



ATHENA Policy Recommendation

Report
31 August, 2025



1st Primary School
of Gorgopotamos



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας, Θρησκευμάτων
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Table of Contents

About the ATHENA Project	3
Project Target	5
Project Consortium	6
Chapter 1 – Evidence from the Field	7-14
Measurable impact of AI in education– Student Mobility	
Model of United Nations & Model of European Union Simulations– Student	
Evidence from the Field :AI Documentary	
Evidence from the Field : LTTAs	
Athena Curriculum & Contents	
Evidence from the Field (Webinar& Seminars)	
Chapter 2 – Country Specific Situations on the topic of using AI for social inclusion purposes	15-28
Türkiye	
Romania	
Hungary	
Greece	
Czech Republic	
Chapter 3: Proposed Local Policy Actions	31-37
Türkiye	
Romania	
Hungary	
Greece	
Czech Republic	
Chapter 4 – Successful Local Practices or Models Observed	40-46
Türkiye	
Romania	
Hungary	
Greece	
Czech Republic	



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Table of Contents

Chapter 4 – Policy Recommendations for EU-Level Policymakers:Key Challenges to Address at EU Level	49
Collaboration Suggestions for EU Policymakers	54
Main Takeaways from Türkiye	
Main Takeaways from Romania	
Main Takeaways from Hungary	
Main Takeaways from Greece	
Main Takeaways from Czech Republic	
References	79



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About the ATHENA Project

The ATHENA project was born out of a simple but powerful idea: “If Artificial Intelligence is changing the way we work, why shouldn’t it also change the way we teach and include others?”

From the very beginning, ATHENA set out to address three pressing needs:

1. Teacher training in AI – helping educators understand and confidently use AI in their classrooms.
2. AI literacy for social inclusion – exploring how AI can break barriers for disadvantaged groups.
3. Open Educational Resources (OERs) in AI training – ensuring teachers have free, adaptable tools to guide their practice.

To better understand the challenges, two large-scale surveys were carried out in March 2022 and February 2023 by the project partners: Bercsényi Miklós Általános Iskola (Hungary), DIFETHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS (Greece), Scoala Gimnaziala “Tatrangi Sandor” (Romania), Avrasya Enstitüsü (Türkiye), and Obchodní akademie s.r.o. (Czech Republic). Together, these surveys reached more than 5,000 teachers across Europe.

The first survey, titled **“Artificial Intelligence will change the way we work. Why not the way we teach?”**, revealed several key findings:

- 97% of teachers at primary, lower, and upper secondary levels felt they could not use AI or OERs effectively in teaching.
- Most teachers admitted they had very limited knowledge of AI, mainly due to its complexity.
- Teachers strongly emphasized the need to learn how schools can adapt to the future of work and education.
- Broader society had not yet grasped the career opportunities and economic impact that AI could bring.

These findings were presented to the Ministries of Education in the partner countries, making it clear that systematic training and qualifications in AI were urgently needed.

The second survey, titled **“What if we use AI for social inclusion purposes?”**, echoed similar concerns:

- Again, 97% of teachers said they did not know how to use AI for social inclusion in schools.
- Nine out of ten teachers expressed a desire to learn how AI could be applied to make education more inclusive.
- Teachers acknowledged their poor competence and literacy in AI, and noted that AI’s complexity makes it difficult to teach or apply.
- Society as a whole was still underestimating the importance of AI in shaping future opportunities.



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Finally, compared to countries like Germany, France, and the Nordic states, AI development and initiatives were significantly lagging behind in the project partner countries.

In short, teachers want to use AI, but they lack the knowledge, skills, and materials to do so. AI is often seen as too complex and abstract, which prevents educators from introducing it to their students. This is why the ATHENA consortium made it a priority to develop sustainable teaching materials, training programs, and open resources that empower teachers to confidently integrate AI into their classrooms — not only to prepare students for the digital future, but also to use AI as a tool for social inclusion and equity.



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Project Target

The ATHENA project targeted:

- Students: ~600 (local pilots), 30 (mobility in Greece); refugee, migrant, and native students from diverse backgrounds.
- Teachers/Educators:
~60 (international staff training in Greece & Türkiye),
~300 (webinars & virtual seminars).
- Project staff/managers: 20–30 involved in management and output development.
- Decision-makers: Engaged through multiplier events and policy reports.
- Schools & education authorities: ~18 associated schools, focusing on migrant education and inclusion.
- Parents: Both migrant and native, from varied socio-economic contexts.

Goals:

- Supporting refugee and migrant integration into European education.
- Training and equipping teachers in AI and inclusion.
- Engaging students with ethical AI use.
- Fostering international cooperation and multi-stakeholder collaboration for a more inclusive, diverse society.



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Project Consortium

Applicant organisation

Oid	Legal name	Country	Region	City	Website
E10175914	1 dhmotiko sxoleio gorgopotamou	Greece	Stereia Ellada	Lamia	1dim-gorgop.fth.sch.gr

Partner organisations

Oid	Legal name	Country	Region	City	Website
E10105775	DIEFTHINSI PROTOBATMIAS EKPAIDEFSIS FTIOTIDAS	Greece	Stereia Ellada	Lamia	dipe.fth.sch.gr
E10157813	Bercsényi Miklós Ált. iskola	Hungary	Jász-Nagykun Szolnok	Jaszberény	jbercsenyi.sulinet.hu
E10077748	SCOALA GIMNAZIALA, TATRANGI SANDOR	Romania	Centru	OZUN	tatrangi.ro
E10285253	Avrasya Enstitüsü Aragtirma ve Geligtirme Limited Sirketi	Türkiye	Bursa	BURSA	eurasia vision.eu
E10010275	Obchodni akademie S.r.o.	Czech Republic	Močavskoslezskv kraj	Karvina-Hrar	obaka-karvina.cz



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Evidence from the Field: Student Mobility in Czech Republic

Measurable impact of AI in education

Several key activities were conducted under the ATHENA Erasmus+ project, combining both **online** and **physical events** to promote the use of Artificial Intelligence (AI) for social inclusion and civic engagement. These included thematic webinars, Ltta in Greece, and in Türkiye, creation of lesson content & curriculum, model of United Nations & Model of European Union simulations among students, creating an AI documentary and organizing an international mobility of pupils hosted in the Czech Republic.

Mobility of pupils in Czech Republic

From **January 20 to January 24, 2025**, a pupil mobility activity took place in the Czech Republic in Karviná within the framework of the ATHENA Erasmus+ project. The event gathered student participants from five partner countries: Greece, Hungary, Romania, Turkey, and the Czech Republic. The aim was to foster intercultural understanding, collaboration, and the exchange of good practices related to the project's objectives.

Greece was represented by two institutions: *1st Primary School of Gorgopotamos* and *Directorate of Primary Education of Fthiotida*. They brought a total of 7 students aged 12 and 5 teachers.

Hungary was represented by *Bercsényi Miklós Általános Iskola*, with 4 students aged 13 and 3 teachers.

Romania participated through *Școala Gimnazială "Tat Rangi Sandor"*, sending 4 students aged 13 and 2 teachers.



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Evidence from the Field : Student Mobility in Czech Republic

Türkiye was represented by Avrasya Enstitüsü Araştırma ve Geliştirme Limited Şirketi, with 2 students aged 17 and 1 teacher.

Czech Republic hosted the mobility through Obchodní akademie s.r.o. The host institution involved 7 students aged 16–18 and 2 teachers, who coordinated the programme, organized local visits, and ensured smooth logistical arrangements. All participants engaged in the same activities throughout the week, but sometimes they were divided into two mixed international groups to encourage collaboration and interaction between different nationalities. This arrangement ensured that younger and older students could work side by side, with older participants often supporting younger peers during more challenging tasks. The programme combined interactive workshops, cultural visits, and collaborative projects. Core activities included practical sessions on AI tools for inclusive education, team-building exercises, group discussions, and creative presentations. Cultural exchange played a significant role, with each national team preparing short introductions about their home country, traditions, and school life.

Teachers were actively involved not only in supervising and supporting their groups but also in participating in the learning activities, which provided them with valuable opportunities for professional exchange and the sharing of teaching practices. The joint involvement of students and teachers in the same programme helped strengthen the community spirit and foster mutual respect.



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The mobility successfully achieved its goals of promoting cross-cultural dialogue, enhancing digital and social competences, and building strong connections between participants. The structure of mixed groups and shared experiences ensured that everyone could contribute equally, regardless of their age or background.

Country	Institution	Students	Age range	Teachers	Total participant
Greece	1 dhmotiko sxoleio	4	12	2	6
Greece	Directorate of Primary Education	3	12	3	6
Hungary	Bercsényi Miklós Általános	4	13	3	7
Romania	Scoala Gimnazială	4	13	2	6
Turkey	Avrasya Enstitüsü Araştırma ve	2	17	1	3
Czech Republic	Obchodní Akademie	7	16-18	2	9
TOTAL		24	12- 18	13	37

The table above provides a detailed breakdown of participants by school, country, age group, and role, clearly illustrating the diverse composition of the mobility and the balanced representation of both students and teachers across all partner institutions.



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Evidence from the Field: MUN and MEU Camps & Student Perspectives on ethical concerns about AI

Within the scope of our Erasmus Plus Project Athena, all project partners organized two camps, each of which were three days long and involved the participation of 30 native students and 30 non-native students. In each camp, with the guidance of teachers, a model EU and a model UN were created. Participants discussed the ethical use and development of AI. The main aim was to increase students' critical thinking, decision making, civic engagement, general knowledge as well as active citizenship and communication skills. Likewise, according to our online surveys conducted both before and after the camps reveal the following data:

Students expressed strong ethical concerns about the rapid growth of artificial intelligence. Several worried about the spread of misinformation, warning that AI could create “fake profiles, pictures or news” and that it “can be used in bad ways, like hacking.” Others reflected on the limitations of current systems, stressing that “even the most advanced large language models are prone to producing false or illogical information... relying on statistical patterns rather than true reasoning.” Privacy and accountability were also seen as major issues. One student cautioned about “misuse of AI in scams or fake news, and lack of transparency in how AI works,”

Concerns also extended to the impact on work and society. Some students feared that “if not controlled, it could replace humans in some fields and do everything for us which could result in extinction of humankind,” while others underlined the simple but powerful reminder that “AI might make mistakes.” Fairness and bias were highlighted repeatedly, with students observing that “AI [is] making biased decisions” and that it “can discriminate or exclude some groups if the data is not fair.”

Together, these statements reveal that young people are acutely aware of the dangers posed by AI if left unchecked. Their concerns focus not only on technological risks but also on social consequences, reflecting a clear call for policymakers, educators, and governments to ensure that AI develops in a way that is transparent, accountable, and fair.



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Evidence from the Field :AI Documentary

Project consortium created an engaging documentary on the following topics with narration by the experts:

What is AI?

How it Works?

What AI Includes?

What is Social Inclusion?

How can I be Used for Social Inclusion?

How AI can be Used for Civic Engagement and Social Inclusion of Migrant Students
How can AI Assist Disadvantaged Students?

How can Teachers Use AI?

Can you Evaluate the preparation of Course Material with the help of AI, in terms of teacher, student and social inclusion?

3 Useful AI tools: SONGR.AI NOLEJ.IO GAMMA.APP

We have a strong belief in that the documentary will help students and teachers better understand the technical, ethical, and legal sides of AI. Additionally, it aims to spark meaningful conversations between native and non-native communities, building bridges through education.

The documentary can be accessed via the following link:
<https://youtu.be/JOU4r4I9CtI?si=19ULRmU6r4MjmmCb>



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Evidence from the Field : LTTA in Greece

The seminar on Artificial Intelligence and Inclusive Education was successfully organized in Lamia, Greece, from 13th to 17th May 2024, hosted at the Samaras Hotel conference hall. The five-day program combined lectures, workshops, cultural visits, and networking opportunities, attracting significant participation and engagement. Within the scope of this activity, international teams composed of school teachers, professors, and instructors found an opportunity to participate in. Throughout this learning teaching training activities (Itta) Lamia, participants increased their skills on the topic of integrating AI to their lessons, networking with other colleagues and critically approaching to ethical usage of AI and social inclusion perspectives.

Evidence from the Field : Learning Teaching Training Activities in Türkiye

Throughout our LTTA, WP3's curriculums, lesson plans have been discussed in details. Practical teaching sessions took place by partner organizations in the form of interactive presentations. Additionally, speakers gave informative exercise on the topic of : "Growing digital leaders" and made presentations about Social inclusion.



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Athena Curriculum & Contents

In the end of this collaborative endeavour, lesson contents compiled in an e-book. This is the outcome of months of dedicated work by teachers, youth workers, curriculum developers, and students. Each chapter reflects how AI can be used not just as a technological tool, but as a means to inspire empathy, creativity, fairness, and civic responsibility. We have a strong belief in, at the end of the publication, readers will also gain a deeper understanding of how AI can be used to promote inclusive values in diverse learning environments besides our lesson-based insights (ethics, geography, health and citizenship). Hence, this is an open call for educators, students and policymakers to explore this compilation and join us in shaping a future where AI serves all people—fairly, ethically, and inclusively.

The book covers the following topics:

- 1-AI FOR SOCIAL INCLUSION, CIVIC ENGAGEMENT, AND EQUALITY
- 2-LEGAL AND ETHICAL DIMENSIONS OF AI
- 3-LANGUAGE, LITERACY, AND COMMUNICATION THROUGH AI
- 4-THEME 4: EDUCATION, HEALTH, AND WELL-BEING
- 5-AI IN GEOGRAPHY, ECONOMICS, AND ENTREPRENEURSHIP
- 6-AI, FAIRNESS, AND CRITICAL THINKING
- 7-INTERCULTURAL EXCHANGE AND CREATIVE EXPRESSION

For more information and free access to online book:

Partners from Czech Republic should insert the Project website here and in every other languages.



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Evidence from the Field (Webinar& Seminars)

The Athena Project webinars were part of the WP2, where each project partner was tasked with organizing 3 hours long webinar for informing audience on the topics of using.

Format of Webinars:

- Most webinars were approximately 1-3 hours long, with some countries conducting multiple sessions.
- Webinars included practical demonstrations of AI tools (e.g., ChatGPT, Canva, Redmenta, Magic School).

Profile of Participants:

- Predominantly educators (teachers, STEM specialists, school staff), often accompanied by parents, students, or other stakeholders.
- Focus on involving diverse socio-economic and cultural backgrounds, especially vulnerable groups.

Platforms:

- Webinars were hosted via Zoom, Google Meets or similar platforms, with recordings available on YouTube for broader access.
- Accessibility was enhanced with subtitles and recordings.

Feedback and Evaluation:

- High levels of satisfaction reported across countries, with most participants feeling sufficiently informed and engaged.

Interactive elements like Q&A sessions were frequently used, with positive responses about engagement.

All webinars are available on the Athena Project YouTube channel with English subtitles for broader accessibility:

<https://youtube.com/channel/UCgoCVOD-hhCvJVwrheELs1A?si=Jmm8YCKFQfNL3Jsx>

Throughout this journey, project consortium had a better chance to analyze usage of AI insocial inclusion both in local and the EU level. From this page onwards, those findings will be ellaborated further.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Identified Local Challenges in Using AI for Inclusion Türkiye:

Situation of AI for Social Inclusion in Türkiye

1. Accessibility in the case of Deaf and Hard-of-Hearing Communities

Turkish sign Language's accessibility plays important role in promoting social inclusion through AI. In Türkiye specific case, there is BosphorusSign22k, a dataset which provides more than 22000 sign videos ranging from the finance to health, presented by six native signers. The dataset is one of the cornerstones for AI in the domain of deaf and hard-of-hearing communities. (Özdemir et al., 2020). Likewise, SignForDeaf system translates written Turkish into sign language videos via the NLP. This enables real time access for users by preserving grammatical structure. (Nafath, 2024) Digital exclusion is at direct target of this technology, it is providing a solution to exclusion through integrating AI powered sign language translation to PDF and Word platforms.

2. Health, Refugee Mobility and Integration

Around one million Türk Telekom subscribers in 2017 were analyzed via the anonymized mobile phone call details records provided by Data for Refugees (D4R) Challenge. This helped analyzing the Syrian mobility and access to services in Türkiye (Salah et al., 2018). Data retrieved from here reveals that AI is helpful in terms of analyzing social mixing dynamics & public health and integration policy by taking social mixing Dynamics and movement patterns. (Joint Data Center, 2023)



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Country Specific Situations on the topic of using AI for social inclusion purposes

3. Governance, Fairness, and Public Administration

Via the algorithmic audit, transparency and redress mechanisms under institutional AI frameworks for governing, AI in Turkish public administration can promote equity in public service delivery, mitigate bias in recruitment and welfare distribution (Telsaç & Arı, 2025).

Participatory value-sensitive design models addressing the needs of marginalized communities embedding diversity, inclusion and equality are also complementary elements to this (Özbilgin et al., 2025).

4. Addression of Algorithmic Bias and Fairness

Bias may occur & arise out of data representation, organizational context, algorithmic design. This is a probable risk unless an action to intentionally mitigate the risk. Hence, multi-level awareness interventions should exist (Ferrara, 2023; Springer policy, 2024).

Impact and Strengths

Systems like SignForDeaf, BosphorusSign22k with AI support, enhances hard-of-hearing and/ or deaf Turkish citizens' linguistic access and hence reduces communication barriers in multiple areas like government services, healthcare and education. Additionally, refugee mobility analysis provides policymakers data-driven information on inclusion-focused education, urban planning policies and public health.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Hence, without adequate sustainable investment both on Professional development and hardware AI would be risking to reinforce rather than reducing inequalities according to Saritiken (2024). There is strong demand for clearer regulatory governance and formal training in Türkiye's healthcare sectors such as oncology. Especially with regard to ethical concerns in terms of algorithmic transparency, patient privacy etc(BMC Medical Ethics, 2025). Institutional wise even university initiatives & AI centers in Türkiye at institutions like Boğaziçi, Bilkent and ODTÜ, encounter constraints in resource , scope of the collaboration and industry-aligned curricula. Hence, this hinders their capacity to produce competitive workforce and/or research to adress complex social inclusion problems. (One AI News Europa, 2024; LinkedIn piece by Korkmaz, 2024). Algorithmic & cultural bias are among critical obstacles. This is usually valid in models in English or Turkish media which sometimes fail to capture minority representation & cultural differences. The situation leads to exclusion in applications like hate-speech detection and generative image systems (Güven et al., 2025; Kaya, 2024). All in all, if algorithmic bias will not be checked, it is highly probable that systemic xenophobia, anti-minority sentiment in society endangers fostering inequity through AI tools.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Identified Local Challenges in Using AI for Inclusion

Romania:

Romanian society's trust in AI technology depends in part on how transparently and ethically state and corporate actors use it. Data security, personal data protection and algorithm transparency are key issues. It is also important to treat AI not only as a technical tool, but also as a social phenomenon – that is, to take into account the cultural, social and economic context in which it is embedded.

In conclusion, Romania is at an important transitional stage in terms of the social adoption of artificial intelligence. The opportunities are there, but unequal access, the educational and digital divide, and the lack of social trust remain challenges. Making technological progress accessible and understandable to all segments of society, and putting AI at the service of the common good, will be key for the future.

The adoption of artificial intelligence (AI) in Romanian society faces several complex challenges – technological, economic, social and ethical. Here are the main challenges in detail:

1. Digital divide and unequal access

- Urban vs. rural areas: In more developed urban areas, it is much easier to access AI-based services (education, healthcare, e-government), while rural areas often lack infrastructure (internet, devices).
- Social inequalities: Low-income households have more difficulty accessing AI-enabled devices, such as smartphones or computers.

2. Lack of digital and technological literacy

- Many people, especially older generations and less educated groups, do not understand how AI works, which creates fear and distrust.
- Some teachers and public employees are not prepared to use AI-based tools, so implementation in education and public administration may be hampered.



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Country Specific Situations on the topic of using AI for social inclusion purposes

3. Educational system lags

- The education of AI technologies is still in its infancy, especially at the secondary school level.
- There are few teaching materials that would truly help students and teachers understand the functioning and ethical issues of artificial intelligence in a modern way.
- Although AI training is appearing in universities, few students specialize in this field – partly due to the uncertainty of future job opportunities.

4. Labor market challenges

- Due to the spread of automation and AI, some jobs (e.g. administrative, warehousing, simpler service tasks) may disappear.
- New jobs often require specific digital and programming skills that the current workforce does not necessarily have.
- There is no comprehensive national strategy for retraining and professional development related to AI.



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Country Specific Situations on the topic of using AI for social inclusion purposes

5. Ethical, privacy and legal issues

- People are often concerned about how AI systems handle their personal data.
- There is currently no fully developed legal framework in Romania that would regulate the use of AI, especially in the private sector.
- There is an increasing risk that algorithmic decisions will affect people's lives in a discriminatory way (e.g. credit assessments, job interviews).

6. Lack of trust and misinformation

- Disinformation about artificial intelligence (for example, "AI will destroy humanity") undermines acceptance.
- There is a lack of transparent and understandable communication about the goals, functioning and social benefits of AI.

7. State and institutional slowness

- Public administration is often too slow to respond to technological changes and is unable to quickly adapt AI-based solutions.
- Many offices still use paper-based administration, while other countries are already using digital AI assistants for customer service.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Identified Local Challenges in Using AI for Inclusion

Hungary:

Hungary, like many European countries, is in the early stages of systematically integrating artificial intelligence (AI) into public education. While there are pockets of innovation, there are also numerous barriers—both structural and cultural—that limit the effective use of AI for social inclusion. These challenges were echoed in the Athena webinars and other Erasmus+ activities conducted under the project.

1. Limited Teacher Training in AI and Inclusion

The most frequently mentioned challenge is the lack of structured, ongoing professional development for teachers on AI tools and their inclusive potential. While some educators are self-taught and curious, many report a lack of confidence in selecting or applying AI responsibly in diverse classrooms. Additionally, there is minimal training on how AI can specifically support migrant students, neurodivergent learners, or students facing socio-economic disadvantages.



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Country Specific Situations on the topic of using AI for social inclusion purposes

2. Digital Inequality Between Schools and Regions

Schools in rural or lower-income areas often struggle to access basic ICT infrastructure, let alone experiment with cutting-edge AI tools. This creates a digital divide that mirrors existing inequalities and makes inclusion through AI especially difficult. For schools that serve large numbers of immigrant students or disadvantaged populations, the absence of up-to-date technology can further isolate students.

3. Language and Cultural Bias in Digital Tools

A significant barrier in using AI tools for inclusion is the lack of Hungarian-language content or culturally relevant datasets. Many AI platforms (e.g. ChatGPT, image generators, quiz creators) are not designed with minority languages or regional dialects in mind. This results in language exclusion or difficulty in applying global tools in Hungarian classrooms without additional translation or adaptation.

4. Ethical and Data Privacy Concerns

Teachers and administrators expressed concerns about the data privacy implications of using AI tools in schools, especially those that require login or involve student-generated data. This is particularly sensitive in the case of migrant and refugee students, who may have additional privacy vulnerabilities. There is limited local guidance on how to get or ethically implement these tools.



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Country Specific Situations on the topic of using AI for social inclusion purposes

5. Administrative Resistance and Lack of Clear Policy

Many Hungarian schools operate in highly structured, exam-driven environments, where innovation is discouraged unless directly mandated. Without top-down encouragement or policy incentives, school leaders may be reluctant to adopt AI initiatives—especially those framed around inclusion or “soft skills,” which may be perceived as non-essential. This resistance can suppress grassroots enthusiasm.

6. Public Mistrust and Misconceptions

Public understanding of AI remains limited. In some communities, parents are wary of new technologies, associating AI with surveillance, loss of jobs, or cultural erosion. These fears—though not always grounded—can become a barrier when schools attempt to launch new programs that use AI with immigrant or disadvantaged groups. Clear, transparent communication is essential to overcoming these hurdles.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Identified Local Challenges in Using AI for Inclusion

Greece:

In Greece, the integration of Artificial Intelligence (AI) into education is at an early but expanding stage. While AI offers strong potential for advancing inclusive education, several localized challenges hinder its effective implementation for social inclusion.

One major challenge is the digital infrastructure gap. Many public schools—especially in rural and marginalized urban areas—lack access to high-speed internet, modern computer equipment, and the necessary technical support for implementing AI tools effectively. This digital divide disproportionately affects students from low-income families, Roma communities, and refugee populations, limiting their exposure to emerging technologies.

A second key issue is the limited digital literacy and AI training among educators. While some initiatives exist, the majority of teachers report minimal exposure to AI-driven educational platforms. Many express uncertainty about how to ethically and effectively integrate AI into lesson plans—especially for diverse classrooms with varying linguistic and cultural needs. Teachers also lack access to continuous professional development focused specifically on AI for inclusive pedagogies.



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Another barrier is language accessibility. Despite improvements, many AI-powered educational platforms are not fully localized for Greek, let alone for multilingual support that would benefit refugee or migrant students. This often places additional burden on educators to translate content or provide supplementary explanations manually, thereby limiting the scalability of AI-based solutions.

Privacy concerns also remain a significant barrier. Greek parents and educators express apprehension about the use of student data by AI platforms. The General Data Protection Regulation (GDPR) offers a legal framework, but there is limited understanding of how AI companies comply with it at the classroom level. This uncertainty leads to reluctance in adopting AI tools that are not locally validated or endorsed by the Ministry of Education.

Finally, institutional coordination is fragmented. There is no cohesive national strategy for AI in inclusive education, and local school authorities often operate independently without unified guidance or shared resources. This leads to unequal implementation and missed opportunities for collaboration between schools, municipalities, NGOs, and technology providers.

In sum, the challenges include infrastructure disparities, insufficient teacher training, limited language support, data privacy concerns, and institutional fragmentation. Addressing these issues requires targeted, local-level interventions informed by the lived experiences of educators, students, and families.



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Country Specific Situations on the topic of using AI for social inclusion purposes

The integration of Artificial Intelligence (AI) in education, particularly for promoting inclusion among marginalized groups such as refugee and migrant students, holds substantial promise. However, implementation within the Greek context—especially in rural and mixed-community schools—has revealed a series of systemic and practical challenges that must be addressed for AI to serve as an effective inclusion tool.

A major concern remains uneven access to digital devices and stable internet connectivity, particularly among refugee families residing in temporary shelters, camps, or economically disadvantaged urban districts. Several schools participating in the project reported that although AI tools were introduced in classrooms, many refugee students were unable to continue learning at home due to the lack of basic digital infrastructure. In some cases, students relied on a single mobile phone shared among multiple family members.

Another significant challenge is the low level of digital literacy among both educators and parents. Teachers often lack the training and time to fully explore or personalize AI applications, while parents—especially those from non-EU countries—often struggle to support their children's digital learning at home. This digital divide not only hinders access but can also reinforce pre-existing educational inequalities.

There is also limited teacher training focused on the ethical, safe, and pedagogically sound use of AI. While some teachers are enthusiastic about innovation, many express concerns about student data privacy, algorithmic bias, and over-reliance on AI-based learning platforms. Without national-level policy support or continuous professional development, many teachers operate without clear ethical guidelines.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Moreover, language and cultural mismatches further reduce the efficacy of AI tools. Many platforms are optimized for native speakers or for mainstream educational contexts, offering limited linguistic or cultural adaptability. Refugee and migrant students, many of whom speak Arabic, Farsi, Urdu, or Kurdish, are underserved by AI tools that lack support for their native languages.

Additional challenges identified include the lack of structured inclusion strategies in school development plans, inadequate support staff (e.g., intercultural mediators), and underfunded IT departments unable to maintain or troubleshoot AI tools. Without a coordinated effort between schools, local authorities, and community stakeholders, AI cannot reach its full inclusive potential.

To summarize, the local challenges include:

- Infrastructural inequality in refugee and rural communities
- Insufficient digital and AI training for educators
- Cultural and language barriers in AI platform design
- Absence of ethical and pedagogical guidance
- Lack of cross-sector coordination in implementation



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Country Specific Situations on the topic of using AI for social inclusion purposes

Identified Local Challenges in Using AI for Inclusion Czech Republic

In Czech Republic, the integration of Artificial Intelligence (AI) into education, particularly for the purpose of promoting social inclusion, presents both opportunities and significant challenges. Based on the experiences gained from the ATHENA project activities, including international mobility and a series of webinars, several local factors have been identified that influence the implementation and effectiveness of AI tools in schools.

One of the primary challenges is the uneven level of digital infrastructure among schools. While some institutions are well-equipped with modern devices, high-speed internet, and access to licensed educational software, others operate with outdated hardware, limited connectivity, and insufficient technical support. This disparity creates unequal opportunities for students to access AI-based resources, especially in smaller towns and rural areas. The lack of stable internet connection or functional computers can significantly hinder the implementation of AI-powered learning activities.



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Country Specific Situations on the topic of using AI for social inclusion purposes

There are also concerns about data privacy and ethics. Teachers, parents, and school leaders are often cautious about introducing AI tools that require the processing of personal data. Questions about GDPR compliance, data storage, and the ethical use of AI outputs are frequently raised. This caution, while justified, can slow down experimentation and adoption.

A further challenge is the lack of localized AI tools adapted to the Czech curriculum and cultural context. Most popular AI solutions are developed internationally and may not fully align with national education standards, assessment methods, or specific subject requirements. Customization for local needs is often technically possible but requires resources and expertise that schools may not have.

Finally, there is the issue of student readiness and motivation. While younger generations are generally comfortable with technology, they do not automatically possess the skills to use AI critically and responsibly. Some students approach AI as a shortcut rather than a learning aid, raising concerns about academic integrity and over-reliance on automated solutions.

In summary, the main challenges in using AI for inclusion in the Czech Republic can be grouped into six areas: disparities in digital infrastructure, variability in teacher competence, language barriers, limited awareness of inclusive applications, data privacy and ethical concerns, lack of localized tools, and student readiness. Addressing these issues will require coordinated action at multiple levels – from policy and funding decisions to teacher training and community engagement.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Another notable issue is variability in digital competence among teachers. Many educators are highly motivated to use modern technologies, but their level of training in AI-related tools varies widely. Some have already incorporated AI applications for lesson preparation, differentiation, and student engagement, while others are only at the beginning of this process, facing a steep learning curve. This is often compounded by the absence of systematic training opportunities and limited time for professional development within the school schedule.

The language barrier also plays a role. Much of the available AI content, documentation, and user interfaces are in English or other major world languages, which can limit accessibility for both teachers and students with lower foreign language proficiency. Although some AI platforms offer translation functions, the quality is inconsistent, and complex educational terminology can be lost or distorted.

From a pedagogical standpoint, there is still limited awareness of AI's potential for inclusion. While the concept of inclusion is well-established in the Czech educational framework, the link between AI tools and inclusive practices is not always clear to educators. For example, AI can support students with learning difficulties through speech-to-text, text-to-speech, or adaptive learning platforms, but many teachers are unaware of these possibilities or unsure how to integrate them into their lessons effectively.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Proposed Local Policy Actions:

Türkiye:

Türkiye should give more weight on equipping centers with AI like Science and Art Centers (BİLSEM) as they can contribute to AI integration to education (Savaş, 2021). Additionally, implementing AI-equipped workshops specified accordingly to the needs of low-income student & refugee populations.

Local governments might strengthen their evaluations for bias mitigation, transparency and fairness and make sure AI algorithms will be contributing to inclusion rather than enlarging the gap

Usage of AI driven support programs to allocate social services like scholarships, accessibility services, after-school programs to make the process more fair and inclusive.

Government can provide social and educational support services especially in education as well as making sure that they will be ethically informed and culturally sensitive.

Preschool educators in Türkiye express a need for AI literacy, training, and assurance about safety and privacy before adopting AI tools in early childhood settings (Kölemen et.al, 2025). Local authorities can pilot safe and developmentally appropriate AI applications in early education, accompanied by teacher training and privacy safeguards.



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Country Specific Situations on the topic of using AI for social inclusion purposes

Proposed Local Policy Actions:

Romania:

In the coming period, artificial intelligence may not be just a privilege of big cities – rural, traditional communities can also benefit from it, if there is openness, support and long-term thinking. The goal is not for machines to replace people, but for them to help us – in agriculture, zootechnics in schools, in homes and in local administrations.

Here are some local policy actions that facilitate the use of AI in the community:

- Creating community Wi-Fi zones, developing mobile transmission towers, building an optical network financed from EU funds for rural development.
- Local educational programs, training through retirement clubs, involving young volunteers as "digital ambassadors" in teaching.
- Transparent communication, public forums, simple and understandable presentation of data protection guarantees. Building partnerships with technology suppliers.
- EU rural development applications (e.g. CAP, Horizon Europe, Interreg), joint procurement, launching pilot projects with universities and startups, which the municipality can gradually expand.
- Preference for bilingual (Romanian-Hungarian) software, support for open source, localizable applications, and involvement of local translators and teachers in the localization of content.
- Community planning – all developments should be preceded by public consultation and testing. It is worth establishing a local "digital council" consisting of residents, teachers, farmers and entrepreneurs of the village, who will give their opinion on technological directions.
- Local authorities should support AI applications in the development of transport, public services and urban infrastructure. For example, introducing smart transport systems that optimize traffic or developing energy management systems.



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Policy Recommendations Input

- Local authorities should organize campaigns showcasing the benefits and applications of AI to reduce misconceptions and fears.
- Defining data protection rules and ethical frameworks ensures that the use of artificial intelligence does not violate citizens' rights and ensures transparency and fairness in decision-making.

Proposed Local Policy Actions:

Hungary:

A. Develop a Regional Strategy for Inclusive AI in Education

- Local education authorities should work with ministries to develop a region-specific framework that outlines how AI can support equity goals. This could include:

Training modules on AI ethics, bias, and accessibility.

Partnerships with NGOs or universities to co-create tools in Hungarian.

Pilot programs that trial inclusive AI curricula in diverse schools.

B. Provide Targeted Funding for Underserved Schools

- Special grants should be made available for schools in rural or disadvantaged areas to acquire:

Devices (e.g., tablets, laptops).

Teacher subscriptions to AI tools (e.g., Canva Pro, Magic School).

Access to translation/adaptation services for global AI tools.

This would ensure that inclusion through AI is not limited to privileged schools.



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Policy Recommendations Input

C. Establish a Local Digital Inclusion Mentorship Network

- Municipalities or school districts could set up a mentorship program in which tech-skilled teachers mentor others in their region. These mentors could help:
 - Demonstrate classroom applications.
 - Share ethical and privacy considerations.
 - Assist with lesson adaptation for students with different language or learning needs.
- This peer-led model can build capacity without overburdening individual schools.

D. Promote Culturally Relevant AI Content in Hungarian

- Local authorities should partner with national AI developers to:
 - Support creation of open-source, multilingual learning tools.
 - Localize or translate existing platforms.
 - Embed local culture and migrant narratives into AI datasets or applications.
- This ensures cultural inclusion and representation, not just technical access.

E. Organise Parent & Community Awareness Workshops

- Given the public uncertainty about AI, local councils and schools should co-host public sessions that:
 - Explain how AI is used responsibly in schools.
 - Show how it can support personalised and inclusive learning.
 - Answer questions about data security and fairness.
- Involving parents—especially from migrant communities—can strengthen trust and collaboration.

F. Encourage Innovation through Local AI Inclusion Awards

- Create an annual “AI for Inclusion” award for schools, teachers, or students who creatively use AI to foster belonging or accessibility. This type of recognition motivates bottom-up innovation and highlights local success stories.



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Policy Recommendations Input

Proposed Local Policy Actions

Greece:

- **Establish Local AI Resource Hubs for Schools**

Municipal education departments could create regional "AI Learning Hubs" equipped with multilingual AI tools, hardware, and tech support. These hubs could serve as training centers for teachers and pilot spaces for inclusive AI applications. Collaborations with universities or tech companies would enhance the quality and relevance of resources.

- **Launch Municipal Teacher Training Programs on AI for Inclusion**

Designing modular, accredited training for educators is vital. Local authorities, in partnership with universities or NGOs, could offer workshops focusing on the pedagogical use of AI, ethical considerations, and how to adapt AI for multilingual, refugee, or neurodiverse learners. A "train-the-trainer" model could ensure scalability across districts.

- **Co-create Inclusive AI Tools with Community Input**

Municipalities and schools should actively involve students, parents (especially from marginalized communities), and teachers in the design and evaluation of AI tools. Community-driven co-creation not only increases tool relevance but also builds trust and user ownership



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Policy Recommendations Input

- **Implement Transparent AI Privacy Policies at the School Level**

Local authorities must work with schools to develop simplified, visual data privacy guidelines. These should be accessible in multiple languages and clearly explain how AI tools collect, store, and use data. Parents should receive regular updates and have access to opt-in/opt-out mechanisms.

- **Promote Student-Led AI & STEM Projects for Inclusion**

Schools could organize inclusive AI/STEM camps or hackathons where students from diverse backgrounds collaborate to solve real-world problems. These projects foster peer learning, empathy, and civic engagement. Local businesses and NGOs could offer mentorship and sponsor student innovations.

- **Integrate AI in Language and Cultural Orientation Programs**

AI-powered translation, speech-to-text, and digital storytelling platforms should be embedded in newcomer support programs. These tools can help refugee and migrant students bridge language gaps and engage with curriculum content while developing digital literacy.



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Policy Recommendations Input

Proposed Local Policy Actions

Czech Republic:

1. Strengthening Digital Infrastructure

The first and most fundamental step is to ensure equal access to reliable digital infrastructure across all schools, regardless of their geographical location. This involves targeted funding for upgrading hardware, ensuring high-speed internet connectivity, and establishing technical support systems at the regional level. Public funding programmes, possibly co-financed by European structural funds, should prioritise schools in rural and disadvantaged areas to close the existing digital gap.

2. National AI Training Programme for Teachers

To bridge the gap in digital competence among educators, a national training programme focused specifically on AI in education should be developed. This programme should include online and in-person modules, offering flexible learning paths from beginner to advanced levels. Training should cover both the technical operation of AI tools and pedagogical strategies for integrating them into inclusive classroom practice. Incentives such as certification, career progression credits, or financial bonuses could encourage participation.



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Policy Recommendations Input

3. Development of Czech-Language AI Resources

Localisation of AI tools is essential for ensuring accessibility. Policy should support the creation or adaptation of AI-powered platforms in the Czech language, fully aligned with the national curriculum. Collaboration between the Ministry of Education, local universities, and private technology companies could result in tools that are not only linguistically accessible but also culturally relevant and legally compliant with GDPR.

4. Clear Ethical and Legal Guidelines

Schools require clear, practical guidelines on the ethical and lawful use of AI, particularly concerning data protection and student privacy. These guidelines should be developed at the national level and disseminated in a user-friendly format. Training sessions on GDPR compliance in the context of AI should be mandatory for school leaders and ICT coordinators. Additionally, policies should address the responsible use of AI-generated content to maintain academic integrity.

5. Awareness Campaigns on Inclusive AI Practices

Raising awareness about the potential of AI to support students with diverse needs is crucial. Campaigns should showcase examples of how AI can facilitate learning for students with disabilities, language barriers, or other disadvantages. Demonstration projects could be run in pilot schools, with results shared publicly to inspire wider adoption.



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Policy Recommendations Input

6. Student Digital Literacy and Critical Thinking Education

Policy should ensure that AI literacy is incorporated into the national curriculum, not only in ICT subjects but across disciplines. Students should learn how AI works, its benefits and risks, and how to use it ethically and responsibly. This will help prevent misuse and foster informed, critical engagement with technology.

7. Support for School-to-School Collaboration

Encouraging partnerships between schools with varying levels of AI expertise can accelerate capacity building. Policy can incentivise such cooperation through grants for joint projects, teacher exchanges, and peer mentoring systems.

8. Continuous Monitoring and Evaluation

A national monitoring framework should be established to evaluate the impact of AI use in schools on student inclusion and learning outcomes. Data from surveys, case studies, and pilot programmes should inform ongoing adjustments to policy and practice.

In conclusion, implementing these policy actions will require cooperation between government bodies, educational institutions, technology providers, and the wider community. By focusing on infrastructure, professional development, localisation, ethics, awareness, student literacy, collaboration, and monitoring, the Czech education system can create an environment where AI contributes meaningfully to inclusion and equal opportunities for all learners.



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Policy Recommendations Input

Successful Local Practices or Models Observed

Türkiye:

1.Data for Refugees (D4R) Project is one of the successful models and local practices of Türkiye with its innovative approach to data acquisition. In that regard, the application retrieves data from mobile phones with collaboration of Türk Telekom, in order to evaluate Syrian refugees across Türkiye. The findings helped government to detect how refugee populations access healthcare and education services(Salah et al., 2018).

2- SignforDeaf and BosphorusSign22k are examples of some datasets that enable targets the eliminating communication gaps and to promote the inclusion of the death community.

3- Some AI powered applications namely, KADES, EBA Assistant, UYUMA are developed in order to help citizen access to social protection and access to services mechanism. To specify KADES is a mobile application for women who faces domestic violence, EBA assistant is a chatbot helping students on the national education platform whereas UYUMA is to report drug crimes anonymously.



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Policy Recommendations Input

Successful Local Practices or Models Observed

Romania:

Romanian society has recently discovered the benefits of AI. For some time now, attempts have been made to use AI to help citizens. This has led to the invention of projects, programs, and applications designed for this purpose. The following are some of them:

1. Smart Village initiatives: Digital communities in rural areas

More than 220 smart village projects are already underway in over 140 settlements, covering schools (distance learning, AI-based education), local governments (digital customer service), transportation, waste management, and agriculture.

AI-focused elements include:

- adaptive education,
- IoT-based waste collection,
- transport and security camera analysis,
- even irrigation control and smart street lighting.

Including our village in Smart Village means:

- Introduction of a digital library and distance learning in local schools,
- AI-based customer service at the mayor's office (chatbot, administrative assistance)
- IoT sensors for monitoring public areas or agricultural plots (e.g., sewage or water management).



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Policy Recommendations

Successful Local Practices or Models Observed

Hungary:

Despite the challenges, the Athena project webinars and broader Hungarian participation revealed encouraging examples of successful practices in using AI for inclusion in education.

1. Practical Classroom Integration of AI Tools

Teachers from the Hungarian Athena team demonstrated effective integration of tools like:

- Magic School for differentiated instruction and scaffolded lessons.
- Songr-AI to allow students to express emotions through culturally relevant music.
- MemeCam to engage digital-native learners in humorous, visual reflection on current events.

These tools were low-cost, accessible, and student-friendly, proving that even in tech-limited environments, AI can enhance student engagement and expression.

2. Inclusion-Focused Lesson Planning Using AI

One standout example was a collaborative history/language arts lesson, where AI was used to generate multilingual narratives of migration journeys. Students from both Hungarian and migrant backgrounds worked together to:

- Create short stories using AI writing prompts.
- Translate them using AI-based tools.
- Illustrate the stories in Canva for a class exhibition.

This approach promoted empathy, digital skills, and intercultural understanding.



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Policy Recommendations Input

3. Peer Learning as a Tool for Confidence Building

Teachers noted that migrant-background students, especially those fluent in digital tools, thrived when allowed to teach their peers. One Roma student created a tutorial on using Canva for poster design, later used by the whole class. These examples illustrate how student-led digital activities can be empowering for underrepresented voices.

4. High Engagement in Public Webinars

The three Hungarian webinars attracted nearly 150 participants from multiple sectors. The high interactivity, tool demonstrations, and expert panels showcased how online events can become platforms for community building and policy dialogue. 100% of participants in Webinars 1 and 3 felt they gained new, useful knowledge. Over 70% reported increased confidence discussing AI's role in inclusion. These events also sparked follow-up interest from local NGOs, school leaders, and parents—a model worth replicating elsewhere.

5. Linking AI to Everyday Life and Creativity

By focusing on real-life relevance—such as how AI is used in music, translation, and personalised learning paths—teachers made abstract concepts tangible. This not only improved learning outcomes but also made migrant students feel seen, represented, and relevant in the curriculum.



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Policy Recommendations Input

Successful Local Practices or Models Observed

Greece

Personalized Learning Platforms

In primary education, AI-powered personalized learning platforms have proven to be highly effective in supporting differentiated instruction. Tools such as Khan Academy Kids (with AI-driven recommendations), DreamBox for mathematics, and Duolingo for Schools adapt the learning pace and content to each student's unique needs. These platforms provide immediate feedback and tailored exercises, helping children progress without feeling overwhelmed or left behind. Teachers in several European classrooms observed that students who previously struggled with traditional approaches gained renewed confidence when lessons matched their abilities and personal interests. Beyond academic performance, students also developed stronger self-motivation because they felt more in control of their own learning journey.

AI & STEM Camps Organized by D.I.P.E. Fthiotida

In Lamia, the Directorate of Primary Education (D.I.P.E.) Fthiotida organized two thematic camps involving over 60 students—including refugee children and Roma students. These camps included robotics workshops, AI storytelling sessions, and multilingual learning tools. A standout feature was the focus on peer learning and empathy building, as students created multilingual robots to welcome newcomers. The initiative also engaged 12 teachers, contributing to their professional development in STEM and inclusive technology.

AI Translation Tools for Inclusive Classrooms

Some schools piloted the use of speech-to-text and real-time translation apps to support refugee and multilingual students. These tools significantly improved engagement in group discussions and made students feel more integrated in classroom life.



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Policy Recommendations Input

Use of AI in Special Education Settings

Educators in certain special education units have begun using AI visual tools to support neurodiverse learners in expressing emotions and building social narratives. Tools like visual AI storytelling have helped non-verbal students communicate more meaningfully.



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Policy Recommendations Input

Successful Local Practices or Models Observed

Czech Republic:

In Czech Republic, several promising practices have been observed in the use of Artificial Intelligence (AI) to promote inclusion in education. These practices, drawn from both the ATHENA project activities and existing local initiatives, demonstrate that effective AI integration is possible when technological solutions are combined with sound pedagogy and a strong focus on equality.

1. Project-Based Learning with AI Tools

During the recent international mobility hosted in the Czech Republic, mixed groups of students and teachers engaged in collaborative projects using AI applications for research, content creation, and presentation. Tools such as speech-to-text software, real-time translation services, and AI-assisted design platforms allowed participants of varying language abilities and learning styles to contribute equally. This model of integrating AI into project-based learning has proven effective in breaking down language and skill barriers, ensuring that all students can participate actively.

2. Teacher-Led Webinars on AI for Inclusion

A series of webinars organised under the ATHENA project showcased practical strategies for using AI to support diverse learners. These sessions, led by trained educators, highlighted accessible tools such as Microsoft Immersive Reader, Kurzweil 3000, and AI-powered captioning services. Feedback from participants indicated that seeing these tools demonstrated by fellow teachers, rather than technology specialists, increased their confidence to try them in their own classrooms. This peer-to-peer approach has been identified as a successful model for scaling AI competence in schools.



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Policy Recommendations Input

3. Use of AI for Accessibility in Daily Lessons

In several Czech schools, AI-powered accessibility features have been embedded into everyday teaching. Examples include automatic subtitles during lessons for students with hearing impairments, text-to-speech functions for students with reading difficulties, and adaptive learning platforms that personalise the pace and content based on individual progress. Teachers reported that these tools help maintain student engagement and reduce the stigma often associated with special support measures.

4. Cross-School Collaboration Networks

Partnerships between schools with different levels of digital readiness have created opportunities for knowledge transfer. Schools with strong ICT programmes have hosted workshops for partner institutions, demonstrating how AI can be used for inclusive education. This has led to a gradual improvement in AI adoption rates across the network. Such collaborations are often initiated by proactive school leaders and supported through regional education centres.

5. Integration of AI into Language Learning

AI-driven translation and language practice applications have been particularly beneficial in schools with a high proportion of students whose first language is not Czech. Real-time translation tools have enabled these students to follow lessons more easily and participate in discussions. Teachers have also used AI chatbots to create customised vocabulary exercises, helping non-native speakers improve their language skills at their own pace.



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Policy Recommendations Input

6. Student-Led Exploration of AI Applications

Some schools have introduced extracurricular clubs focused on AI, where students research and test new tools, then present their findings to peers and teachers. This approach not only builds technical skills but also fosters a sense of ownership and creativity. In several cases, students have identified AI solutions for accessibility that teachers later integrated into regular classes.

7. Documentation and Sharing of Good Practices

The recording and public sharing of webinars, as done in the ATHENA project, has extended the reach of training beyond immediate participants. By making these resources freely available online, other educators across the country can access practical guidance and replicate successful strategies in their own schools.

In summary, successful practices in the Czech context share common features: they are teacher-led, grounded in real classroom needs, and focused on enabling all students to participate fully in learning. They often combine international inspiration with local adaptation, ensuring that AI tools align with the national curriculum and language requirements. These models can serve as a foundation for broader policy initiatives aimed at integrating AI for inclusion on a national scale.



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The EU Specific Situations on the topic of using AI for social inclusion purposes

Policy Recommendations for EU-Level Policymakers: Key Challenges to Address at EU Level

- Algorithmic Bias and Opaqueness
- Inaccessible design & underrepresentation of disabled people in AI systems
- Lack of focus on broader level impacts of the AI
- Differance of national strategies in EU level across member states & fragmentations
- Unevenly distributed AI facilities exlcluding marginalized communities, rural & low-income areas.
- Risks of ethical risks and age limits of youth involvement to AI.
- Lack of enough substantial investment & governance
- The digital divide between rural and urban areas.
- Lack of practical and structured AI teaching materials for teachers within the EU.
- Social inequalities – particularly in rural Roma and other minority communities – may be further exacerbated if there is no targeted access to and training in AI technologies.



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Policy Recommendations Input

EU Specific Situations on the topic of using AI for social inclusion purposes

Proposed EU Policy Recommendations

Uneven Access to Digital Infrastructure and Tools

- Support for AI-inclusive digital infrastructure in rural areas

The European Commission should provide targeted support for infrastructure developments that specifically serve to improve AI readiness in rural schools.

This includes:

Fast and reliable internet (at least 100 Mbps speed in every classroom).

Provision of digital devices (laptops, smartboards, student tablets, VR/AR devices).

Sustainable maintenance support: establishment of a network of EU-based technical service centers.

- Ensure Equitable Access to AI Tools and Infrastructure

The EU should establish a dedicated funding line within Erasmus+ and Horizon Europe for AI infrastructure in disadvantaged regions, particularly rural areas.

2. Lack of Teacher Preparedness and Digital Pedagogical Training

- Targeting AI teacher training based on DigCompEdu

The integration of AI into education is inconceivable without well-trained teachers. Teacher training must play a key role in the EU strategy. Separate AI modules must be created within the Digital Competence Framework for Teachers (DigCompEdu).

Priority should be given to reaching and supporting bilingual teachers (e.g. Hungarian-Romanian). Partnerships between universities and training schools should be encouraged for mentoring and micro-training.

- Launch an EU-Wide “AI for Inclusion in Education” Programme

This programme would fund:

Teacher training in AI with a focus on inclusion and ethics

School pilots in underserved areas (especially with high migrant populations)

Digital resource creation in minority languages

Research into AI's impact on educational equity



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Policy Recommendations Input

- Establish EU Teacher Training Programs Focused on Inclusive AI
- The EU should invest in a pan-European teacher training initiative focused on AI for inclusion.
- Strengthen EU-wide AI Literacy and Teacher Training

3. Invisibility of Migrant, Minority, and Rural Voices in AI Development

- Integrate Inclusive AI Education into Erasmus+ Key Actions

Expand Erasmus+ project criteria to specifically support:

Transnational AI curriculum co-creation with a focus on migrant students

AI exchange programmes involving teachers, tech developers, and NGOs

Practical use of AI in tackling inclusion-related challenges (e.g. language gaps, learning differences)

- Create an EU-Level Grant Scheme for Inclusive AI Innovation

This would support:

Startups developing inclusive AI tools

Schools experimenting with new models of blended AI pedagogy

NGOs creating cross-cultural learning platforms

Prioritise grassroots innovation and public-private partnerships that amplify migrant and student voices.

- Fund Multilingual and Culturally Inclusive AI Tools

Dedicated funding should be provided through Erasmus+, Horizon Europe, and Digital Europe to support the development and localization of AI tools in multiple EU languages and minority dialects.

4. Absence of Policy Alignment Across Member States

- Creation of binding regulatory frameworks and strategy to implement to use AI for social inclusion purposes & ratify among member states.
- Aligning national strategies among members states toward usage of AI.



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Policy Recommendations Input

• **5. Limited Collaboration Between Sectors**

- Promote Cross-Sector Collaboration for Inclusive AI

The EU should facilitate partnerships between schools, universities, civil society organisations, and the private sector to co-create AI solutions tailored to educational needs.

6. Weak Data Ethics and Safeguarding Mechanisms

- Creation of EU-wide standardized & common definition of bias, fairness and inclusion and creation of a booklet to promote usage of AI on these matters.
- Mandate Ethical Standards for AI Tools Used in Schools

Update and enforce the EU AI Act to include:

Transparency on how data is used in educational platforms

Parental opt-in/opt-out for student-generated data

Inclusion standards (e.g. language support, cultural representation)

- Develop an EU-Wide Framework for Ethical and Inclusive AI in Education

The European Commission, in collaboration with the European Education Area and AI experts, should develop a common framework and standards for ethical, inclusive AI use in schools.

- Develop EU-Certified AI Tools for Education

7. Public Mistrust and Low Awareness

- Encourage Community Engagement and Awareness

8. Absence of a Youth-Centred Digital Inclusion Framework

- Promote Inclusive Innovation through EU Pilot Projects

EU institutions should fund innovation labs and school pilots focused on AI for inclusion.

9. Insufficient Participation from Civil Society and Students

- Create an EU-Level Grant Scheme for Inclusive AI Innovation
- This would support NGOs creating cross-cultural learning platforms and amplify migrant and student voices.
- Promote Cross-Sector Collaboration for Inclusive AI (includes civil society & student engagement).



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Policy Recommendations Input

10. Inconsistent Data Protection Measures for Minors

- Mandate Ethical Standards for AI Tools Used in Schools

Update and enforce the EU AI Act to include:

Transparency on how data is used in educational platforms

Parental opt-in/opt-out for student-generated data

11. Limited Coordination Between Education, Tech, and Social Services

- Promote Cross-Sector Collaboration for Inclusive AI

12. Lack of Inclusion-Focused AI Curricula

- Integrate Inclusive AI Education into Erasmus+ Key Actions
- Expand Erasmus+ project criteria to specifically support:

Transnational AI curriculum co-creation with a focus on migrant students

13. Risks of Bias, Misinformation, and Data Protection Issues

- Creation of EU-wide standardized & common definition of bias, fairness and inclusion and creation of a booklet to promote usage of AI on these matters.
- Develop an EU-Wide Framework for Ethical and Inclusive AI in Education
- Embed Inclusion Metrics into AI Monitoring

14. Rural Students' Limited Participation in Mobility due to Language Barriers and Lack of Information

- Fund Multilingual and Culturally Inclusive AI Tools
- Launch an EU-Wide "AI for Inclusion in Education" Programme (digital resource creation in minority languages).

15. Not Sufficiently Supporting Linguistic and Digital Mobility

- Integrate Inclusive AI Education into Erasmus+ Key Actions
- AI exchange programmes involving teachers, tech developers, and NGOs.



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Policy Recommendations Input

Collaboration Suggestions for EU Policymakers

Schools & Universities

- Through interdisciplinary research & AI curriculum designed by educational institutions where students can engage in discussions and interactive learning environment.
- University-School Mentorship Models: EU programs like Erasmus+ and Horizon Europe should fund partnerships where university students and researchers work directly with schools in rural areas. This could include co-teaching modules, providing AI ethics seminars, or guiding students in AI-driven research projects.
- Fund joint projects between teacher colleges and AI research labs. Let pre-service teachers experiment with inclusive AI tools, while researchers collect data on usability and equity impact.

Civil Society

- Participation of NGOs and advocacy groups that are especially representing marginalized communities should be prioritized.
- Civil society organisations, particularly those working with marginalised groups, can help adapt AI tools for specific inclusion goals, such as supporting refugee students or learners with disabilities.
- Civil society organizations (CSOs) are key to understanding the needs of marginalized communities. They can work with universities to design research and pilot programs that explore how AI tools can support vulnerable populations, e.g., through inclusive e-learning platforms, language translation tools, or adaptive technologies for people with disabilities.



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Policy Recommendations Input

Private Sector

- Third party audits should be adopted on the topic of technology companies' usage of AI and ethical appliances.
- Private sector partners must commit to ethical design standards, algorithmic transparency, and partnerships that benefit public education—not just commercial interests.
- The private sector, in turn, must invest in inclusive design, ethical AI, and fair recruitment processes. Policymakers should incentivize such collaboration through funding schemes, joint frameworks, and EU-wide campaigns.

Cross-Sector Platforms / Mechanisms

- Multi-stakeholder platforms for further engagement among academic, NGOs, business and government should be established.
- Joint Monitoring and Feedback Platforms: Create participatory evaluation systems where all stakeholders contribute to assessing the impact of AI tools.
- Youth Advisory Panels: Establish youth councils at both national and EU levels to consult on digital inclusion policy. Give young people, especially those with lived experience of migration, a voice in shaping the future of AI in education.
- EU-Level Coordination Mechanisms: A European AI in Education Forum could bring together representatives from all sectors to share knowledge, co-develop tools, and monitor the ethical deployment of AI.



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Main Takeaways from Türkiye:

How can AI be used to promote social inclusion, integration, and civic participation in education?

Through providing multilingual support instruction, inclusive content and personalized learning. With the aid of natural language processing (NLP) systems real time translation and support for minority language speakers and/or refugee communities can be provided and as a result this can improve Turkish language learning process as well as classroom inclusion. To illustrate, some sort of generative language prototypes specified on Arabic and/or minority dialects could diminish language barriers and strengthen participation (Güven et al., 2025). In terms of boosting engagement and increasing academic confidence, through personalized educational content in line with student needs can be met with adaptive learning platforms (MDPI review, 2020). Additionally, some civic participation tools like digital consultation platforms and community feedback chatbots may increase courage of refugee families while engaging with management.

What are the implications of AI use for marginalized communities, and how can policies prevent further exclusion?

Usage of AI for marginalized communities embark both risks and opportunities. From the bright side, AI can diminish gaps, in education, help, mobility and social services via predictive analytics. On the other hand, in case marginalized groups are under-represented, AI may foster these already existing inequalities. Moreover, some infrastructure related inequalities such as – limited access to technological facilities especially in low-income households and/or rural areas would pave the way for further exclusion as opposed to contributing to social inclusion. Hence, inclusive data governance must ensure datasets cover rural, linguistical minorities, disabled persons and refugees. Moreover, government investments to digital infrastructure and devices in rural areas should increase to close this digital gap. Usage of AI should be regularly audited in terms of bias and fairness regarding the vulnerable groups. Additionally, some training programs can be initiated for marginalized communities for educating and erasing bias towards usage of AI and / or to meet with need of educated personnel on the topic of using AI for social inclusion purposes.



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Main Takeaways from Türkiye:

What best practices or success stories exist regarding the use of AI in supporting refugee students?

The usage of AI in Türkiye for refugee education is still developing area, and some pilot programs and practices are promising. For example, the Data for Refugees (D4R) Challenge is one of them with its innovative approach of collecting anonym mobility data. This data enables researchers to evaluate integration patterns & provide educational planning and humanitarian information in Istanbul and across Türkiye Türkiye (Salah et al., 2018). In local level, although by not using AI, some already existing inclusive practices used in Turkish schools to integrate Syrian teachers, integration classes and translator support can be further improved with the help of AI. For example, automating language support or providing conversational practice in Turkish for refugee students are among the options.

How can policymakers foster cross-sector collaboration for effective AI deployment in schools?

Establishment of multi- stakeholder partnerships across government, civil society, industry and academia is necessary. As also Turkish National AI Strategy (2021-2025) points out that data governance development & public-private collaboration in collaboration with multiple industry actors, universities etc. is necessary. Relevantly, establishing AI in Education platform which will bring university AI centers, refugee organizations, educators etc. together can be an option.

Above-mentioned collaborations should specifically focus on refugee majority areas, rural areas etc. Establishing a hub to share best practices with international agencies like UNHCR, UNICEF is a good opportunity for providing and acquiring international information & situation wise updates. In Türkiye, candidates of being teachers are required to do Non-Thesis Master's Program titled: "Teacher Education Professional Knowledge", adding specific AI augmented practices and courses to enhance future teacher candidates' AI literacy can help AI deployment.



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Main Takeaways from Türkiye: Local implementation ideas for Türkiye:

Proposed strategies to pilot policies/tools in real school settings:

Strategy 1: To design adaptive learning analytics platforms by collaborating with universities to deliver personalized guidance, educational content, track of student progress especially for students coming from marginalized backgrounds (Savaş, 2021).

Strategy 2: Launching localized AI literacy modules, starting with pilot schools. These modules also should include interactive lessons on core subject like using core subject like Mathematics & Social Sciences & teach basic AI concepts in concrete way.

Strategy 3: Gather teachers' opinion at all stages of creating these modules, as well as aim the first to ensure ethical awareness, trust etc. among them towards AI tools. (Cukurova et al., 2023)

• Required support or resources:

- Technological infrastructure, financial and logistical support & incentives
- Teacher training and Professional development
- Curriculum materials and teacher guidelines specified to AI usage for social inclusion
- Sufficient monitoring and evaluation systems to ensure eliminating possibility of AI's favoring enlarging social exclusion in the society.

• Potential stakeholders to engage:

Ministry of National Education (MoNE)

Universities and Research Institutions

Teacher Communities

Students and Families

Private Sector and NGOs: Tech firms, philanthropic organizations, and AI education initiatives

Local Education Authorities: Provincial directorates can facilitate access, align pilot sites with community needs, and assist in data governance.

Ethics and Data Governance Experts



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Main Takeaways from Romania:

How can AI be used to promote social inclusion, integration, and civic participation in education?

Artificial intelligence (AI) can be an effective tool for supporting refugee students in education. It can provide a personalized learning experience, adapting to students' knowledge levels and pace. AI-based language tools (e.g., translators, chatbots) aid language learning, while offline educational platforms (e.g., UNICEF, Rumie) provide access to learning materials without the internet.

AI supports teachers in monitoring student progress and can help identify when someone needs emotional support. It also helps navigate available educational opportunities and promotes fairer integration into new environments.

Overall, AI provides refugee students with the opportunity to learn, develop, and integrate into a new life.

What are the implications of AI use for marginalized communities, and how can policies prevent further exclusion?

Artificial intelligence can greatly help disadvantaged groups in Romania, such as refugees or Roma children. At the same time, it can pose a danger if equal opportunities are not taken into account. In Romania, access to digital devices and the internet varies greatly between urban and rural areas, so AI can easily exacerbate these differences. In many cases, AI does not have sufficient knowledge of different cultures, so content can be inaccurate or offensive. It is also important that teachers receive the necessary training and that minority opinions are integrated into the development of AI. If all these aspects are taken into account, AI can truly contribute to ensuring equal learning opportunities for all children.

For AI to truly be helpful, it is important that regulations establish ethical standards for data use, protecting vulnerable groups. In addition, public investment is needed to develop school infrastructure, provide digital tools, and train teachers in AI skills and inclusive teaching methods. It is also essential that the opinions of minority communities are reflected in the development of AI tools and the design of curricula. In this way, AI can not only improve the quality of education, but also contribute to reducing social exclusion.



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Main Takeaways from Romania:

What best practices or success stories exist regarding the use of AI in supporting refugee students?

In Romania, several successful initiatives have recently been launched with the aim of supporting refugee students, especially those arriving due to the war in Ukraine, with the help of artificial intelligence. These projects focus primarily on educational integration, language learning, and personalized learning experiences.

For example, as part of the RAISE project, an AI-based tool assesses the skills of young refugees and then develops individual learning plans accordingly, and participants also hold workshops that promote community learning and cultural exchange. In addition, the Romanian digital education platform Adservio uses artificial intelligence to monitor students' emotional states and track their progress, enabling teachers and parents to respond more quickly and effectively to students' needs.

Another significant step was the improvement of digital equipment at the Ferdinand School with the support of UNICEF, where both refugee and local students can take part in individual IT lessons, which improves their digital skills and helps them integrate. In addition, Save the Children's mobile education program allows refugee children to access education flexibly, anywhere, which is an important aid in rapidly changing circumstances.

Linguistic and cultural integration is supported by Romanian Angel Appeal, which has developed educational materials for teaching Romanian to refugee and migrant children, with a strong emphasis on empathy and cultural sensitivity.

Overall, Romania is using artificial intelligence and innovative digital solutions to provide refugee students with personalized support, thereby facilitating their integration into the education system and society.

How can policymakers foster cross-sector collaboration for effective AI deployment in schools?

Policymakers play a pivotal role in fostering cross-sector collaboration for the effective deployment of AI in schools. By building bridges between education, technology, civil society, and governance, they can ensure AI tools are equitable, ethical, and meaningful in diverse educational contexts. Here's how:

- Create National or Regional AI-Education Ecosystems
- Public-private partnerships (PPPs) with Clear Social Goals
- Develop Open, Interoperable AI Education Frameworks
- Enable Civil Society as an Equity Partner



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Implementing a whole-government approach is essential. This involves creating a central governing board to oversee AI integration in education, supported by coordination bodies that manage partnerships and collaborations. Such structures ensure balanced decision-making and resource sharing among stakeholders

Encouraging the development of innovation labs and expert centres can facilitate collaboration among educators, AI researchers, and industry professionals. These hubs serve as platforms for piloting AI tools, sharing best practices, and co-developing solutions tailored to educational needs .

Incorporating AI literacy into curricula at all educational stages is crucial. This includes not only understanding AI's functionalities but also its ethical implications. Programs should be designed collaboratively with input from educators, technologists, and ethicists to ensure relevance and comprehensiveness . Collaborations between governments, tech companies, and academic institutions can lead to the development of AI tools that are both effective and ethically sound. For instance, partnerships can focus on creating AI-powered educational platforms that are transparent, explainable, and aligned with pedagogical goals .

Ongoing training for educators is essential to keep pace with AI advancements. Professional development programs should be collaborative, involving input from various sectors, to ensure that teachers are equipped to integrate AI tools effectively into their teaching practices .

Romania's SMART-Edu initiative aims to digitize education by enhancing digital skills, improving infrastructure, and fostering public-private partnerships. Policymakers can strengthen this strategy by integrating AI-focused training for educators and developing AI-driven educational tools. Collaboration with tech companies and academic institutions can facilitate the creation of AI solutions tailored to the Romanian educational context.

The Ministry of Education and Research, in partnership with Digital Nation, is piloting "Saro," an AI-powered assistant aimed at addressing challenges like school dropout and personalized learning. Policymakers can expand this initiative by involving teachers, students, and parents in the development process to ensure the tool meets diverse needs and integrates seamlessly into the educational system .

With the upcoming EU AI Act, it's crucial to build AI literacy among educators and students. Policymakers can integrate AI ethics into curricula and provide training programs that cover both the technical and ethical aspects of AI. Establishing clear guidelines will help ensure responsible AI use in schools .



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Main Takeaways from Romania: Local implementation ideas for Romania:

- **Strategies to pilot policies/tools in real school settings:**

Artificial intelligence (AI) education is playing an increasingly important role in developing 21st-century skills. AI helps tailor teaching to students' individual needs, automates assessment, and promotes the development of digital thinking. Educators can use AI-based tools to plan lessons more effectively, track the learning process, and provide personalized feedback. Students can learn about the principles, ethical issues, and practical applications of AI, making them better prepared for the future job market. For rural schools, this creates opportunities for catching up and innovation. In the current context, characterized by accelerated digitization in the Romanian educational system, AI strategies have come up to make learning easier.

There are several strategies in the field of AI education that schools, governments, and civil organizations use to prepare students and teachers. Here are the most important ones:

1. Digital competence development

Goal: Before teaching AI, basic digital literacy (e.g., internet use, data protection, platform management) must be ensured.

Method: Teacher training, digital teaching materials, toolkit (e.g., laptop, tablet), student workshops.

2. Introduction of AI-based learning support

Goal: Individual support for students with learning difficulties or outstanding students, reduced administrative burden on teachers, reduced dropout rates, increased educational satisfaction.

Method: Personalized AI tutor (e.g., Saro), evaluation algorithm, language development tools.



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Main Takeaways from Romania:

3. Basic literacy programs related to AI for refugee students and parents

Artificial intelligence (AI) is increasingly present in education – whether in personalized learning apps, translation tools, or digital teaching assistants. That's why it's important for refugee students and their parents to understand how these technologies work, what opportunities they offer, and what limitations they have.

Goals

- Provide basic knowledge about artificial intelligence
- Support the confident and safe use of digital tools
- Build trust in AI-based educational systems
- Promote social and educational integration

1. Community Learning Groups
2. Simple, welcoming learning groups held in local schools, libraries, or community centers where children and parents can explore the basics of AI together.
3. Interactive Workshops
4. Short, hands-on sessions covering topics such as:
 - "What is Artificial Intelligence?"
 - "How can I safely use my child's digital learning platform?"
 - "How does an online translation tool work?"
5. Support for Using Digital Tools
6. Help with navigating school systems (e.g. Google Classroom, Adservio), including translated guides and basic tech support.
7. Playful Learning Materials for Children
8. Storytelling, cartoons, or simple apps (like Scratch) that introduce AI concepts in a fun, engaging way for younger audiences.
9. Parent Information Sessions
10. Information evenings or online meetings where parents can ask questions, share experiences, and better understand how these technologies function.

Partners:

- Local schools and teachers
- NGOs like Save the Children or Romanian Angel Appeal
- EdTech companies
- Universities offering interns or experts for support



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Main Takeaways from Romania:

3. Content and language development

The bilingual (Hungarian–Romanian) environment has specific requirements:
Translation and adaptation of Hungarian-language AI teaching materials.
Bilingual AI tools, such as chatbots and assistants.
Cooperation with Hungarian and Romanian AI professional organizations to ensure localized content.

4. Community and institutional support

Municipal contribution to project management and equipment procurement.
Informing parents and the community so that residents also support the new methods.
Partnerships between schools, universities, and companies for the exchange of experience and professional support.

Potential stakeholders to engage:

Key stakeholder groups:

1. Students
2. Educators and school staff
3. Parents and guardians
4. School data protection and ethics experts
5. Researchers and educational researchers
6. Technology service providers and edtech developers
7. Educational decision-makers and authorities
- Local governments, ministerial actors, regional education leaders.
8. Civil society organizations, NGOs and professional networks



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Main Takeaways from Hungary

How can AI be used to promote social inclusion, integration, and civic participation in education?

AI can serve as a powerful driver for social inclusion and civic engagement when applied with intention and equity in mind. In Hungary, schools with diverse student populations—including those with migrant or Roma students—can use AI tools to personalize learning, remove language barriers, and foster cultural understanding. For instance, applications like ChatGPT or Magic School can adapt content for different proficiency levels or offer multilingual support, helping non-native speakers better access the curriculum.

AI also enables interactive, student-driven learning, which encourages participation from students who may feel left out in traditional teacher-led settings. Tools like Canva and Songr-AI have proven effective in Hungary for enabling students to express themselves through visuals and music, fostering a sense of belonging and identity.

When embedded in civic education, AI can support simulations, collaborative media projects, and critical digital literacy tasks that teach students to analyze biases, understand social issues, and explore their role as active European citizens. With the right support, AI becomes more than a technological upgrade—it becomes a vehicle for inclusion, participation, and empowerment.

What are the implications of AI use for marginalized communities, and how can policies prevent further exclusion?

While AI has great potential for inclusion, it also carries risks of reinforcing inequality, especially for marginalized groups like migrants, Roma students, or children with disabilities. In Hungary, where digital infrastructure and teacher training vary widely between urban and rural areas, AI implementation without equity-focused policies may widen the digital divide. Many AI systems are trained on datasets that lack cultural and linguistic diversity, which can lead to bias, misrepresentation, or exclusion. For students from marginalized backgrounds, this can result in AI-generated content that feels irrelevant, stereotypical, or even discriminatory. In addition, families from these communities may have less access to devices, stable internet, or digital literacy support, putting students at a disadvantage.

To prevent exclusion, policies must ensure:

- Ethical standards for data use that protect vulnerable populations.
- Public investment in devices, training, and infrastructure for underserved schools.
- Mandatory teacher training in AI literacy and inclusive pedagogy.
- The inclusion of minority voices in AI tool design and curriculum planning.
- By taking a proactive approach, policymakers can ensure that AI narrows rather than deepens inequality, and that it empowers all students—regardless of their background.



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Main Takeaways from Hungary

What best practices or success stories exist regarding the use of AI in supporting refugee students?

Within the Athena project and related initiatives in Hungary, several promising practices emerged in supporting refugee and migrant students through AI-enhanced education.

One notable example was the use of AI-powered translation and storytelling tools to help refugee students integrate into mainstream classes. In a Hungarian school participating in the Athena project, teachers used ChatGPT to co-create bilingual narratives where students could tell their migration stories in both their native language and Hungarian. This not only built language skills but also boosted confidence and empathy among peers.

Another effective tool was Magic School, used to create differentiated assignments with built-in language scaffolding. Teachers reported that this helped bridge the gap for newcomers who were still developing reading and writing skills in Hungarian. Moreover, AI creativity tools like MemeCam and Canva allowed refugee students to engage visually and culturally with the curriculum, contributing to class discussions without relying solely on written text. This multimodal approach reduced linguistic barriers and encouraged expression.

These examples show that when AI is combined with culturally responsive teaching, it becomes a bridge to inclusion, allowing refugee students not only to catch up but to actively contribute to the school community.

How can policymakers foster cross-sector collaboration for effective AI deployment in schools?

For AI to be effectively and ethically deployed in education, cross-sector collaboration is essential. Policymakers should act as conveners and facilitators, bringing together schools, universities, civil society, tech companies, and local governments to form a shared strategy. In Hungary, as seen through the Athena webinars, schools benefited greatly when NGOs, academic researchers, and tech-savvy educators collaborated. For instance, expert panels featuring university faculty, civil society advocates, and classroom teachers helped bridge theory and practice. Such models should be formalized and scaled.

Policymakers can support this collaboration by:

- Funding regional innovation hubs or labs where schools co-develop tools with startups and universities.
- Mandating public consultations on AI in education, especially including voices from minority and migrant communities.
- Encouraging data-sharing agreements (under ethical standards) between education ministries and research institutions to study AI's long-term impact.
- Offering cross-sector grants for inclusive AI projects involving NGOs and schools.
- Furthermore, embedding student and parent councils into AI decision-making processes ensures that solutions are human-centered. By fostering these ecosystems of trust and co-creation, EU and national policymakers can ensure AI tools are not only effective but inclusive, ethical, and socially grounded.



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Local implementation ideas for Hungary: Proposed strategies

To pilot AI inclusion policies and tools effectively in Hungarian schools, the implementation should start with a small-scale, structured approach that focuses on experimentation, training, and documentation.

First, schools should identify 2–3 pilot classrooms or "AI Inclusion Labs" where new AI tools (such as ChatGPT, Magic School, Canva, and MemeCam) can be integrated into regular lessons. Teachers selected for these pilots should receive dedicated training in digital inclusion, ethical AI use, and differentiated instruction techniques. These pilots should include clear objectives—such as improving migrant students' language engagement or using AI to personalise assessments for mixed-ability groups. The pilot phase should last for at least one semester, during which teachers collect data (surveys, student feedback, classroom observations) to measure outcomes.

To ensure sustainability, a peer-sharing model should be used: participating teachers will act as "digital mentors," training their colleagues at the end of the pilot phase. Each pilot school would produce a short implementation report, with suggestions for curriculum alignment, time management, and student engagement strategies. These lessons learned would inform broader policy rollout. Additionally, involving students in the testing and feedback process helps tailor tools to real classroom needs and encourages student agency.

• **Required support or resources:**

Successful implementation of AI-based inclusion policies requires targeted support in four key areas: infrastructure, professional development, pedagogical tools, and policy backing.

Infrastructure:

Many schools—particularly in rural or underserved regions—will require improved access to basic technology, including:

- Reliable internet connections
- A sufficient number of devices (e.g., tablets or laptops)
- Access to digital platforms (Canva Pro, Magic School, etc.)

Teacher Training: Comprehensive and ongoing professional development is critical. This includes:

- Workshops on AI ethics, inclusive design, and digital literacy
- Micro-courses or online modules for specific tools
- Support from "AI mentors" within school clusters

Adaptable Content: Teachers need access to localized, multilingual lesson plans that integrate AI tools with core curriculum goals. These should include plug-and-play templates, culturally relevant examples, and assessment rubrics.

Administrative Support: School leaders must be encouraged to embrace innovation through:

- Time allowances for experimentation
- Integration of AI goals into school strategy plans
- Protection against penalties for trial-and-error during pilot phases

Funding support from municipal authorities or Erasmus+ continuation funds would ensure schools can scale up pilot successes into long-term change.



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Potential stakeholders to engage

Successful local implementation will depend on the active engagement of a multi-level network of stakeholders, each playing a specific role in scaling AI for inclusion:

- **Schools and Teachers:** These are the frontline implementers. Teachers should be engaged early in the co-design of pilot plans, selection of tools, and feedback collection. Headteachers and ICT coordinators can oversee alignment with broader school strategies.
- **Students and Parents:** Particularly for inclusion-focused work, the voices of migrant, Roma, and newcomer students and families must be heard. Student feedback sessions and parent workshops will help build trust and tailor interventions.
- **Local Education Authorities and School Districts:** These bodies can coordinate pilot school selection, distribute funding, and connect schools with training providers. Their support is essential for mainstreaming practices that prove effective.
- **NGOs and Civil Society:** Organisations working in migrant education, digital rights, or youth advocacy can help with teacher training, content co-creation, and community outreach.
- **Universities and Teacher Training Institutions:** These can develop evidence-based training materials, conduct impact assessments, and place student teachers in pilot classrooms to gain practical experience.
- **Private Sector (EdTech Companies):** Tool developers should be invited to co-design classroom adaptations and ensure their products meet accessibility and ethical standards in real education settings.



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Main Takeaways from Greece

How can AI be used to promote social inclusion, integration, and civic participation in education?

In Greece, AI has growing potential to foster social inclusion, integration, and civic participation, especially in multicultural and linguistically diverse classrooms. AI-powered translation tools (e.g., speech-to-text, real-time subtitles) help bridge language barriers for refugee, migrant, and Roma students, enabling them to better engage with lessons, classmates, and school life. This promotes not only academic access but also social interaction, an essential element of integration. AI-driven adaptive learning platforms can personalize content to students' pace, learning style, and language needs. This is critical in inclusive classrooms where students have diverse academic backgrounds or gaps in formal education due to displacement or poverty. Through AI-supported platforms, students can engage with civics content—such as digital storytelling, debates, or simulations—thus enhancing their sense of agency and belonging. Moreover, tools like AI chatbots and educational games can introduce young learners to civic principles in accessible ways. By giving all students—regardless of background—opportunities to voice opinions, solve problems collaboratively, and see themselves reflected in digital content, AI can support more equitable participation in the classroom and broader society.

What are the implications of AI use for marginalized communities, and how can policies prevent further exclusion?

For marginalized communities in Greece—such as Roma populations, refugee families, and low-income rural learners—the use of AI in education presents both opportunities and risks. On one hand, AI can personalize learning and bridge language or accessibility gaps. On the other, it may reinforce exclusion if systems are not designed with equity in mind. AI tools that rely on data sets lacking cultural or linguistic diversity may unintentionally bias results against non-native speakers or neurodiverse learners. Similarly, adaptive platforms that fail to account for interrupted schooling or non-linear learning paths may misidentify students as underperforming. Without intervention, such tools can entrench academic disadvantage. Additionally, uneven access to devices, connectivity, and teacher expertise means that students in marginalized areas may not benefit from AI at all. For example, many refugee camps and Roma communities in Greece lack sufficient infrastructure for AI-enhanced learning environments.



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To prevent further exclusion, policies must mandate that AI tools used in schools are culturally responsive, transparent, and accessible in multiple languages. Public procurement criteria should include equity benchmarks, and teacher training must focus on ethical, inclusive AI use. Crucially, policies should involve marginalized communities in the design, testing, and feedback processes to ensure tools meet their real needs.

What best practices or success stories exist regarding the use of AI in supporting refugee students?

Greece has seen several promising initiatives leveraging AI to support refugee students' educational inclusion. One example comes from Thermopylae and Lamia, where AI-powered speech-to-text and translation tools were piloted during intercultural workshops. Refugee learners used mobile apps to follow classroom discussions, prepare presentations, and communicate with peers. A 13-year-old student shared that AI helped her "feel connected to the class," while also emphasizing the ongoing importance of teacher support. In robotics and STEM camps organized by the Directorate of Primary Education in Fthiotida, refugee students collaborated with local peers to build multilingual robots and participate in digital storytelling activities. These workshops not only taught technical skills but also promoted social bonding and empathy, as projects centered around inclusion themes. Another example is the Model UN simulation, where refugee youth debated topics like AI and children's rights. This activity, supported by AI-assisted research tools, empowered students to voice opinions on real-world issues—strengthening both academic confidence and civic engagement. These successes demonstrate that when AI is paired with interactive, student-centered pedagogy and inclusive environments, it can be a powerful tool for language support, skill-building, and integration for refugee learners.

How can policymakers foster cross-sector collaboration for effective AI deployment in schools?

To ensure effective and inclusive AI deployment in schools, policymakers must enable structured, cross-sector collaboration among education institutions, civil society, the private sector, and research organizations. In the Greek context, this means establishing regional partnerships where schools work with NGOs, universities, and tech companies on co-designed initiatives. Policymakers should support local pilot programs where stakeholders jointly develop and test AI tools in real classrooms—especially in underserved areas. These pilots should include teacher training, parental engagement, and student feedback mechanisms. Lessons learned can inform broader national or EU strategies.



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Local implementation ideas for Greece:

To effectively implement AI-supported inclusion strategies in real school settings, a phased, evidence-informed pilot program is proposed across diverse school districts in Greece. This pilot will prioritize schools serving high numbers of refugee and migrant learners, particularly in Athens, Thessaloniki, and regional areas such as Lesvos and Evros.

Key Actions:

- Introduce AI-Assisted Language Support Tools
- Specialized tools such as real-time translation apps, speech-to-text software, and adaptive language learning platforms will be introduced in integration classes (ΔΥΕΡ). These tools should be capable of supporting Greek, Arabic, Farsi, Ukrainian, and Kurdish to accommodate the major language groups represented in refugee populations.
- Pilot AI Inclusion Tools Across 10–15 Diverse Schools
- Schools will be selected based on criteria such as linguistic diversity, infrastructure readiness, and willingness to participate. Tools tested may include AI tutors for math/language, AI-driven assessment platforms, and multilingual learning companions.



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- Build Evaluation into Every Stage
- A mixed-methods approach will be used to evaluate impact. Pre- and post-intervention surveys, classroom observations, and student performance tracking will be conducted to measure outcomes related to engagement, inclusion, and academic progress.
- Establish Teacher Innovation Teams

Each pilot school will nominate a “Digital Inclusion Lead” to coordinate implementation, troubleshoot issues, and report on progress. Peer-learning circles will help teachers adapt tools collaboratively.

Required support or resources:

Successful implementation requires multidimensional support across technical, financial, and human resource areas. The following support structures are essential:

1. Funding for Tools, Licensing & Training

Adequate funding from regional or EU sources (e.g., Erasmus+, Digital Europe Programme) must be secured to purchase AI software licenses, tablets, and support services. Special attention should be given to open-source or low-cost tools that support scalability.

2. Technical Infrastructure Upgrades

Schools must be equipped with stable internet connections, routers, charging stations, and computer labs. A nationwide needs assessment can help prioritize regions where upgrades are urgent.

Potential stakeholders to engage

For inclusive AI integration to be effective, a wide array of stakeholders must be involved in co-designing, implementing, and evaluating initiatives:

Schools and Educators

Teachers, school administrators, and support staff play a central role in adapting AI tools to classroom realities. Their insight is crucial for tool selection, testing, and feedback.

Students and Families

Students—especially those from refugee, Roma, or marginalized backgrounds—should be active participants in shaping how AI is used in their learning. Parents must be engaged through multilingual communication and transparency about data use.



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Local Authorities and School Boards

Municipalities and regional education directorates must provide financial and logistical support, while ensuring alignment with national and EU frameworks.

NGOs and Civil Society Organizations

Organizations working with vulnerable groups can offer cultural mediation, training, and advocacy. They help ensure that inclusion remains central to all AI implementations.

Universities and Researchers

Higher education institutions can support teacher training, evaluate impact, and co-develop inclusive AI tools.

EdTech Companies and Developers

Private sector partners should be engaged under ethical collaboration agreements, focusing on accessibility, transparency, and open-source innovation where possible.

National Ministries and EU Bodies

Policy support from the Ministry of Education and EU programs (e.g., Erasmus+, Digital Europe) is vital for sustainability and scale.

A collaborative ecosystem involving these actors will maximize innovation, inclusivity, and long-term success.



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Main Takeaways from Czech Republic

How can AI be used to promote social inclusion, integration, and civic participation in education?

AI can help make schools more welcoming and fair for everyone. One way is through translation tools. These can change what a teacher says into a student's own language in real time. This helps new students who don't speak the local language join lessons, understand the topics, and take part in discussions with classmates. It can also work the other way, helping teachers understand students' answers.

AI can also support students with disabilities. For example, text-to-speech tools can read texts aloud for students with vision problems, and speech-to-text can help those who find writing difficult. There are also AI tools that can adjust the difficulty of learning materials, making lessons more suitable for each student. This means that fast learners can be challenged, and those who need more time can get extra support.

AI can promote civic participation by giving students easy access to information about local events, volunteering opportunities, and important topics like human rights and democracy. It can suggest school projects that connect learning with real-life community needs. Most importantly, AI should work alongside teachers, not replace them. When used well, it can make learning more equal, help all students feel included, and prepare them to take an active role in their communities.

What are the implications of AI use for marginalized communities, and how can policies prevent further exclusion?

AI can bring many benefits, but for marginalized communities it can also create new problems if it is not used carefully. These communities may already face challenges such as limited access to technology, fewer learning resources, or language barriers. If schools start using AI without thinking about these issues, the gap between students can grow even wider. For example, if some students have fast internet and modern devices at home and others do not, those without access may miss important learning opportunities and feel left out. Another problem is that AI systems can contain bias. If the data used to train an AI does not include enough examples from different groups, the AI may give unfair results. This could mean lower scores for certain students or materials that do not match their culture or language, making them feel less valued in the classroom. Policies can help by making sure all schools have access to the technology and training they need. Governments can provide funding for equipment, internet connections, and teacher training. There should also be clear rules to check that AI tools are fair, respect privacy, and work equally well for everyone in every region. By planning carefully, we can make sure AI helps marginalized students catch up instead of falling further behind.



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What best practices or success stories exist regarding the use of AI in supporting refugee students?

In Czech Republic, AI has started to play a role in helping refugee students integrate into schools, especially since the arrival of many Ukrainian children in 2022. One best practice is the use of AI translation tools, such as Microsoft Translator and Google Translate, in classrooms. Teachers use these tools on tablets or interactive whiteboards so that spoken Czech can be instantly translated into Ukrainian or Russian. This allows students to follow lessons, ask questions, and communicate with classmates from their first days in school. Another example is the Umíme AI project, which adapts learning materials for individual needs. Refugee students can practise Czech language basics online, with AI adjusting the difficulty according to their progress. This has been particularly helpful in mixed-level classes, where students have different prior knowledge. AI has also been used in diagnostic tools developed by the National Pedagogical Institute of the Czech Republic. These tools assess language and subject skills quickly, helping schools place students in the right level and plan targeted support. These practices show that combining AI technology with teacher support leads to better language learning, faster integration, and improved confidence among refugee students in the Czech school system.

How can policymakers foster cross-sector collaboration for effective AI deployment in schools?

For AI to be used effectively in schools, it is important that policymakers bring together different groups who can contribute to its success. In the Czech Republic, this means cooperation between the Ministry of Education, schools, technology companies, universities, and non-profit organisations. First, policymakers can set up working groups where teachers, school leaders, and IT specialists meet regularly to discuss needs and share experiences. For example, during the introduction of AI-assisted language tools for Ukrainian refugee students in 2022–2023, cooperation between the National Pedagogical Institute, Microsoft, and local schools helped to test translation apps and adapt them for classroom use. Second, partnerships with universities can help train future teachers to use AI responsibly. Teacher education programmes can include modules on AI ethics, data protection, and inclusive teaching methods supported by AI.

Third, technology companies can work with schools to provide affordable or free access to AI tools. This can be combined with training sessions so teachers understand how to use them effectively. Finally, non-profit organisations and parents can be involved in evaluating whether AI tools really meet the needs of all students. By creating these partnerships, policymakers can ensure AI is deployed in ways that are fair, practical, and beneficial for the whole school community.



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Local implementation ideas for Czech Republic Suggestions and AI tools

To test AI policies and tools in Czech schools, it is best to start with pilot projects in a small number of schools representing different regions and types (primary, secondary, vocational). Each pilot school would select one or two AI tools that match its needs – for example, translation software for students who speak other languages, adaptive learning platforms for maths or languages, or AI-based tools for personalised feedback. Before starting, teachers would receive training on how to use the tools and how to combine them with traditional teaching methods.

Pilots should run for at least one school term so there is enough time to see results. The goal is to create a realistic picture of how AI works in everyday teaching, not just in ideal conditions. During the pilot, data would be collected on student progress, teacher feedback, and technical issues. This would help identify what works well and what needs improvement. Regular meetings between pilot schools, the Ministry of Education, and technology providers would ensure quick problem-solving.

After the pilot period, results would be shared with other schools through workshops, online webinars, and teaching materials. This way, good practices can spread across the education system step by step, avoiding costly mistakes.



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Required support or resources:

For successful implementation, schools need several types of support. First, technical resources are essential – reliable internet connection, enough devices for students and teachers, and up-to-date software. AI tools must be accessible on school computers and, where possible, on students' personal devices at home. Second, training is critical. Teachers need clear, practical training on how to use AI tools effectively and how to adapt lessons so technology supports rather than replaces teaching. Training should include examples, hands-on practice, and guidance on safe and ethical use of AI. Follow-up sessions can help teachers refresh their skills and learn new features. Third, financial support is necessary. Schools may need funding for licences, hardware, or additional staff to manage technology. Funding could come from national education budgets, EU projects, or partnerships with companies willing to support education. Fourth, technical assistance should be available to solve problems quickly. A helpdesk or local IT coordinators can ensure that technical issues do not interrupt teaching. Finally, time must be provided for teachers to prepare, test, and adjust lessons using AI. Without time for preparation, even the best tools will not be used effectively, and their potential impact will be lost.

Potential stakeholders to engage:

Several groups should be involved in implementing AI policies and tools in schools, as each brings unique skills and perspectives.

- **Ministry of Education** – to set clear guidelines, ensure funding, and coordinate national efforts so that schools across the country move in the same direction.
- **National Pedagogical Institute** – to provide training, develop teaching materials, and support teachers in using AI responsibly.
- **School leadership and teachers** – to select appropriate AI tools, test them in everyday lessons, and share feedback on what works and what does not.



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- Technology companies – to adapt AI tools to the Czech education system, ensure quality translations, and provide technical support during and after implementation.
- Universities and research institutions – to evaluate how effective AI tools are, study their impact on learning, and recommend improvements.
- Non-profit organisations – to promote inclusion, supply extra learning resources, and connect schools with parents and communities.



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