**ARTIFICIAL INTELLIGENCE IN EDUCATION: HUMAN RIGHTS-BASED USE AT THE SERVICE OF THE ADVANCEMENT OF THE RIGHT TO EDUCATION**

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| **Name of the country/entity submitting information** | **Institute for Digital Society (Georgia)** |

**Questions (feel free to respond to those which are relevant to your work)**

1. Please provide examples of **how AI tools and systems, including generative AI, are used in education** **process and related decision making** in your country, organization or educational institution, with examples of specific software where relevant.

In Georgia, the Ministry of Education, Science, and Youth Affairs has introduced educational chatbots designed to facilitate the execution of the national curriculum, focusing on subjects such as Computer Technologies, Natural Sciences, Music, and Arts. These chatbots can be accessed through the Ministry's website: <https://school.emis.ge/ChatBot/Chatbots.html?botId=2288>

1. Please provide **specific evidence of the known** **impact** of AI tools and systems on learners and teachers and on education systems in general, both positive and negative and explain how the impact is monitored. For example, how does the use of AI affect:
   1. persons with special learning needs, learners with different linguistic and cultural backgrounds, women and girls;
   2. access to education of populations marginalized or underserved due to ethnicity, socio-economic status, displacement and other factors;
   3. human interaction between teachers and students;
   4. students’ and teachers’ human rights, privacy, safety, engagement, agency and critical thinking;
   5. perpetuation of stereotypes and inequalities;
   6. the type of information or disinformation that learners and educators are exposed to;
   7. assessment of learning;
   8. education management.

Not applicable

1. Please provide examples of **legislation, regulations** (including codes of conduct or institutional rules) or **policies** addressing or covering the use of AI in educational context, including **ethical or human rights concerns** around AI development and use, data privacy, bias mitigation, transparency, academic integrit**y**, plagiarism and proper attribution. Is due diligence mandated for the use of AI in educational context? Do students have clear guidance for citing AI usage?

Not applicable

1. Please provide examples of **participation** of teachers, parents, students or communities in the development of nationwide or internal regulations addressing the use of AI in education. What has been the feedback from teachers, students and parents? Are there mechanisms in place to solicit such feedback?

Not applicable

1. How does the education system support management staff, teachers and students in understanding how to use AI and how AI works? Please provide examples and /or texts of curricula that address both the **technological and human dimensions of** **AI competency** (both how it works (the techniques and the technologies) and what its impact is on people (on human cognition, privacy, agency)).

The Teachers’ Professional Development Center, an agency under the Ministry of Education, Science, and Youth Affairs in Georgia, offers guidance on the utilization of educational AI tools

1. Please provide examples of existing **professional development programmes for teachers** to use AI technologies. What training and support are provided to educators to effectively utilize AI tools in their daily work?

Not applicable

1. Please provide examples of policies addressing **gaps and inequalities** in access to necessary conditions for the use of AI in teaching and learning, for instance aimed at reducing the digital divide between students with easy access to AI tools at home and those dependent on school resources? What measures are in place to ensure that trustworthy and pedagogically appropriate AI tools and resources are accessible to all students, regardless of their socio-economic background or geographical location?

Not applicable

1. Please provide examples of state-supported **collaboration or partnership** between public educational institutions and corporations producing AI tools for education. Does the education system enforce contracts with specific software providers or is there a choice, at which level and is it informed by feedback from teachers, parents and students, as appropriate? How are data sovereignty and localization being addressed in the context of using international or foreign-developed AI tools in education?

Not applicable

1. What are the main **challenges** encountered during the implementation of AI in education? Have there been any technical, ethical, financial or regulatory hurdles in deploying AI solutions in the educational context?



1. Are there any specific areas within education where you see significant potential for AI integration in the **future**?

The Ministry has not yet released its strategic vision concerning the integration of AI into the education system.