



**MINISTÈRE
DE L'ÉDUCATION
NATIONALE,
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FRAMEWORK FOR THE USE OF AI IN EDUCATION

June 2025

This text is the result of a wide-ranging national consultation of organisations representing the education community and the Ministry of Education's employees, carried out in France between January and May 2025.

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The page features a complex, abstract geometric design composed of thin, intersecting lines in shades of purple and blue. These lines form various polygons and shapes, primarily concentrated on the left side of the page. The word "INTRODUCTION" is printed in a bold, purple, sans-serif font, centered horizontally and partially overlaid by the geometric lines.

INTRODUCTION

The purpose of this document is to provide clear answers to the legitimate questions of the entire educational community and of employees of the Ministry on the use of AI in education. **The use of AI in education is authorised as long as it respects the framework defined here.**

WHY A FRAMEWORK FOR THE USE OF AI IN EDUCATION?

The rapid and continuous development of AIs, particularly generative AIs, their ease of use and the diversity of content they can produce, often with free access but with little regard for personal data, has given rise to intense reflection on their applications in education both internationally and in France.

Indeed, AI has the potential to challenge some of the fundamentals of the School such as the relationship between knowledge and learning and the way in which knowledge is constructed and the way homework is produced and assessed.

They can also be **used to support teaching and learning**. They can help with lesson preparation and assessment, and they can simplify administrative tasks, provided employees are familiar with the issues and uses involved.

Schools need to provide students with the tools to understand this technology and grasp its opportunities and limitations, and to developing a critical approach to it. This will enable some students, girls and boys alike, to progress to further studies and pursue careers in artificial intelligence.

While AI poses **challenges** and offers **potential contributions to education**, it must nevertheless be used **within an ethical and legal framework** in a conscious and reasoned manner. However, the tools currently available are mainly non-sovereign, non-free and opaque in terms of their operation and training data. They also consume resources and energy.

WHAT IS AI?

DEFINITIONS

This document focuses on the use of AI, which is defined as any digital service based on **probabilistic algorithms**. These algorithms rely on the **statistical processing of vast data sets** on which the services are trained and are **capable of producing results comparable to those obtained by human cognitive activity**.

'Predictive' AI refers to models used to classify data or anticipate events, trends or risks, while **'generative' AI** refers to models capable of producing content such as text, images, sounds or videos.

Generative AI is characterised by its ability to be queried in **natural language**, as if speaking to a human being: this is known as an **'invite'**, **'request'** or **'prompt'**. Like predictive AI, generative AI learns from a very large number of examples. It is mainly based on a statistical conception of language: to produce its response, it simply determines the next most likely word on the basis of its training data, independently of any capacity for awareness or understanding of context. Generative AI is therefore not 'intelligent'.

This document does not cover '**expert systems**', which have existed and been used for several decades. Although they are often considered to be part of AI (the 'symbolic' approach), they are in fact based on **deterministic algorithms** built from a set of logical rules that are explicitly described by humans to help them make decisions. These systems are not based on probabilistic logic.

WHAT ARE THE POTENTIAL USES, RISKS AND LIMITS OF AI?

Booming uses opening up a host of new possibilities

School is at the heart of society and has an essential role to play in supporting this transformation while responding to the questions it raises. Indeed, the informed use of AI requires knowledge that schools must impart to students so that they understand and master AI as users and future citizens.

However, AI **can also be used as a tool in certain pedagogical or professional situations to support the work** of teachers and other professionals.

Today, it is clear that **AIs for the 'general public' are already widely used in education** for example:

- **students**, especially in upper secondary school or even lower secondary schools: some use them to do their homework for them, while others use them effectively to revise, practise and expand their knowledge;
- **teachers**: some use them to prepare their lessons, design assessments, adapt content to the specific needs of students, and even receive help with marking and personalised feedback;
- **managers and administrative staff**: some use them to write notes, letters or answers to questions, transcribe meetings, summarise or report back, translate, automate tasks, etc.

Uses that raise questions

In an era of rapid growth in AI applications, concerns are being raised about ethics, **compliance with data protection regulations**, the practice of certain professions and their working conditions and the impact on the environment.

In the field of education, the use of AI raises first and foremost the question of its **impact on cognitive construction processes**, the development of students' intellectual and relational capacities, and their preparation for citizenship.

AI is having a profound impact on both the economy and society.

It is creating opportunities for innovation in many fields including education.

These recent and significant changes are in particular the result of the **rapid democratisation of 'consumer' generative AI.**

The **international organisations** (Unesco, OECD), the European Union, the Council of Europe, France and a large number of universities have issued an opinion on the appropriateness and limits linked to the use of AI in education.

A selection of these opinions is indicated in the appended bibliography.

AIs also call into question some of the school's core principles, such as the purpose of homework (which could be carried out by AIs), their role in assessing students (which could influence their career path) and their relationship with acquiring knowledge (in the face of seemingly omniscient Ais.)

Mastery of AI services and their critical use are gradually built up from a foundation of scientific, cultural and linguistic knowledge and skills from primary school, with or without a screen.

Furthermore, the use of AI raises **ethical, deontological and ecological issues**. There are risks of biases and of reproducing or amplifying stereotypes and discrimination. There are also risks of inaccuracies or even false answers ('hallucinations'), risks of disclosing personal or sensitive data, the environmental risk of a technology that consumes a lot of material resources, water and energy¹. There is also the social risk of the human labour required to train the models ('click workers'), and the risks linked to the use of protected data to train the models (intellectual property.)

¹ On average, producing a text response to a prompt uses 10 times more energy than a search engine query. See the bibliography for further information on the environmental impact of IA.



FRAMEWORK FOR THE USE OF AI IN EDUCATION

The use of artificial intelligence, particularly generative AI services, for professional purposes (administrative and educational) is authorised subject to strict compliance with the framework for use provided in this document.

OBJECTIVES AND GENERAL PRINCIPLES

This document aims to provide **the educational community² and Ministry employees with a framework for addressing AI-related issues**, based on legal standards³ as well as ethical, educational, deontological and environmental principles.

While guaranteeing inclusion, accessibility and equity, the use of AI must not undermine the **fundamental value of human relationships, student learning or the professional practices of employees**.

Principles and values

- AI must be used in a manner that aligns with the **values and principles of the École de la République⁴**, the commitments and objectives of the public education service, and the principle of **pedagogical freedom⁵**.
- AI must be used **responsibly and reflectively**. It should rely on the **professional expertise of the employees** it is assisting but never replace them.
- To **limit environmental impact, frugal use of AI⁶** is to be preferred, with raising awareness of these issues in the context of education for sustainable development and the national low-carbon strategy⁷. In particular, AI should only be used if no other less ecologically costly solution satisfactorily meets the need.
- The use of **open-source solutions** should be favoured.

LEGAL OBLIGATIONS

Data protection

- AI is used in compliance with the **legal framework on the protection of personal data (GDPR)**, particularly by respecting the **minimisation principle⁸** and the consent of the data controller.
- The use of AI services accessible to the general public is authorised provided that no confidential or personal data is used: **only data that can be made public may be entered into such tools**, in particular: official texts and programmes, free educational resources, anonymised statistical data, works in the public domain.
- No teacher or member of education staff should ask students to use public AI that require them to create a personal account.

² <https://eduscol.education.fr/document/41878/download>

³ These include the Code de l'éducation, the law Informatique et Libertés, the law pour une République numérique, The European General Data Protection Act (GDPR), the law Sécuriser et réguler l'espace numérique (SREN), the European Artificial Intelligence Regulation.

⁴ <https://www.education.gouv.fr/les-valeurs-de-la-republique-l-ecole-1109>

⁵ The teacher's freedom to teach is exercised in compliance with the curricula and instructions of the Minister of National Education and within the framework of the school project, with the advice and under the supervision of the members of the inspection bodies. The educational council provided for in article L. 421-5 may not interfere with this freedom'. Code de l'éducation, chapter II : Provisions specific to teachers, article L912-1-1, 2005. https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000006525569

⁶ Afnor definition: 'A frugal AI service is a service for which: the need to use an AI system rather than another less consumptive solution to meet the same objective has been demonstrated; good practices are adopted by the producer, supplier and customer to reduce the environmental impact of the service using an AI algorithm; the uses and needs aim to remain within planetary limits and have been questioned beforehand'. https://www.afnor.org/wp-content/uploads/2024/06/CP_AFNOR_IA_frugale.pdf

⁷ See details on the website of the Ministry of Ecological Transition, Biodiversity, Forestry, Sea and fisheries: <https://www.ecologie.gouv.fr/politiques-publiques/strategie-nationale-bas-carbone-snbc>

⁸ <https://www.cnil.fr/fr/reglement-europeen-protection-donnees/chapitre2>

Transparency

The use of AI in educational, pedagogical or administrative **decision-making** processes must be **transparent and responsible**, with clear communication about its role and how it has been used.

- In accordance with **applicable data protection legislation**⁹, any decision made using AI based on personal data must be communicated to those affected, explaining their rights and enabling them to take action if they disagree.
- In accordance with the European Regulation on AI¹⁰, any decision based on AI that has a significant impact on the assessment of learning, student's school career, or career paths must be subject to:
 - **human supervision** to ensure that it is used fairly and can be explained;
 - **prior validation by a competent authority**.

ETHICAL AND DEONTOLOGICAL RECOMMENDATIONS

Professional training and practice

The use of AI must be accompanied by **ongoing reflection** and makes it necessary to **train all teachers and education staff**, involving the research community.

The use and teaching of AI must be informed and progressive, **taking into account potential contributions and benefits, associated risks and impacts** (biases, reliability of content and risks of information manipulation, data protection, respect for intellectual property rights, environmental impact, etc.), and be informed by scientific consensus.

In the educational context, the use of AI, to assist and not replace learning and intellectual effort, must be supervised and supported by the teacher.

- From **primary school** onwards, students are introduced to the fundamentals of AI. However, they do not directly manipulate generative AI services.
- The pedagogical use of **generative AI by students**, supervised, explained and accompanied by the teacher, is authorised in class **from 4^{ème} onwards** (*Grade 8 in the French system - age 13-14*) in line with the objectives of the school curricula and the CRCN (*digital skills reference framework*).
- Throughout their school career, students receive **compulsory training** in AI and the issues involved, at least in 4^{ème} (*Grade 8*) and in 2^{nde} (*Grade 10 – age 15-16*) of the general, technological and vocational track, as well as in the first year of the CAP (*certificate of professional competence*), via the **Pix platform**.
- **At upper secondary school level**, students can use them independently within a learning and training framework explicitly defined by the teacher.

⁹ GPDR, Loi Informatique et libertés and Code des relations entre le public et l'administration (CRPA) : article 22 of the GPDR (if the decision is entirely based on an algorithm) ; article 13.2.f and 14.2.g, on informing people who are the subject of an entirely automated decision; article 47.2 of the Loi Informatique et libertés ; articles L. 311-13-1 and R. 311-3-1-1 of the GPDR.

¹⁰ See point 3. of annex 3 of the European Artificial Intelligence Regulation, defining the 4 types of high-risk use of AI systems in the field of education.

Education and vocational training:

- a) AI systems intended to be used to determine the access, admission or assignment of natural persons to education and vocational training institutions at all levels;
- b) AI systems intended to be used to assess learning outcomes, included when used to guide the learning process of individuals in education and vocational training institutions at all levels;
- c) AI systems intended to be used to assess the appropriate level of education that an individual will receive or be able to achieve, in the context of or within educational and training institutions at all levels;
- d) AI systems intended to be used to monitor and detect prohibited student behaviour in examinations in the context of or within education and training institutions at all levels; https://eur-lex.europa.eu/legal-content/FR/TXT/HTML/?uri=OJ:L_202401689#anx_III

With the support of the headmaster, the headteacher and the inspectors (within the framework of their respective roles), each teacher:

- can, particularly in the context of **citizenship education** (including **media and information literacy education**, and **moral and civic education**), raise students' awareness of the ethical and environmental issues surrounding AI;
- can propose **teaching sequences** incorporating AI (without students handling AI before 4^{ème} (*Grade 8 - age 13-14*), taking care to **encourage critical thinking** about these technologies and their use, including issues, opportunities, recommendations for drafting requests, limits and risks;
- will also be offered a training and professional development on AI and its educational use¹¹.

For **teaching purposes**, such as assistance with lesson preparation, assessment, correction, any teachers can use publicly accessible AI under their own responsibility. However, as with any data or information used for teaching purposes, the output generated by AI must be **cross-checked with other sources**.

More generally, these rules of control, critical thinking and vigilance apply to all education staff working in a school, particularly for **administrative tasks**.

ASSIGNMENTS AND ASSESSMENTS

Each school must **consider how AI is used by students in practice**. In particular, the **Teachers' Council** and the **Educational Council** (along with any other relevant bodies) should address this issue in order to adapt and diversify their homework and assessment policy, placing a strong emphasis on **reasoning** and **problem-solving**. At upper secondary school level, it is advisable to take these practices into account when designing the **assessment plan**, to ensure that students are assessed fairly and given appropriate guidance.

The use of generative artificial intelligence to complete all or part of a school assignment **without the explicit autorisation of the teacher** and without it being followed by personal work using the content produced, constitutes **fraud**. As such, it is treated the same way as the intervention of a third party or the undeclared reproduction of existing content.

Warning: because of their unreliability, the use of AI-generated content detection software is not recommended, as they could wrongly penalise a student.

¹¹These include in-school training courses and programmes offered by the École académique de la formation continue (EAFC), the Directions régionales académiques du numérique pour l'éducation (Drane), Réseau Canopé and the Centre de liaison de l'enseignement et des médias d'information (Clémi), etc. Possible methods include the M@gistère course, the AI4T Mooc, the work of the Communauté de réflexion en éducation sur l'intelligence artificielle (Creia) and the digital thematic groups (GTnum).



KEY POINTS

AI is used in education exclusively to support learning and professional practices, while respecting the values of the Ecole de la République, the legal framework for the protection of personal data, educational freedom and environmental issues.



Be careful about the data you enter into tools that are accessible to the public

AI services that are accessible to the public do not guarantee that the data entered will not be reused. Consequently, no confidential or personal data should be used:

- **only enter data that can be made public**, such as official texts and programmes, open educational resources, anonymised statistical data, works in the public domain, etc;
- **under no circumstances should students be asked to set up a personal account** with AI services accessible to the general public.

→ Do not use AI services accessible to the general public when personal, confidential or copyrighted data are involved.



Consider the environmental impact of generative AI

Use generative AI in a reasoned and responsible way. Be aware of its environmental impact.

→ Renounce AI if a less costly solution can meet your needs, such as a simple web search.



Be transparent when using AI

Report any use of AI in decision-making processes, clearly indicating how it was used, and as far as possible, specifying the type of tool used.



Use your critical thinking skills

Take a critical look at any proposals made to you, and always compare the answers with other sources to **check their accuracy**. Be aware of possible AI biases and correct them if necessary.

- Do not use AI if you cannot **assess the results** in terms of factual accuracy, relevance of the references cited and impartiality of the point of view.
- Favour **open-source solutions** that allow you to control the corpus used as well as the processing procedures.

PEDAGOGY

- **Adapt homework and assessment methods:**

- Focus on reasoning and problem-solving;
- Explain to the students that using generative AI to complete a homework assignment without explicit authorisation and without any personal work to make it their own constitutes a fraud;
- Avoid using software to detect AI-generated content: it is unreliable and could lead to students being wrongly penalised.

- Only use AI when there is a **proven educational benefit**.

- **Adapt the use of generative AI according to level:**

- from **primary school** onwards, students should be made aware of the basics of AI without directly manipulating generative AI.
- the pedagogical use of **generative AI by students in class** is limited, supervised and explained by the teacher, from **4ème onwards** (*Grade 8 in the French system - age 13-14*).
- **at upper secondary school**, students may use generative AI independently within a learning and training framework explicitly defined by the teacher.

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