https://www.education.gouv.fr/sites/default/files/2025-06/l-ia-en-ducation---cadre-d-usage-440685.pdf>
- Ministry of Education, Religious Affairs and Sports, Greece (2026). Comprehensive framework for the safe use of AI in schools. <https://www.minedu.gov.gr/site/64941-13-05-26-i-ellada-thespizei-gia-proti-fora-olokliromeno-plaisio-gia-tin-asfali-xrisi-tis-texnitis-noimosynis-sta-sxoleia-3>
- Special Secretariat of Foresight, Greece (2024). A Blueprint for Greece's AI Transformation. <https://foresight.gov.gr/en/studies/A-Blueprint-for-Greece-s-AI-Transformation/>
- Government of Romania (2024). National Strategy on Artificial Intelligence 2024–2027. https://www.research.gov.ro/wp-content/uploads/2024/07/20240723_SNIA_2024-2027.pdf
- Ministry of Education and Research, Romania (2026). Draft National Curriculum Reference Framework. https://www.edu.ro/informare_cons_pub_CRNCR





Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Transforming Education, Embracing Diversity

Project Nr. 2024-1-SE01-KA220-SCH-000243601

WP4 POLICY REFORM REPORT



www.bridge-ai-project.eu



BridgeAI