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Pedagogical Development Unit

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Legal and pedagogical guidelines for the educational use of generative artificial intelligence in the European Schools

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Introduction

This guidance complements the Framework for the Educational Use of Generative Artificial Intelligence in the European Schools (ref. 2025-01-D-65-en-2), which sets out human-centred principles for the educational, responsible, safe, legal, and ethical use of generative artificial intelligence (GenAI, genAI or generative AI). Under these principles, this document provides educational and school management staff with detailed legal and pedagogical guidelines for generative artificial intelligence.

Both officially approved, and third-party publicly available generative artificial intelligence applications are considered.

Lifecycle and support

As generative AI technologies evolve, so do the related advantages, risks, limitations, and legal provisions. Therefore, this document will be updated to reflect new developments and address emerging challenges. Awareness-raising activities will support its publication and revision. The Office of the Secretary-General of the European Schools is responsible for its lifecycle and support.

Should staff identify any new or different risks in using public AI tools or have doubts about usage situations, they are invited to refer to their local data protection officer. These risks will be assessed, and the relevant follow-up will be instigated.

A. Legal guidelines

Executive overview

Generative AI use in European Schools must comply with GDPR and the EU AI Act, prioritising privacy, transparency, and accountability.

Pupils cannot be required to use genAI unless genAI tools have been approved, regulations have been put in place, and proper guidance has been given.

Staff use must comply with legality and is restricted by the European Schools internal regulations. All actions need to follow the established guidelines.

Under no circumstances, personal or non-public data (e.g., names, addresses, contact details, photographs, non-public documents) may be input into genAI tools.

Users must review AI-generated outputs and disclose AI assistance.

Fundamental rights

The use of generative AI must respect international and European fundamental rights treaties[1].

European Union's regulatory context

The General Data Protection Regulation (GDPR) and the European Union AI Act establish a robust framework for trustworthy, safe, and ethical AI systems. By enforcing strict data protection, transparency, and accountability measures, they ensure educators, learners, and schools can benefit from AI while safeguarding fundamental individual rights and upholding core European Union (EU) values.

General Data Protection Regulation (GDPR)

The General Data Protection Regulation (GDPR)[2], adopted by the EU in 2016, applies to the use of Generative AI whenever the processing of personal data is involved. Schools must follow GDPR's data protection principles when using genAI, including transparency, security, data minimisation, and safeguarding individuals' rights. For more information, please contact the Data Protection Officer at your school.

European Regulatory Framework on Artificial Intelligence (EU AI Act)

The European Regulatory Framework on Artificial Intelligence or EU AI Act[3], adopted in 2024, establishes the world's first comprehensive regulatory framework for AI. The

[1] Notably the Charter of Fundamental Rights of the European Union (2012/C 326/02).
[2] Regulation (EU) 2016/679.
[3] Regulation (EU) 2024/1689.

AI Act sets clear requirements and obligations for AI providers (who develop and supply the AI systems) and deployers (who integrate AI systems into their professional activities) in EU[4]. While the provider's primary responsibility is to build and maintain a safe AI system, the deployer's focus is on the responsible and safe use of AI systems.

The AI Act is built on a 'risk-based' approach (the higher the risk of causing harm to society, the stricter the rules) and identifies four levels of risk for AI systems: unacceptable, high, limited, minimal (or no) risk.

Risk level	Legal status	Comments on AI systems
Unacceptable risk	**Prohibited with little exception**	Banned because they contradict EU values. *E.g., AI systems that manipulate human behaviour or exploit weaknesses, social scoring, real-time biometric identification systems in public places.*
High-risk	**Strictly regulated**	Could have a significant harmful impact on the health, safety, or fundamental rights of individuals. Most AI applications for education fall into that category. *E.g., AI systems are used to determine a learner's access to education (admission decisions), the level of education they are eligible for (placement tests), learning outcomes (decisions on grades), or behaviour during tests (proctoring, detection of cheating).*
Limited risk	**Transparency obligations**	Risk management through transparency measures. *E.g., chatbots or AI systems for creation of text,* *audio, image, or video.*
Minimal risk	**Unregulated** (voluntary codes of conduct)	All other AI systems. *E.g., video games, spam filters.*

As a general principle, the EU AI law in the education context imposes additional rules on AI systems classified as **"high risk",** i.e. AI-supported systems that suggest or make decisions that can have a significant impact on the fundamental rights of individuals[5]:

[4] https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai
[5] See Regulation (EU) 2024/1689, Recital 56 and Annex III.

AI-driven decision	Description
decisions on admission	AI systems used to determine a learner's access to education.
placement tests	AI systems used to determine the level of education learners are eligible for.
decisions on grades	AI systems used to evaluate learning outcomes.
proctoring, detection of cheating	AI systems used to monitor behaviour of learners during tests.

All organisations using or developing AI systems in the European Union must comply with the AI Act. The Office of the Secretary-General of the European Schools and each European school will take steps to comply with the EU AI Act.

Generative AI tools approved at the system level: no cases to date

Currently, no generative AI tools have been officially approved for system-wide use in European Schools. The assessment and approval procedure are under development, designed to evaluate AI-based tools for pedagogical effectiveness, compliance with the EU AI Act, and adherence to GDPR standards. Updates to these guidelines will reflect any changes. For school-specific inquiries, please consult your Data Protection Officer (DPO).

Types of generative AI tools considered in this Framework: publicly available generative AI tools

Educational and management staff in European Schools may use publicly available generative AI tools. However, they must strictly abide by the Framework, these guidelines' legal obligations, and each school's internal regulations, including rules on data protection, intellectual property, and confidentiality.

a) Online generative AI

Publicly available online[6] generative AI tools or platforms are widely accessible systems. These off-the-shelf tools may be proprietary (marketed by their suppliers) or open source.

[6] An online or cloud-based generative AI service is a SaaS (software as a service): SaaS providers manage the infrastructure, updates, and other backend tasks, so users access the platform via the internet without installing or hosting anything themselves. The provider supplies the software and the cloud infrastructure, and users consume it as a service.

b) Off-line generative AI

Off-line generative AI systems are installed on devices (computers, tablets, or smartphones) and function without an active connection (network or internet). On-device genAI may be proprietary or based on open-source generative AI models.

Rule 1: No Development of Generative AI is Allowed

Staff can use generative AI, but not build it.
Staff within the European Schools can use existing generative AI models following EU and internal regulations but are prohibited from actively developing new large language models.

Engaging in such activities would legally designate them as "AI providers" under the EU AI Act (Article 3, point 2). This prohibition ensures, for the time being, that the European Schools' role remains limited to "AI deployer," avoiding the significant complexities, liabilities, and regulatory burdens associated with AI development.

Rule 2: Pupils cannot use genAI in their school activities (except if authorised at school level)

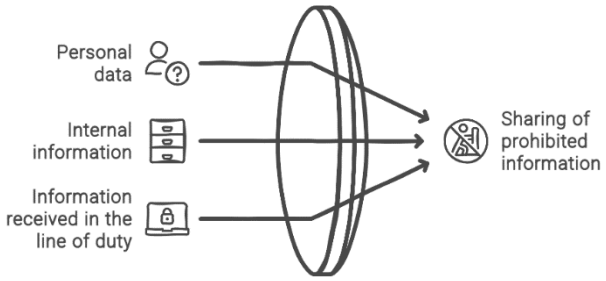
Keep the pupils safe and informed!
Educators are encouraged to explore and demonstrate the capabilities and limitations of generative AI within teaching objectives, aiming to enhance pupils' digital literacy and critical thinking. However, pupils' use of generative AI tools in school-related activities is currently restricted (except if a school has approved a generative AI tool and implemented dedicated regulations).

Rule 3: Protect personal data, non-public information, and intellectual property

Respect privacy, confidentiality, and creativity!
Educational and management staff must exercise the highest level of responsibility when interacting with publicly available generative AI tools. This includes safeguarding personal data, non-public information, and intellectual property.

Any input provided to an online generative AI tool is transmitted to the provider and may be used to train their models[7], potentially resulting in unauthorised use, exposure, or unintended dissemination of the data.

Sharing sensitive or proprietary information with such tools could expose the European Schools to risks, including GDPR non-compliance, intellectual property violations, and reputational harm. By adhering to these guidelines, staff can contribute to the responsible use of generative AI tools while protecting individuals' privacy and respecting the rights of creators.



Personal Data and Internal Information

Do not share personal data, even if it is publicly available. Personal data includes names, addresses, contact details, or photographs.

Do not share internal or non-public information received in the line of duty unless such information is already accessible to the public.

Generative AI providers might use submitted inputs to train their models, risking further dissemination and non-compliance with GDPR. This includes sensitive data such as racial or ethnic origin, political opinions, religious beliefs, or health information.

Intellectual Property

The right to reproduce copyright-protected content is the exclusive prerogative of the copyright holders. Do not share content protected by intellectual property rights, such as pupils' work, without appropriate consent or exemption to copyright laws. Sharing such content could violate the intellectual property rights of creators[8].

For pupils under 18, consent must come from their parent or legal guardian before they can share their work with a publicly available cloud-based genAI.

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[7] Some generative AI tools offer opt-out features to prevent user inputs from being used for model training. Locally installed genAI tools typically don't train on user data unless explicitly configured to do so, making them suitable for controlled environments if compliance safeguards are in place.

The European Union AI act foresees that the EU AI office will monitor the compliance of AI providers with the EU copyright law. Users will be informed regularly on the list of third-party providers that comply with such EU copyright law.

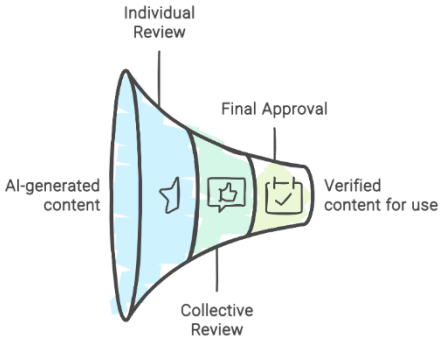
[8] The lack of transparency on the origin of materials used for training generative AI models raises concerns related to intellectual property rights, particularly copyright. Copyrighted information could end up reproduced verbatim (or almost verbatim) in replies to a user prompt without any credit or reference to the source or the author.

To find out more about intellectual property: please visit the dedicated page on European Schools' continuous professional development platform[9].

Rule 4: Users must be responsible for the results they share

Verify genAI Results
Educational and management staff should not directly replicate generative AI results. They remain always responsible for any material they produce. Staff must ensure that humans, either individually or collectively, thoroughly review any output based on generative AI inputs before it is used in their work.

Although the performance of generative AI tools is constantly improving, staff must be aware that they can produce biased and wrong answers to a user prompt. AI-generated content can be inaccurate, unethical, misleading, and even partially or entirely fabricated, as "hallucinations"[10] from the AI algorithm can occur. Therefore, it is crucial that educational and management staff reviews and confirms the validity of the output.



In collaborative work, discussion and agreement among colleagues must ensure human quality control over the information generated via AI tools.

[9] https://cpd.eursc.eu/

[10] An "AI hallucination" is when a generative AI model generates inaccurate information as if it were correct, e.g. making up laws and cases which do not exist.

Rule 5: Users must be transparent

Give Credit, Play Fair
Educational and management must always properly reference sources when making substantial[11] use of generative AI tools, using the disclaimer “AI-assisted”.

Transparency is a core requirement under the EU AI Act. For example, when using generative AI in classrooms, educators must disclose to pupils and parents why and how it is done.

Practical examples

Here are some practical examples of possible and prohibited usage to support the safe use of third-party publicly available generative AI tools.

Possible usage while respecting the rules	**Examples of usage to be avoided**
• Inputting anonymising data and removing all personally identifiable information. • Help generate rough draft texts, such as lesson plans, questions or differentiated versions of content to suit learning needs based on publicly available information (excluding personal data). • Help generate rough translations or summaries of publicly available texts. • Help generate suggestions for rephrasing or formulating more interesting text snippets or correcting the grammar of public texts. • Help analyse or answer questions on publicly available data. • Help generate image proposals.	• Inputting non-public information, such as working documents of the European Schools. • Inputting personal data (personally identifiable information), educational records, health Information, behavioural or disciplinary records. • Inputting communication logs (e.g., email conversations). • Copying, quoting, replicating, or publishing the outputs from generative AI tools as European Schools produced content without thorough human control and the disclaimer “AI-assisted”. • Seeking legal or administrative advice.

[11] For example, using generative AI as a basic author support tool is not a substantial use. However, interpreting data analysis, generating draft legislation, developing hypotheses, etc. could have a substantial impact.

B. Pedagogical guidelines

Executive overview

The pedagogical section guides teachers' use of generative AI, emphasising its potential to enhance teaching while addressing potential risks. It stresses minimising environmental impact and using genAI to enrich lesson planning, develop materials, and support diverse learning needs. The section also highlights academic integrity amidst challenges posed by pupil use of genAI in unsupervised situations.

If pupils are not currently allowed to use generative AI (except if authorised at school level), teachers can teach them about it in an age-appropriate way.

Minimising the environmental impact of generative AI

Like all digital technologies, generative AI systems have a significant and rapidly growing impact on the climate and the environment throughout their lifecycle (design, training, deployment, and use)[12].

While it is up to decision-makers to include frugality in the criteria for implementing generative AI services [13], it is also up to end-users to consider the environmental impact of how they use these tools. As a basic principle, one should minimise unnecessary computing tasks, such as generating images or videos for non-essential or purely recreational purposes.

The environmentally responsible use of digital technologies is a key aspect of digital competence. The EU's Digital Competence Framework for Citizens (DigComp[14]) encapsulates this in the competence area "Protecting the Environment," which applies to all users. Similarly, our Digital Competence Framework for the European Schools[15] emphasises this aspect for learners. In this perspective, digital competence

[12] Rare minerals, metals, oil-based plastics, and the environmental damage caused by mining often go unnoticed, hidden under genAI's "virtual" nature. Additionally, AI depends on substantial resources, such as water to cool data servers, at a time when billions face water scarcity. Generative AI also emits vast amounts of carbon dioxide due to energy-intensive data centres, which are often reliant on non-renewable energy sources. This energy demand extends through the entire lifecycle, from training to operation and eventual disposal, which contributes to the growing problem of e-waste. Digital technology, wich already accounts for almost 4% of global greenhouse gas emissions, has an annual global growth averaging 6%. It is important to note that genAI also poses pressing issues regarding labour conditions (such as the low-paid and risky jobs currently used to train AI models), social and economic impacts, sovereignty and geopolitical relations.

[13] The European Union and relevant stakeholders are anticipated to introduce binding regulations to reduce the environmental impact of AI systems. Standardisation bodies will be mandated by the European Commission to establish standards enabling users to understand the environmental footprint of AI tools. In the meantime, everyone needs to adopt a cautious approach.

[14] DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, 2022, https://publications.jrc.ec.europa.eu/repository/handle/JRC128415.

[15] Digital Competence Framework for the European Schools - 2020-09-D-51-en-2. https://www.eursc.eu/en/Office/official-texts/basic-texts/en.

(DigComp) and sustainability competence (GreenComp[16]) should be integrated and mutually reinforced[17].

Because educators' proficiency is crucial for shaping and twinning these competencies in learners, additional guidance, and teacher training, as well as support and provision of teaching resources on generative AI, will be provided to support educators in effectively promoting both digital and sustainability competencies.

Prompting generative AI tools

Harnessing generative AI's potential requires cautious optimism due to its key challenges. Also, in its current state of development, this technology presents a 'jagged frontier, excelling at some tasks but failing unpredictably at others[18].

Generative AI systems are typically operated by users entering a 'prompt' to guide the underlying model's output. Prompts can be text-based instructions and include voice, images, and other inputs. A user's prompt may not initially produce the desired output from a generative AI tool, so in many cases, prompt refinement is required.

> *"Prompts are basically programs in prose, and do not require any coding experience to write." Ethan Mollick*

You can prompt efficiently by:

- **being specific about what kind of content to produce**, including length, genre, style, tone to use, and what audience to create for
- **asking for the tool to act as a type of person or thing**, such as what professional expertise or age bracket to assume, what species, object, or concept to act as, or what historical figure's voice to use
- **stipulating the format**, such as whether to produce an essay, a poem, or a type of computer code
- **setting parameters**, such as what to include or not include in the output
- **providing examples** to demonstrate a feature of the desired output, such as tone, structure, or subject matter
- **using an iterative process**, such as beginning with one prompt, then tweaking it with each subsequent prompt to improve the output or change certain aspects of the output

[16] GreenComp The European sustainability competence framework: https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

[17] See UNESCO's AI competency framework for students, notably the "Encouraging environmentally sustainable AI" section. https://www.unesco.org/en/articles/ai-competency-framework-students. See also European Commission: Joint Research Centre, Towards a green and digital future (2022): https://publications.jrc.ec.europa.eu/repository/handle/JRC129319

[18] The following sections reuse content provided by State Government of Victoria (2024).

You can also **ask the genAI tool to help create a more effective prompt** by seeking more information from the user to refine desired output.

> **No Idea Where to Start?**
>
> Begin small by using genAI as an assistant for tasks like:
>
> - creating engaging lesson starters (e.g., thought-provoking questions or icebreakers),
> - exploring new methods (e.g., generating visuals or scenarios for complex topics),
> - differentiating materials (e.g., simplifying texts for struggling readers or adding challenges for advanced learners).
>
> Align genAI with your teaching goals and gradually integrate it into your classroom by focusing on one practical use at a time.

> **Share your prompts!**
>
> Help your colleagues and enrich your teaching practice by contributing to the community. Share the genAI prompts you have created, especially those tailored to the European Schools' curriculum, with your professional networks. This collaboration can inspire innovative approaches, offer valuable feedback, and expand the pool of resources available to all teachers in the European Schools system.

Some examples of prompts

Generative AI can assist teachers in various learning design tasks, notably via multimodality and augmented generation by retrieval (RAG):

- **Multimodal** generative AI systems enrich pedagogical resources for learners by integrating different forms of data, such as text, images, sound, or video.
- **Retrieval-augmented generation (RAG)** is a method where genAI searches for relevant information in a database the user provides (such as PDF files) and then uses it to generate accurate and coherent content.

Generative AI technologies can be employed to design or co-design teaching programmes, lesson plans, or sequences. They can also facilitate the development of educational materials, such as quizzes, evaluation grids, tests, and interactive activities while supporting creativity in the learning process.

Below are some examples.

More examples are provided through the European Schools' online CPD platform: https://cpd.eursc.eu.

Prompting for lesson planning

Teachers can use genAI for lesson planning by giving clear instructions and relevant context (subject, school level, duration, learning outcomes, etc.).

Teachers can notably use role-play to get the genAI to critique plans constructively. Teachers can surface potential issues by framing the interaction as a role-play and refining the plan accordingly. Here is an example[19] that you can copy and paste into one of the models you have access to (replace any content inside <> with your own):

> *Role play: You are a teacher in our <subject> faculty. We are currently in a meeting to discuss a unit of work on <topic> for Year <year level> pupils. You are knowledgeable but highly critical and a little cynical. Your role is to critique and question the unit plan, and we will type our responses. Do not provide our responses, only your responses. Here is the unit plan: <copy/paste unit plan>*

Some more planning prompts to try:

> *Suggest places where this lesson might bottle-neck or become less engaging, and suggest alternative approaches to improve the flow of the lesson: <copy/paste lesson plan>*
>
> *Generate a list of resources and materials we will need during this unit of work: <copy/paste unit of work>*
>
> *This unit plan on <topic> requires four formative assessment checkpoints: <copy/paste unit plan draft>. Suggest four formative assessment tasks and identify which week they should occur in the unit.*

Prompting for inclusion and accessibility

When prompting the genAI tool to draft or revise a lesson plan, it is a good idea to incorporate Universal Design for Learning (UDL), accessibility and inclusivity aspects. Here is an instruction template that can be adapted to your needs (an extended version of the following prompt is available in the Annex):

> Enhance this lesson plan for [SUBJECT AREA] at [GRADE LEVEL] by incorporating Universal Design for Learning (UDL), accessibility, and inclusivity:
> 1) Analyse the current plan, noting objectives and potential barriers.
> 2) Apply UDL principles:
> - Multiple means of representation
> - Multiple means of action and expression
> - Multiple means of engagement
>
> 3) Improve accessibility for pupils with disabilities.
> 4) Increase inclusivity by incorporating diverse perspectives.
> 5) Summarise and justify your changes.
> Provide:
> 1) Modified lesson plan with changes marked

[19] This example and the following are adapted from L. Furze (23.01.2023). Practical Strategies for ChatGPT in education. https://leonfurze.com/2023/01/23/practical-strategies-for-chatgpt-in-education/

2) Explanation of changes and their benefits
Here is the lesson plan to analyse and enhance: [LESSON PLAN]

Prompting and pedagogical engineering: example of a matrix for an instruction sheet

Information[20]	**Educational situation**
Identity Context Discipline/learning area	I am a teacher of [...] in [type of institution]
Framework of action Constraints Difficulties	The school or pupils has/have [profile], must deal with [difficulty]
Outcomes Objectives Target audience/level Actions targeted	I teach pupils of [level, age] – I want to help them improve in or teach them [subject, knowledge, skill]
Question Request	I want to build [sequence], produce [resource, learning situation] for/with my pupils.
Style Format Keywords Steps	I would like the answer in the form of a [list/table...], to produce a visual, a diagram, in a language adapted to [level], using the following keywords: ... *Complete with an example of the expected result if necessary.* *If necessary, detail the steps to follow to improve the result (chain-of-thought prompting).*

Critically analysing and evaluating generative AI results

Due to their parameters and design, generative AI can produce inaccuracies and various biases. Effective prompting cannot always prevent this, making it essential to critically analyse and evaluate generative AI outputs.

Even without being authorised to invite their pupils to use generative AI tools directly, teachers can teach them to critically analyse and evaluate examples of generative AI outputs. Pupils can be invited to compare and verify examples of generative AI outputs with reliable alternative sources of information and reflect on why such inconsistencies

[20] French Ministry of Education, *Artificial intelligence and education. Research contributions and challenges for public policies*. January 2024. https://edunumrech.hypotheses.org/10764. Adapted from Allouche, E. *IA génératives et ingénierie pédagogique : Le prompting, pistes de travail et applications*. Éducation, numérique et recherche. https://edunumrech.hypotheses.org/9934

and biases exist. This is an opportunity for pupils to learn about what makes a source of evidence reliable and how they can evaluate various sources for their reliability. Teachers can support pupils in considering how generative AI output can be improved with human modification.

More detail: Misrepresentation of information[21]

Generative AI tools can misrepresent information or allow others to do so, making generating untrue or harmful content easier while seeming true or convincing. Misrepresentation of information can be **intentional (disinformation)** and **unintentional (misinformation)**. Pupils must be guided not to misrepresent information or disseminate disinformation or misinformation using generative AI tools. Below are two examples of misrepresentation of information that schools can consider protecting students from and guiding students not to produce:

- **Deep fakes**: Generative AI tools can be used to create 'deep fakes', which are pieces of fake multimedia content which portray a person or aspects of a person saying or doing something they did not say or do. Pupils must be taught to build empathy and understand the impacts and consequences of creating such content. Deep fakes can cause serious psychological harm in addition to spreading disinformation, and this issue must be given weight in schools and handled with care.
- **Biased content**: The outputs of generative AI tools can be inaccurate or biased, even when expressed in confident language. Generative AI tools can also respond to users' preferences, which may result in adopting dominant ideas and removing more diverse views, creating 'echo chambers' and reinforcing biases. When using generative AI tools, it is essential to build compassion and critical thinking in pupils and support diversity.

The case of the use of generative AI in unsupervised assessment tasks

We recommend teachers visit the online course provided by the European School Education Platform on Assessment in the Age of AI[22].

Learning with generative AI – *No brain, no gain!*

Even though European Schools' teachers must not currently invite pupils to use generative AI in school activities (except when explicitly authorised by the school), many pupils already use such tools outside the classroom without supervision. Educators must address this informal and unofficial use of generative AI.

[21] Adapted from State Government of Victoria (2024).
[22] https://school-education.ec.europa.eu/en/professional-development/courses/assessment-age-ai

They should emphasise to pupils that generative AI tools can enhance learning when used appropriately. However, because learning requires effort, educators must ensure these tools do not diminish the effort pupils need to invest by mindlessly offloading cognitive tasks. If we rely uncritically on such tools, we risk outsourcing not just the mundane but also the meaningful, jeopardising the deeper engagement essential for genuine learning. Automation can hinder skills acquisition, creating a trade-off between short-term efficiency and long-term competency.

The effective use of generative AI requires a foundation of knowledge and the ability to verify outputs. Without solid critical thinking methods and a robust understanding of the subject domain, users may struggle to identify and correct errors, amplifying the risks of overdependence. Therefore, educators must prioritise cultivating essential competencies—knowledge, skills, and attitudes—so that generative AI becomes a support tool rather than a substitute. Generative AI should complement, not replace, genuine learning efforts.

The challenges of academic integrity

Generative AI-based tools can create a wide range of quality artefacts in seconds (texts, pictures, music, code, etc.), bypassing the processes we traditionally use to create them. In unsupervised settings, these tools make it easier for pupils to undermine current assessment forms. Of course, ensuring pupils had completed work themselves was always a challenge, even before the advent of generative AI. However, generative AI adds a new layer of complexity, mainly because there are no reliable tools available to teachers to determine whether content, especially text, is AI-generated[23]. This underscores the need to reassess how learning and assessment are approached in an era of advanced automation.

Because generative AI tools are widely accessible to pupils outside the school, educators need to rethink how they assess pupils in the context of homework (when not supervised by the teacher and pupils might use generative AI tools), i.e., how they ask them to demonstrate their learning and achievement, of course, learning outcomes.

there is no way to 'AI-proof' a take-home assignment.

That challenges academic integrity in unsupervised coursework activities where generative AI cannot be reliably detected. In this context, **it is advised against using unsupervised assignments as a basis for grading if the teacher cannot guarantee their reliability**. Similarly, each pedagogical team should decide whether

[23] Plagiarism detection tools can produce three types of errors: false positives (flagging text as plagiarised when it's original), false negatives (missing instances of genuine plagiarism), and self-citation (where pupils reuse their own work). In any case, any use of plagiarism detection tools must comply with the personal data protection rules and must be approved by the school.

assignments can be used as a basis for grading and, if so, how reliability is to be ensured[24].

Authenticating pupils' work[25]

Teachers can identify potential instances where submitted work may not have been wholly completed by the pupil, including submitted work that:

- is significantly different from the pupil's usual level of performance
- is not in the pupil's usual writing style
- contains inconsistencies, such as different writing styles or different text formats
- is similar to the output from popular generative AI tools when provided with the assessment question.

Teachers are encouraged to continue using well-established processes to authenticate pupil work, including asking pupils to explain how they completed an assessment and discuss or present their understanding of the main ideas.

A tip to check the pupils' digital productions

Microsoft Word, Excel, and PowerPoint online apps have built-in version history features that provide detailed records of document changes over time. By tracking changes and monitoring the development of pupils' work, teachers can more easily detect sudden or unusual additions of content that might indicate the use of generative AI tools. However, it is important to note that while version history can be a helpful tool, it is not foolproof. Pupils may find ways to circumvent it, and teachers must use multiple strategies to assess student work and ensure academic integrity.

AI disclosure template

Although a school may prohibit the use of generative AI by pupils, it is recognised that such tools may be accessed outside of school. To promote academic integrity and digital competence, teachers can use and adapt the following generative AI disclosure template. This template helps pupils reflect on their use of generative AI and promotes transparency by allowing them to indicate the extent and nature of any AI assistance across various stages of their work. Pupils can check the appropriate boxes and provide additional notes if needed.

[24] See Swedish National Agency for Education: Råd om AI, Chat GPT och liknande verktyg.
[25] Adapted from State Government of Victoria (2024).

GENERATIVE AI DISCLOSURE
This work was created with the following levels of AI assistance and collaboration.

Ideation
☐ No AI assistance
☐ Minimal AI assistance (e.g., brainstorming tools)
☐ Moderate AI assistance (e.g., AI-generated topic suggestions)
☐ Significant AI assistance (e.g., AI-generated project concept)

Research
☐ No AI assistance
☐ Minimal AI assistance (e.g., AI-powered search tools)
☐ Moderate AI assistance (e.g., AI-summarised articles)
☐ Significant AI assistance (e.g., AI-generated literature review)

Outline/Planning
☐ No AI assistance
☐ Minimal AI assistance (e.g., AI-suggested structure)
☐ Moderate AI assistance (e.g., AI-generated outline)
☐ Significant AI assistance (e.g., AI-planned entire project structure)

Content Creation
☐ No AI assistance
☐ Minimal AI assistance (e.g., grammar/spelling checks)
☐ Moderate AI assistance (e.g., AI-generated paragraphs, later edited)
☐ Significant AI assistance (e.g., majority of content AI-generated)

Editing/Refining
☐ No AI assistance
☐ Minimal AI assistance (e.g., style suggestions)
☐ Moderate AI assistance (e.g., AI-suggested rewrites)
☐ Significant AI assistance (e.g., AI-driven comprehensive edit)

Additional notes
Provide any additional context or explanations about AI usage here:
…
…

I affirm that this disclosure accurately represents the extent of generative AI assistance used in creating this work.

Pupil signature: _____ Date: _____

Selected resources

Please visit the dedicated page on the European Schools' continuous professional development platform: https://cpd.eursc.eu.

Annexes

Annex 1 – Example of extended prompt

Extended prompt for UDL-based lesson plan revision

You are tasked with incorporating Universal Design for Learning (UDL), accessibility, and inclusivity aspects into a lesson plan. This is crucial for creating an inclusive learning environment that caters to diverse learners and ensures equal access to education for all pupils.
Before we begin, let us define key terms:

- Universal Design for Learning (UDL): An educational framework that guides the development of flexible learning environments and spaces that can accommodate individual learning differences.
- Accessibility: The design of products, devices, services, or environments for people with disabilities or special needs.
- Inclusivity: The practice of including people who might otherwise be excluded or marginalised.

Please follow these steps to incorporate UDL, accessibility, and inclusivity aspects into the lesson plan:
1. Analyse the existing lesson plan:
    - Identify the main learning objectives
    - Note the current teaching methods and activities
    - Recognize any potential barriers to learning for diverse students
2. Incorporate UDL principles:
    - Multiple means of representation: Suggest ways to present information in various formats (e.g., visual, auditory, tactile)
    - Multiple means of action and expression: Propose diverse methods for students to demonstrate their learning
    - Multiple means of engagement: Recommend strategies to increase pupil motivation and participation
3. Enhance accessibility:
    - Suggest modifications to materials or activities to accommodate pupils with disabilities
    - Recommend assistive technologies or tools that could support diverse learners
    - Propose alternative formats for content delivery and assessment
4. Improve inclusivity:
    - Suggest ways to incorporate diverse perspectives and examples in the lesson content
    - Recommend strategies to create a more inclusive classroom environment
    - Propose modifications to ensure all students can participate fully in activities
5. Summarise your changes and provide justifications:
    - List the key modifications you have made to the lesson plan
    - Explain how each change supports UDL, accessibility, or inclusivity
    - Describe the potential benefits for diverse learners

Please provide your response in the following format:
1) Include the modified lesson plan with your suggested changes clearly marked.
2) Provide a detailed explanation of your changes, including how they support UDL, accessibility, and inclusivity.
Remember to consider the specific subject area and grade level when making your recommendations. Ensure that your suggestions are age-appropriate and relevant to the content being taught.
The lesson plan is about [SUBJECT_AREA], and the grade level is [GRADE_LEVEL]. Here is the lesson plan to analyse and enhance: [LESSON PLAN]

Annex 2 - Using Generative AI - An Educator's Quick Guide

See the next page.

Using Generative AI - An Educator's Quick Guide

This short guide provides educators in **European Schools** (ES) with essential advice on using online generative artificial intelligence (genAI) tools **effectively**, **responsibly**, and **wisely**.

Do's – *Be smart!*

- **Learn and get guidance:** Learn about genAI and contact your school's Digital Learning Coordinator for guidance.
- **Find the right tool:** Explore different genAI tools to find the best fit for your needs — text, analysis, images, etc.
- **Align with your goals**: Understand what genAI is good at and how it fits into your work.
- **Share knowledge:** Contribute to and learn from the community. Share prompts tailored to the European Schools' curriculum through your online professional communities.
- **Think critically:** Verify answers, recognise biases, and identify errors in genAI content before using it.
- **Be transparent:** Explain how genAI assisted your creative process (you should use an "AI-assisted" disclaimer).

Pro tips for genAI prompts (instructions)

- **Be specific:** Clearly state what you need, including details like format, length, or key points to include.
- **Break it down:** Split complex tasks into smaller, manageable steps.
- **Give examples:** Such as expected outputs for complex tasks (this is often easier than trying to explain it to genAI).
- **Be conversational:** Engage with the genAI service, refining outputs through follow-up questions. It is like a conversation with an assistant!
- **Experiment:** Try different prompts (instructions) and tools to compare results. Do not let genAI guess what you want!
- **Stay updated:** Learn about new genAI capabilities and best practices.

Don'ts – *Be responsible!*

- **Can I invite pupils to use genAI? No.** While educators can introduce pupils to genAI, they must not ask them to use it directly (at present, European schools have no tools or legal provisions enabling pupils to use genAI).
- **Can I rely on genAI to grade pupils? No.** Grading must remain human-led, as genAI cannot capture the nuances of pupil work and must comply with the EU AI Act's human oversight rules. However, teachers may cautiously use genAI for tasks like feedback, ensuring privacy, responsibility, and transparency.
- **Do not breach privacy and confidentiality**. Never feed genAI with personal, sensitive, or confidential information—use anonymised content when needed (remove any information that could be used to identify someone).
- **Can I share ES internal (non-public) documents? No.** Never share internal ES documents with any genAI tool. Only official public documents can be shared (e.g., documents on www.eursc.eu).
- **Can I upload copyrighted material? No.** Never input copyrighted documents into a genAI tool without a licensing agreement.
- **Can I be out of the loop? No.** Always review genAI-generated content. Never publish it without a human check.
- **Can I ignore the environmental impact? No.** Avoid unnecessary compute-intensive tasks like video generation, which consume much energy and increase carbon emissions. Be aware of the impact of AI on the environment.

▶ **Find more online:** https://cpd.eursc.eu/course/view.php?id=8

Advanced page layout example

To receive an editable version, please contact OSGE-PEDA@edu.eursc.eu.

Using Generative AI

European Schools Educator's Quick Guide

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Find more on the European Schools CPD platform

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