AI literacy framework for primary and secondary education (draft)

European Commission

OECD
BETTER POLICIES FOR BETTER LIVES

With Support from
code.org

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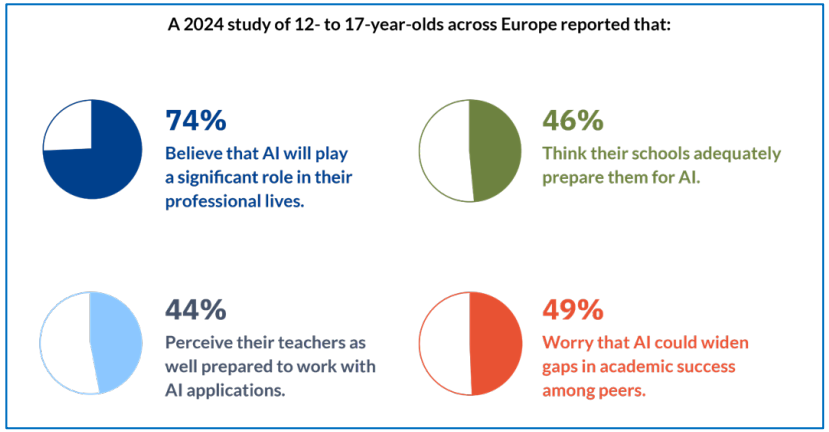
Why an AI literacy framework?

- **Pervasiveness of AI in young people's everyday experiences** - young people are twice as likely to use GenAI than the general population (Eurostat, 2025)
- **Teachers are more exposed to AI** more than 90% of the workers (JRC GenAI Outlook, 2025). 3 in 4 teachers do not feel well prepared (TALIS,2025)
- **Mismatches** - 74% of young people believe that AI will play a significant role in their professional lives, but less 50% think that the school prepares them for that future and that teachers are well prepared to work with AI. (Vodafone Foundation, 2024)
- Increasing needs of **AI literacy and skills in different professions** – basic, specialised and advanced skills.
- Urgent need to **prepare young people** to interact and understand AI in a **critical and confident manner** and support **human capital development**



Source: AI in European Schools: A European report comparing seven countries (Vodafone Foundation, 2024)

EU Policy context

- The **Digital Education Action Plan (2021-2027)** as the overarching EU strategy for digital education and skills

- **Call from the EU Member States -** The 2023 Council Recommendation on key enablers for digital education and skills - AI as a key strategic priority and calling for further work on AI literacy

- Enhanced EU ambition in the **Union of Skills to empower people by enhancing their skills** to enhance **EU's competitiveness, preparedness and social cohesion in the age of AI.**

- Recognition of the importance of **AI literacy and talent** in the **EU AI policy framework (AI Act, AI Continent, Apply AI Strategy).**

What is the AI literacy Framework?

- A joint initiative of the **Commission** and **the OECD**, whose development is supported by **Code.org** and international experts. In alignment with the objectives of the **Digital Education Action Plan** and contributing to **PISA 2029 Media and AI literacy assessment**.

- Aiming to:
  - offer a **common understanding** of the competences young people need to understand AI, how it works and how to use it responsibly;
  - **support education and training systems in integrating** AI literacy in primary and secondary education.

- **Target audience**: teachers, education leaders, policymakers, learning designers.

- Informed by **existing frameworks.**

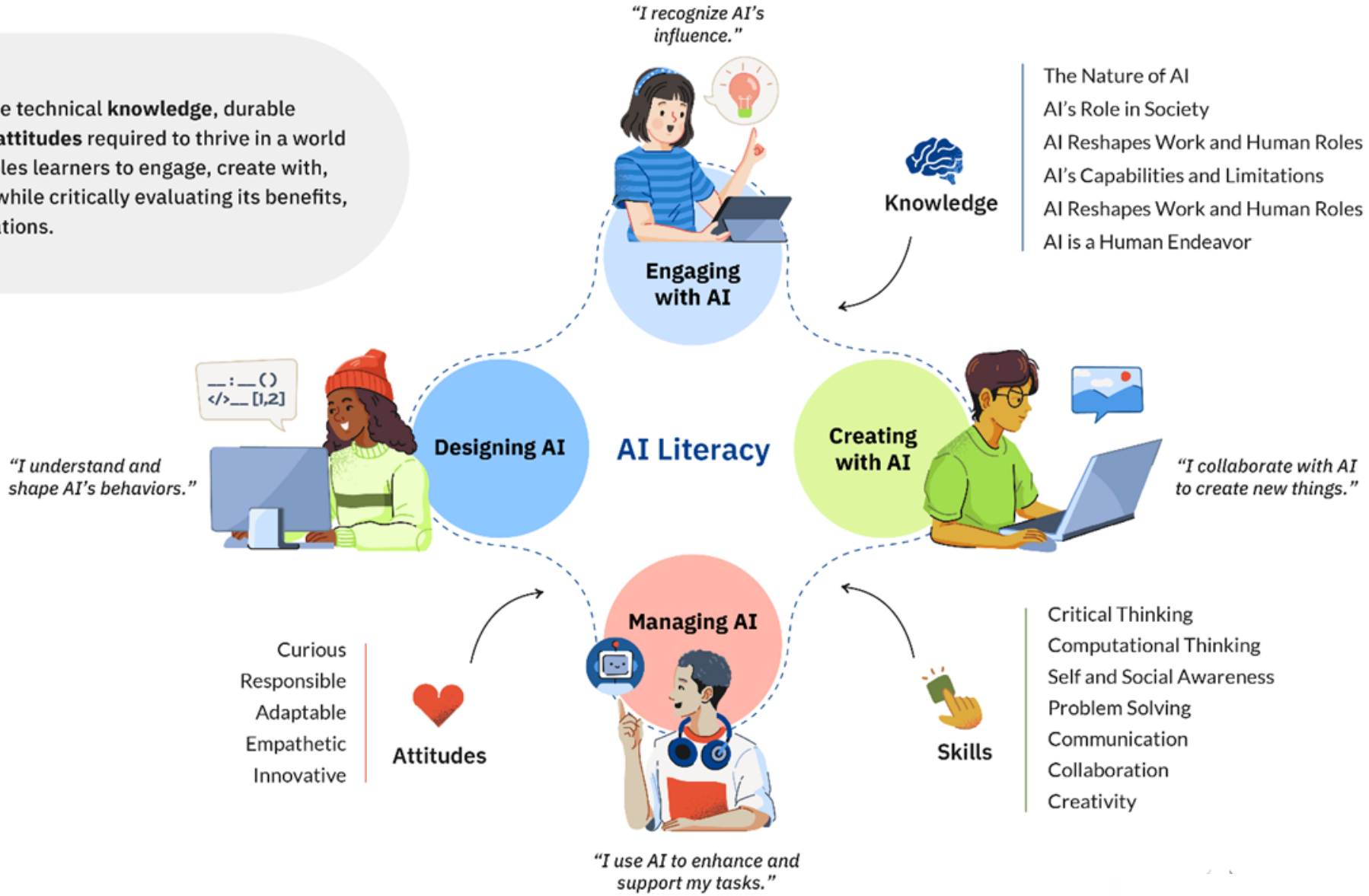
- **Draft** launched on **22 May 2025** , followed by a **stakeholder consultation (2000+ people consulted across 100 countries)**

Empowering Learners for the Age of AI

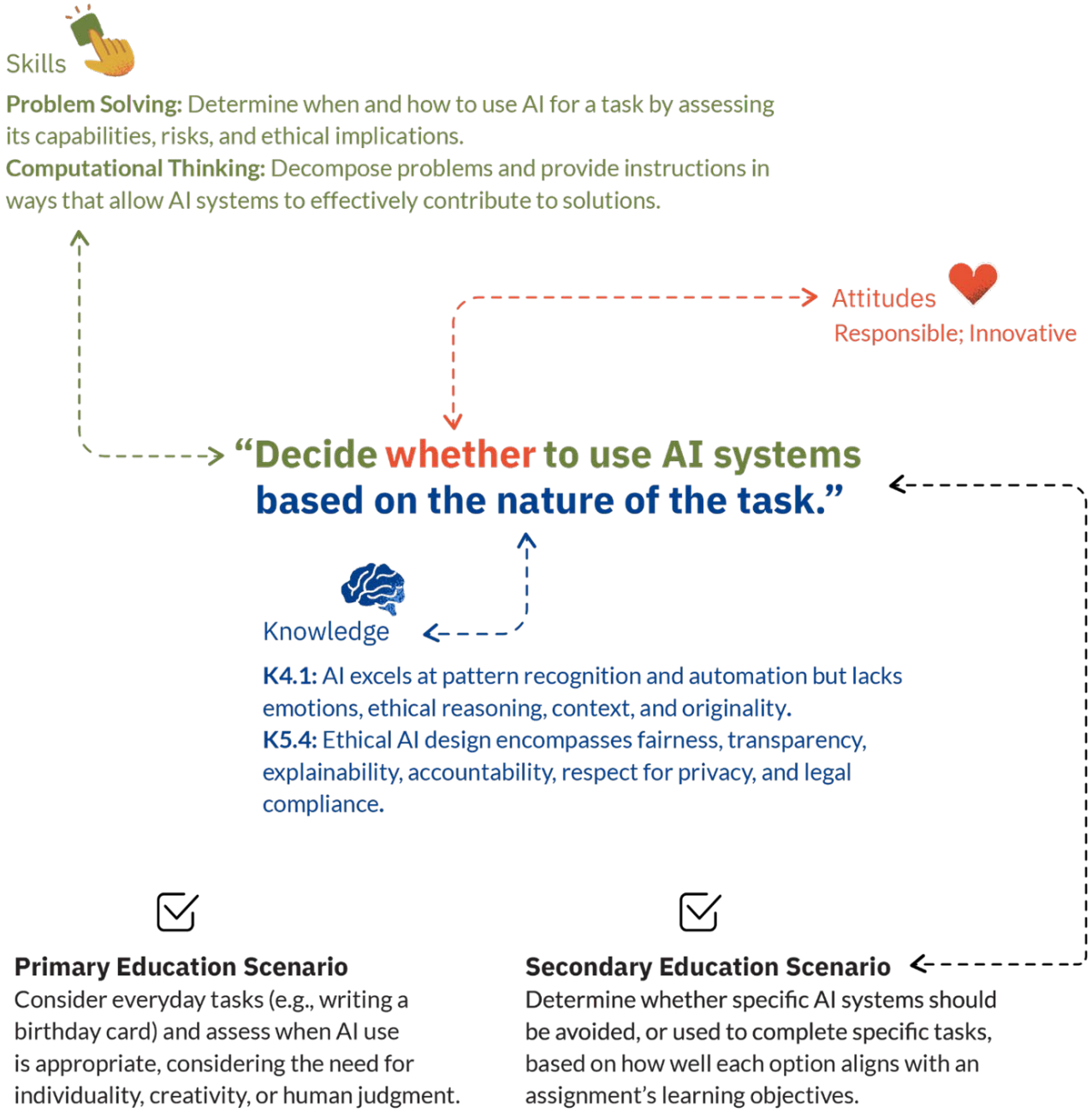
An AI Literacy Framework for Primary and Secondary Education

22 Competences across 4 Domains

AI literacy represents the technical **knowledge**, durable **skills**, and future-ready **attitudes** required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.



Anatomy of a Competence



Engaging with AI

Engaging with AI in daily life involves using AI as a tool to access new content, information, or recommendations.

- **Recognize** AI's role and influence in different contexts.
- **Evaluate** whether AI outputs should be accepted, revised, or rejected.
- **Examine** how predictive AI systems provide recommendations that can inform and limit perspectives.
- **Explain** how AI could be used to amplify societal biases.
- **Describe** how AI systems consume energy and natural resources.
- **Analyze** how well the use of an AI system aligns with ethical principles and human values.
- **Connect** AI's social and ethical impacts to its technical capabilities and limitations.

Creating with AI

Creating with AI consists of collaborating with AI in a creative or problem-solving process.

- **Use** AI systems to explore new perspectives and approaches that build upon original ideas.
- **Visualize, prototype, and combine** ideas using different types of AI systems.
- **Collaborate** with generative AI systems to elicit feedback, refine results, and reflect on thought processes.
- **Analyze** how AI can safeguard or violate content authenticity and intellectual property.
- **Explain** how AI systems perform tasks using precise language that avoids anthropomorphism.

Managing AI

Managing AI requires intentionally choosing how AI can support and enhance human work.

- **Decide** whether to use AI systems based on the nature of the task.
- **Decompose** a problem based on the capabilities and limitations of both AI systems and humans.
- **Direct** generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.
- **Delegate** tasks to AI systems to appropriately automate or augment human workflows.
- **Develop and communicate** guidelines for using AI systems that align with human values, promote fairness, and prioritize transparency.

Designing AI

Designing AI empowers learners to shape AI through hands-on exploration of the data used by AI models and engagement with AI design decisions.

- **Describe** how AI systems can be designed to support a solution to a community problem.
- **Compare** the capabilities and limitations of AI systems that follow algorithms created by humans with those that make predictions based on data.
- **Collect and curate** data that could be used to train an AI model by considering relevance, representation, and potential impact.
- **Evaluate** AI systems using defined criteria, expected outcomes, and user feedback.
- **Describe** an AI model's purpose, intended users, and its limitations.

What comes next?

- **Finalisation of the Framework –** launch before the summer
- Consideration of **feedback from stakeholder review**: cognitive offloading, socio-emotional aspects, environmental implications, etc.
- **Sequencing of Domains** and **elaboration of Competence levels and Learning scenarios**
- Support for PISA 2029 assessment and contribution towards the **Commission Education Package**, notably the **2030 Roadmap on the future of digital education and skills**

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