

The Application of Artificial Intelligence in Education in Croatia

From research to recommendations in the BrAIIn Project

Media & Learning 2026



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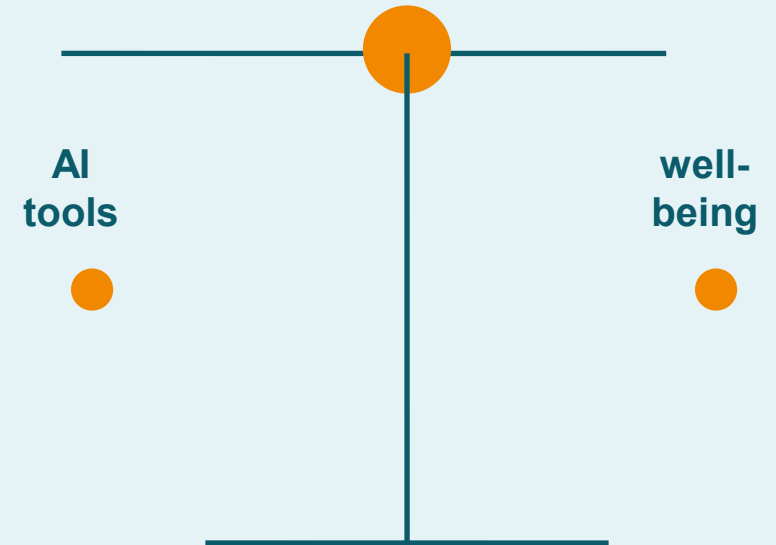
CARNET
znanje povezuje

CARNET

Not AI first. Evidence first.

The question is not: “Which tool?”

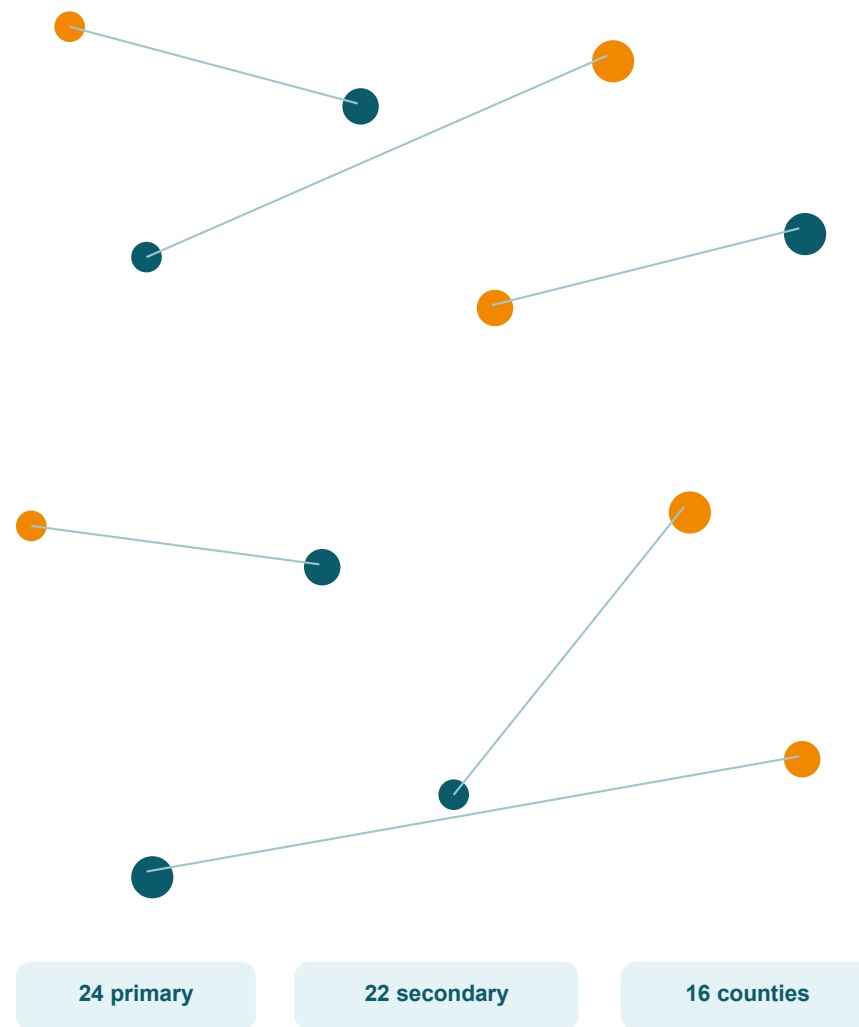
The question is: “What educational purpose, what risks, and what safeguards?”



Croatia as a learning laboratory

46 schools across 16 counties

Evidence from primary and secondary schools participating in the BrAln project.



Mixed methods: scale + depth



A convergent design allowed statistical patterns to be interpreted with stakeholder voices.

The people behind the findings

46

schools

5

stakeholder groups

5,700+

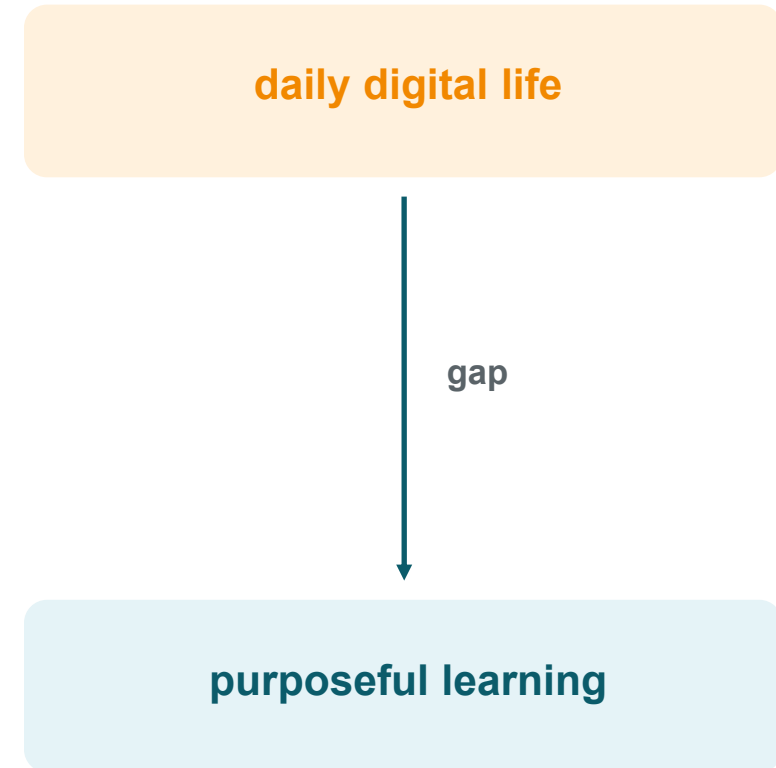
quantitative + qualitative voices

3,913 students · 924 parents/guardians · 382 teachers · 92 focus groups and 45 interviews principals/associates

The everyday–education gap

**Students are digital.
Learning is not always digital in a
meaningful way.**

Technology is present in daily life, but school use often depends on resources, support, and individual initiative.



Technology is seen as double-edged

“easier access, visualization, engagement”

benefits

“concentration, superficial learning, plagiarism, negative effects on health, development and well-being”

concerns

- pedagogical promise
- developmental and ethical risk

Students use AI — often faster than schools can respond

**Speed is attractive.
Verification is fragile.**

Chatbots are used for information, explanations, presentations, and writing. The risk is hidden use without critical checking.

Explain this topic quickly



**AI answer
Needs verification**

FINDING 4

Parents want safety, visibility, and guidance

87%

want insight into children's interactions with AI tools

84%

think AI could reduce live communication

70%

fear negative effects on development and well-being

41%

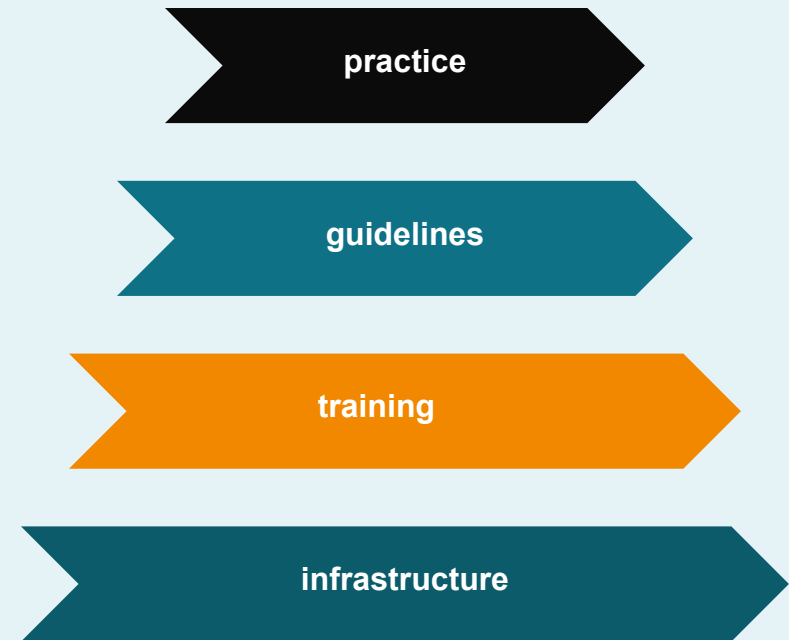
would support or encourage child use

Parents are not only cautious; they are asking for shared rules.

Teachers need practical support, not slogans

They use technology for teaching, communication, and administration.

But barriers remain: devices, stable internet, technical support, licences, and concrete subject-specific examples.



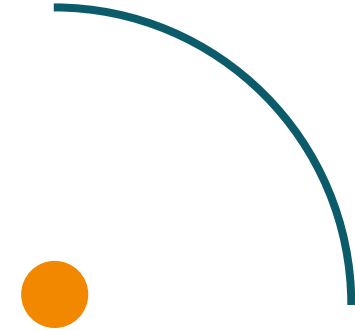
Responsible AI begins with student well-being

15–20%

students report daily exposure to
risky content

3–5%

report daily risky behaviour online



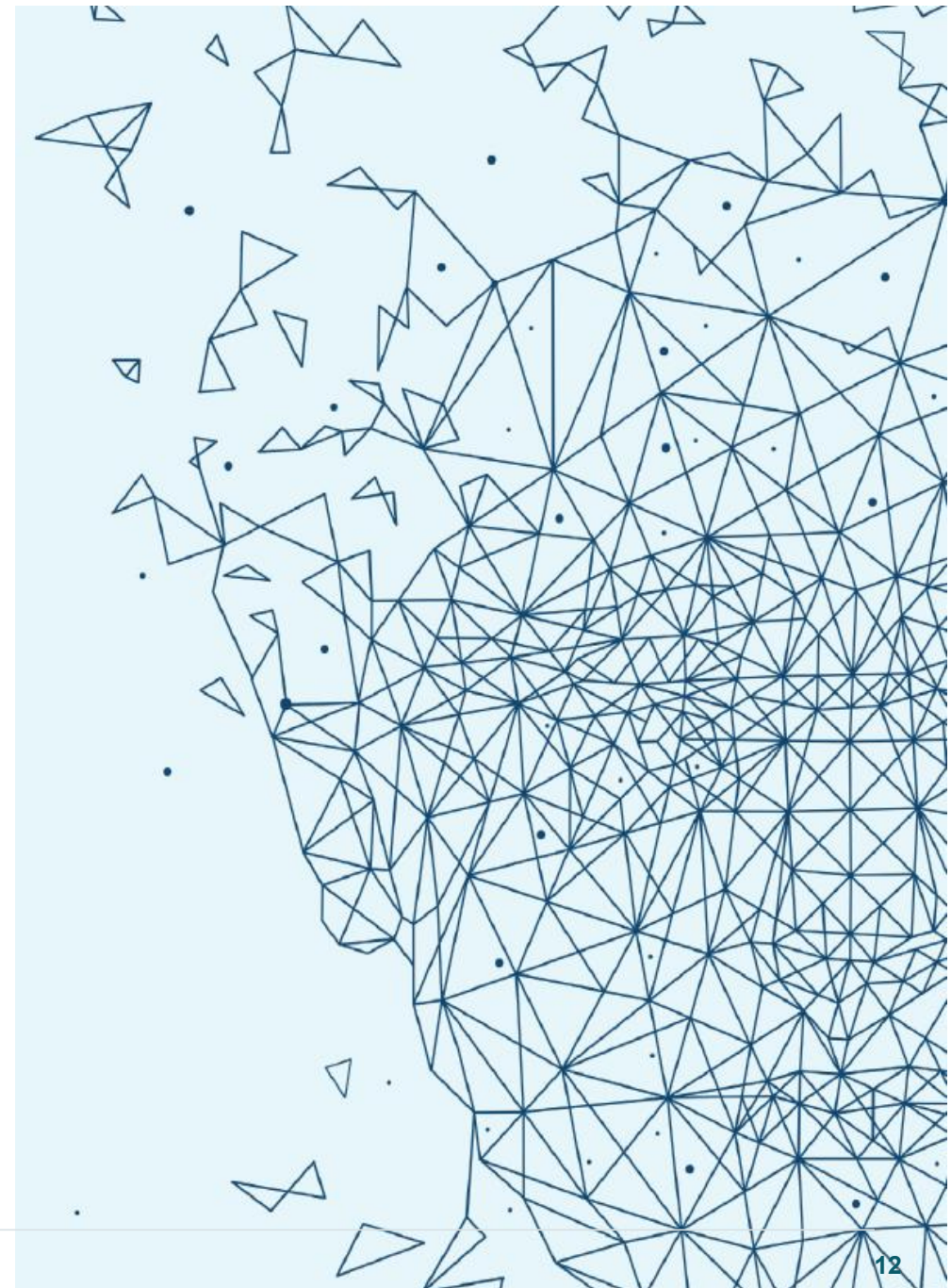
balance

online · offline · school · life

From findings to recommendations

Evidence becomes useful when it becomes actionable.

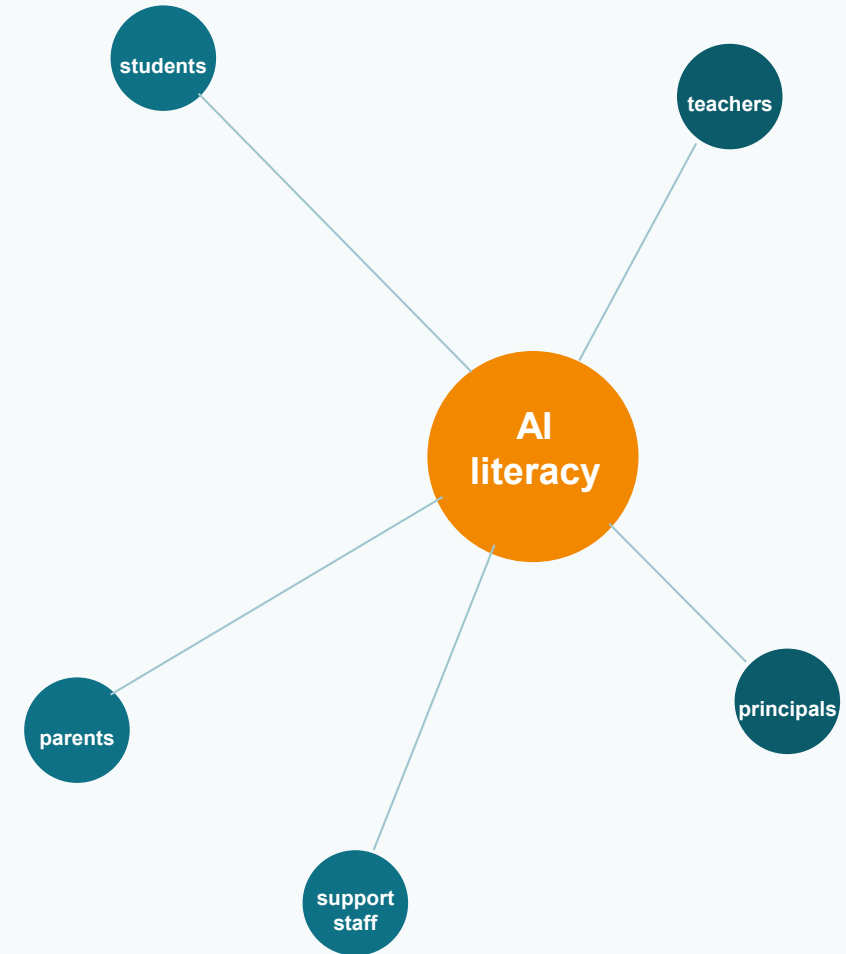
Recommendations were shaped for students, parents, teachers, professional associates, principals, and public institutions.



Build AI literacy for everyone

**Formal and non-formal
education must work together.**

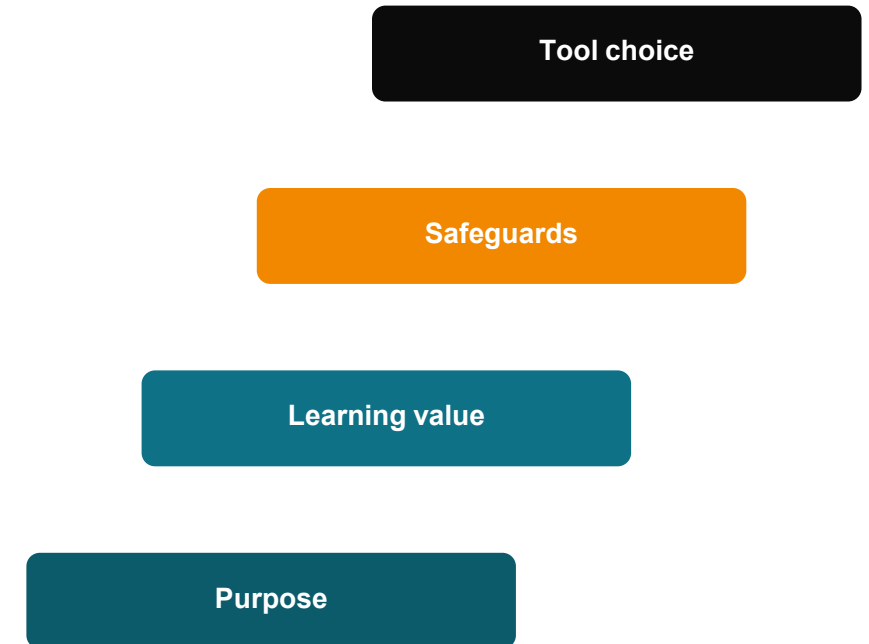
Practical, age-appropriate, and connected to real school tasks.



Pedagogy before tools

AI is support — not a substitute.

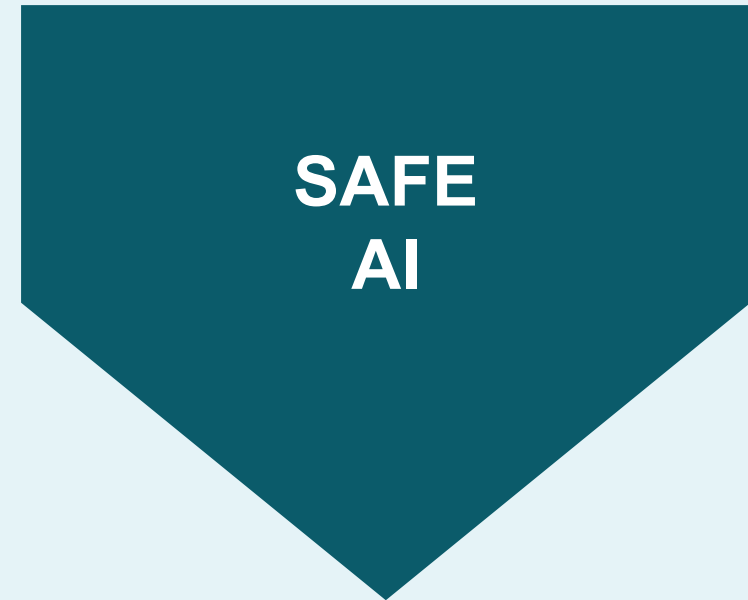
Use AI when it adds value: explanation, practice, feedback, adaptation, or reduced routine workload.



Make safety and ethics explicit

Trust requires rules people can understand.

Privacy · data protection · age-appropriate use · transparency · plagiarism · critical evaluation of AI-generated content.



Create shared communication

Responsible AI is a team practice.

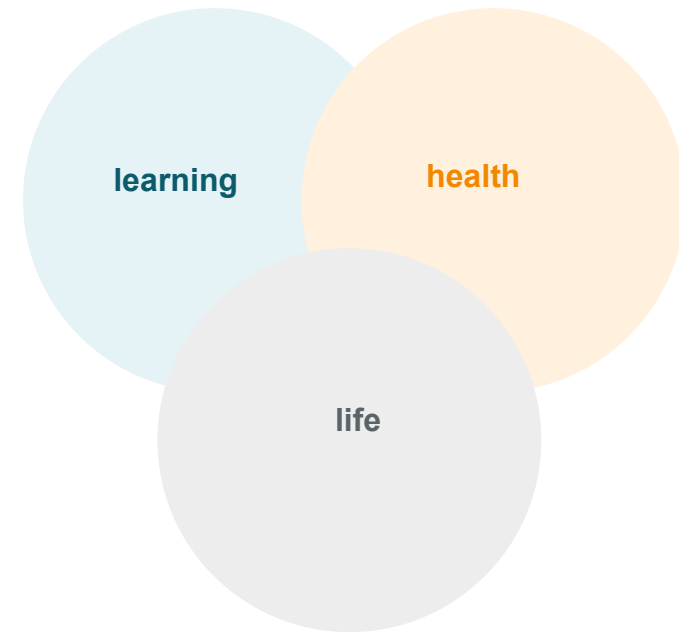
Schools need official channels, shared expectations, and dialogue between students, parents, teachers, leaders, and institutions.



Keep well-being at the centre

AI integration must protect attention, relationships, and balance.

Prevent cyberbullying, support self-regulation, and build healthy digital routines.



Infrastructure is an ethical condition

Access, support, and licences shape what “responsible use” can mean.

Without reliable devices, internet, technical support, and trustworthy tools, responsible innovation remains uneven.

devices

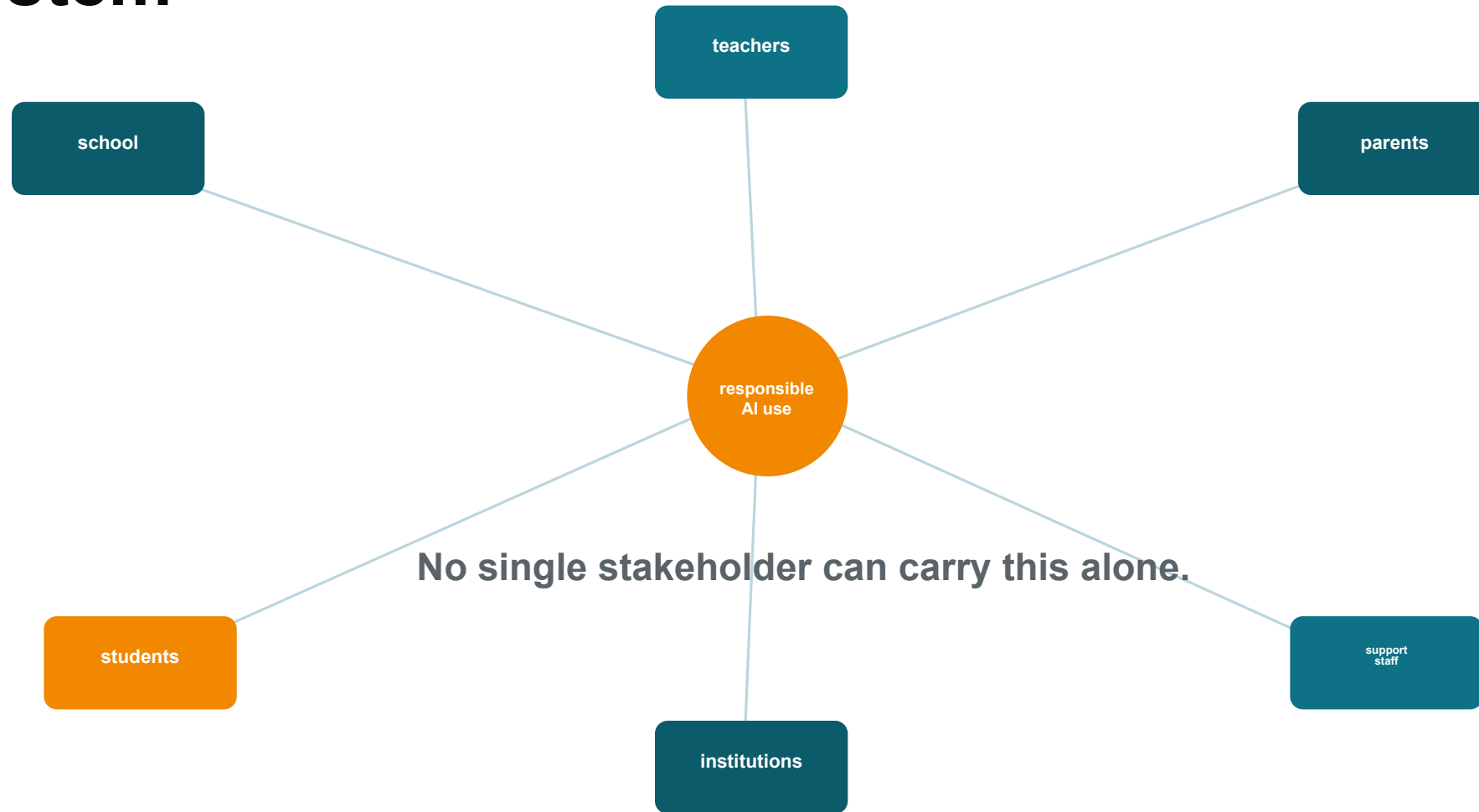
internet

support

licences

guidance

From recommendations to an ecosystem



AI should develop human potential — not replace it.

Evidence → recommendations → responsible practice

BrAIIn Project | Croatia

