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AI Literacy Practices

INSIGHTS FROM THE EUROPEAN AI OFFICE SURVEY

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Document details

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The European AI Office was established within the European Commission as the centre of AI expertise and forms the foundation for a single European AI governance system. It plays a key role in implementing the AI Act - especially for general-purpose AI - fostering the development and use of trustworthy AI, and international cooperation.

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1. Executive Summary

1.1. Introduction

Artificial intelligence (AI) literacy is rapidly emerging as a critical skill in the digital age. Despite its growing importance, there remains a gap in understanding how organisations are fostering AI literacy. In line with Article 4 of the AI Act[1] (applicable from 2 February 2025), providers and deployers are required to ensure a sufficient level of AI literacy for staff and relevant users. This report examines the current landscape of AI literacy development, in doing so exploring practices, target groups, and challenges, while deriving actionable insights.

1.2. Objectives

The primary objective of this report is to analyse AI literacy practices. By examining survey responses from AI Pact signatories (Round 1) and from a broader set of organisations (Round 2), the report aims to provide insights into the practical application of AI literacy, its impact on stakeholders, and the strategies required to enhance its adoption and effectiveness.

1.3. Methodological approach

This analysis draws on a survey launched by the European AI Office. The first round of the survey, launched in December 2024, targeted signatories of the AI Pact[2]. The survey included both closed-ended questions, analysed quantitatively, as well as open-ended questions, analysed qualitatively through coding to identify themes related to target groups, context, impact, challenges, and improvements. The findings reflect the practices of leading organisations already active in AI adoption, providing valuable insights for the broader community. Yet, to further enrich these findings, a second iteration of the survey was conducted in April 2025 using refined and more targeted questions. This allowed for deeper insight into how organisations tailor AI literacy efforts and measure their impact and allowed to include further organisations (not only AI Pact members) as the survey was open to all[3]. Although the second round had a smaller sample size, responses were more detailed and often tied to governance structures, employee roles, and the implementation of the AI Act. Round 1 received 44 submissions; 28 passed quality review and were used for quantitative charts. Round 2 received 29 submissions: 27 fully passing the quality review. Quantitative tallies are based on fully passed entries; qualitative insights indicate partials where relevant. The results of both rounds are analysed independently and brought together in the concluding synthesis.

1.4. Results

With regards to implementation, the survey results highlight that AI literacy practices are more advanced in larger organisations and the ICT sector, while smaller and non-ICT companies face challenges. The results also reveal a very diverse repertoire of AI practices and tailored training practices emerged as a key theme, with organisations reporting a need for role-specific approaches, ranging from technical training for specialised staff to strategic insights for leadership. Connecting AI literacy efforts to sector-specific contexts, such as data privacy in healthcare or workflow optimisation in manufacturing, was found to enhance relevance and reduce resistance to change. The second survey iteration confirmed many of the patterns from round one but also revealed further evolution in maturity and operationalisation. For instance, considering all submissions which passed the quality assessment, 59% of respondents in round

[1] Regulation (EU) 2024/1689

[2] AI Pact | Shaping Europe's digital future

[3] New survey to gather practices for the AI literacy living repository | Shaping Europe's digital future

two reported fully implemented practices (compared to 45% in round one)[4], with many citing structured onboarding, train-the-trainer models, and ambassador roles. There was a stronger focus on tailoring training to staff roles, backgrounds, and technical experience, as well as more formalised measurement of impact, often tied to AI governance structures. In addition, respondents in round two made more explicit references to the AI Act and called for EU-level support, such as shared training repositories and peer-learning mechanisms. Through our analysis, we uncover and present the various AI practices, target groups, implementation, and impacts.

1.5. Conclusions

This report provides a number of learnings, including on the importance of supporting smaller and non-ICT companies; ensuring that AI literacy training is regularly updated to keep pace with rapid advances in AI; tailoring AI literacy practices to maximise their effectiveness and benefits; and connecting AI literacy to sector-specific contexts to create value. The second survey round reinforces and extends these learnings, showing clear signs of progress and growing sophistication. Organisations increasingly treat AI literacy as a strategic capability, embedded in governance and compliance efforts.

1.6. Use of this document

This is a confidential draft for the European Commission's review. A public version will be prepared after EC feedback.

[4] In Round 2, 59% of fully passed submissions reported fully implemented practices (n=16); in Round 1, 45% of fully passed submissions reported the same (n=13).

2. Introduction

Artificial Intelligence (AI) literacy is rapidly becoming a vital skill in the digital age, as AI systems increasingly shape industries, public administration, and daily life. A survey by the European Centre for the Development of Vocational Training shows that around 60% of employees are likely to face AI-related task transformation[5]. Beyond professional growth, AI literacy enables individuals to critically and responsibly engage with AI tools, ensuring technology serves the public good while minimising harm. Recognising this importance, the AI Act, which is in force since 1 August 2024, establishes Article 4 (AI literacy)[6].

Article 4 of the AI Act, which entered into application on 2 February 2025, introduces an obligation for all AI system providers and deployers to ensure that their staff and other persons acting on their behalf possess a sufficient level of AI literacy. This obligation extends beyond employees to persons broadly under the organisational remit, such as contractors, service providers, or clients, who deal with the operation and use of AI systems. AI literacy, as defined in the Regulation (Article 3(56)), refers to the "skills, knowledge and understanding" required to operate AI responsibly. It equips those directly dealing with AI systems to make informed decisions, taking into account their technical knowledge, level of experience, education and training, the context of use, and the individuals or groups who may be affected. Recital 20 further clarifies that AI literacy should also equip affected persons with the necessary notions to understand how decisions taken with the assistance of AI may impact them. These requirements reinforce the provisions on transparency (Article 13) and human oversight (Article 14) and indirectly contribute to the protection of affected persons by ensuring the effective application and enforcement of the AI Act rules.

While AI is transforming society and the world of work, there remains a lack of comprehensive understanding of how AI literacy is being developed and rolled out in organisations. This report aims to address this by analysing the results of the two rounds of surveys, the first one targeting the signatories of the AI Pact[7], an initiative to help organisations prepare for the implementation of the AI Act, and the second one open to all organisations.

The next section outlines the methodology used for the analysis, describing how survey data were collected and coded. This overview is followed by the presentation of results, beginning with descriptive statistics. The report then explores qualitative findings on AI literacy practices, focusing on three key areas. The first is an overview of the current state of the art in terms of AI practices. The second area covers the target groups for these practices, examining who they are, how their characteristics and knowledge and education are considered, and how the practices address specific usage and sector contexts. The third area centres on the implementation of AI literacy practices, highlighting their impacts, the challenges encountered, and anticipated improvements or changes. Chapter 5 presents the results of the second survey iteration, offering a standalone analysis that reflects its distinct methodology and focus. Chapter 6 gathers some general conclusions.

[5] Cedefop, 2025, https://www.cedefop.europa.eu/en/publications/9201

[6] Official Journal of the European Union, AI Act, https://eur-lex.europa.eu/eli/reg/2024/1689/oj The full text of Article 4 reads: "Providers and deployers of AI systems shall take measures to ensure, to their best extent, a sufficient level of AI literacy of their staff and other persons dealing with the operation and use of AI systems on their behalf, taking into account their technical knowledge, experience, education and training and the context the AI systems are to be used in, and considering the persons or groups of persons on whom the AI systems are to be used."

[7] European Commission, 2024, https://digital-strategy.ec.europa.eu/en/policies/ai-pact The AI Pact, under its pillar II, "provide[s] a framework to foster the early implementation of some of the measures of the AI Act. This initiative encourages organisations to proactively disclose the processes and practices they are implementing to anticipate compliance."

3. Methodology

The analysis draws on two surveys. The first, conducted between December 2024 and February 2025, was distributed to AI Pact signatories to gather insights into their AI literacy practices. The second, carried out in the first quarter of 2025, was open to all interested participants who wished to share their AI literacy practices.

Submissions were screened for completeness, internal consistency and verifiability of key fields (target groups, implementation stage, impact/KPIs). Entries failing minimum criteria informed qualitative themes but were excluded from aggregate charts. Round 1 and Round 2 were analysed separately due to differences in question design.

3.1. First survey round

The AI Pact serves to help stakeholders prepare for the implementation of the AI Act. By signing the AI Pact, companies providing or deploying AI systems can demonstrate their voluntary commitments to transparency and compliance with regulatory requirements, preparing proactively for the implementation of the AI Act.[8] During the first round of the survey, there were approximately 162 signatories at the time of the survey; 44 participated (≈30% response rate). Of those submissions, 28 practices passed the quality review and were therefore included in the published compilation (the initial AI literacy repository)[9]. The remaining responses were incomplete or inconsistent, but they were still considered where possible in the descriptive analysis. Reflecting the diverse population of AI Pact signatories, the organisations responding to the survey are headquartered in various countries, also outside of the EU.

It is important to note that the signatories of the AI Pact are ahead of the curve in implementing transparency and compliance measures, as most already actively develop and/or use AI. Therefore, this survey does not provide a general overview of AI literacy practices across the entire organisational landscape. Instead, it offers insights into the actions of these "front runners and ambitious participants"[10], which can serve as valuable lessons and takeaways for the wider community of AI providers and deployers. According to Eurostat, the share of EU enterprises using AI reached approximately 13–14% in 2024, an increase of about 5.5 percentage points compared with 2023, with higher uptake in large firms.[11] The number of medium-sized enterprises using AI increased by around 60% from 2023 to 2024, and by 35% for large companies.[12] The European Commission has set a target to reach 75% of EU companies using AI, cloud computing or big data by 2030.[13]

Of the thirteen survey items analysed[14](the questionnaire is included in the Appendix), five were closed-ended questions. These allowed for quantitative analysis.

A summary of the characteristics of the respondents is given below. Figure 1 presents the count for (a) the size of the organisation, (b) the sector, (c) the role and (d) the implementation of the practice. The count highlights the preponderance of large organisations (27 out of 44 taking the survey. There is also a

[8] For more information, see https://digital-strategy.ec.europa.eu/en/policies/ai-pact

[9] Living repository to foster learning and exchange on AI literacy | Shaping Europe's digital future

[10] Quote from https://digital-strategy.ec.europa.eu/en/policies/ai-pact

[11] Eurostat, 2025, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Use_of_artificial_intelligence_in_enterprises

[12] Eurostat, 2025, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Use_of_artificial_intelligence_in_enterprises Medium enterprises are companies with between 50 and 249 employees, large enterprises have over 250 employees.

[13] European Commission, 2023, https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en

[14] Survey items 1.1, 1.2, 1.3, and 3.9 were not systematically analysed.

dominance of companies in the ICT sector (28 out of 44), organisations that are both providers and deployers (29 out of 44), and those with fully implemented AI literacy practices (20 out of 44).

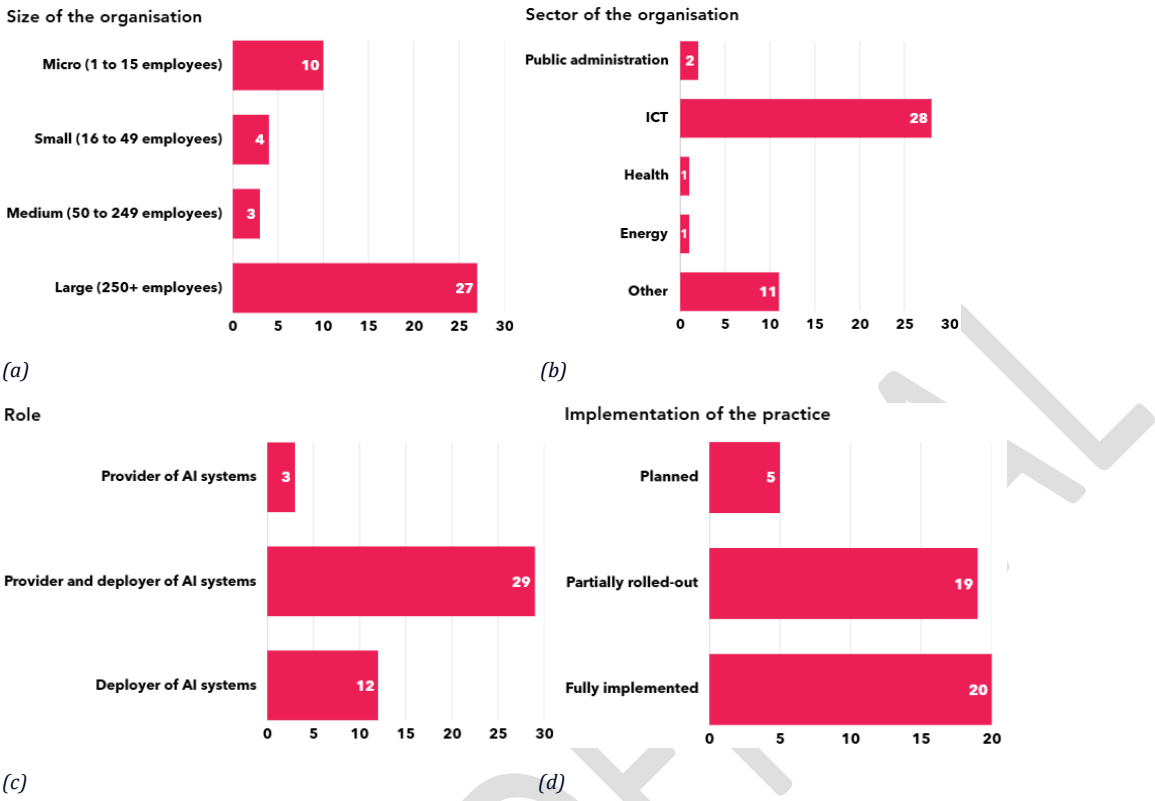


Figure 2. Count for (a) the size of the organisation, (b) the sector, (c) the role and (d) the implementation of the practice.

Figure 2 details (a) the location of the organisations by country and (b) by region. The results highlight the key role that USA, France and the UK play in the adoption of AI literacy practice. Smaller economies seem to be underrepresented in the survey results.

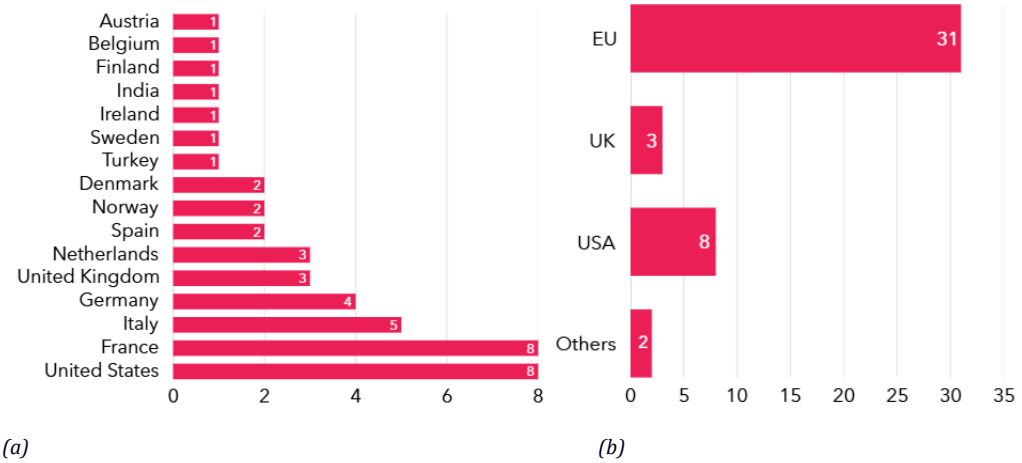


Figure 3. (a) Companies by country and (b) by region.

The remaining items were open-ended questions. The qualitative analysis of these followed an exploratory approach. Open-ended responses related to target groups and context (survey items 3.1-3.4) were analysed qualitatively using one level of coding due to the directive nature of the questions, where the responses were largely centred around the dimensions explicitly mentioned in the items. Open-ended responses related to impact, challenges, and improvements (survey items 3.6-3.8), on the other hand, were more complex and nuanced in content and thus underwent analysis involving two levels of coding. First-level

codes were further grouped into higher-order themes to provide a clearer and more organised structure to the results.

3.2. Second survey round

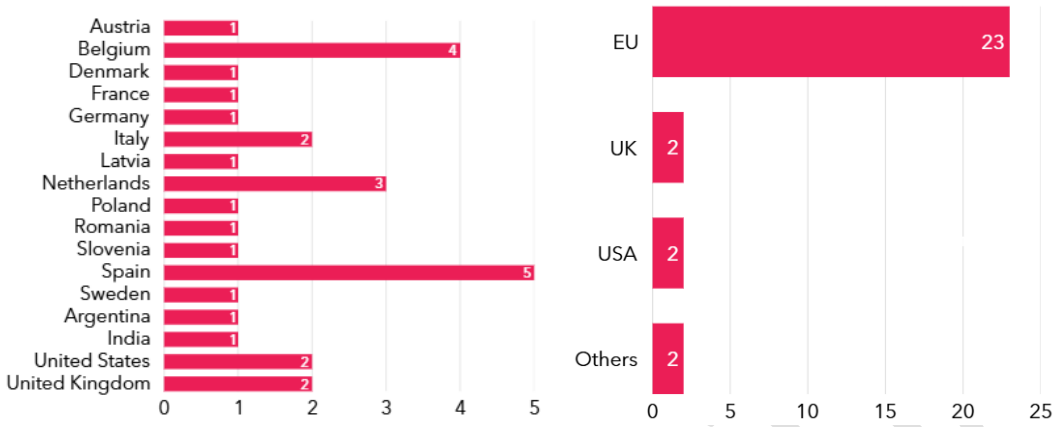
To deepen the insights gained from the initial round of data collection, a second iteration of the survey was conducted. In this second round, the survey was open to anyone interested in submitting their AI literacy practices, i.e. providers and deployers of AI systems not part of the AI Pact as well as organisations that are neither providers nor deployers. The aim was to gather further examples and increase representativeness. Based on the feedback received on the first survey and considering the wider scope of this second iteration, the questions of the survey were adapted. The results of the second iteration were directly integrated into the revamped AI literacy repository[15].

A summary of the characteristics of the respondents is given below. Figure 3 presents the count for (a) the size of the organisation, (b) the sector, (c) the role, and (d) the implementation of the practice. The count, as was the case for the first survey iteration, highlights the preponderance of large organisations (18 out of 29) taking the survey. There is also a strong representation of companies in the ICT sector (7 out of 29), organisations that are both providers and deployers (10 out of 29), and those with fully implemented AI literacy practices (16 out of 29). Direct comparisons between the first and second surveys should be made with some caution due to adjustments in some questions asked. A "None of the above" response was added to the "Role" question. In addition, the range of responses for "Sector of the organisation" was made richer and allowed multiple selections. To facilitate readability, multiple sector sections were combined into a "Mixed and Other category in this report".

Figure 4. Count for (a) the size of the organisation, (b) the sector, (c) the role and (d) the implementation of the practice (second iteration survey).

[15] Repository of AI literacy practices | Shaping Europe's digital future

Figure 4 details (a) the location of the organisations by country and (b) by region. Unlike the first survey iteration, these results do not highlight the role that USA, France and the UK play in the adoption of AI literacy practice. This may be an effect of the small response count obtained.



(a) (b)

Figure 5. (a) Companies by country and (b) by region (second iteration survey).

Although the sample was smaller (29 respondents), of 29 submissions, 27 fully passed quality review; only fully passed respondents are named in examples, the depth of responses enabled more nuanced qualitative analysis. The same mixed-methods approach was applied, combining descriptive quantitative analysis with exploratory thematic coding. Given the differences in question design and coding categories, the results of the two survey rounds were analysed separately and presented in distinct chapters. A synthesis of insights from both rounds is provided in the final chapter of the report.

4. Results from the first survey round

4.1. Overall AI literacy approach

Survey responses revealed that organisations adopt a wide range of approaches to AI literacy, reflecting differences in size, sector, and maturity level. While there is no single model, several common elements emerged:

- **General awareness-building**: Most organisations provide company-wide training to ensure that all employees develop at least a basic understanding of AI concepts and tools (e.g. Gjensidige Forsikring has a mandatory e-learning course). This often begins with introductory modules covering what AI is, how it works, and its ethical and societal implications.
- **Specialised and role-based learning**: Many respondents complement general training with targeted learning tracks for groups. Technical staff receive advanced courses in data science, model development, and generative AI use cases. Governance and compliance officers are trained in AI ethics, data protection, and the requirements of the EU AI Act. Senior leadership is briefed on strategic risks, organisational deployment, and cross-departmental coordination.
- **Balancing technical and governance perspectives**: Some organisations prioritise hands-on competence with AI tools, while others emphasise governance and risk management. Compliance-oriented organisations often build their practices around regulatory obligations, while technology-oriented organisations stress innovation, workflow optimisation, and adoption.
- **Audience-tailored design**: Respondents highlighted that literacy initiatives are adapted according to the skill level of participants. Beginners first receive foundational content, while advanced staff are offered in-depth, role-specific learning. Larger organisations frequently

differentiate between departments, for example offering marketing teams training on prompting skills for generative AI, and C-level management training on organisational risk.

Key insight: AI literacy in Round 1 respondents is **not a uniform programme but a layered strategy**, combining general awareness, specialist depth, and governance considerations.

4.2. Type of initiative

The initiatives reported can be grouped into several types, illustrating both the diversity of delivery modes and the breadth of organisational investment:

- **Formal training courses**:
  - E-learning platforms with modular content and quizzes.
  - Online courses and self-learning resources.
  - Ready-to-use guides, demos, and newsletters.
- **Intensive learning programmes**:
  - Internal academies or bootcamps lasting days or weeks.
  - Practical workshops, hackathons, and project-based learning.
  - Peer-to-peer knowledge sharing.
- **Events and exchanges**:
  - Internal conferences, seminars, or AI dedicated days.
  - Access to third-party and partner events.
- **Governance-linked initiatives**:
  - Internal policies and procedures that embed literacy into operational practice..
  - Development of frameworks for responsible and ethical AI use.
- **Certification and external pathways**:
  - Collaborations with universities for accredited programmes.
  - Credentials or external certifications offered to staff.

Key insight: Training is **multi-modal** – ranging from self-paced e-learning to immersive bootcamps – and is frequently **anchored in governance mechanisms** to ensure organisational adoption.

4.3. Target groups

AI literacy is broadly targeted across internal staff as well as selected external stakeholders.

Internal staff roles

Almost all organisations provide literacy opportunities for their workforce, though the scope and emphasis differ. Table 1 summarises the main categories of internal roles targeted.

Code	Frequency	Example quotes / meaning units
Technical roles	9	Teams are diverse, containing both strategists, operationally focused consultants, data engineers, data scientists, experience engineers and designers
Governance and compliance roles	10	It emphasises the importance of collaboration across technical, legal, operational, and business functions to create a holistic AI governance framework.', 'in particular Legal, Data Protection Officer (DPO), Compliance, Quality assurance and regulatory affairs departments (QARA), Developers and engineers
Leadership roles	4	Ensuring that everyone, from leadership to operational teams, understands how to contribute to effective AI governance; the practices outlined in the AI Literacy Competency Framework can apply to diverse roles within an organisation, including leadership, technical teams, legal and compliance officers

Functional and operational roles	7	Emphasises the need for cross-functional collaboration, ensuring that everyone, from leadership to operational teams, understands how to contribute to effective AI governance
Creative and design roles	8	In relation to design, development and implementation of AI systems, these teams are diverse, containing both strategists, operationally focused consultants, data engineers, data scientists, experience engineers and designers
Cross functional roles	3	Emphasises the need for cross-functional collaboration, ensuring that everyone, from leadership to operational teams, understands how to contribute to effective AI governance; guide supports people across all roles and promotes the development of cross-functional teams by offering tailored strategies and practical tools that accommodate diverse expertise and responsibilities within an organisation
General workforce	14	Everyone. This AI Governance training is designed for all members of the organisation; All employees

Table 1. Internal staff roles

External stakeholders

Around half of the respondents also extend literacy practices beyond their own staff. External audiences include:

- **Clients and end users** (e.g. resources to support responsible AI adoption – e.g. Anekanta AI).
- **Subcontractors and freelancers**, aligned with workflows and ethical standards.
- **Independent creatives** (e.g. filmmakers, designers, writers).
- **Students, teachers, and startups**, particularly in early innovation ecosystems (e.g. TIM).
- **Experts in legislative, HR, and security domains**, who are engaged in dialogue and training (.g. Asimov AI S.R.L).

Inclusivity and accessibility

- **25 organisations** out of the 44 respondents reported explicitly considering gender, ethnicity, or disability in their design.
- Practices include subtitles, audio versions, neurodiversity-sensitive learning tools, and removal of biased content.
- **Inclusivity is both content-driven and accessibility-driven**, ensuring AI literacy supports diverse staff and external groups. Several initiatives target **underserved groups** (e.g. Intesa Sanpaolo, Telefónica S.A.).

Professional background tailoring

To address heterogeneous skill levels, organisations use:

- Tailored training modules for beginners versus advanced professionals.
- Role-specific customisation (e.g. leadership roles – e.g. AI & Partners -, technical and non-technical personnel – e.g. Eyer, roles particularly impacted by generative AI – e.g. Smals).
- Real-world exercises and applied projects (e.g. EnBW Energie Baden Württemberg AG).
- Flexible and continuous learning pathways (e.g. IBM).
- Regular monitoring and updating of training matrices.

Key insight: AI literacy is **inclusive, multi-layered, and role-specific**, reaching from general workforce to specialist external actors.

4.4. Content (including Sector and/or context)

Respondents stressed that literacy is most effective when linked to **sectoral context, use case, and organisational purpose**.

- **Healthcare**: Emphasis on GDPR, patient privacy, and high-risk diagnostic applications (e.g. Dedalus Healthcare).
- **Financial services**: Fraud detection and regulatory compliance (e.g. Workday).
- **Architecture, Engineering, and Construction:** Clash detection, energy modelling, and progress monitoring (e.g. BIMeta Corporation).
- **Creative industries**: Addressing originality, copyright, and inclusive storytelling (e.g. Studio Deussen).
- **Cross-sectoral themes** (e.g. Enzai Technologies):
    - Ethical implications and responsible use.
    - Regulatory compliance with the EU AI Act.
    - Integration of AI literacy into broader digital transformation strategies.

Key insight: Sectoral differences shape not only training content but also organisational framing of AI literacy, from **compliance-driven healthcare** to **innovation-driven creative industries**.

4.5. Implementation stage

Implementation practices range from basic pilot activities to well-established programmes:

- **Formats of delivery**:
    - Written content, video lectures, and recorded audiovisual material (e.g. Credo AI, VERBUND).
    - Interactive live workshops, both online and in-person (e.g. OpenSky Data Systems).
    - Podcasts and AI-generated summaries for on-the-go learning (e.g. ASA, Booking.com).
- **Organisational rollout**:
    - Many organisations provide training to **all staff**, with advanced tracks for senior or specialist roles (e.g. Milestone Systems, Palantir technologies Inc.).
    - Some organisations report embedding literacy into policy and governance processes (e.g. Credo AI, INECO).
    - Several respondents report making selected literacy materials available externally and free of charge (e.g. SAS).
- **Maturity levels**:
    - Some respondents are still piloting training, with limited KPIs.
    - Others have **institutionalised literacy as part of workforce development**, linked to HR systems and continuous monitoring (e.g. Booking.com).

Key insight: Implementation ranges from **basic online learning to fully embedded literacy frameworks**, with increasing integration into organisational structures.

Moving to the quantitative questions. Figure 5 presents the level of implementation of the AI literacy practices in relation to the size of the organisation. Micro companies seem to be lagging with implementation. Small and medium organisations tend to have a fully or partially implemented practice, although their small count limits the generalisability of the findings. Large organisations generally exhibit full implementation which suggests that their size facilitates implementation. This would indicate a need for external help for smaller companies to implement the practice.

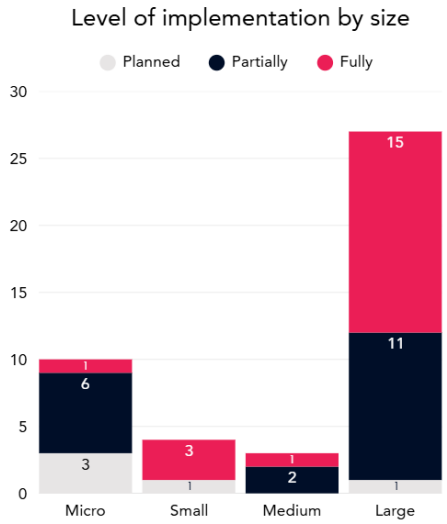


Figure 6. Level of implementation of the AI literacy practice in relation to the size of the organisation.

Table 3 presents the level of implementation of the AI literacy practice in relation to the sector. The table shows the lead on this area of the ICT sector while the rest of the sectors could benefit from some support as their practices are still planned or partially implemented.

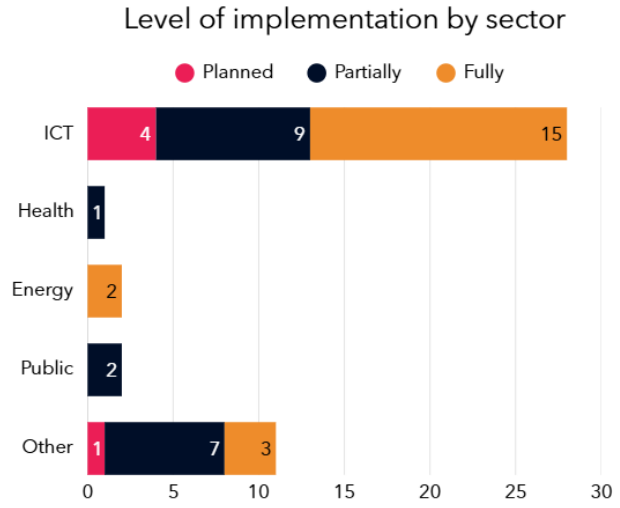


Figure 7. Level of implementation of the AI literacy practice in relation to the sector.

4.6. Impact and lessons learned

Respondents highlighted tangible benefits of AI literacy practices, as well as persistent challenges and plans for improvement.

Positive impacts

- **Skill development**: improved understanding of AI tools, ethics, legislation and governance (e.g. Mural, Assicurazioni Generali S.p.a).
- **Productivity gains**: streamlined processes, reduced time on repetitive tasks, faster decision-making.
- **Innovation**: exposure to AI tools stimulates new use cases and role evolution (e.g. Fastweb S.p.A.).
- **Collaboration**: stronger links across departments and with external partners.

Monitoring and KPIs

Table 4 summarises how organisations evaluate impact.

Theme	Code	Illustrative meaning units or summaries
Impacts of AI literacy practices	Skill development	Enhanced employee understanding of AI concepts, tools, and ethical principles
	Productivity gain	Improved efficiency, reduced time spent on repetitive tasks, faster decision-making
	Innovation	Stimulated creativity and problem-solving by exposing participants to AI-driven tools
	Role evolution	Role changes and advancements due to acquired AI skills
	Collaboration	Stronger connections between departments, partners, and regional expertise
	Ethical and regulatory compliance	Improved ability to address ethics, reduce bias, and alignment with frameworks such as the EU AI Act
KPIs	Quantitative KPIs	Participation and completion rates, competence evaluations, error reduction, productivity gains
	Qualitative KPIs	Feedback on training relevance, confidence in applying skills, awareness of ethical implications
Monitoring	Impact assessment	Surveys, pre- and post-training evaluations, feedback loops
	Evaluation tools	Dashboards and tracking systems, case studies, skill monitoring
	Continuous improvement methods	Steering committees, regular reviews, integration of feedback into updated programmes

Table 2. AI literacy impact, KPIs, and monitoring.

Challenges and solutions

- **Bridging knowledge gaps** by tailoring training to diverse expertise levels.
- **Reducing resistance to change**, particularly among senior professionals, by showcasing practical benefits.
- **Trainer shortages**: mitigated through train-the-trainer models or ambassadors (e.g. Criteo).
- **Fostering collaboration** between technical, legal, and operational teams.
- **Aligning** with regulatory frameworks.
- **Building trust** in AI through transparency and ethics training.

Remaining issues

- **Rapid pace of change** in AI and policies (e.g. in terms of AI agents for Collibra B.V.).
- **Scaling training** across large and diverse audiences.
- **Resource constraints**, particularly for smaller organisations.
- **Ensuring inclusivity**, especially for diverse linguistic and cultural groups.
- **Sustaining long-term improvement** beyond initial training cycles.

Continuous improvement

- Frequent content updates to match legal and technological developments.
- Stronger feedback loops through surveys and workshops.
- Experimentation with **game-based learning and immersive methods** (e.g. Virtual Reality).
- Expansion of **multilingual and accessible resources**.
- Sector-specific modules and role-based pathways.
- Establishment of **centres of excellence and governance offices** to standardise and sustain literacy efforts.

Key insight: Organisations see AI literacy as a **continuous journey**, balancing short-term benefits with long-term sustainability, and adapting to a rapidly evolving landscape.

5. Results from the second survey round

5.1. Overall AI literacy approach

The second survey round confirmed that AI literacy has become an organisational priority across a diverse range of institutions, from universities and research centres to private companies and public bodies. While practices remain heterogeneous, several broad patterns emerged:

- **Comprehensive coverage**: Many organisations seek to provide literacy opportunities for their entire workforce, not just technical staff. This reflects the recognition that AI adoption affects decision-making, operations, and governance across all departments.
- **Tiered learning systems**: Several organisations reported structuring literacy across progressive levels, ensuring staff advance from foundational awareness to more specialised competences.
- **Integration into governance**: Literacy is increasingly embedded within broader AI governance frameworks. Responsibility is often distributed across HR, IT, compliance, and innovation units, supported by dedicated AI literacy leads or champions.
- **Focus on responsible AI**: Respondents highlighted the EU AI Act as a key driver. Literacy initiatives are not only about technical upskilling but also about compliance, ethics, and building trust (e.g. ACT The App Association).
- **Tailoring to audience**: Literacy is adapted to professional background, with differentiated entry points for non-specialists, technical staff, and managers.

Key insight: Round 2 demonstrates a shift from ad-hoc training toward **systematic, organisation-wide literacy strategies**, closely aligned with governance and regulation.

5.2. Type of initiative

Organisations employ a broad mix of initiatives to foster AI literacy.

- **Workshops**: AI literacy workshops remain the most common and versatile format, ranging from short interactive sessions to multi-day events (e.g. Danish Agency for Digital Government has workshops on prompting).
- **Formal training sessions**: Organisations reported structured courses delivered through internal learning systems and "academies" (e.g. European Commission, Latvian Ministry of Smart Administration and Regional Development) or via external partners.
- **Awareness-raising events**: Respondents host conferences, seminars, or public-facing events to build a culture of responsible AI use.
- **Written guidance materials**: Organisations provide manuals, checklists, or documentation (e.g. Kaspersky).
- **Peer learning initiatives**: Respondents emphasised peer-to-peer activities, internal AI communities, or "champions" to promote knowledge-sharing.
- **Innovative practices**: A small subset reported hackathons, internal "Communities of Interest," or participation in external forums and media engagements to broaden awareness (e.g. AESIA).

Some organisations reported that **training is mandatory for access to internal AI tools**, ensuring safe use from day one. Others embed literacy into onboarding processes or professional development pathways, making it a standard part of workforce training.

Counts reflect the number of Round 2 submissions (n=29) reporting each attribute.

Category	Subcategory	Illustrative meaning units or summaries
Method of Delivery	• Online • In-person • Hybrid	• E-modules, online course, AI fast facts • In-person on campus workshops • Hybrid options available, hybrid programs in 2025
Duration	• < 1 hour • 1-3 hours • Multi-day • Variable	• Short 15-minute online learning courses • 90-minute workshop, 1.5-hour interactive webinar • Master class of 1-2 days, intermediate courses spanning several days • Self-paced comprehensive program, variable length to adapt to different needs
Certification	• Formal certificate • Mandatory assessment • EC credits / formal accreditation	• Upon completion, participants receive a certificate of attendance • Successful completion is required; must pass assessment to gain access • Accredited program of 30 ECTS
Diversity and inclusion	• Gender • Age / career stage • Designed for all staff • Extra focus for tech roles	• Aiming to reduce gender gap • Older adults, aged 30+, relevant to roles and backgrounds • All employees, 100 percent coverage • For technical professionals and specialists, advanced topics

Table 3. AI literacy practices: structure, purpose, and delivery.

Key insight: Round 2 highlights a **greater institutionalisation of literacy practices** — not just ad-hoc training, but tiered, accredited, and inclusive programmes.

5.3. Target group(s)

AI literacy initiatives target both internal and external stakeholders, reflecting the recognition that responsible AI use requires engagement across ecosystems.

Internal staff

- **General employees**: Most organisations include all staff, often through mandatory introductory modules.
- **Technical staff**: Specialised training for engineers, data scientists, and developers.
- **Managers and executives**: Sessions on governance, risk, and strategy.
- **Compliance roles**: Training on ethics, GDPR, and AI Act requirements.

External stakeholders

- **Clients and SMEs**: Several organisations (e.g. AIR Institute, IDEMIA PUBLIC SECURITY) extend training to clients and partners.
- **Public bodies**: Some organisations report outreach to education and government audiences.
- **Communities of practice**: Peer groups and external networks sustain knowledge exchange.

Diversity and inclusion

- Some organisations report working on multilingual and accessible e-learning, integrated into onboarding (e.g. Ingka Group).

Professional background tailoring

Organisations increasingly customise literacy by **education, technical knowledge, and prior experience**:

- **Education**: Progressive learning paths (e.g. Fontys) ensure accessibility for both vocational and highly educated staff (e.g. FARI).

- **Technical knowledge**: Belt systems (e.g. NTT Data Europe & Latam) or role-specific modules and training courses (e.g. Hexagon, Dutch National Academy for Government Digitalisation and Information Technology) prevent cognitive overload.
- **Prior experience**: Self-assessments guide learners to the right entry level, avoiding redundancy and ensuring engagement (e.g. AIR Institute).

Key insight: Round 2 demonstrates **wider reach and stronger inclusivity**, with literacy adapted not only to roles but also to backgrounds, prior experience, and underserved groups.

5.4. Content (including sector and/or context)

Most organisations reported tailoring literacy content to **their sector and purposes of AI use**. Illustrative examples from fully passed entries indicate:

- **Higher education institutes** (e.g. KI:edu.nrw) apply literacy to teaching, assessment, and academic administration.
- **Retailers** (e.g. Ingka Group) tie literacy to logistics optimisation, personalised customer journeys, and sustainability.
- **Data analytics companies** (e.g. Alteryx, Inc.) develop role-specific modules for product engineers.
- **Multi-sector initiatives** focus on agriculture, industrial monitoring, and public services with local case studies (e.g. AIR Institute).
- **Partnerships** with the private sector and/or academia (e.g. VAIA Flanders AI Academy) offer different levels of trainings, aligned with regulatory and ethical priorities.

Key insight: Literacy is increasingly **contextualised by sector and function**, ensuring that training is not generic but embedded in daily operations and aligned with organisational missions.

5.5. Impact and lessons learned

Positive impacts

Organisations report a wide range of outcomes:

- **Increased productivity** through faster task completion and decision-making.
- **Cultural change**: stronger cross-department collaboration, openness to innovation.
- **Regulatory alignment**: literacy supports alignment with regulatory frameworks, such as the EU AI Act.
- **Strategic transformation**: literacy is tied to digital maturity, workforce readiness, and organisational change.

Measurement and monitoring

Measurement and monitoring strategies vary in scope and maturity, but most organisations rely on a combination of quantitative and qualitative methods, as shown in the table below.

Theme	Code	Illustrative examples of measures
Monitoring	Quantitative measures	Training completion rates, attendance logs, issued certificate counts, number of employees trained
	Qualitative measures	Feedback surveys, structured interviews, follow-up session feedback
	Illustrative AI literacy objective	**Progress reported to date**
AI literacy objectives and progress made to date	Train 5,000 employees by 2026	>2,000 trained since 2023
	100% White Belt completion by FY2026	White Belt program launched; majority completed in FY24

	+10% yearly growth in course offerings	1,300+ courses listed; 5,346 participants
	Internal AI awareness and adoption	5,000+ staff enrolled
	90% of employees trained at role-specific level	35% completed foundation modules
	2,500 participants by end 2026	1,500 trained by end 2025

Table 4. AI literacy initiative impacts, measures, and progress.

Challenges and solutions

- **Rapid pace of AI development**: constant need to update content (e.g. CDTI, Legal Island).
- **Varied digital skills**: segmented pathways and peer learning used to address diverse backgrounds (e.g. Telefónica S.A.).
- **Workload/time constraints**: adoption of microlearning and shorter modules (e.g. European Commission).
- **Engagement barriers**: peer mentoring, AI champions, and practical case studies boost uptake (e.g. Fontys).
- **Scaling**: multilingual and localised delivery ensures accessibility (e.g. NTT Data Europe & Latam).

Lessons learned and future directions

- **Contextualisation is critical**: role-specific and sector-specific training proved more impactful than generic content.
- **Practical relevance** drives adoption: when staff see AI supporting their daily tasks (e.g. teaching preparation, logistics), resistance decreases.
- **Peer learning and communities** sustain momentum (e.g. Hexagon).
- **Leadership support** is crucial for embedding literacy into strategic agendas (e.g. VUCAMIX).
- Looking ahead, organisations aim to **scale efforts**, expand course libraries, embed literacy into onboarding, and strengthen alignment with regulation.

Key insight: Round 2 confirms that literacy initiatives are not just about knowledge transfer, but about **organisational change, compliance, and culture-building**.

Again, moving to the quantitative questions it is worth commenting on the following. Figure 5 presents the level of implementation of AI literacy practices in relation to the size of the organisation. Unlike the first iteration survey, micro companies do not seem to be lagging behind with implementation, but quite the opposite. However, it is worth noting that the respondent count is small and that micro companies would be especially self-selecting in favour of those who have some AI awareness already.

Following on from this, small and medium organisations tend to have a fully or partially implemented practice, although again their small count limits the generalisability of the findings. Large organisations generally exhibit full or partial implementation, which suggests that their size facilitates implementation. This would indicate a need for some external help for smaller companies to publicise and implement the practice, as was the case for the first survey.

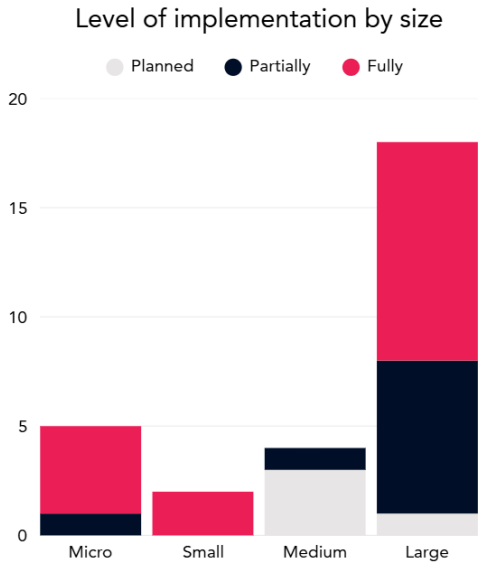


Figure 8. Level of implementation of the AI literacy practice in relation to the size of the organisation (second iteration survey).

Figure 6 presents the level of implementation of AI literacy practice in relation to the sector. As noted previously, the coding of sectors was changed between iterations, so direct comparisons should be made with some caution. That said, as was the case for the first survey iteration, the table shows the lead in this area of the ICT sector, especially upon inspection of the mixed/other category that has a significant proportion of ICT activity in the mix.

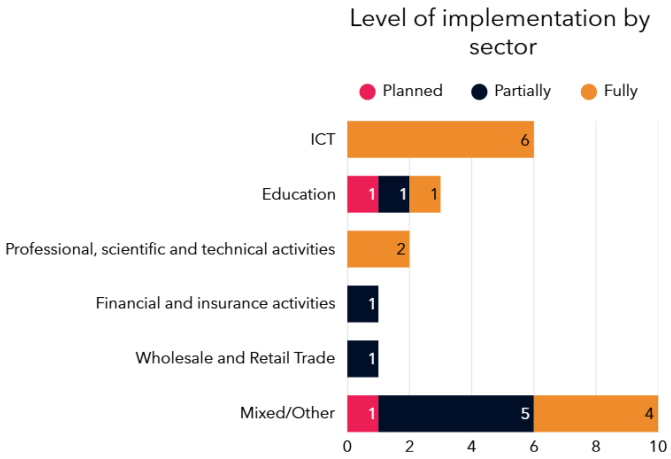


Figure 9. Level of implementation of the AI literacy practice in relation to the sector (second iteration survey).

5.6. Implementation stage

Implementation varied across organisations but showed clear trends toward maturity:

- **Widespread adoption**: Many organisations reported that literacy initiatives are already underway, with only a few still in planning (e.g. CDTI, HRK).
- **Mandatory training**: Some require certification before employees can access AI tools, aligning literacy with governance.
- **Centres of Excellence**: Several organisations reported establishing dedicated units or ambassadors to coordinate literacy (e.g. AI champions, AI Technology Centres).
- **Modes of delivery**: Online systems dominate, but hybrid and in-person formats are widely used for engagement.
- **Duration and flexibility**: From micro-learning modules (30 minutes) to multi-week programmes.

Key insight: Organisations are moving from pilot programmes to **scalable, embedded literacy systems**, with governance mechanisms and dedicated roles ensuring continuity.

6. Conclusions

This chapter synthesises the findings from both iterations of the AI literacy survey, the first among AI Pact signatories and the second open to all organisations. Despite some methodological differences, such as sample size (44 submissions with 28 passed quality review in the first round vs. 29 submissions with 27 passed the quality check in the second) and wording of questions, the two surveys provide a coherent picture of how organisations are approaching AI literacy. Together, they reflect a maturing landscape in which AI literacy is increasingly seen as both a strategic necessity and a tool for responsible innovation.

6.1. General learnings from both survey rounds

Supporting smaller companies and non-ICT companies: The analysis reveals that the implementation of AI literacy training varies by company size and sector. Large organisations are more likely to have partially or fully implemented AI literacy practices, suggesting that their scale facilitates implementation. In addition, the ICT industry leads in implementation, while other sectors are not as advanced. This underscores the need for external support to assist smaller organisations and non-ICT companies in adopting such practices.

The fact that several companies identify resource limitations and the shortage of qualified experts further highlights the need for support and guidance. Providing best practices and open learning resources can help address this gap. For example, the Erasmus+ funded Blueprint project, ARISA[16] provides open learning resources that can help companies with these literacy efforts. European Digital Innovation Hubs[17] offer dedicated skills and training services for SMEs and public sector organisations. More recently, an AI innovation training package was made available for EDIHs and their stakeholders[18]. In the context of the AI Pact, the AI Office hosts events and webinars to engage the AI community, promote knowledge sharing, and best practices to foster trustworthy AI[19]. Further useful material on AI can be freely accessed via the Digital Skills and Jobs Platform[20]. Additionally, sectoral business associations could be encouraged to offer training tailored to their sector-specific contexts, supporting the goal of the Apply AI Strategy[21]. Moreover, via the AI Skills Academy[22], the Apply AI Strategy aims to provide access to AI skills and literacy trainings for specific sectors and job profiles, gathering the courses from several EU instruments, including the European Digital Innovation Hubs, AI Factories, the EIT's Knowledge and Innovation Communities, Interoperable Europe Academy[23].

The second survey confirmed these trends, with micro and small organisations showing either early-stage or partial implementation of AI literacy initiatives. Although a few small companies in the second round

[16] For more information, see: https://aiskills.eu/

[17] For more information, see: https://european-digital-innovation-hubs.ec.europa.eu/edih-catalogue

[18] For more information, see: https://european-digital-innovation-hubs.ec.europa.eu/knowledge-hub/european-ai-innovation-ecosystem/european-ai-innovation-ecosystem/ai-innovation-ecosystem-training-programme-badge-award-system

[19] For more information, see: https://digital-strategy.ec.europa.eu/en/policies/ai-pact-events

[20] For more information, see: *https://digital-skills-jobs.europa.eu/en*

[21] The Strategy serves as a blueprint for the full adoption of AI in EU strategic sectors, leading to the strengthening of the AI Continent: https://digital-strategy.ec.europa.eu/en/policies/apply-ai

[22] https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/DIGITAL-2025-SKILLS-08-GENAI-ACADEMY-STEP

[23] For more information, see: https://digital-strategy.ec.europa.eu/en/policies/ai-talent-skills-and-literacy#1720699867912-1

reported progress, they likely represent more AI-aware or self-selecting respondents. Overall, these findings highlight that smaller and non-ICT organisations often face greater challenges in building internal capacity, particularly in light of upcoming AI Act obligations.

Ensuring continuous updates in AI literacy training: One of the most cited operational challenges across both surveys was the fast-changing nature of AI. Many respondents emphasised the need to regularly revise and update training content to reflect new developments, particularly with the emergence of generative AI tools and updates to the AI regulatory landscape.

The findings show that organisations with more mature practices had already embedded continuous improvement into their literacy programmes, using feedback loops, modular content, or review cycles. Some described updating training every quarter or embedding content refreshes into policy rollouts and onboarding programmes. Organisations in earlier stages, however, noted that keeping pace was difficult due to internal time and budget constraints, especially in the absence of dedicated AI literacy staff.

In addition, the second survey round revealed that the need to update AI literacy practices regularly is driven not only by rapid technological advances but also by the importance of ensuring ongoing alignment with the requirements of the AI Act. Given the fast-moving nature of AI, organisations cannot rely on static training. Instead, they must adopt proactive monitoring and continuous improvement mechanisms that allow them to adapt quickly to new tools, risks, and use cases. In this respect, rather than prescribing overly detailed or fixed guidance, the sharing and gathering of diverse AI literacy practices offers a more effective and sustainable approach, building on general principles of responsible and informed AI use.

Tailoring training practices: To maximise the benefits of AI adoption, it is crucial to prioritise tailored training practices in AI literacy. Article 4 of the AI Act already requires providers and deployers to "ensure a sufficient level of AI literacy" for staff and other persons dealing with the operation and use of AI systems on their behalf, taking into account (i) technical knowledge, experience, education and training of those persons and (ii) the context in which the AI system is used and the persons on whom it is used. The role-, background- and context-based tailoring we see across respondents is therefore not just good pedagogy but the direct operationalisation of Article 4. For instance, in the survey responses, AI Pact organisations report that while technical staff may benefit from advanced technical courses, employees in creative or operational roles require training focused on practical applications of AI in their fields. Similarly, leadership roles should receive strategic insights into AI deployment and associated risks. These tailored trainings can complement more basic and horizontal courses focused on AI fundamentals and literacy, accessible to all employees.

In the second survey, respondents described more sophisticated tailoring strategies, such as belt systems, role-specific modules, and learning pathways triggered by self-assessments. Many linked these practices to Article 4 of the AI Act, aligning training obligations with roles and system use.

Connecting AI literacy to sector context to create value: To maximise the impact of AI literacy practices, it is essential to connect training to the specific sectoral context. Article 4 of the AI Act makes clear that literacy measures must be adapted not only to the knowledge, experience, education and training of staff and other people, but also to the context in which AI systems are used and the people on whom they are used. This goes beyond maximising learning value: it requires organisations to consider divergent needs across sectors and job profiles, ensuring the creation of tangible value for organisations and their stakeholders. The respondents have provided many examples of how this could be achieved. In healthcare, AI literacy focuses on data privacy compliance and high-risk applications like diagnostics, while in manufacturing, it emphasises workflow optimisation and safety. Training content across sectors is shaped by AI's specific uses, such as customer service, fraud detection, or operational efficiency, helping users understand system functionalities and address risks like bias or misuse. Responses from companies also indicate that adapting training materials to specific sectoral contexts has reduced resistance to change, particularly among senior professionals, by showcasing tangible benefits.

The second round of the survey provided additional details on this front. Organisations described embedding AI literacy into operational realities using real or simulated sector data, internal project examples, or co-created training with subject matter experts. This shift reflects a growing understanding that contextual relevance drives adoption and effectiveness, especially in high-impact or regulated sectors.

Main learnings from both surveys: Many organisations, particularly those participating in the AI Pact, are increasingly approaching AI literacy through the lens of Article 4 compliance. However, it is important to underscore that AI literacy should constitute a strategic priority, irrespective of regulatory obligations. Larger providers and deployers have integrated literacy into onboarding processes, role-specific responsibilities, AI inventories, and risk classification frameworks, often aligning training initiatives with governance structures and legal risk management. Smaller deployers and early adopters, by contrast, remain in preliminary stages, citing unclear allocation of responsibilities and limited practical guidance.

Across both surveys, most respondents confirmed adapting training to staff knowledge, experience, and sector context. A notable trend is tailoring literacy not only by job role but also by legal exposure, indicating that Article 4 is already reshaping how AI literacy is designed and delivered.

6.2. Evidence of growing maturity between survey rounds

When comparing the two survey rounds, several shifts point to a general progression in the maturity and structure of AI literacy practices. Notably:

- A larger share of organisations in the second round reported that their AI literacy programmes were fully implemented (59% of fully passed Round 2 vs 45% of fully passed Round 1), with more advanced examples such as ambassador networks, structured onboarding, or dedicated governance offices.

- Second-round responses were more elaborate, particularly regarding role-specific approaches and metrics for impact. This can be attributed partly to more probing questions, but also to respondents' growing experience with internal implementation.

- There was a stronger link between AI literacy and governance frameworks, especially in relation to the AI Act. Literacy practices were more often described as formalised, documented, and tied to risk mitigation or regulatory readiness.

- Calls for EU-level coordination became more pronounced, with multiple organisations requesting repositories, shared content, or peer-learning infrastructures to avoid duplication and improve access, particularly for SMEs. The skill actions of the recently published Apply AI Strategy are responding to this need.

Taken together, these findings suggest a gradual shift from ad hoc training to more strategic, integrated literacy programmes across organisations.

6.3. Limitations of study for further research and analysis

As noted earlier in the report, the first survey round focused exclusively on signatories of the AI Pact, representing organisations with advanced experience in developing AI literacy practices. The second survey round was open to all interested organisations, thereby providing a broader perspective beyond the AI Pact community. It should be noted, however, that practices identified among frontrunners may not be fully representative or directly transferable to other providers and deployers of AI systems, whose requirements and capacities can differ significantly. This potential literacy gap is expected to be substantial for AI deployers, as the number of EU companies using AI has increased significantly from ≈8% to ≈13–

14%.[24] Many of the "new" AI deployers, who started using AI last year, likely have limited or no AI literacy practices in place.

Moreover, both surveys provide valuable insights but have certain limitations. Participation was limited (44 respondents in Round 1, 29 in Round 2, fewer after quality review), which constrains comparability across sectors and leaves areas such as education, energy, transport, and public administration underrepresented. In addition, the level of detail varied across respondents, reducing consistency. The timing of Round 2, shortly after Article 4 entered into force, may also explain limited references to compliance. Finally, reliance on self-reporting introduces potential bias. These considerations could be useful for future surveys.

7. Annexes

7.1. Survey questionnaire round 1

1.1 Name and surname of the respondent

1.2 Email of the respondent

1.3 Name of the organisation you work for

1.4 Size of the organisation you work for:

- Large (250 or more)
- Medium (50 to 249)
- Small (16 to 49)
- Micro (1 to 15)

1.5 Headquarter of the organisation you work for (please select the appropriate country)

- [list of countries]

1.6 Business sector of the organisation you work for

- ICT
- Energy
- Transport
- Banking
- Health
- Public administration
- Space
- Other

If other, please specify

1.7 In the context of the AI Act, the organisation you work for is

- A provider of AI systems
- A deployer of AI systems
- A provider and deployer of AI systems

[24] Eurostat, 2025, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Use_of_artificial_intelligence_in_enterprises

2.1 Please describe the AI system(s) provided and/or deployed by the organisation you work for. Please specify: the main purpose, use, and people affected by your AI system(s); if the AI system(s) is/are high-risk.

3.1 Who is targeted by the AI literacy practice in the organisation you work for?

- Organisation's staff
- Other persons dealing with the operation or use of the system(s)

Please specify for which role(s) in the organisation is the practice for.

Please specify for which "other persons" is the practice for.

3.2 Please specify if the practice accounts for specific gender identities, ethnic groups or people with disabilities.

3.3 Please specify how the practice takes into account the technical knowledge, experience, education, and training of the target group.

3.4 Please specify how the practice takes into account the context in which the AI system(s) is/are used – including sector, use, purpose.

3.5 Is the practice already implemented?

- Planned
- Partially rolled-out
- Fully implemented

3.6 Please specify what has been the impact of the practice so far in terms of qualitative and quantitative KPIs and how the organisation monitors such impact.

3.7 Please highlight any challenge the practice has helped address and any other issues the organisation is still facing when implementing the practice.

3.8 Please specify if the organisation you work for is planning to change/improve the practice and how.

3.9 Any other comment

7.2. Survey questionnaire round 2

1. Contact information

1.1 Name and surname of the respondent (100 characters max)

1.2 Email of the respondent

2. Company background

2.1 Name of the organisation (150 characters max)

2.2 Size of the organisation:

- Micro (1–15 employees)
- Small (16–49 employees)
- Medium (50–249 employees)
- Large (250+ employees)

2.3 Headquarter of the organisation (select country)

2.4 Business sector of the organisation (select sector)

2.5 Link to the website of the organisation

3. AI system(s)

3.1 In the context of the AI Act, is your organisation:

- A provider of AI systems
- A deployer of AI systems
- A provider and deployer of AI systems
- None of the above

4. AI literacy

4.1 What types of initiatives is your organisation focusing on to address AI literacy?

(Trainings, awareness raising events, guidance/written material, workshops, peer learning, other)

4.2 Please provide a short overview of the AI literacy approach of your organisation. (1000 characters max)

4.3 Please provide a brief overview of the AI literacy practice that you wish to share. (1500 characters max)

4.4 Is the practice described in question 4.3:

- Fully implemented
- Partially rolled-out
- Planned

4.5 In the context of Article 4 of the AI Act, does the practice take into account the technical knowledge, experience, education, and training of the target group?

Yes / No

Please specify how. (2000 characters max)

4.6 In line with Article 4 of the AI Act, does the practice take into account the context in which the AI system(s) of your organisation is/are used (sector, use, purpose)?

Yes / No

Please specify how. (2000 characters max)

4.7 What has been the impact of the practice so far and how are you measuring this impact (qualitative and quantitative terms)? (2000 characters max)

4.8 What were challenges and lessons learned when implementing the practice? How will these be used to adapt and improve the practice going forward? (2000 characters max)

Conclusion

Any other comment

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