AIRED
AI reshapes education

WP4: ETHICAL AND INCLUSIVE USE OF AI

D4.4. Guidelines on the Ethical and Inclusive Use of AI in Education and Training

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Table of Contents

1.Executive Summary

The AIRED: Artificial Intelligence Reshapes Education project (2024-1-FR01-KA220-VET-000256094) explores how artificial intelligence can be used ethically and inclusively in education and training. This final report brings together the findings of earlier deliverables on AI risks, best practices, and inclusive design to present a practical set of guidelines for the sector.

For educators and trainers, the report highlights strategies to build AI literacy, protect student wellbeing, and uphold academic integrity while integrating AI into teaching and assessment. Institutions are offered guidance on embedding AI readiness into professional development, selecting compliant and accessible tools, and ensuring equitable access to resources.

The guidelines are organised around five themes: preparing and empowering educators and learners, ensuring inclusion and representation, safeguarding privacy and wellbeing, encouraging critical and creative engagement, and adapting implementation to local contexts. Together, they offer a roadmap to ensure that AI strengthens rather than disrupts learning, supporting equity, transparency, and responsible innovation in education.

2. Introduction

This document forms the fourth and final deliverable of Work Package 4 (WP4): Ethical and Inclusive Use of AI of the AIRED: Artificial Intelligence Reshapes Education (2024-1-FR01-KA220-VET-000256094) project. The overarching goal of this work package is to promote ethical, inclusive, and pedagogically sound approaches to AI adoption in education and training across Europe.

This report compiles insights from the first three activities within this work package into clear, actionable guidelines. These activities include *D4.1: AI Risk Mapping*; *D4.2 Best Practices for Ethical Use*; and *D4.3: Framework for Inclusive Design*. The intention is to provide practical, research-based and inclusive recommendations for educators and trainers across Europe in a single document to facilitate the uptake and implementation of AI across educational institutions and training centres.

In this deliverable, Activity 4 focuses on developing guidelines for ethical and inclusive AI implementation. The structure of this report is as follows:

- A comprehensive summary of key findings from the previous reports using evidence from across France, Ireland, and Spain;
- A set of actionable guidelines on the ethical and inclusive use of AI in education and training;
- Recommendations on best practices for educators and trainers as well as practical suggestions on the implementation of these guidelines;
- A set of recommended tools and resources which comply with the guidelines outlined in this report.

These guidelines are aimed at supporting educational institutions, teachers, trainers, and policymakers in navigating AI integration in a safe, inclusive, and ethical manner.

3. Summary of Key Findings

The collective findings from Deliverables D4.1, D4.2 and D4.3 present a comprehensive overview of the risks, opportunities and strategies for ensuring the ethical and inclusive use of AI in education and training across Ireland, Spain and France. The three reports build on one another: D4.1 maps the landscape of AI-related risks in education and training; D4.2 outlines best practices and mitigation strategies; and D4.3 develops a framework for inclusive AI design, with a particular focus on supporting learners with special educational needs and disabilities (SEND). Together, they highlight the need for proactive, evidence-based policies and practices to ensure that AI is implemented in ways that enhance, rather than undermine, educational equity, teacher autonomy, and student wellbeing.

From D4.1: AI Risk Mapping, a number of core challenges emerged. More specifically, the key risks identified through national research and outlined in the report include: bias and discrimination, over-reliance on AI, digital inequity, job displacement, emotional dependency, privacy and data protection, limited resources and infrastructure, academic integrity and plagiarism, lack of educator expertise, ethical concerns, inaccurate outputs, algorithmic transparency, linguistic inequity and cultural bias. These risks collectively highlight the multifaceted nature of AI's impact on education, spanning technical, social, ethical, and pedagogical dimensions. For instance, bias and discrimination can reinforce systemic inequalities if AI tools are trained on unrepresentative or skewed datasets, while cultural and linguistic inequities risk marginalising learners from minority backgrounds. Privacy and data protection concerns are particularly acute, given the sensitive nature of student data and the legal obligations around GDPR compliance.

At the same time, challenges such as over-reliance on AI, inaccurate outputs, and a lack of educator expertise underscore the importance of maintaining teacher agency and critical thinking in AI-supported learning environments. Risks related to digital inequity, limited resources, and infrastructure highlight the uneven access to AI technologies across different regions and schools, potentially widening existing gaps between well-resourced and under-resourced communities. Finally, issues like emotional dependency, academic integrity concerns, and job displacement point to the broader social and psychological implications of AI integration, requiring careful management to ensure AI acts as a supportive rather than disruptive force in education.

D4.2: Best Practices for Ethical Use responds directly to the risks identified in D4.1 by offering a structured set of mitigation strategies tailored to the needs of different

educational sectors and stakeholders. Developed from cross-country research, surveys, case studies, and European policy frameworks, these strategies emphasise responsible AI adoption that complements rather than replaces human judgment. They call for national guidance, targeted funding, educator training, and inclusive infrastructure to ensure equitable access and transparency. The recommendations stress promoting AI literacy, fostering critical thinking about AI's benefits and limitations, embedding ethical and privacy principles into teaching, and supporting educators with clear policies, toolkits, and professional development. Actions are tailored to schools, higher education, lifelong learning, and policy levels to create a coherent and sustainable framework for AI use in education.

D4.3: Framework for Inclusive Design shifts the focus toward ensuring that AI not only avoids harm but actively promotes inclusion, particularly for learners with special educational needs and disabilities. This report highlights the transformative potential of AI in enabling personalised learning experiences, enhancing accessibility, and reducing barriers for students with disabilities. This report highlights the transformative potential of AI in enabling personalised learning experiences, enhancing accessibility, and reducing barriers for students with disabilities. Across Ireland, Spain, and France, a growing ecosystem of AI-powered assistive technologies, such as voice recognition, adaptive learning platforms, and text-to-speech systems, has emerged. However, the report warns that while these tools are promising, they must be implemented with sensitivity to the risks of "techno-ableism", which is the assumption that technology alone can "fix" SEND challenges, without addressing the underlying socio-cultural and structural barriers faced by these learners.

An important insight from D4.3 is that inclusive AI design requires user-centered development processes, involving collaboration with teachers, learners, and special education professionals to ensure that tools are both accessible and pedagogically meaningful. Best practices identified in the report include co-designing tools with educators, providing ongoing professional development to build teacher confidence, and embedding accessibility standards (such as France's RGAA) into all stages of AI tool development. The report also underscores the importance of ethical data practices, especially when working with sensitive information from SEND learners, and calls for compliance with GDPR and related privacy frameworks. Key barriers to inclusive AI integration were also identified, including a lack of awareness among educators about available tools, insufficient research on AI's impact in special education, and ongoing challenges related to the affordability and availability of assistive technologies, particularly in rural or under-resourced areas.

Taken together, the three deliverables highlight a shared conclusion: while AI offers significant opportunities to enhance education, these benefits will only be fully realised if ethical, inclusive, and transparent practices are prioritised from the outset. The cross-country analysis from D4.1, D4.2, and D4.3 demonstrates that successful AI adoption requires not only technical solutions but also cultural and institutional shifts, such as greater investment in educator training, the creation of national and EU-wide policy guidelines, and the cultivation of AI literacy among all stakeholders. By integrating risk management (D4.1), best practice guidelines (D4.2), and a framework for inclusive design (D4.3), this combined body of work provides a roadmap for ensuring that AI serves as a supportive tool that enhances, rather than disrupts, the educational experience.

4. Guidelines on the Ethical & Inclusive Use of AI

Building on the evidence and recommendations from the previous deliverables, this section presents a clear set of actionable guidelines designed to support the ethical, transparent and inclusive integration of AI into education and training. These guidelines are rooted in both European policy frameworks and the practical realities faced by educators, ensuring that they are both aspirational and implementable. We have structured the guidance around 5 interconnected themes, each with a distinct purpose, tone, and focus area. From cultivating foundational AI literacy to ensuring data privacy and inclusion, these principles aim to help educators, trainers and institutions navigate the evolving digital landscape with confidence and clarity.

4.1 Prepare and Empower

Ensure educator preparedness and ongoing training: Educators and trainers should seek out professional learning opportunities that are realistic, relevant and responsive to their specific needs and contexts. The goal isn't to become an AI expert overnight, but to build confidence with the tools and concepts most applicable to their subject area or training environment. Educators should focus on practical applications—understanding how AI can support lesson planning, assessment, or learner engagement—rather than feeling pressured to master every emerging technology.

Institutions also have a critical role to play by embedding AI readiness into existing professional development frameworks and allocating dedicated time and resources for training. They should foster collaborative environments where educators can share experiences, challenges, and best practices related to AI integration. Providing clear guidance and accessible support structures helps educators navigate the evolving AI landscape with confidence. When institutions and educators work together to prioritise ongoing, practical AI training, they create a foundation that enables ethical, effective, and innovative AI use in education and training.

Promote AI literacy and critical engagement: Educators and trainers should help learners understand the basics of how AI works, including its strengths, limitations and biases. To promote AI literacy and critical engagement, taking a practical approach that fits within existing teaching and training contexts can be beneficial and not labour-intensive, such as implementing a flipped-classroom approach. Rather than isolating AI as a separate topic or subject, educators can weave AI-related themes into existing lessons and courses. Using AI tools in the classroom can become a teachable moment by encouraging students to question and verify AI-generated outputs or by encouraging critical discussions about AI's role in society. Educators can also model their own responsible use of AI by being transparent about how they use it in lesson planning or assessment, while guiding students through hands-on exploration of AI tools.

4.2 Include and Represent

Prioritise inclusion and equity: To ensure inclusion and equity in the classroom, educators and trainers should prioritise AI tools that offer accessibility features (e.g., text-to-speech, language translation, screen readers) and are useable by learners with varying needs. However, accessibility is not only about features - it's also about implementation. Educators should regularly check in with learners to understand whether the tools are truly meeting their needs in practice. This includes being attentive to differences in digital access, device availability, connectivity, and digital literacy levels, and adapting teaching methods accordingly.

Institutions have a critical responsibility to support this work by embedding inclusion and equity into their AI procurement, policy, and training processes. They should provide educators with access to vetted, inclusive tools and clear criteria for evaluating accessibility and fairness. Institutions should also invest in infrastructure and support for learners with diverse needs, ensuring that gaps in access or skills do not become barriers to participation. By fostering inclusive design practices and encouraging educator feedback on tool performance, institutions can help ensure that AI integration serves all learners.

Mitigate algorithmic and cultural bias: Educators, trainers, and institutions should stay attentive to the ways AI tools might reinforce bias or treat certain groups unfairly, often without it being immediately obvious. For example, an AI tool might misinterpret certain

accents, offer less accurate results for people with non-dominant language backgrounds, or rely on datasets that do not include diverse representation. These kinds of issues can lead to unequal learning experiences or reinforce harmful stereotypes, even when the tool appears to be working well for most users.

To address this, educators should be thoughtful and proactive when selecting and using AI tools. They can start by asking questions such as: Who created this tool? Whose data was used to train it? Does it work equally well for all learners in my group? In the classroom or training environment, it's also helpful to use a wide range of examples, voices, and perspectives when discussing or demonstrating AI. This not only helps learners see themselves reflected in the content but also shows the importance of inclusion in technology.

4.3 Safeguard and Protect

Safeguard data privacy: Educators, trainers and institutions must take a proactive approach to protecting learners' personal data and uphold their legal rights under data protection laws, particularly the General Data Protection Regulation (GDPR). When selecting or recommending AI tools, it is essential to ensure that these tools clearly state how data is collected, stored, used and shared. Only tools that meet the institution's data protection and privacy policies should be used in educational settings.

Institutions have a duty to provide clear guidance, approved tool lists, and regular training to staff on data protection in the context of AI use. They should also establish clear procedures for responding to data breaches or privacy concerns and communicate these processes to both staff and students.

Promote emotional and digital wellbeing: Educators and trainers should be mindful of how AI tools influence students' motivation, confidence, and sense of agency. For example, tools that automatically assess student work can feel intrusive or discouraging. To protect students' wellbeing, educators should prioritise the use of tools that support learning in a positive, non-invasive way, such as providing light formative feedback, suggestions for improvement, and which are under human oversight. Creating a balanced digital environment also means encouraging healthy tech habits. Educators can support this by incorporating regular check-ins or screen breaks. They should remain attentive to signs of

digital fatigue or stress and allow students to share concerns about the use of AI in their work or learning.

4.4 Think Critically and Creatively

Protect academic integrity and reduce over-reliance: Educators and trainers play a vital role in guiding students to use AI thoughtfully and in a way that supports their learning, rather than substituting it. While AI can be a powerful tool for brainstorming, drafting, and exploring ideas, it should never replace students' own thinking, problem-solving, or creative expression. Clear, context-specific guidance is essential. Educators should set transparent expectations around what kinds of AI use are acceptable in coursework, assessments, or projects, and communicate the "why" behind those boundaries to foster shared understanding and ethical awareness.

Assignment and assessment design also plays a key role in discouraging over-reliance. Tasks that value the learning process, such as drafts, reflections, peer feedback, or inquiry-based work, make it harder to bypass critical thinking through automation. AI tools can be used to model creativity or experimentation, such as demonstrating how a prompt can generate multiple outputs or showing how edits can improve clarity or tone, but learners should be encouraged to make the final decisions themselves. Educators should foster a culture where students take pride in their own voice, reasoning, and originality.

Promote AI literacy and critical engagement: Learners should be encouraged to challenge AI outputs, compare them with human responses, and reflect on accuracy, bias, and relevance. This not only sharpens critical thinking but also helps students avoid passive acceptance of machine-generated content. Encouraging learners to investigate how AI might reinforce stereotypes, oversimplify complexity, or generate confident-sounding misinformation is key to developing digital and media literacy in the AI age.

Institutions and universities should support this critical and creative approach by ensuring that academic integrity policies are updated to reflect the evolving role of AI. These policies should go beyond policing misconduct to actively promote ethical and constructive uses of AI in learning. Institutions should also invest in professional development that empowers educators to explore and model creative uses of AI without fear of misuse or misunderstanding.

Adapt infrastructure and resource limitations: For many educators, trainers and institutions, integrating AI into teaching and learning may not begin with major investments, but with working with what is already freely available. In settings where budget and infrastructure are limited, it is important to choose tools that are low-cost, open-access and institutionally supported. Many platforms already used in classrooms and other learning environments already include built-in AI features.

Ensure educator preparedness and encourage colleague conversations: As AI use develops, sharing experiences with colleagues becomes essential. Peer-to-peer conversations, informal learning groups, and staff-led showcases can be effective ways to build collective knowledge, surface practical tips, and avoid common pitfalls. Educators don't need to have all the answers from the start - the goal is to learn by doing, reflect openly, and adjust based on what works in their specific context.

5. Recommendations on Best Practice

This section outlines practical strategies and best practices to assist educators, trainers and institutions in adopting the guidelines effectively. Drawing on real-world examples from partner countries, it highlights scalable approaches to teacher training, data management, and policy development that ensure AI serves as a supportive, rather than a disruptive tool.

5.1 Professional Development

Across Ireland, Spain and France, professional development is proving to be a cornerstone for the ethical, inclusive and effective adoption use of AI in education. While each country is still in the early stages of developing appropriate responses, there is a growing recognition that equipping educators with the skills, confidence and critical understanding to engage with AI is essential.

In **Ireland**, professional development in this area is still in the early stages, but there is growing momentum to help educators build the basic knowledge and practical skills needed to use AI in a responsible and effective way. One example of this is a free online course provided by Oide (Oide Technology in Education, 2025), which offers foundational knowledge on AI, including key policy documents, ethical considerations, and the strengths and limitations of AI in education. Further examples include online events such as the AI to Support SEN and EAL in the Classroom webinar, hosted by Sligo Education Centre. This session provided teachers with practical strategies for using generative AI to create personalised learning plans, smart targets, and social stories, demonstrating how AI can be applied to foster inclusion and meet diverse learner needs in the classroom. Sligo Education Centre also offers the From Curriculum to Classroom: AI-Powered Approaches to Literacy, Numeracy & Assessment course. It is a blended summer programme designed to equip educators with effective strategies, innovative resources, and practical digital and AI tools.

Efforts to mitigate AI-related risks in **Spanish** education have focused strongly on upskilling educators, with various training initiatives reflecting a growing recognition of the need for targeted professional development. Regional governments, particularly in the Basque Country, have launched several short courses to address this. These include sessions on ethical use, privacy, and practical applications of generative AI in classrooms. For instance, the Department of Education's 2023–2024 course, Introduction to AI, covered topics from curriculum integration to ethics and privacy, although it required teachers to attend during their own time, a recurring barrier to meaningful participation. Other recent examples of AI-

focused professional development in Spain include Tknika's 2025 course on generative AI, Google NoteBook LM, Introduction to NLP and Transformer Models using Hugging Face I, and From the Metaverse to the Classroom. These programmes, varying in format and length, reflect growing institutional commitment to equipping educators with practical AI skills for content creation, differentiation, and student engagement, marking a cultural shift towards embedding AI literacy in teacher training.

Building on **France's** proactive national AI strategy and growing educator engagement, several initiatives illustrate how risks associated with AI in education are being addressed through concrete, research-supported practices. One central focus has been the promotion of AI literacy through various incentives and policies. The AI4T project, launched in 2021 and co-funded by the European Commission, offers structured training for secondary school teachers. It supports educators in understanding AI, evaluating its classroom applications, and using it without over-reliance on automated systems. The Publication of the Framework for the Use of Artificial Intelligence in Education guides educators on the use of AI in a way that enhances educational outcomes, promotes safe data management practices, considers the environmental impact of AI, and encourages critical thinking. Additionally, the Government of France has issued a set of recommendations around the responsible use of AI, in line with current policy and legislation.

5.2 Data Management Guidelines

Policies, guidelines, and frameworks that outline best practices for data management when using AI systems are beginning to emerge at both the EU-level and within individual countries, particularly after the EU AI Act of 2024. While policies primarily aim to regulate the collection, processing, and storing of personal data from the side of companies, there are some references to the personal management from the side of users across different documents.

In **Ireland**, the Guidelines for the Responsible Use of AI in the Public Service outline several personal data management recommendations. While the document is specific to those working in the public sector, these strategies broadly apply to the responsible use of AI in both personal and professional settings. Responsible data management recommendations include:

- Conducting a risk assessment when inputting a dataset into an AI system for analysis. Namely, assess whether any personal data is present in the dataset, using the GDPR (2018) definition of personal data.
- Where data is personal and potentially identifying, users can anonymise datasets in a way which cannot be reconfigured to directly or indirectly identify an individual.

However, limiting the input of personal data as much as possible is the safest practice.

- Educational institutions and training centres, like public service bodies, should aim to have clear and specific data governance processes that explicitly mention best practices when using AI, including examples of recommended use, referrals to trusted continuous professional development courses, and steps to reporting irresponsible use and/or potential GPDR breaches.

Meanwhile, **Spain** has developed guidelines on the use of AI in educational contexts, delivered by the Ministry of Education, Vocational Training and Sports. The document outlines the possible applications of AI in education, and notably, ethical principles and data management strategies. The guidelines emphasise the importance of conscientious handling of personal data, suggesting the following practices:

- Continuous efforts from educational institutions to remain updated on developments around AI and best practice use. A primary suggestion is for institutions to create a comfortable atmosphere of innovation, promoting experimentation and the exchange of questions and ideas among administrative and teaching staff to mitigate ill-practices before they emerge.
- Involve all stakeholders in efforts to promote ethical practices and data literacy, including staff, administrators, parents, and students.
- Promote learning activities for students regarding the handling and processing of personal data by large- and small-scale technological companies. An example is to facilitate a collaborative debate among students on personal data processing, promoting data and AI literacy.

Similarly, the Ministry of Education in **France** has published guidelines on best practices and recommendations on implementing AI in education, in line with current research developments. Included in the report is an outline of the present policy framework, applications of AI, limitations, and suggestions on how educators can apply AI systems. The following recommendations on data management are proposed:

- Data literacy should be actively promoted, alongside AI literacy, and specific efforts should be made by organisations and educational institutions to regularly train staff and educate learners.
- Promote the critical interpretation of data, specifically data generated from AI systems. Users are encouraged to reflect on how the data presented to an AI system can influence its outputs. When inputting their own datasets, users are also encouraged to reflect on the effect of this input on the learning and refinement of AI algorithms.

Furthermore, the **European Commission** have published the *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators* in 2022. The document outlines the context and common misconceptions around AI, examples of its potential application, and guidance for educators and school leaders on best practice. While the above documents outline country-specific measures, it is recommended that educators and school leaders from across the three countries also consult the above document.

5.3 Policy-level Support

In recent years, the **European Commission** has advanced its efforts in building policy and legislation around the ethical use of AI. Among recent policy developments, the EU AI Act 2024, also known as Regulation (EU) 2024/1689, presents the most comprehensive guidelines, legal obligations and rights, and recommendations for developers and users alike.

While the Act does not outline specific obligations or recommendations from the side of AI users, it references how they can exercise their rights to ensure that AI systems remain ethical, including:

- Users have the right to transparency and ease in accessing their information. For instance, if users input personal information intentionally or by accident, they can request to know how their data is used, how automated decisions are taken, and the consequences to the processing their data.
- Users have a right to correct data and to request data deletion. In cases where personal or identifying information is input, users can request the correction or deletion of this information.
- Users have a right to lodge complaints against AI systems which they believe to be in breach of the Act. In practice, users can report platforms which appear to employ suspicious practices, including an omission of its data management processes and neglecting to provide the information details of data controllers.
- Users have the right to engage with transparent and traceable AI systems. As such, compliant developers must inform users of the AI's capabilities and limitations before they can be used.
- To assist in personal risk assessment, users also have a right to consult the EU database of high-risk AI systems, projected to be fully operational by August 2026 (European Commission, 2024).

The European Commission developed the first international AI treaty in May 2024—the Council of Europe Convention on AI (2024)—which opened for signatures in September of

that year. Once fully enacted, it will enforce participating states to uphold legal safeguards into AI systems. Some of the supports the convention will provide include:

- The fundamental principles of the treaty—human dignity and individual autonomy, quality and non-discrimination, respect for privacy and personal data protection, transparency and oversight, accountability and responsibility, reliability, and safe innovation—must be upheld and implemented across the lifecycle of AI systems.
- Safeguards to mitigate risks associated with the use of AI in all public sector organisations (including schools) must be implemented and monitored, and AI systems are to provide practical support for individuals affected by the decisions of their AI algorithms.
- Implement processes to allow users the right to lodge complaints against AI systems to relevant authorities, including when the user's rights, dignity, and information has been compromised, or if users suspect they are interacting with an AI without having been informed.

Schools, educational institutions, and training centres across Europe are advised to study the Act and the Convention, using them as guiding principles to develop and update internal policies and practices on the use of AI by educators/trainers, administrative staff, learners, and parents.

6. Tools & Quality Assessment

To complement the guidelines and recommendations, this section provides a curated list of AI-powered tools, platforms, and resources that align with the principles of ethical, inclusive and pedagogically sound AI use. These resources have been selected based on their alignment with EU standards, accessibility features, and potential to enhance teaching and learning without compromising core pedagogical principles.

Table 1 showcases a selection of tools that are based on publicly available information applicable from the publication of this report. As these tools are subject to developing legislation and internal policy changes, institutions are encouraged to periodically review the quality and compliance of each tool used within their institutions.

Table 1. A list of low- and moderate-risk AI tools that can support educators, trainers, and learners, which include inclusive features.

Tool	Description	Pedagogical basis	Accessibility
Magic School AI*	A platform designed for educators to assist with lesson planning, differentiation, assessment creation, IEP writing, and clear communication—aiming to enhance efficiency. Privacy Policy	Created to support workload management of educators and school staff. Features are specifically supportive of educational and training needs.	Free with paid plans.
Eduaide AI*	An AI-powered teaching workspace platform that assists educators in creating, adapting, and refining instructional materials, including dynamic lessons and assessments. Privacy Policy	Created by two teachers, this tool aims to support educators in everyday instructional challenges. The interface aims to support the inclusion of all students.	Free with paid plans.
PlayLab*	An AI tool creation programme aimed at supporting teachers in creating their own personalised AI tools which support the specific needs of their students. Privacy Policy	PlayLab includes features to support the pedagogical construction of tools. However, the quality of these tools is dependent on the user and their expertise.	Must request access to use.
Brisk Teaching*	An AI-powered Chrome extension that helps educators create presentations, quizzes, lesson plans, rubrics, and more, with ease. Privacy Policy	Compatible across several common education tools, this tool is designed to support the basic duties of educators/trainers.	Free with paid plans.
Question Well*	An AI-powered tool that generates specific, learner-centric questions	Created by teachers, this tool aims to streamline the assessment	Free with paid plan.

	based on lesson plans and learning outcomes. Privacy Policy	process of teachers using learning outcomes and aims.	
Khanmigo AI	An AI-powered tutor and teaching assistant integrated into Khan Academy that provides personalized assistance to students and supports teachers in lesson planning and student engagement. Privacy Policy	Like other services provided by Khan Academy, this tool is based on pedagogical principles aiming to educate and support learners.	Paid subscription for learners. Teacher access is free for selected countries and territories.
Deep Brain AI*	A tool designed to create avatars to support educational content, which can be used to support lectures and presentations. Privacy Policy	This tool is created for general use and does not have specific pedagogical features. However, it can create supportive educational material with little risk of data compromise.	Free with paid plans.
Ask Your PDF*	A tool created to summarise and streamline PDF documents with secure data handling policies. Anything from textbooks to research articles can be uploaded. Privacy Policy	This tool is created for general use and does not have specific pedagogical features. However, it can create supportive educational material with little risk of data compromise.	Free with paid plans.
DeepL Translate*	A powerful translation tool which provides accurate, versatile translation options for over 30 languages. Privacy Policy	This tool is created for general use and does not have specific pedagogical features. However, it can create supportive educational material with little risk of data compromise.	Free for individual learners / educators. Paid for institutions.
Play AI*	An AI-powered text-to-speech generator with a voice cloning option as well as a generic voices library, useful for the narration of educational materials for e-learning purposes. Privacy Policy	This tool is created for general use and does not have specific pedagogical features. However, it can create supportive educational material with little risk of data compromise.	Free.
Goblin Tools	A compilation of AI-powered tools designed to help neurodivergent learners and educators with tasks they may find challenging or time-consuming. Privacy Policy	Created as part of the Teacher Tools toolbox, created to support teachers with a variety of digital and AI-powered tools.	Free.
Pearson AI Tools*	AI-powered tool suite developed by Pearson, offering personalised study experiences, AI tutors for problem-solving, and tools to help instructors build assignments more efficiently. Privacy Policy	These tools draw from existing Pearson educational content to inform outputs and content generation.	Must request access.

Elicit AI	An AI-powered tool which searches databases and journals for relevant literature, summarises the compiled papers, identifies research gaps, and assists in the refinement of research questions. Privacy Policy	Elicit AI was originally created by Ought, a non-profit research laboratory. The platform aims to support the specific needs of researchers and academics.	Free with paid plans.

***Outputs available in English, French, and Spanish**

The above tools are classed as presenting low- to moderate-risk when implemented in educational settings. However, adherence to the guidelines stated in this document remains crucial to adopting these tools in an ethical, inclusive, and supportive manner. Improper use of the above tools may still pose significant risk to both educators and learners.

Table 2 displays a guide on how to quickly assess the quality of an AI-powered tool regarding its ethical standing, inclusive practices, and pedagogical basis.

Table 2. Indicators of ethical, inclusive, and pedagogical quality of AI tools.

Indicator	What to look for	Cautionary signs
Transparent data handling & privacy policies	• Information on how AI systems utilise, process, and store user data is clearly outlined in public privacy policies. • There is clear and easily accessible information on how to contact platforms regarding personal data • Information is provided. outlining how personal data is secured, encrypted, and who has access to it (stating the why and when).	• Policies which state user data may be sold to third parties as business transactions, or where no clear statement as to this positioning is made. • When it is unclear or obscured how for-profit AI companies generate revenue from their products.
Compliance with EU standards	• Policies include information on GDPR compliance (including who the data controller is). • Mention of the EU AI Act 2024 and strategies in place to comply with its requirements. • Documents outline cybersecurity measures, human oversight mechanisms, and accuracy limitations of AI systems.	• Little to no public information on how the company complies with GDPR data processing and/or EU regulations. • Risks and limitations of AI systems are not clearly outlined to users. *Note*. Non-EU based companies are less likely to comply with EU policy—carefully reading their policies is recommended.

Bias mitigation strategies	• Platforms clearly and openly acknowledge the potential for bias in AI systems, especially large language models (LLMs). • Statements are made which indicate that human overseers screen information fed into AI systems and/or screen information sources.	• The potential for bias is never acknowledged by the platform in any front-facing material. • Statements are made in public documents, such as privacy policies, which indicate that developers have little knowledge of how third-party system used (e.g., Open AI, Meta) handle information and bias.
Pedagogical design	• Language that signals expertise in education and pedagogy (including in marketing materials, user guidelines, etc.).	• Platforms that make no mention of being designed by subject matter experts (teachers, educators, etc.).
Inclusivity features	• Features such as text-to-speech and voice commands are easily accessible. • Simple, streamlined designs that do not overload the screen with information. • Regarding generative AI: options to modify the comprehension level of outputs are available (e.g., simplify reading level). • Options to modify text colour, size and font are readily available. • Policies / blogposts / public statements which promote inclusivity.	• Integrates text-only features. • Interfaces are text-heavy and utilise complicated language. • Require high level of expertise (e.g., prior coding or AI knowledge). • No visible efforts for inclusivity are present in any of the platform's public materials.
Accessibility	• There are free or 'freemium' options available for the use of basic features. • Tools are available in various languages, with human reviewers available to assess the quality of automated translations. • Platforms provide tutorials or instruction guides on using their service, including best practice strategies for optimal outputs.	• Outputs are in English (or any other one language) only. • Platforms require a large financial investment, either through the purchase of the product or by requiring high technical specifications.

Review of the AIRED report, *D2.1 Mapping AI Practices & Risks: European Regulations on the Use of AI*, is recommended for a further breakdown of EU legislation regarding the use of AI, as well as an outline of risks associated with the implementation of AI across education and training.

7. Conclusion

As we become more aware of the profound impact AI is having, and will continue to have, on education and training, it is important that educators and institutions act deliberately to ensure it narrows rather than widens existing gaps. The choices made today about how AI is integrated, governed, and used will shape whether it becomes a tool for equity and empowerment or a driver of further exclusion. Throughout Work Package 4 of the AIRED project, we identified key risks and safeguards (D4.1), turned them into practical strategies (D4.2), and higlighted the inclusive potential of AI (D4.3). Together, these guidelines reinforce the principle that AI should support, but never replace, human judgement and creativity. The guidelines in this deliverable put that principle into action through five themes: Prepare and Empower, Include and Represent, Safeguard and Protect, Think Critically and Creatively, and Adapt and Implement. Each theme offers concrete steps for educators, trainers and institutions.

Putting these themes into action is an ongoing process, and the priorities of educators and institutions will evolve as new AI developments emerge. To support this work, this document offers best-practice recommendations for educators and trainers, practical guidance for implementing the guidelines, and a curated set of tools and resources that align with the principles outlined in this report.

Ultimately, ethical and inclusive AI is a shared responsibility. If leaders resource it, educators model it, and learners engage with it critically, AI can enrich learning experiences across Europe. The roadmap created as part of AIRED's WP4 equips stakeholders to take the next step confidently, responsibly, and with inclusion at the core.

8. References

All images used in this report were sourced from Canva (Free Media License) and are used in accordance with Canva's licensing terms.

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