oead DIGITAL SKILLS

Austria's foundational curriculum for AI literacy

A foundational curriculum for AI literacy for education and training providers in Austria

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Preface

We need reliable AI competences if we are to best exploit the opportunities that AI offers in our day-to-day life and work, as well as for education, training, industry and Austria as a place to do business. A broad-based understanding of how AI works and how we can use it sensibly is vital for a society that successfully embraces responsible digitalisation.



Alexander Pröll, LL.M., Austrian State Secretary for Digitalisation, Constitutional Affairs, the Civil Service, Coordination and the Fight against Anti-Semitism

Education and training providers have a particularly important role to play as they support continuing personal, professional and economic development through the learning that they offer. This foundational curriculum for AI literacy will give them a firm basis for (further) developing their AI-related learning offers that are designed for people without any prior technical knowledge. The curriculum highlights the skills and content that the public will need in order to understand AI, use it sensibly, scrutinise its results critically and make a sound assessment of the opportunities, risks and impacts associated with it. This is more important than ever, because some 70 per cent of people in Austria say that they know little about AI.

This curriculum was formulated by the University for Continuing Education Krems on behalf of the OeAD as part of the Digital Skills Initiative and translates AI competences into seven specific learning areas for this purpose. It aligns with the Austrian Framework of Reference for Digital Competence (NRDK) and with Austria's DigComp 3.0 AT competence model to ensure that benchmarks and standards are met: the learning outcomes from the foundational curriculum for AI literacy are mapped to proficiency levels and competences under the Framework of Reference. The curriculum's highly practical guiding framework allows AI competences to be taught in a relevant and age-appropriate way that draws on real life.

I would like to invite you as a provider to use the foundational curriculum for AI literacy within your field of responsibility and position yourself in the growing AI education and training market with an offer that teaches key AI competences confidently and reliably. For Austria, this curriculum will serve as a trusted "currency" for AI competences to guide learners, business and industry leaders, educators, trainers and administrators. Let us work together to strengthen an Austria that is fit for AI in every respect and gets the most it can out of the opportunities that artificial intelligence presents. Easy-to-understand offers, common standards and clear learning pathways underpinned by the foundational curriculum for AI literacy will make the difference across the board.

Introduction

Artificial intelligence is transforming our daily lives, our jobs and our education and training, and the foundational curriculum for AI literacy creates a common guiding framework for this. It sets out the competences that members of the Austrian public need in order to use AI in an informed, critical and responsible manner and helps education and training providers to develop appropriate learning offers.

What is the aim of the foundational curriculum for AI?

The foundational curriculum for AI was developed in order to help people in Austria to use artificial intelligence confidently, sensibly and productively. It gives education and training providers a sound basis on which to formulate their offers in a modular and competence-driven way while maintaining a practical element, thus providing design, implementation and evaluation guidance and helping to improve comparability and quality within AI education and training.

The foundational curriculum for AI literacy is intended for members of the public without any prior technical knowledge and is designed to give them highly practical and easy-to-understand access to a topic that is increasingly dominating our society. The curriculum will foster a basic understanding of AI, what it can be used for and what opportunities and risks it harbours. It will improve people's ability to categorise AI applications, assess results critically and employ AI sensibly in various areas of their lives. At the same time, it addresses some key ethical, legal and societal questions such as privacy, data protection, fairness, transparency, accountability and participation. The aim is to empower people to use AI in an informed, considered and self-determined way.

How was the foundational curriculum for AI literacy developed?

The curriculum was formulated in a methodologically sound, multi-stage process by the University for Continuing Education Krems on behalf of the OeAD – Austria's Agency for Education and Internationalisation as part of the Digital Skills Initiative for Austria. Seven learning areas that address specific scenarios taken from day-to-day life, work and society were defined based on an analysis of numerous competence models, sets of regulations and existing initiatives. This has highlighted the many areas in which AI competences are needed and how they can be applied in real-life situations. For more details of the development process, see the final report by Grundschober et al. (2025), a link to which can be found in the service section at the end of this brochure.

How is the foundational curriculum for AI literacy structured?

The content of the curriculum is divided into seven learning areas, which describe real-life scenarios and allow abstract competences to be translated into specific contexts. Each of the seven areas has the same structure in didactic terms and contains the following elements:

- Title
- Objectives
- Intended learning outcomes on three skills levels (foundation, building and deepening) that allow the improvement in the competences to be tracked

- Teaching notes that will supplement potential implementation with the addition of typical areas of application and problems to be addressed

How does the foundational curriculum for AI literacy work?

Rather than imposing strict rules, the curriculum is designed to work as a flexible, modular toolkit that enables trainers and education providers to select, combine and adapt learning areas in order to produce a bespoke AI-related education or training offer or incorporate individual AI learning outcomes into existing courses. Instead of a checklist that has to be worked through point by point, it is a basis for context-specific planning and support.

The seven learning areas in the curriculum

The seven learning areas in the foundational curriculum for AI literacy are divided into three categories: foundations and guidance; applications in day-to-day life and work; and shaping the future.

	Learning area	Objectives
Foundations and guidance	**1 Recognising and understanding AI**	Learners understand how artificial intelligence (AI) works and where it is used. They can distinguish between AI and non-learning, rule-based digital tools, are trying out their first applications for themselves and are learning to gauge which potential uses are realistic, sensible and socially desirable. The aim is to foster a realistic degree of trust in AI.
	2 Using AI responsibly	Learners can address ethical, legal and societal questions relating to the use of AI, analyse opportunities and risks and use this as a basis for formulating measures for handling AI responsibly. The focus is on privacy, data protection, fairness, transparency, responsibility and preventing discrimination.
Applications in day-to-day life and work	**3 Evaluating and reflecting on AI-supported information searches**	Learners can use AI-assisted information systems and scrutinise their results critically for typical uncertainties relating to quality and trustworthiness, such as incomplete information, distortions or fake news. They can employ strategies for using AI responsibly and sensibly to search for information.
	4 Communicating and collaborating with AI	Learners can shape their digital communication and cooperation confidently and collaboratively in AI-assisted environments. They can protect their digital identity and interact safely, securely and responsibly in the digital space.
	5 Creative content creation with generative AI	Learners can design content such as text, images, audio, videos or presentations with the aid of generative AI and evaluate this content in terms of quality, authorship, fairness and responsibility in the digital space.
	6 Using AI to design processes and make decisions	Learners can use AI systems to weigh up and decide between alternatives in order to make processes efficient, fair and responsible and aid decision-making. They can assess the use of these systems critically and can shape this use responsibly with an eye on fairness, sustainability and human oversight.
Shaping the future	**7 Learning, living and cultivating relationships with and despite AI**	Learners can use AI systems consciously to learn, organise their lives and shape the community around them. They can consider opportunities and risks, develop coping strategies and record their decisions regarding the scope and consequences of AI use (e.g. for learning processes, relationships and identity).

Learning area 1: Recognising and understanding AI. Guidance for daily life, society and the workplace

Objectives

Learners know what forms of AI system exist and how rule-based applications differ from statistical ones. They are familiar with various kinds of AI such as language models, search engines and rule-based algorithms and can explain how typical applications work.

They can analyse and compare areas of use for AI in daily life, in the workplace and in society and say what it can and cannot do. This will involve comparing AI-assisted systems with human thought, assessing real-life usage scenarios and questioning overinflated expectations ("AI hype"). In so doing, they will adopt a well-founded stance on the opportunities and risks of AI-based technologies.

One particular priority will be for learners to be able to analyse typical strengths and weaknesses of AI systems such as plausibility problems, uncertainties or false precision. They will also consider the environmental and societal impact of AI use.

The aim is to encourage the sensible, confident and realistic use of AI, including amongst those without any specialist technical knowledge.

Learning outcomes

FOUNDATION
1.1 Learners can name key concepts relating to AI systems (e.g. "algorithm", "model", "machine learning").
1.2 Learners can describe some of the basic principles of AI (e.g. training, pattern recognition) and use a simple example to explain how they are designed and work.
1.3 Learners know the difference between various forms of AI (e.g. predictive, analytical, generative; rule-based and learning) and can put examples that they are given into the correct category.
1.4 Learners can identify simple AI systems in everyday applications (e.g. satnavs, voice assistants) and list the opportunities and risks that they present.
1.5 Learners can describe key differences between AI systems and traditional software applications (e.g. decision-making logic, capacity to learn, data dependency) based on examples and point out that AI systems do not have feelings, intentions or a consciousness of their own.
BUILDING
1.6 Learners can use examples that they are given to describe how AI applications are used in day-to-day life and work and can list basic opportunities and areas of potential that these applications present.
1.7 Learners can use examples that they are given to explain how different AI systems (e.g. language models, image generators) work and what their limitations are.

1.8 Learners can explain what natural resources (e.g. energy and water) AI applications need to run and can list differences between them and traditional digital tools.
1.9 Learners can list simple measures for using AI systems safely and securely, e.g. for plausibility checks, based on examples that they are given.
1.10 Learners can interact with an LLM or image generator, record their results, describe typical sources of errors and explain how anthropomorphic characteristics influence their usage behaviour.
1.11 Learners can apply basic safeguards with guidance (e.g. when using language models).
DEEPENING
1.12 Learners can analyse their own AI use based on a criteria matrix that they are given (e.g. type of task, prompting pattern(s), sources of errors, anthropomorphic design elements), record their findings over a set period of time and use this as a basis for identifying justified adjustments to their usage behaviour.
1.13 Learners can assess a predefined set of AI usage scenarios with the aid of a list of criteria that they are provided with in order to identify overinflated expectations (AI hype) and gauge realistic possibilities for using AI.
1.14 Learners can use an assessment matrix (society, workplace, environment) to assess a list of future scenarios for AI development that they are given and can take this as a basis for discussing opportunities and risks for society, the workplace and the environment.
1.15 Learners can formulate their own opinions regarding the role played by AI in society based on a set of sources and views that they are given and can defend these opinions in a moderated, rule-led debate.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
At work	I'm preparing for a presentation and using ChatGPT to search for sources. I've noticed that I don't recognise the names of any of the experts cited in my field and, after a bit of googling, I realise that they don't actually exist. Why does this response from the AI sound so convincing even though it's wrong?	1.7 1.13
Volunteering	I'm making a poster for our club's summer fête and am trying to create a fun picture to go on it. Why is AI sometimes so good – and sometimes falls well short of the mark?	1.3 1.7 1.10 1.13
Home and family life	I've gone on my electricity supplier's website because there's something on my bill I don't understand. It has a chat function for customers who have queries. How can I tell whether I'm speaking to a human being or an AI bot right now – and whether it might be risky to share my personal data with it?	1.4 1.7 1.8 1.9 1.11
Personal development	Someone in my family has died, and I feel like there's nobody I can share my feelings with and nobody understands me. What will happen if I'd rather ask AI than a friend or therapist?	1.5 1.10 1.12 1.13 1.14

Learning area 2: Using AI responsibly. Recognising the ethical, societal and legal consequences and taking responsibility

Objectives

Learners will address the ethical, legal and societal challenges posed by the use of AI. They will spot opportunities for inclusion, greater transparency, support for fairness and a reduction in bias as well as risks such as discrimination, intransparency, power asymmetries and environmental consequences. They will understand regulatory requirements (e.g. the EU AI Act, GDPR, sustainability obligations).

They will consider normative questions: what is just? Who bears responsibility? What does sustainability mean in the digital space? In the process, they will adopt a stance that is guided both by what is technically feasible or legally permitted and by fairness, participation and a quest to conserve resources.

The aims are to question algorithm-driven decisions, protect those affected, understand the ramifications for society and formulate their own potential courses of action in their day-to-day life and work.

Learning outcomes

FOUNDATION
2.1 Learners can name key underlying legislation (e.g. GDPR, AI Act).
2.2 Learners can list simple examples of how AI systems generate and process personal data.
2.3 Learners can name simple safeguards for using AI safely and securely day to day.
2.4 Learners can name ethical principles relevant to AI, such as fairness, responsibility and sustainability, and can describe simple examples of each.
2.5 Learners can describe examples of the right and wrong way to apply ethical principles in their own daily lives.
2.6 Learners can say why traceability and human responsibility are important in the context of AI applications.
BUILDING
2.7 Learners can use predefined criteria to assign AI applications to the risk levels under the EU AI Act.
2.8 Based on examples that they are given, learners can recognise and name areas subject to conflicting objectives – efficiency, privacy, data protection, participation and fairness – regarding the use of generative AI.

2.9 Based on examples that they are given, learners can describe typical opportunities and risks relating to legally and ethically responsible AI use in their daily lives and in education, training, work or administration.
2.10 Learners can identify key stakeholders in AI systems and, using examples that they are given, can describe the responsibility held by various stakeholders (e.g. developers, operators, users).
2.11 Learners can list examples of how AI can be misused for criminal and/or ethically dubious ends.
2.12 Learners can apply simple measures that they are given to protect themselves and others (e.g. with regards to data) within the meaning of the GDPR and the AI Act in typical everyday situations.
2.13 Learners can justify the selection of predefined measures for the ethically and legally responsible use of AI applications in respect of a specific example taken from day-to-day life.
DEEPENING
2.14 Learners can describe conflicting responsibilities (e.g. between developers and users) in simple examples of AI systems that they are given and can explain how conflicts like these could be resolved.
2.15 Learners can use key questions to describe their own values and attitudes regarding the use of AI and can name simple measures that can be taken.
2.16 Learners can compare a set of AI applications that they are given in terms of selected ethical principles (e.g. fairness, responsibility, participation) and can describe differences in their impact on society.
2.17 Learners can use a set of criteria that they are given to analyse and discuss ethical and legal dilemmas (e.g. participation, power relationships, environmental impacts) involved in using AI.
2.18 Using guidelines that they are provided with, learners can work together to produce simple suggestions for the responsible, ethically desirable and legally watertight use of AI in their organisation or in society.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

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Area of application	Problem addressed	Starting point for these learning outcomes
At work	I'm applying for a new job. Later, I find out that AI was used to pre-sort my documents. How can I tell whether this was fair and whether my chances were harmed by the AI?	2.4, 2.5, 2.8, 2.9, 2.15

At work	An employee wants to improve the language used in her company's annual report and uses a freely available AI app for the purpose. She is wondering whether she is allowed to copy and paste the whole text or if doing so could compromise confidential content such as personal data, business secrets or accounting information. How can people decide what content is safe to share with AI and what is not? What safeguards help to protect sensitive information?	2.2, 2.6
Volunteering	Our sports club wants to use AI to personalise its newsletters. How can we make sure that this is done fairly, transparently and in compliance with the GDPR?	2.16
Healthcare	An AI-based app is recommending me some treatment. It sounds plausible, but can I trust it? And how can I find out whether it's a safe and responsible thing to do?	2.2, 2.11, 2.16
Administration	I get a letter from my local authority telling me that an AI system automatically rejected my application for support. How can I find out whether this was legal, and what options do I have to fight my case?	2.1, 2.7, 2.12, 2.16

Learning area 3: Evaluating and reflecting on AI-supported information searches. Fostering critical information literacy in everyday AI use

Objectives

Learners will acquire competences enabling them to handle AI-assisted information systems (e.g. chatbots, search engines and summarisers) confidently and critically. They can explain fundamental algorithmic principles such as relevance weighting, ranking and probabilistic text generation and identify opportunities (e.g. running targeted searches on large volumes of data) and typical weaknesses (e.g. bias, hallucination, missing sources or false precision).

They can use targeted micro-control strategies (e.g. cross-checking, reverse searches, prompt variants, context comparisons) to verify the quality of AI output, assess uncertainties and distinguish trustworthy results from questionable ones. They can use this as a basis for adopting their own stance towards handling AI-generated content and being able to form judgements in the AI-dominated information space in a critical and informed way.

Learning outcomes

FOUNDATION
3.1 Learners can list some common AI-based search tools.
3.2 Learners can list some basic differences between AI-assisted and non-AI-assisted information searches, such as the fact that generative AI analyses texts for probabilities rather than knowing any facts.
3.3 Learners can list some typical areas of uncertainty concerning the quality and reliability of AI search results and identify possibilities for obtaining information efficiently based on a set of examples that they are given.
3.4 Learners can match identified areas of uncertainty to appropriate predefined micro-control strategies based on lists that they are given.
3.5 With guidance, learners can carry out a simple search for information using an AI-assisted search tool and describe the individual steps involved.
BUILDING
3.6 Learners can apply micro-control strategies that they are given to verify plausibility (e.g. reverse search, cross-checking sources, prompt variation, interpreting statements of probability).
3.7 With guidance, learners can conduct more complex searches for information confidently using AI-assisted tools by employing suitable search strategies and simple micro-control strategies.
3.8 Learners can recognise and describe simple examples of bias, hallucination and false precision in texts, images, and other outputs generated by generative AI.

DEEPENING
3.9 Learners can use examples that they are given to analyse and explain the extent to which AI-generated results are plausible and explicable.
3.10 Learners can use criteria that they are given (e.g. an understanding of context, logic and capacity to learn) to compare how AI systems and humans process information and can describe key differences.
3.11 Learners can use criteria that they are given to describe the effects of personalised content on opinion-forming (e. g. filter bubbles, disinformation).

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
At work and school	A pupil uses an AI chatbot to write an essay. The sources that it cites cannot be verified. How can he tell whether the content is trustworthy, and what should he do about the lack of sources?	3.1, 3.2, 3.3, 3.4, 3.6
At work	A colleague brings AI-generated search results into a team meeting. It later transpires that this information was incorrect. Why do AI-generated answers often sound plausible even though they are wrong, and how can mistakes like these be avoided?	3.4, 3.5, 3.6, 3.8
Free time	An AI-generated article featuring manipulated quotes is doing the rounds on social media. How can I tell whether this is a case of disinformation, and what strategies help to expose fakes?	3.8, 3.9, 3.11

Learning area 4: Communicating and collaborating with AI. Confident AI-assisted interaction in the age of smart systems

Objectives

Learners can describe and analyse how AI is transforming digital communication and collaboration, e.g. through chatbots, recommendation engines, automatic moderation or deepfakes. They can identify opportunities (e.g. AI detects human bias) and risks (e.g. manipulation, identity theft or algorithmically amplified conflicts) and design communication processes to be strategic, empathetic and compliant with privacy and data protection regulations. At the same time, they can harness opportunities to collaborate with people and AI systems in organisations, learning environments and digital public spheres. The aim is to enable learners to communicate and collaborate confidently in complex digital environments and actively participate in shaping digital communication.

Learning outcomes

FOUNDATION
4.1 Learners can list examples of AI-assisted communication (e.g. chatbots, translation tools, synthetic speech, AI companions, Siri).
4.2 Learners can list simple examples of the influence exerted by AI-generated communication (e.g. opportunities presented by removing language barriers or understanding technical jargon; content-related weaknesses such as hallucinations and false precision through to simulated humanity, e.g. performative empathy).
4.3 Learners can use their own words to list typical characteristics of human, AI-generated and hybrid communication.
4.4 Learners can identify risks such as fake identities, deepfakes or the unintended disclosure of personal data in specific digital communication environments.
4.5 Learners can apply simple protection strategies when dealing with AI-assisted communication (e.g. checking sources, verifying identities).
BUILDING
4.6 Learners can use examples that they are given to describe how algorithms influence communication processes (e.g. recommendation logics, amplification through likes, polarisation).
4.7 Learners can use simple examples to recognise how AI influences the language they use, how they express themselves (e.g. adopting the language of tools and standardised responses) and what social consequences this has.
4.8 Learners can name common security vulnerabilities in AI-assisted communication and list simple ways of avoiding them.

4.9 Learners can use examples to name typical communication-related risks posed by humanised AI systems (e.g. misunderstandings, a lack of sensitivity to context, emotional deception, simulated empathy and reciprocity) based on a specific example from a communication context.
4.10 With guidance, learners can take simple measures to strengthen trust and cooperation in digital communication spaces.
DEEPENING
4.11 With guidance, learners can take simple measures to prevent cyber manipulation (e.g. community rules, awareness-raising) within their own setting.
4.12 Learners can use criteria that they are given to analyse the impact of generative AI on a culture of debate, diversity of opinion and participation and can describe key opportunities and risks (e.g. discursive shift, disinformation, exposing human bias) based on examples that they are given.
4.13 Learners can adopt – and justify their adoption of – stances on the opportunities and risks of AI-based communication in a specific scenario based on a set of criteria that they are given.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
At work	A team is collaborating on a project presentation. Someone decides to use an AI tool to write the text and presents some finished paragraphs. The others feel ignored because their ideas weren't considered and it's unclear who's now responsible for the content. How can collaboration with and via AI be made fair? What rules or informal agreements will help ensure that everyone is involved and there is transparency regarding the use of AI?	4.1, 4.3, 4.10, 4.13
At work and in daily life	Your colleague visits an online shop and gets help from an AI chatbot that seems very friendly. It asks for his address and account details in order "to improve the service". Because the AI seems so trustworthy, he discloses the information. How can one tell whether this interaction is legitimate? What protection strategies will help to protect personal data and one's own digital identity?	4.4, 4.5, 4.8, 4.11
Free time and daily life	A colleague is smeared in a deepfake video. How can I spot manipulated content and what can I do about it?	4.4, 4.5, 4.8, 4.11

Learning area 5: Creative content creation with generative AI. Competently and reflectively creating and developing digital content

Objectives

Learners can design content such as text, images, audio, videos or presentations with the aid of generative AI, acquiring practical, creative and methodological competences in the process. They can describe and evaluate how AI supports or alters creative processes, e.g. via automated generation, stylistic modifications or multimedia suggestions. They can identify the role played by human beings in the co-creation process, discuss the question of responsibility in the subsequent use of AI-generated content and define quality criteria for using generative systems.

A particular focus is on assessing generated content from a legal and societal perspective: learners can identify opportunities and limitations under copyright law and discuss the issues of fairness, cultural appropriateness, labelling obligations and data processing. They can analyse the use of generative AI in various practical contexts. They can compare tools and put design ideas into practice using various forms of AI support guided by their target group, resource consumption, informative value and responsibility within the digital space.

The aim is to design digital content confidently, responsibly and such that generative AI is used as a tool rather than as a replacement for human creativity, discernment or responsibility.

Learning outcomes

FOUNDATION
5.1 Learners can list some basic rules governing the initial and subsequent use and labelling of AI-generated content.
5.2 Learners can list some of the characteristics of human-, AI- and collaboratively generated digital content.
5.3 Learners can list simple examples of how AI supports, simplifies or distorts creative processes.
5.4 Learners can list environmental and resource-related aspects involved in the use of generative AI (e.g. computing load, energy consumption).
5.5 With guidance, learners can use generative AI to create simple content (e.g. text or images) for a specific purpose drawn from their daily lives.
BUILDING
5.6 With guidance, learners can use simple prompts to design generative AI content in a form that is suitable for its format and target group.
5.7 Learners can recognise problematic content and apply strategies that they are given (e.g. follow-up prompts or manual amendments) to fix it.

5.8 Learners can compare the results of identical prompts obtained from different tools and describe any differences that they spot.
5.9 Learners can use a set of criteria that they are given to assess the issues of copyright, transparency, fairness, privacy and data protection when co-creating content with generative AI.
DEEPENING
5.10 With guidance, learners can use a set of criteria that they are given (target group, ease of understanding and style as well as legal, socially desirable and ethical criteria) to design content with the help of AI.
5.11 Learners can use a set of criteria that they are given to assess generated content in terms of its originality, fairness, cultural appropriateness and impact.
5.12 Learners can use examples to discuss opportunities (e.g. lower barriers to access, new forms of expression, support for non-experts) and risks (e.g. deepfakes, manipulation, loss of creative faculties) that the creative use of AI presents for society and the workplace.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
At work	An employee is preparing an annual report for her company and employs generative AI to write sections of it and make the language used in its tables more appealing. This throws up several questions: is she allowed to incorporate this AI-generated content into the report without labelling it as such? Who is ultimately responsible for the quality and correctness of the information: the employee, the company or the AI? And what are the risks if information is published that is incorrect or seems plagiarised?	5.1, 5.9, 5.11, 5.12
At work	A designer uses AI to generate ten versions of an image in order to select the best one for a project. She asks herself some questions: how much energy is this actually consuming, and is there any justification in creating so many different versions? What role do sustainability and resource consumption play in creative processes that use AI?	5.4, 5.8, 5.12
Volunteering	A member of a club creates a poster for an event and uses AI to generate an image. The picture looks professional, but is it subject to copyright, or is there anything problematic about it that would be better avoided? How can	5.1, 5.4, 5.7, 5.11

	he check whether he is allowed to use it, and how should he handle incorrect or offensive results?	
At school	A pupil wants to use an image generator to design a poster for his school. He enters the prompt “Show a female doctor and a male doctor at work”. Almost exclusively, however, the AI generates images of male doctors and stereotypically female nurses. The pupil asks himself: how do discriminatory and distorted representations like these come about? How can he tweak his prompt to produce results that are fairer and more diverse? And what responsibility does he himself have not to simply reproduce such problematic content without thinking about it first?	5.3, 5.6, 5.7, 5.11

Learning area 6: Using AI to design processes and make decisions. Using AI responsibly in day-to-day life and work

Objectives

Learners can use AI systems to analyse data and to weigh up and decide between alternatives in order to make processes efficient, fair and responsible and help them make decisions. They can interpret algorithmically generated suggestions, gauge their informative value and list situations where some form of human oversight is needed. They can discuss social, ethical and environmental implications of automated processes and adapt existing criteria to fit specific usage scenarios in order to determine what constitutes sensible and responsible use with regard to efficiency, transparency, sustainability and co-creation.

Learning outcomes

FOUNDATION
6.1 Learners can list where AI is typically used to make decisions and design processes (e.g. algorithmic management using AI).
6.2 Learners can list simple differences between rule-based and learning systems in terms of how they make decisions and design processes.
6.3 Learners can use simple examples to describe how data-based AI systems process information and come up with suggestions to help them make decisions (e.g. recommendation engines, forecasting tools).
6.4 Learners can describe how using AI affects their own thought processes (individual cost/benefit assessment) and problem-solving (e.g. dependence, simplification, relieving the cognitive burden).
6.5 Learners can use AI to carry out simple procedures for exercising choice or shaping processes.
BUILDING
6.6 With guidance, users can employ suitable AI tools in straightforward work scenarios to help them make decisions or to design processes.
6.7 Learners can describe changes that they have observed as a result of AI designing processes and supporting decision-making (algorithmic management by AI) and can discuss basic implications for sustainability, fairness, compliance with the law and social desirability.
6.8 Learners can use examples that they are given to explain how AI-supported decision-making needs human oversight.
DEEPENING
6.9 Learners can use examples that they are given to analyse AI-generated results and explain how these can be influenced by training data, model selection or chosen objectives.

6.10 Learners can use a set of explainability methods that they are given to explain AI-generated results in an easy-to-understand way, covering legal, societal and ethical aspects.
6.11 Learners can work in groups to make proposals for transparent, sustainable, legally compliant and fair procedures in AI-supported decision-making and process design based on criteria and examples that they are given.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
At work	A company uses an AI system to pre-sort applications. An applicant receives an automated rejection email even though she feels qualified for the role. How can it be verified whether the decision was fair? Who is responsible for potential cases of discrimination – the company, the developers or the AI?	6.1, 6.2, 6.7, 6.8, 6.9
Volunteering	A sports club uses an AI tool to draw up rotas for the club festival automatically. Although the system allocates tasks efficiently, some members feel unfairly treated because they always get given the unpopular shifts. How can the results be reviewed and adjusted? What criteria are needed to make processes not just efficient but fair and transparent as well?	6.3, 6.6, 6.7, 6.11
Healthcare	A forecasting tool gives a hospital recommendations for the occupancy of its intensive-care beds. The AI suggests pushing back older patients in order to safeguard capacity for younger ones. How are doctors expected to handle suggestions like these, and in what situations is human oversight essential?	6.3, 6.4, 6.8, 6.9, 6.10
Administration	A town council uses an AI tool to optimise the routes taken by its bin lorries. Although the system saves time and money, it results in some neighbourhoods being served less often. How can efficiency be balanced against fairness, and what criteria are needed in order to ensure sustainability and participation?	6.3, 6.4, 6.6, 6.7, 6.11

Learning area 7: Learning, living and cultivating relationships with and despite AI. Self-determination and self-efficacy in an age of digital transformation

Objectives

Learners can make conscious use of AI systems to support their learning and how they organise themselves, their lives and their communities. They can analyse and explain opportunities and risks, formulate coping strategies for resilient and self-determined AI use and record their decisions regarding the scope and ramifications of their AI use for shaping their lives and their communities (e.g. learning processes, social relationships, identity formation).

Learning outcomes

FOUNDATION
7.1 Learners can list simple coping strategies for reducing or avoiding negative consequences of AI use on their learning, social relationships and identity formation.
7.2 Learners can list basic typical advantages and disadvantages of using AI in their daily lives in terms of their learning, social relationships, self-organisation and personal development.
7.3 Learners can list characteristics of humanised design (e.g. simulated empathy, personalised communication, avatars) and simple examples of how these influence their usage behaviour.
7.4 Learners can use simple AI-assisted systems for learning or self-organisation (e.g. schedulers, adaptive learning platforms).
7.5 Learners can describe an experience that they have had with using an AI-assisted learning, advice or organisational tool and can list differences compared to not using AI.
BUILDING
7.6 From a set of examples that they are given, users can pick suitable coping strategies for using AI tools in a balanced and self-determined way.
7.7 With guidance, users can use an AI system in an everyday situation for learning, self-organisation or advice and then describe how helpful or useful it was for them.
7.8 Learners can describe their own learning processes (e.g. informal, non-formal, formal learning) and list simple ways in which these can be helped or hindered by AI.
7.9 Learners can observe and describe how digital feedback mechanisms inside AI-assisted tools can influence their learning behaviour, their social behaviour or their identity formation (e.g. motivation through praise; “echo chamber” effects).
DEEPENING

7.10 Working from a specific example, users can describe and discuss areas subject to conflicting objectives – from efficiency, self-optimisation and potential loss of competences to wellbeing.
7.11 Learners can share experiences of AI use in their learning, work, home life or volunteering and compile a list of key insights together.
7.12 Based on a set of key questions that they are given, learners can formulate and justify their stance towards sustainable and self-determined continuing development in an age of digital transformation, both individually and as members of society.
7.13 With guidance, learners can plan and try out simple learning and work processes with support from AI systems and can consider how these influence self-guidance, learning and living processes, wellbeing and maintaining competences.

Teaching notes

Typical areas of application and problems to be addressed as a starting point for learning outcomes

Below is a list of typical areas of application that illustrate situations in which members of the public will encounter AI. The key learning questions and starting points for learning outcomes are derived based on the problems addressed.

Area of application	Problem addressed	Starting point for these learning outcomes
Volunteering	A group of young adults volunteer at a youth club. To plan and prepare activities, they use an AI app that assigns tasks, gathers ideas for events and gives feedback on texts and flyers. Although some people find that this helps them achieve results more quickly, others feel less involved, because the AI is handling many of the tasks. How can the volunteers come together to reflect on their experiences with the AI, learn from one another and formulate rules to ensure that self-organisation, participation and wellbeing are maintained within the group?	7.5, 7.7, 7.11, 7.13
Personal development and health	A 15-year-old student makes extensive use of an AI companion after moving to a new town. The companion listens to her and provides emotional support. She tends to be reserved and shy in her new class. When she communicates with her AI companion, she feels that she is understood and can be 100% herself. What opportunities does communicating with the companion present, and what are the risks if real-life interactions are squeezed out? And how can a healthy balance be maintained between the AI companion and actual relationships?	7.1, 7.3, 7.9, 7.10, 7.12

Self-organisation and daily life	An employee uses an AI app for scheduling and to-do lists. Although it helps him to keep track of things at the start, he soon feels pressurised and stressed by its constant reminders. How can he adjust the app so that it takes the burden off him rather than overloading him? What strategies help to maintain oversight and self-efficacy, e.g. to set one's own priorities, schedule breaks or reduce the number of notifications?	7.2, 7.4, 7.6, 7.7, 7.10

The foundational curriculum for AI literacy as part of the Austrian Framework of Reference for Digital Competence

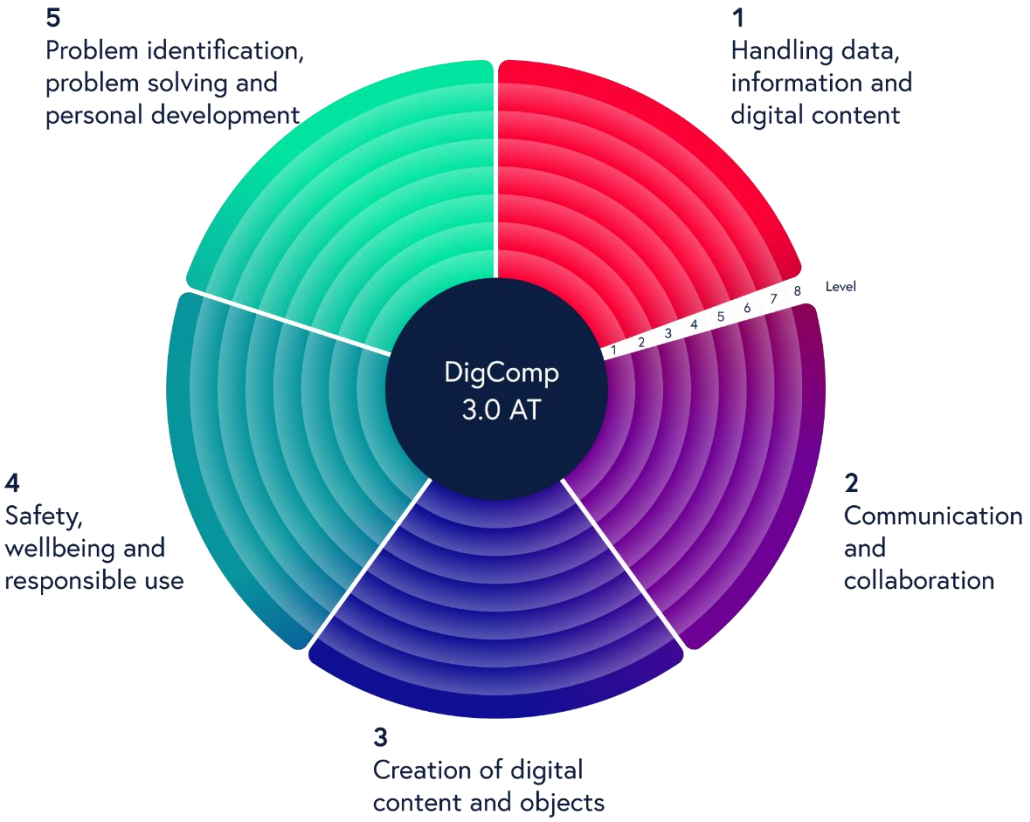
The Austrian Framework of Reference for Digital Competence

The Austrian Framework of Reference for Digital Competence (NRDK), of which the current Austrian competence model (DigComp 3.0 AT) is the core element, lays shared foundations for the development and comparability of digital competences. AI competences are a key part of the Framework of Reference and are mapped for all competence areas at the level of the DigComp learning outcomes (see the brochure on the National Framework of Reference for Digital Competence in the service section for more details).

1.1.1. The DigComp 3.0 AT competence model in Austria

DigComp 3.0 AT comprises **five competence areas** divided into **twenty-one competences** and **eight proficiency levels** ranging from basic to highly advanced:

The five competence areas



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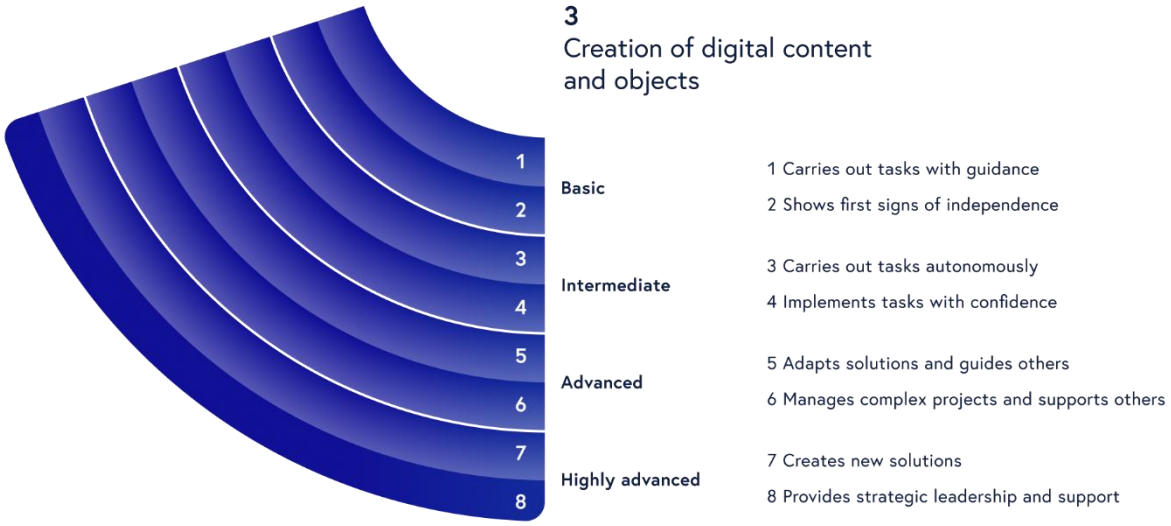
On an operational level, the five competence areas are broken down into a total of twenty-one competences:



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The eight proficiency levels

Each of the five competence areas is broken down into eight proficiency levels:



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Mapping the learning outcomes under the foundational curriculum for AI literacy to the Austrian Framework of Reference for Digital Competence

Proficiency levels

Each of the individual learning outcomes within the foundational curriculum for AI literacy belongs to one of three levels – **foundation, building and deepening** – which build on one another and are aligned with DigComp proficiency levels 1 to 4 in the National Framework of Reference for Digital Competence:

- **Foundation** level covers proficiency levels 1 and 2.
- **Building** level relates mainly to levels 2 and 3.
- **Deepening** level corresponds to levels 3 and 4. An outcome is especially likely to be mapped to level 4 if learners will be working independently to tackle simple problems in varied but familiar situations.

Mapping to competences

All the learning outcomes in the foundational curriculum for AI literacy are also linked to the competences in the DigComp framework. This link ensures that the acquisition of competences following the foundational curriculum remains compatible with the Austrian Framework of Reference for Digital Competence and offers transparent guidance for education and training providers. The table below provides a detailed overview.

This link is intended merely as an aid to the mapping process – the actual mapping can only be done once the curriculum for a specific education or training offer has been planned and designed.

The table below suggests how the learning outcomes under the foundational curriculum for AI literacy might be mapped to the National Framework of Reference for Digital Competence.

Learning area 1: Recognising and understanding AI

	Learning outcome	Mapping to DigComp competence
FOUNDATION	1.1 Learners can name key concepts relating to AI systems (e.g. “algorithm”, “model”, “machine learning”).	3.4 Computational thinking and programming
	1.2 Learners can describe some of the basic principles of AI (e.g. training, pattern recognition) and use a simple example to explain how they are designed and work.	3.4 Computational thinking and programming
	1.3 Learners know the difference between various forms of AI (e.g. predictive, analytical, generative; rule-based and learning) and can put examples that they are given into the correct category.	3.4 Computational thinking and programming
	1.4 Learners can identify simple AI systems in everyday applications (e.g. satnavs, voice assistants) and list the opportunities and risks that they present.	2.1 Communicating and interacting through and with digital technologies, or 3.4 Computational thinking and programming
	1.5 Learners can describe key differences between AI systems and traditional software applications (e.g. decision-making logic, capacity to learn, data dependency) based on examples and point out that AI systems do not have feelings, intentions or a consciousness of their own.	2.1 Communicating and interacting through and with digital technologies, or 3.4 Computational thinking and programming
BUILDING	1.6 Learners can use examples that they are given to describe how AI applications are used in day-to-day life and work and can list basic opportunities and areas of potential that these applications present.	3.4 Computational thinking and programming, or 5.3 Finding and implementing creative solutions with digital technologies
	1.7 Learners can use examples that they are given to explain how different AI systems (e.g. language models, image generators) work and what their limitations are.	3.1 Creation of digital content and objects, or 3.4 Computational thinking and programming
	1.8 Learners can explain what natural resources (e.g. energy and water) AI applications need to run and can list differences between them and traditional digital tools.	4.4 Understanding the environmental impacts of digital technologies and promoting sustainability
	1.9 Learners can list simple measures for using AI systems safely and securely, e.g. for plausibility checks, based on examples that they are given.	1.2 Critically evaluating data, information, digital content and sources

	1.10 Learners can interact with an LLM or image generator, record their results, describe typical sources of errors and explain how anthropomorphic characteristics influence their usage behaviour.	1.2 Critically evaluating data, information, digital content and sources, or 2.1 Communicating and interacting through and with digital technologies
	1.11 Learners can apply basic safeguards with guidance (e.g. when using language models).	4.2 Protecting personal data and privacy
DEEPENING	1.12 Learners can analyse their own AI use based on a criteria matrix that they are given (e.g. type of task, prompting pattern(s), sources of errors, anthropomorphic design elements), record their findings over a set period of time and use this as a basis for identifying justified adjustments to their usage behaviour.	1.2 Critically evaluating data, information, digital content and sources, or 4.3 Supporting wellbeing
	1.13 Learners can assess a predefined set of AI usage scenarios with the aid of a list of criteria that they are provided with in order to identify overinflated expectations (AI hype) and gauge realistic possibilities for using AI.	3.4 Computational thinking and programming, or 5.3 Finding and implementing creative solutions with digital technologies
	1.14 Learners can use an assessment matrix (society, workplace, environment) to assess a list of future scenarios for AI development that they are given and can take this as a basis for discussing opportunities and risks for society, the workplace and the environment.	2.3 Engaging in citizenship and democracy through digital technologies, or 4.4 Understanding the environmental impacts of digital technologies and promoting sustainability
	1.15 Learners can formulate their own opinions regarding the role played by AI in society based on a set of sources and views that they are given and can defend these opinions in a moderated, rule-led debate.	1.2 Critically evaluating data, information, digital content and sources, or 2.3 Engaging in citizenship and democracy through digital technologies

Learning area 2: Using AI responsibly

	Learning outcome	Mapping to DigComp competence
FOUNDATION	2.1 Learners can name key underlying legislation (e.g. GDPR, AI Act).	2.3 Engaging in citizenship and democracy through digital technologies, or 4.2 Protecting personal data and privacy
	2.2 Learners can list simple examples of how AI systems generate and process personal data.	4.2 Protecting personal data and privacy
	2.3 Learners can name simple safeguards for using AI safely and securely day to day.	4.1 Protecting devices, digital data and content, or 4.2 Protecting personal data and privacy
	2.4 Learners can name ethical principles relevant to AI, such as fairness, responsibility and sustainability, and can describe simple examples of each.	4.4 Understanding the environmental impacts of digital technologies and promoting sustainability, or 5.3 Finding and implementing creative solutions with digital technologies
	2.5 Learners can describe examples of the right and wrong way to apply ethical principles in their own daily lives.	2.5 Behaving respectfully and responsibly in digital environments
	2.6 Learners can say why traceability and human responsibility are important in the context of AI applications.	1.2 Critically evaluating data, information, digital content and sources, or 3.4 Computational thinking and programming
BUILDING	2.7 Learners can use predefined criteria to assign AI applications to the risk levels under the EU AI Act.	2.3 Engaging in citizenship and democracy through digital technologies
	2.8 Based on examples that they are given, learners can recognise and name areas subject to conflicting objectives – efficiency, privacy, data protection, participation and fairness – regarding the use of generative AI.	2.3 Engaging in citizenship and democracy through digital technologies, or 4.2 Protecting personal data and privacy
	2.9 Based on examples that they are given, learners can describe typical opportunities and risks relating to legally and ethically responsible AI use in their daily lives and in education, training, work or administration.	2.3 Engaging in citizenship and democracy through digital technologies, or 3.4 Computational thinking and programming

	2.10 Learners can identify key stakeholders in AI systems and, using examples that they are given, can describe the responsibility held by various stakeholders (e.g. developers, operators, users).	1.2 Critically evaluating data, information, digital content and sources, or 3.4 Computational thinking and programming
	2.11 Learners can list examples of how AI can be misused for criminal and/or ethically dubious ends.	4.1 Protecting devices, digital data and content, or 4.2 Protecting personal data and privacy
	2.12 Learners can apply simple measures that they are given to protect themselves and others (e.g. with regard to data) within the meaning of the GDPR and the AI Act in typical everyday situations.	2.3 Engaging in citizenship and democracy through digital technologies, or 4.2 Protecting personal data and privacy
	2.13 Learners can justify the selection of predefined measures for the ethically and legally responsible use of AI applications in respect of a specific example taken from day-to-day life.	3.4 Computational thinking and programming, or 4.2 Protecting personal data and privacy
DEEPENING	2.14 Learners can describe conflicting responsibilities (e.g. between developers and users) in simple examples of AI systems that they are given and can explain how conflicts like these could be resolved.	2.4 Collaborating through digital technologies, or 3.4 Computational thinking and programming
	2.15 Learners can use key questions to describe their own values and attitudes regarding the use of AI and can name simple measures that can be taken.	5.3 Finding and implementing creative solutions with digital technologies
	2.16 Learners can compare a set of AI applications that they are given in terms of selected ethical principles (e.g. fairness, responsibility, participation) and can describe differences in their impact on society.	2.3 Engaging in citizenship and democracy through digital technologies, or 3.4 Computational thinking and programming
	2.17 Learners can use a set of criteria that they are given to analyse and discuss ethical and legal dilemmas (e.g. participation, power relationships, environmental impacts) involved in using AI.	2.3 Engaging in citizenship and democracy through digital technologies, or 4.4 Understanding the environmental impacts of digital technologies and promoting sustainability
	2.18 Using guidelines that they are provided with, learners can work together to produce simple suggestions for the responsible, ethically desirable and legally watertight use of AI in their organisation or in society.	2.4 Collaborating through digital technologies, or 3.4 Computational thinking and programming

Learning area 3: Evaluating and reflecting on AI-supported information searches

	Learning outcome	Mapping to DigComp competence
FOUNDATION	3.1 Learners can list some common AI-based search tools.	1.1 Browsing, searching for and filtering of data, information and digital content
	3.2 Learners can list some basic differences between AI-assisted and non-AI-assisted information searches, such as the fact that generative AI analyses texts for probabilities rather than knowing any facts.	1.1 Browsing, searching for and filtering of data, information and digital content, or 1.2 Critically evaluating data, information, digital content and sources
	3.3 Learners can list some typical areas of uncertainty concerning the quality and reliability of AI search results and identify possibilities for obtaining information efficiently based on a set of examples that they are given.	1.1 Browsing, searching for and filtering of data, information and digital content, or 1.2 Critically evaluating data, information, digital content and sources
	3.4 Learners can match identified areas of uncertainty to appropriate predefined micro-control strategies based on lists that they are given.	1.2 Critically evaluating data, information, digital content and sources
	3.5 With guidance, learners can carry out a simple search for information using an AI-assisted search tool and describe the individual steps involved.	1.1 Browsing, searching for and filtering of data, information and digital content
BUILDING	3.6 Learners can apply micro-control strategies that they are given to verify plausibility (e.g. reverse search, cross-checking sources, prompt variation, interpreting statements of probability).	1.2 Critically evaluating data, information, digital content and sources
	3.7 With guidance, learners can conduct more complex searches for information confidently using AI-assisted tools by employing suitable search strategies and simple micro-control strategies.	1.1 Browsing, searching for and filtering of data, information and digital content, or 1.2 Critically evaluating data, information, digital content and sources
	3.8 Learners can recognise and describe simple examples of bias, hallucination and false precision in texts, images, and other outputs generated by generative AI.	1.2 Critically evaluating data, information, digital content and sources

DEEPENING	3.9 Learners can use examples that they are given to analyse and explain the extent to which AI-generated results are plausible and explicable.	1.2 Critically evaluating data, information, digital content and sources
	3.10 Learners can use criteria that they are given (e.g. an understanding of context, logic and capacity to learn) to compare how AI systems and humans process information and can describe key differences.	2.1 Communicating and interacting through and with digital technologies, or 3.4 Computational thinking and programming
	3.11 Learners can use criteria that they are given to describe the effects of personalised content on opinion-forming (e. g. filter bubbles, disinformation).	1.2 Critically evaluating data, information, digital content and sources, or 2.3 Engaging in citizenship and democracy through digital technologies

Learning area 4: Communicating and collaborating with AI

	Learning outcome	Mapping to DigComp competence
FOUNDATION	4.1 Learners can list examples of AI-assisted communication (e.g. chatbots, translation tools, synthetic speech, AI companions, Siri).	2.1 Communicating and interacting through and with digital technologies
	4.2 Learners can list simple examples of the influence exerted by AI-generated communication (e.g. opportunities presented by removing language barriers or understanding technical jargon; content-related weaknesses such as hallucinations and false precision through to simulated humanity, e.g. performative empathy).	1.2 Critically evaluating data, information, digital content and sources, or 2.1 Communicating and interacting through and with digital technologies
	4.3 Learners can use their own words to list typical characteristics of human, AI-generated and hybrid communication.	2.1 Communicating and interacting through and with digital technologies, or 2.4 Collaborating through digital technologies
	4.4 Learners can identify risks such as fake identities, deepfakes or the unintended disclosure of personal data in specific digital communication environments.	2.6 Designing and managing a digital identity, or 4.2 Protecting personal data and privacy
	4.5 Learners can apply simple protection strategies when dealing with AI-assisted communication (e.g. checking sources, verifying identities).	1.2 Critically evaluating data, information, digital content and sources, or 4.2 Protecting personal data and privacy
BUILDING	4.6 Learners can use examples that they are given to describe how algorithms influence communication processes (e.g. recommendation logics, amplification through likes, polarisation).	1.2 Critically evaluating data, information, digital content and sources, or 2.3 Engaging in citizenship and democracy through digital technologies
	4.7 Learners can use simple examples to recognise how AI influences the language they use, how they express themselves (e.g. adopting the language of tools and standardised responses) and what social consequences this has.	2.1 Communicating and interacting through and with digital technologies, or 2.5 Behaving respectfully and responsibly in digital environments
	4.8 Learners can name common security vulnerabilities in AI-assisted communication and list simple ways of avoiding them.	4.1 Protecting devices, digital data and content, or 4.2 Protecting personal data and privacy

	4.9 Learners can use examples to name typical communication-related risks posed by humanised AI systems (e.g. misunderstandings, a lack of sensitivity to context, emotional deception, simulated empathy and reciprocity) based on a specific example from a communication context.	2.1 Communicating and interacting through and with digital technologies, or 4.3 Supporting wellbeing
	4.10 With guidance, learners can take simple measures to strengthen trust and cooperation in digital communication spaces.	2.4 Collaborating through digital technologies, or 2.5 Behaving respectfully and responsibly in digital environments
DEEPENING	4.11 With guidance, learners can take simple measures to prevent cyber manipulation (e.g. community rules, awareness-raising) within their own setting.	2.5 Behaving respectfully and responsibly in digital environments, or 5.3 Finding and implementing creative solutions with digital technologies
	4.12 Learners can use criteria that they are given to analyse the impact of generative AI on a culture of debate, diversity of opinion and participation and can describe key opportunities and risks (e.g. discursive shift, disinformation, exposing human bias) based on examples that they are given.	1.2 Critically evaluating data, information, digital content and sources, or 2.3 Engaging in citizenship and democracy through digital technologies
	4.13 Learners can adopt – and justify their adoption of – stances on the opportunities and risks of AI-based communication in a specific scenario based on a set of criteria that they are given.	2.1 Communicating and interacting through and with digital technologies, or 2.3 Engaging in citizenship and democracy through digital technologies

Learning area 5: Creative content creation with generative AI

	Learning outcome	Mapping to DigComp competence
FOUNDATION	5.1 Learners can list some basic rules governing the initial and subsequent use and labelling of AI-generated content.	3.3 Using digital content and objects in line with copyright and licensing requirements
	5.2 Learners can list some of the characteristics of human-, AI- and collaboratively generated digital content.	2.4 Collaborating through digital technologies, or 3.1 Creation of digital content and objects
	5.3 Learners can list simple examples of how AI supports, simplifies or distorts creative processes.	3.1 Creation of digital content and objects, or 5.3 Finding and implementing creative solutions with digital technologies
	5.4 Learners can list environmental and resource-related aspects involved in the use of generative AI (e.g. computing load, energy consumption).	4.4 Understanding the environmental impacts of digital technologies and promoting sustainability
	5.5 With guidance, learners can use generative AI to create simple content (e.g. text or images) for a specific purpose drawn from their daily lives.	3.1 Creation of digital content and objects
BUILDING	5.6 With guidance, learners can use simple prompts to design generative AI content in a form that is suitable for its format and target group.	3.1 Creation of digital content and objects
	5.7 Learners can recognise problematic content and apply strategies that they are given (e.g. follow-up prompts or manual amendments) to fix it.	1.2 Critically evaluating data, information, digital content and sources, or 3.2 Integrating and editing digital content and objects
	5.8 Learners can compare the results of identical prompts obtained from different tools and describe any differences that they spot.	3.1 Creation of digital content and objects, or 5.3 Finding and implementing creative solutions with digital technologies
	5.9 Learners can use a set of criteria that they are given to assess the issues of copyright, transparency, fairness, privacy and data protection when co-creating content with generative AI.	3.2 Integrating and editing digital content and objects, or

		3.3 Using digital content and objects in line with copyright and licensing requirements[1]
DEEPENING	5.10 With guidance, learners can use a set of criteria that they are given (target group, ease of understanding and style as well as legal, socially desirable and ethical criteria) to design content with the help of AI.	3.1 Creation of digital content and objects, or 3.2 Integrating and editing digital content and objects
	5.11 Learners can use a set of criteria that they are given to assess generated content in terms of its originality, fairness, cultural appropriateness and impact.	1.2 Critically evaluating data, information, digital content and sources, or 3.1 Creation of digital content and objects
	5.12 Learners can use examples to discuss opportunities (e.g. lower barriers to access, new forms of expression, support for non-experts) and risks (e.g. deepfakes, manipulation, loss of creative faculties) that the creative use of AI presents for society and the workplace.	2.3 Engaging in citizenship and democracy through digital technologies, or 5.3 Finding and implementing creative solutions with digital technologies

[1] Depending on the priorities set in the individual curriculum, either 4.2 Protecting personal data and privacy or 5.2 Identifying needs and appropriate digital solutions might be more appropriate alternatives.

Learning area 6: Using AI to design processes and make decisions

	Learning outcome	Mapping to DigComp competence
FOUNDATION	6.1 Learners can list where AI is typically used to make decisions and design processes (e.g. algorithmic management using AI).	3.4 Computational thinking and programming, or 5.2 Identifying needs and appropriate digital solutions
	6.2 Learners can list simple differences between rule-based and learning systems in terms of how they make decisions and design processes.	3.4 Computational thinking and programming
	6.3 Learners can use simple examples to describe how data-based AI systems process information and come up with suggestions to help them make decisions (e.g. recommendation engines, forecasting tools).	3.4 Computational thinking and programming
	6.4 Learners can describe how using AI affects their own thought processes (individual cost/benefit assessment) and problem-solving (e.g. dependence, simplification, relieving the cognitive burden).	5.3 Finding and implementing creative solutions with digital technologies
	6.5 Learners can use AI to carry out simple procedures for exercising choice or shaping processes.	3.4 Computational thinking and programming, or 5.2 Identifying needs and appropriate digital solutions
BUILDING	6.6 With guidance, users can employ suitable AI tools in straightforward work scenarios to help them make decisions or to design processes.	3.4 Computational thinking and programming, or 5.2 Identifying needs and appropriate digital solutions
	6.7 Learners can describe changes that they have observed as a result of AI designing processes and supporting decision-making (algorithmic management by AI) and can discuss basic implications for sustainability, fairness, compliance with the law and social desirability.	2.3 Engaging in citizenship and democracy through digital technologies, or 4.4 Understanding the environmental impacts of digital technologies and promoting sustainability
	6.8 Learners can use examples that they are given to explain how AI-supported decision-making needs human oversight.	3.4 Computational thinking and programming

DEEPENING	6.9 Learners can use examples that they are given to analyse AI-generated results and explain how these can be influenced by training data, model selection or chosen objectives.	1.2 Critically evaluating data, information, digital content and sources, or 3.4 Computational thinking and programming
	6.10 Learners can use a set of explainability methods that they are given to explain AI-generated results in an easy-to-understand way, covering legal, societal and ethical aspects.	2.3 Engaging in citizenship and democracy through digital technologies, or 3.4 Computational thinking and programming
	6.11 Learners can work in groups to make proposals for transparent, sustainable, legally compliant and fair procedures in AI-supported decision-making and process design based on criteria and examples that they are given.	3.4 Computational thinking and programming, or 4.4 Understanding the environmental impacts of digital technologies and promoting sustainability

Learning area 7: Learning, living and cultivating relationships with and despite AI

	Learning outcome	Mapping to DigComp competence
FOUNDATION	7.1 Learners can list simple coping strategies for reducing or avoiding negative consequences of AI use on their learning, social relationships and identity formation.	2.6 Designing and managing a digital identity 4.3 Supporting wellbeing
	7.2 Learners can list basic typical advantages and disadvantages of using AI in their daily lives in terms of their learning, social relationships, self-organisation and personal development.	4.3 Supporting wellbeing, or 5.2 Identifying needs and appropriate digital solutions
	7.3 Learners can list characteristics of humanised design (e.g. simulated empathy, personalised communication, avatars) and simple examples of how these influence their usage behaviour.	2.1 Communicating and interacting through and with digital technologies, or 4.3 Supporting wellbeing
	7.4 Learners can use simple AI-assisted systems for learning or self-organisation (e.g. schedulers, adaptive learning platforms).	5.2 Identifying needs and appropriate digital solutions
	7.5 Learners can describe an experience that they have had with using an AI-assisted learning, advice or organisational tool and can list differences compared to not using AI.	2.1 Communicating and interacting through and with digital technologies, or 5.2 Identifying needs and appropriate digital solutions
BUILDING	7.6 From a set of examples that they are given, users can pick suitable coping strategies for using AI tools in a balanced and self-determined way.	4.3 Supporting wellbeing
	7.7 With guidance, users can use an AI system in an everyday situation for learning, self-organisation or advice and then describe how helpful or useful it was for them.	4.3 Supporting wellbeing, or 5.2 Identifying needs and appropriate digital solutions
	7.8 Learners can describe their own learning processes (e.g. informal, non-formal, formal learning) and list simple ways in which these can be helped or hindered by AI.	5.2 Identifying needs and appropriate digital solutions, or 5.4 Identifying and addressing digital competence needs

	7.9 Learners can observe and describe how digital feedback mechanisms inside AI-assisted tools can influence their learning behaviour, their social behaviour or their identity formation (e.g. motivation through praise; "echo chamber" effects).	2.6 Designing and managing a digital identity 4.3 Supporting wellbeing
DEEPENING	7.10 Working from a specific example, users can describe and discuss areas subject to conflicting objectives – from efficiency, self-optimisation, potential loss of competences to wellbeing.	4.3 Supporting wellbeing, or 5.4 Identifying and addressing digital competence needs
	7.11 Learners can share experiences of AI use in their learning, work, home life or volunteering and compile a list of key insights together.	2.4 Collaborating through digital technologies, or 5.4 Identifying and addressing digital competence needs
	7.12 Based on a set of key questions that they are given, learners can formulate and justify their stance towards sustainable and self-determined continuing development in an age of digital transformation, both individually and as members of society.	2.3 Engaging in citizenship and democracy through digital technologies, or 5.4 Identifying and addressing digital competence needs
	7.13 With guidance, learners can plan and try out simple learning and work processes with support from AI systems and can consider how these influence self-guidance, learning and living process, wellbeing and maintaining competences.	4.3 Supporting wellbeing, or 5.4 Identifying and addressing digital competence needs

Service section

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RECOMMENDED CITATION

Austrian Federal Chancellery (2026): *Künstliche Intelligenz verstehen und reflektiert nutzen. Das KI-Basiscurriculum für Bildungsanbieterinnen und Bildungsanbieter in Österreich* (Understanding artificial intelligence and using it confidently. A foundational curriculum for AI for education and training providers in Austria). Vienna. [Brochure].
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Grundschober, Isabell; Maurer, Heidrun; Nestawal, Stephanie (2025): *KI-Basiscurriculum: Endbericht im Auftrag des OeAD im Rahmen der Digitalen Kompetenzoffensive* (Foundational Curriculum for AI literacy: Final Report on Behalf of the OeAD as part of the Digital Skills Initiative). OeAD – Austria's Agency for Education and Internationalisation.
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NATIONAL STRATEGIES AND PLATFORMS

Digital Austria: www.digitalaustria.gv.at

Austria's Action Plan for AI Skills: https://tinyurl.com/bpaa8e85