

Recommendations for the use of generative artificial intelligence in teaching in youth education

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 DENMARK

Timeline

2024 Implementation 2025 Implementation

ID number 49480

Background

Many students in upper secondary schools and vocational programmes use generative artificial intelligence, including chatbots such as ChatGPT and Microsoft Copilot during teaching and in their schoolwork, however, not always in a well-reflected way. Students need to learn to use technology appropriately and learn to evaluate and qualify content produced by artificial intelligence. Also, teachers find it difficult to navigate the new technological developments and the influence on teaching.

Objectives

The purpose of the recommendations is to give school leaders and teachers the knowledge they need to organise teaching in light of technological developments, thereby promoting good use of generative AI for teaching and schoolwork, both as students and teachers.

Description

Together with experts and practitioners from the field of education, the National Agency for Teaching and Quality (STUK) has developed a list of recommendations for the use of generative AI in youth education (both in school and for homework). The specific recommendations for VET relate to the core subjects, such as mathematics, Danish etc. In the recommendations, the agency emphasises that school management should set a framework for the use of digital tools, so that students and teachers are not alone in assessing where it makes sense to use technology to strengthen students' learning and digital education.

Recommendations for upper secondary schools and VET institutions

School leadership ensures a common direction and clear framework for the appropriate and safe use of generative AI

- (a) formulate an overall, shared direction for the use of generative AI;
- (b) use solutions that the school leadership assesses to be in compliance with current GDPR regulations;
- (c) define common and concrete guidelines and rules for teachers' and students' use of

generative AI.

School leadership ensures that teachers are able to manage generative AI in teaching

- (a) support dialogue and exchange of experiences among teachers about the possibilities and limitations of the technology;
- (b) prioritise the development of teachers' knowledge, skills, and didactic competences related to AI;

School leadership and teachers plan teaching *in*, *with*, and *without* generative AI

- (a) generative AI should only be used when it provides clear academic, didactic, and pedagogical value;
- (b) explore the possibilities and limitations of the technology together with students in an open and curious way;
- (c) discuss with students how, when, and for what purpose they can use generative AI in different subjects;
- (d) design teaching that strengthens students' critical and reflective use of the technology;
- (e) plan written assignments and learning activities so that students learn to use generative AI to improve and qualify their working processes.

2024 Implementation

The recommendations were introduced by the National Agency for Teaching and Quality (STUK) in late fall of 2024.

2025 Implementation

The initiative was operational and ran as regular practice.

Bodies responsible

- Ministry of Children and Education
- National Agency for Education and Quality (STUK)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Teachers

Thematic categories

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Teachers, trainers and school leaders competences

Supporting teachers and trainers for and through digital

Subsystem

Further reading

[The use of generative artificial intelligence](#)

Related policy developments

2025 Implementation

Pedagogy becomes a mandatory part of initial teacher training

Following the norm of 2015, legislation requires that VET teachers start their studies in vocational pedagogy normally one year after being recruited and complete their studies at least four years after recruitment at the bachelor or diploma level (60 ECTS – European credit transfer and accumulat

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Type of development

Regulation/Legislation

Subsystem

IVET CVET

“ ... ” Cite as

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