

Forward-Looking Projects Call 2025

ERASMUS-EDU-2025-PI-FORWARD-DIGITAL-AI

Priority 7: Ethical and effective use of generative Artificial Intelligence systems in education and training



Policy context

A Europe fit for the
Digital Age

Next Generation EU

Digital Education Action Plan

2021-2027

Resetting education and
training for the digital age

#EUDigitalEducation
#DEAP

European Education
Area

European Skills
Agenda

2030 Digital Compass

14 actions across ...

P1

PRIORITY 1

Fostering the development of a high-performing digital education ecosystem

P2

PRIORITY 2

Enhancing digital skills and competences for the digital transformation



EXTRA PRIORITY

Boosting cooperation and exchange via **the Digital Education Hub**

Priority 1

Fostering the development of a high-performing digital education ecosystem



Structured Dialogue with Member States on digital education and skills



Learning approaches for high-quality and inclusive primary and secondary education



European Digital Education Content Framework



Connectivity and digital equipment for education



Digital transformation plans for education and training institutions



Artificial intelligence and data usage in education and training

AI in education : no longer a futuristic concept

Some trends since the launch of ChatGPT in Nov 2022:

- **Exponential usage** – About 80% of young people interact with AI multiple times a day (UN). 86 % of university students use AI in their studies- 54% at least weekly. Most frequent uses : information search, grammar check, document summary. (Digital Education Council, 2024)
- Overall, students show most enthusiasm for learning how AI can boost their academic performance, with over half (52%) eager to delve into this topic. Nearly half (45%) are also keen on understanding the risks tied to AI, and 42% want to learn how to verify the accuracy of AI-generated answers. (Vodafone Foundation, 2024)
- Challenges for educational institutions - only 7% of schools and 13% of the universities have institutional policies on the use of generative AI (UNESCO, 2023)
- **Skills needs** - 67% of the citizens think they have a good understanding of AI. Younger people tend to be more confident - 72% of Gen Z, 71% of Millennials, 58% of Baby Boomers. (IPSOS, 2023).
- **Diverse and evolving attitudes:** 27% of people say that AI will have a more positive impact than negative and 25% now saying the opposite. A significant majority of young people (93.2%) have a positive perception of AI (UN).



Unprecedented disruption bringing numerous opportunities and challenges for education

- Need for a **balanced approach** to AI in education - human-centered & innovative use.
- Leveraging the opportunities for **innovative, interactive and personalised education**.
- AI **enhancing productivity** and teacher's work, allowing more time for people-centered tasks.
- Essential to **address risks**, e.g. data privacy, ethics, transparency, equity, etc.
- Build **preparedness and capacity** at education and training system and institutional level (schools, universities, etc.). Support teachers, educators, leadership and learners in the process.
- Foster the development of appropriate skills (**critical thinking**), but also AI skills and literacy to live and work with AI.
- **Inclusion** as a key prerequisite for success - no one should be left behind.
- Broader challenges related to EU's competitiveness and **digital sovereignty**. Need to foster the development of EU values-based EdTech solutions.
- Dynamic and **constantly changing field** requiring evidence-gathering but also agile approach Implications to continue unveiling.

Ethical guidelines on the use of AI and data in teaching and learning for educators

- Helping to understand the potential of AI application and data usage in education & to raise awareness of the possible risks
- Targeted at teachers and educational staff, mainly at primary and secondary levels of education. Of use also for the broader education community (students and parents, policymakers), as well as all the stakeholders involved in digital education
- Hands-on guidance and support via examples of AI and data use in education; ethical considerations and requirements, guiding questions, emerging competences, glossary, etc.
- Launched on 25 October 2022 in all EU languages. Downloaded almost 30 000 times. Ongoing update in light of Generative AI.



**Check out
our guidelines**



Other relevant actions

- Updated **Digital Competence Framework for Citizens** (DigComp 2.2) to better reflect AI skills.
- AI as a **key strategic topic for strengthened EU exchange** and cooperation in the Council Recommendations on digital education and skills (November 2023).
- Erasmus+ ongoing support for grass-root projects on AI&data in education – c. 22 MEUR
 - AI in education – priority of the Forward-looking projects 2022 - 7 large-scale projects funded
 - Data literacy – priority of the Policy Experimentations 2024
 - Generative AI in education – priority of the Forward-looking projects 2025
- Platforms for discussion and exchange: the **European Digital Education Hub** (two AI squads) and **Working Group DELTA**
- Empowering young people with AI: **DigiEduHack & Girls Go Circular 2024**



Forward-Looking Projects Call 2025

Priority 7: Ethical and effective use of generative Artificial Intelligence systems in education and training

SCOPE &
OBJECTIVE

SPECIFIC
ACTIVITIES

EXPECTED
IMPACT

Priority 7: Ethical and effective use of generative Artificial Intelligence systems in education and training

SCOPE & OBJECTIVE

Foster **organisational readiness and capacity** of education and training institutions and systems to **leverage generative AI** and ensure its adoption in an **effective, inclusive, human-centred and ethical way**.

- *Importance of involving public education and training authorities!*

How?

- Identify, map and analyse **existing effective initiatives and areas** in teaching, learning, and assessment at any level of education and training where generative AI systems are of use and benefit. **Identify challenges as well as success factors**.
- Develop, and pilot **innovative approaches, methods, and practices** of the use of generative AI systems in teaching, learning and assessment, with special attention to the ethical, effective, purposeful and pedagogically-underpinned use of the technology.
- **Produce guidelines and practical materials**, as well as **use cases** on the critical use of generative AI systems in education and training. Complement with **clear policy recommendations**.

Priority 7: Ethical and effective use of generative Artificial Intelligence systems in education and training

SPECIFIC ACTIVITIES

- Research and analysis to **identify, map, and analyse** effective existing uses and impact of generative AI in education;
- Analysis to **identify challenges and success factors** in the deployment of generative AI;
- **Design and pilot** ethical, effective, purposeful, and pedagogically underpinned use of generative AI systems in education;
- **Development of questionnaires or other assessment methods** for evaluating the use of generative AI systems;
- **Design of evidence-based materials and structured use cases** of relevant generative AI systems in education;
- **Large-scale pilots**, user experience and engagement studies in educational settings;
- **In-depth interviews** with educators, parents, students, policymakers and other educational stakeholders;
- Development of **guidelines** on the critical use of generative AI systems in education;
- **Evidence-based recommendations** to inform further policy initiatives about the use of generative AI systems in education;
- Analysis of **transferability of the project results** and **sustainability of its results** after the end of the project;
- **Dissemination and networking events** for further exposure of the project work and results and for increasing possibility for transferability.

Priority 7: Ethical and effective use of generative Artificial Intelligence systems in education and training

EXPECTED IMPACT (DELIVERABLES)

- ✓ **Structured and up-to-date overview and analysis of good practices** to inform Member States and stakeholders about initiatives and actions in the policy field.
- ✓ **Increased understanding of the challenges and success factors.**
- ✓ **Increased knowledge and uptake of innovative approaches**, methods and practices.
- ✓ **Adoption and upscale of quality methods** for the critical use of generative AI systems in education.
- ✓ **Evidence and practice-based policy initiatives** promoting the ethical and effective adoption of generative AI systems in education and training.
- ✓ **Recommendations** to inform further policy initiatives.

Where relevant, the projects should leverage the Ethical Guidelines on the use of AI and data in teaching and learning for educators, published in October 2022 and the Digital Competence Framework 2.2 (DigComp 2.2) which addresses the topic of citizens interacting with AI systems as part of the Digital Education Action Plan as well as previous projects in the field.

Digital Education Action Plan

2021-2027

Unlock your digital potential



Interested to know more?

Get in touch by email:

eac-digitaleducation@ec.europa.eu

Find out more on our webpage

Digital Education Action Plan (2021-2027) –
European Education Area (europeaneducationarea.eu)

Stay tuned

[#EUDigitalEducation](https://twitter.com/EUDigitalEducation)

[@EUDigitalEdu](https://twitter.com/EUDigitalEdu)

