



**OMBUDSPERSON FOR ACADEMIC ETHICS AND PROCEDURES  
OF THE REPUBLIC OF LITHUANIA**

**ORDER  
ON THE APPROVAL OF GUIDELINES ON THE ETHICAL USE OF  
ARTIFICIAL INTELLIGENCE IN EDUCATION AND RESEARCH**

29 April 2024 No V-14  
Vilnius

In accordance with sub-paragraphs 12.2, 12.6 and 14.10 of the Regulations of the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania, approved by Resolution No XI-1583 of the Seimas of the Republic of Lithuania of 15 September 2011 “On the Establishment of the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania and on the Approval of the Regulations of the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania” (the wording of Resolution No XIV-976 of the Seimas of the Republic of Lithuania of 24 March 2022),

I hereby approve the Guidelines on the Ethical Use of Artificial Intelligence in Education and Research (attached).

Ombudsperson for Academic Ethics and Procedures

Reda Cimmperman

APPROVED

By Order No V-14 of the Ombudsperson for  
Academic Ethics and Procedures of the  
Republic of Lithuania of 29 April 2024

## GUIDELINES ON THE ETHICAL USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION AND RESEARCH

### SECTION I. GENERAL PROVISIONS

1. The Guidelines on the Ethical Use of Artificial Intelligence in Education and Research (the “Guidelines”) are designed to provide guidance to education and research institutions (universities, colleges, research institutes) and the academic community (students, lecturers, researchers, and other staff directly involved in education and/or research) on how to ensure the ethical use of artificial intelligence technologies in education and research.

2. In order to ensure that education and research institutions, their students, lecturers, researchers and supervisors have a solid basis for the thoughtful, safe and ethical adoption and wider use of these technologies, it is recommended that education and research institutions develop guidelines for the ethical use of artificial intelligence in the education and research, and that they implement these guidelines in their institutions.

3. The guidelines are based on the Ethics Guidelines for Trustworthy AI (EC, 2019)<sup>1</sup>, the Recommendation on the Ethics of Artificial Intelligence (UNESCO, 2022)<sup>2</sup>, the Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators (EC, 2022)<sup>3</sup>, the recommendations of the Committee on Publication Ethics (COPE)<sup>4</sup>, Guidance for Generative AI in Education and Research (UNESCO, 2023)<sup>5</sup>, Recommendations on the Ethical Use of Artificial Intelligence in Education of the European Network for Academic Integrity (ENAI)<sup>6</sup>, and the Commission Staff Working Document Tackling R&I Foreign Interference (EC, 2022)<sup>7</sup>.

4. Terms used in the Guidelines and their definitions:

4.1. **Artificial intelligence** (“AI”) refers to computer systems capable of performing tasks that require human intelligence. Artificial intelligence systems are trained using large amounts of data;

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<sup>1</sup> Ethics Guidelines for Trustworthy AI 2019, European Commission, [https://www.europarl.europa.eu/meetdocs/2014\\_2019/plmrep/COMMITTEES/JURI/DV/2019/11-06/Ethics-guidelines-AI\\_LT.pdf](https://www.europarl.europa.eu/meetdocs/2014_2019/plmrep/COMMITTEES/JURI/DV/2019/11-06/Ethics-guidelines-AI_LT.pdf).

<sup>2</sup> UNESCO, 2022. Recommendation on the Ethics of Artificial Intelligence, [https://unesdoc.unesco.org/ark:/48223/pf0000381137\\_lit](https://unesdoc.unesco.org/ark:/48223/pf0000381137_lit).

<sup>3</sup> Directorate-General for Education, Youth, Sport and Culture (European Commission), 2022. Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators, <https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en>.

<sup>4</sup> Committee on Publication Ethics (COPE) Recommendations. <https://publicationethics.org/>.

<sup>5</sup> Miao, F, Holmes, W. 2023. Guidance for Generative AI in Education and Research. UNESCO, <https://unesdoc.unesco.org/ark:/48223/pf0000386693>.

<sup>6</sup> Foltynnek, T, Bjelobaba, S, Glendinning, I, Khan, Z R, Santos, R, Pavletic, P, Kravjar, J. 2023. ENAI Recommendations on the Ethical Use of Artificial Intelligence in Education. *International Journal for Educational Integrity* 19(12), p. 3. <https://doi.org/10.1007/s40979-023-00133-4>.

<sup>7</sup> Directorate-General for Research and Innovation (European Commission), 2022. Tackling R&I Foreign Interference – Staff Working Document, <https://data.europa.eu/doi/10.2777/513746>.

4.2. **Generative artificial intelligence** (“generative AI”) refers to an artificial intelligence technology that can create new content (such as images or text) based on a prompt or other specified criteria;

4.3. **Generative AI tools** refer to platforms that incorporate generative artificial intelligence models and allow users to generate text, images or other content using simple and intuitive interfaces;

4.4. **Machine learning** refers to a branch of artificial intelligence that involves algorithms that allow a computer to learn how to perform tasks based on data, rather than on pre-constructed rules or instructions;

4.5. Other terms used in the Guidelines are understood as defined in the Law of the Republic of Lithuania on Higher Education and Research, the Law of the Republic of Lithuania on Copyright and Related Rights, and other legislation.

## **SECTION II. CONTEXT**

5. AI is advancing at a rapid pace, but its impact is not yet fully understood and regulation is inadequate, so the following challenges are significant:

5.1. **Accessibility and equity;** unequal access to AI systems can increase existing inequalities in access to technology and digital resources, which could exacerbate inequalities;

5.2. **Human connections;** AI systems can weaken human interaction and the key social and emotional aspects of learning;

5.3. **Human intellectual development;** the use of AI technologies in education can limit learners’ autonomy and decision-making capacity, so it is important to investigate and evaluate the impact of AI tools on human cognitive development;

5.4. **Psychological effects;** generative AI systems may have unknown psychological effects on learners and raise concerns about their cognitive development, emotional well-being and risks of manipulation;

5.5. **Implicit bias and discrimination;** the increasingly sophisticated generative AI systems that are being developed and applied in education are likely to encourage new forms of bias and discrimination;

5.6. **Critical thinking;** the answers provided by AI may not be reliable, so it is necessary to critically evaluate them and to refine the prompts.

6. **Intellectual property protection.** The emergence of generative AI has led to rapid changes in the way scientific, artistic and literary works are created, distributed and used. Unauthorised copying, distribution or use of copyrighted works without the authorisation of the copyright holder infringes the exclusive rights of the copyright holder and may lead to legal consequences. Academic communities therefore need to carefully assess the existing legal framework and detail the correct use of copyrighted content in their internal rules of academic ethics.

7. **Copyright restrictions.** In this case, the copyright restriction in the Law of the Republic of Lithuania on Copyright and Related Rights, which gives research organisations the right to reproduce works for the purposes of text and data mining without the consent of the author or other holder of proprietary rights, should receive particular attention from the academic community. This and other copyright restrictions in the law (such as citation or use of the work for teaching and research purposes), which give research organisations a conditional freedom to use copyrighted content, have the potential to facilitate machine learning significantly and to promote the development of the use of generative AI and research in this area.

8. **Authenticity.** While the regulatory frameworks being developed intend to require generative AI providers to recognise and protect the intellectual property of the owners of the content used in the model, it is becoming increasingly difficult to establish the ownership and authenticity of the huge volume of generated works. This lack of traceability not only raises concerns about

protecting the rights of creators and ensuring fair remuneration for their intellectual contributions, but also forces the search for solutions to the responsible use of products generated by generative AI. In this context, representatives of academic communities need to fully assess not only the opportunities opened up by new technologies, but also the responsibility they have towards creators and participants of the public education and training process for the academically ethical and legally sound use of the works.

9. **Sources of learning.** In the future, content created by human and AI interactions may become one of the main sources of knowledge creation. This is likely to further reduce the direct involvement of learners in studies using human-created and trusted resources. There is also a debate on whether learning based solely on content generated by generative AI should be recognised as learning.

10. **Methods of assessing teaching, learning and learner achievement.** In response to the current trends stimulated by generative AI, teaching, learning and assessment methods need to be reviewed in the light of the objectives of teaching and learning. When integrating generative AI into studies, it is important to ensure that learners acquire basic knowledge and professional skills through critical thinking based on a broader perspective and values.

### **SECTION III.**

#### **GENERAL PRINCIPLES FOR THE ETHICAL USE OF ARTIFICIAL INTELLIGENCE**

11. The principles of AI ethics are as follows:

11.1. The **principle of democracy**; only AI technologies that are compatible with democratic values and freedom of speech should be implemented;

11.2. **Academic integrity**; generative AI and its results must be used in a manner consistent with academic ethics and without compromising the principles of academic integrity. Unethical use of AI results are treated as plagiarism or other breaches of academic integrity;

11.3. The **principle of accountability**; the responsibility for AI results, the risks associated with their submission and their management must be assumed by the person who submitted the results. This person has to evaluate and make decisions on the information from different sources, including information generated by generative AI tools, and is also responsible for its use;

11.4. **Development of competences**; the development of competences in the field of AI is essential for the safe, ethical and meaningful use of AI in the study and education process and beyond;

11.5. **Equity**; AI technologies should be equally accessible to all participants in the study and education process, regardless of gender, race, socio-economic status, and taking into account individuals with diverse needs;

11.6. **Protection of human rights and freedoms**; the use of AI should ensure and promote the protection of human rights and freedoms as well as dignity. No AI technology should take precedence over a human. Individuals have the right to object to decisions about them being made in a fully automated manner;

11.7. **Transparency**; the choice of AI tools must be transparent, justified and declared;

11.8. The **principles of distinction between human and AI**; regardless of the scale and scope of the use of AI in the study and education process, a clear identification of the use of AI must be sought, enabling the results of human creativity to be distinguished from the products generated by AI;

11.9. **Safety and security**; to ensure the safety and security of people, the environment and ecosystems, unwanted harm (safety risks) as well as vulnerability to cyber-attacks (security risks) should be avoided and addressed, prevented and remedied throughout the life cycle of AI systems.

#### **SECTION IV. ARTIFICIAL INTELLIGENCE AND OPEN SCIENCE**

12. Given the potential for machine learning and generative AI tools to be used in the processing of large volumes of research data and other information as part of the development of open science, as well as the risk of foreign influences in opening up research datasets to researchers and students through the publication of articles in institutionally published journals, institutions should address the potential risks of generative AI and data security in their publishing policy. Researchers and students should consider the research security risks (intervention by foreign states or non-state actors) posed by the development of generative AI technologies when opening data.

13. Researchers and students are responsible for deciding what is to be published in the Open Science Cloud, in accordance with the provisions of institutional activities and funding. Any risks associated with opening up research can be mitigated by the institution informing researchers and students about foreign interference and by thinking in advance about the potential impact of one's research being used for civilian and military purposes.

#### **SECTION V. ARTIFICIAL INTELLIGENCE AND PUBLICATION ETHICS**

14. A generative AI tool cannot be credited as the author of a work. The author of the work is responsible for the authorship of their own work when using generative AI tools. Authors are fully responsible for the content of their manuscript, even for those parts of it that have been generated by a generative AI tool, and are therefore liable for any breaches of publication ethics.

15. Authors should indicate the generative AI tool used and the date of its use when reporting the results of generative AI cited in their scientific work. If the generative AI tool was used directly to conduct the research, it is recommended that this is stated in the work.

#### **SECTION VI. PROTECTION OF INTELLECTUAL PROPERTY RIGHTS AND CONSUMERS**

16. The academic community should implement generative AI responsibly and avoid using it in a way that damages the reputation or infringes the legal rights of others.

17. Generative AI models are built using large amounts of online data, usually without the consent of its owners. In addition, some generative AI models may contravene laws such as the European Union's General Data Protection Regulation (2016)<sup>8</sup>, in particular people's right to be forgotten, as it is currently not possible to delete someone's data (or the results based on that data) after the AI has been trained. The academic community needs to be aware of the rights of data owners and should check that their use of generative AI tools does not violate any existing legal framework, including the European Union's General Data Protection Regulation, the Law of the Republic of Lithuania on Legal Protection of Personal Data, the Law of the Republic of Lithuania on Copyright and Related Rights, and other legislation. In addition, members of the academic community should know that the images or codes created using generative AI may infringe the intellectual property rights of another person, and that the images, sounds, or code that they create and share online may be used by another generative AI.

18. Representatives of the academic community need to be aware that any images they share online may be included in generative AI training data, may be manipulated and may be used unethically.

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<sup>8</sup> European Union's General Data Protection Regulation 2016, <https://eur-lex.europa.eu/legal-content/LT/TXT/?uri=celex%3A32016R0679>.

19. The academic community should be familiar with the conditions for the use of generative AI. When signing or agreeing to service agreements, users should be aware that they must comply with the terms of use specified in the agreement and the laws or regulations on which the agreement is based.

20. Generative AI technologies often evolve faster than the national legislation governing their development and application. The academic community should be aware of the lack of adequate rules to safeguard the property rights of national authorities and individuals and the rights of users of generative AI, and should respond to the legislative challenges posed by generative AI. Users should report to government regulatory agencies when they discover generative AI applications that violate one or more laws.

## **SECTION VII. INSTITUTIONAL LEVEL**

21. Institutions should develop and implement a policy on the use of AI in education and research, as well as guidelines or other documents on the ethical use of AI, and integrate aspects of the ethical use of AI into other relevant institutional policies governing education and research.

22. The risks of using AI in institutions must be assessed and managed.

23. Institutions should carry out screening of AI tools to ensure that the tools used are safe and compliant with the legislation of the European Union and the Republic of Lithuania.

24. Institutions should review and update, as necessary, the arrangements for organising the study process in the light of the study tasks and assessment aspects, so that learners acquire the necessary professional knowledge and skills. AI should enhance student learning but not replace it. Institutions need to be able to assess learners' actual learning outcomes and achievements.

25. Institutions should develop the AI literacy of those involved in the study process and ensure that AI tools and their results are critically evaluated.

26. When using AI tools, personal and institutional data must be protected.

27. Institutions must ensure that, in the education and research process and in the presentation of results, the AI is clearly identified, referenced and/or cited through the application of agreed rules for the use of the AI. Where unethical use of AI is suspected, expert review procedures are recommended.

28. In their activities, institutions should continuously develop and improve the competences of the academic community, such as critical thinking, intellectual property and personal data protection, research ethics, information literacy, understanding of machine learning, proper data labelling, generative AI prompt engineering, etc.

29. When involving research ethics compliance bodies, institutions should develop guidance explaining how to indicate correctly and transparently the use of AI tools in an assignment, dissertation, thesis, report, article, scientific publication, book chapter, computer program, work of art, or any other type of work.

## **SECTION VIII. EVALUATION AND VALIDATION OF ARTIFICIAL INTELLIGENCE TOOLS**

30. Institutions should determine individually or collectively (involving research ethics compliance bodies) whether generative AI should be implemented and what types of generative AI tools should be used within the institution and/or developed or created from scratch. Before the use of generative AI tools, the soundness and reliability (validity) of the results the AI produces must be analysed by competent professionals, under the supervision of the institution's responsible staff member or by acting collectively. The generative AI tools to be deployed must be subject to a preliminary verification.

31. When developing and deploying the developed AI tools, institutions need to ensure their validity and put in place mechanisms to best monitor the algorithms and data used by the AI tools and the results they produce. This should include regular audits and evaluations, protection of user data, and automatic filtering of inappropriate content.

32. It is recommended that the monitoring and validation of AI tools used in education and research be based on the following criteria:

32.1. The methodological soundness of the AI tools (compliance with the basic principles of scientific methodology);

32.2. Enforcement of the principle of non-discrimination (e.g., in relation to gender, disability, socio-economic status, ethnic and cultural origin and geographical location);

32.3. Enforcement of intellectual property rights (copyright);

32.4. Compliance with research ethics: the institution's research ethics compliance committee should assess the compliance of the AI tools planned to be used in the application with research ethics principles. The assessment of the application for compliance with research ethics should include an evaluation of the AI tools planned to be used in the application in relation to informed consent and should note whether the informed consent specifies that the AI tools will be used;

32.5. The reliability of generative AI tools: institutions should pay attention to inappropriate content generated by AI (whether the output of generative AI contains fake images, fake (inaccurate or false) news, hate speech). If generative AI tools are found to generate inappropriate content, members of the academic community should report this to the institution's responsible staff member so that the use of such tools can be restricted or banned completely;

32.6. Educational relevance (suitability for the content and objectives of study programmes).

33. Institutions should assess the legal compliance of generative AI tools.

34. Institutions should rely on feedback when deciding whether and how to implement specific generative AI tools at institutional level.

35. Given that generative AI tools may generate false results and present offensive or unethical material, researchers and students should conduct additional analysis of the results to ensure the soundness and reliability (validity) of the results provided by the generative AI. The academic community should have a critical perspective on the value orientations, cultural norms and social customs embedded in generative AI training models. It should also be aware that text results of a generative AI only reflect the most common and dominant attitudes at the time when its training data were generated, that some of the data are problematic or biased (e.g., stereotypical gender roles), and that less frequent data may not influence the result of a generative AI.

36. As generative AI models are still not fully reliable, i.e. they make up facts and make errors in reasoning, they should be used with caution in research and education. Researchers and students should not rely on the information provided by generative AI and should critically evaluate it. The use of generative AI tools may require several revisions of the prompt before the desired result is obtained. Users must be ethical and avoid using prompts that may generate inappropriate, biased or harmful content. Generative AI tools can be used to broaden the approach when designing research, to complement data exploration and literature reviews, etc. In addition, generative AI tools can potentially be used to develop and answer research questions, propose appropriate methodologies, automatically collect information, explore a wide range of data, propose draft literature reviews, and automate parts of data interpretation. Users of generative AI tools also need to be aware of and avoid potential risks associated with the use of these tools, such as fabrication of GenAI information (non-existent scientific publications).

**SECTION IX.**  
**FINAL PROVISIONS**

37. Institutions are guided by these Guidelines and other legislation and international guidance in this area in implementing their institutional rules on the ethical use of AI.

38. The Office of the Ombudsperson for Academic Ethics and Procedures advises institutions and members of the academic community on the implementation of these Guidelines.

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