**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** | **Swedish teacher union** |

**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.
2. 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.
3. 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?
4. 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?
5. 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)).
6. 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?
7. 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?
8. 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?

There are collaborations between the National Agency of Education and AI Sweden, but they are not producing AI-tools nationwide. The Swedish Teacher union is in dialogue with AI Sweden, but is not supporting in producing any AI tools.

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?

AI is not implemented in education nationwide in Sweden and teachers do not want misinvestment in AI-tools. Teachers are worried that education providers will invest in poor AI-tools. See page 28 in the report Teacher-led digitalisation.

There are no studies as of yet in Sweden that prove that AI-tools are effective in an education setting. Teaching should be evidence-based.

Teachers are concerned that students will be using AI-tools to cheat in schoolwork, that AI-generated learning materials are of low quality, that there is a risk of reducing personalised interaction between teachers and students and that children/students' privacy is negatively affected when personal and learning data is collected, stored and used by AI systems.

There are in general cuts in the education system which will be a challenge in the possible implementation of AI-tools.

The government needs to take a lead on AI in education and ensure that they create education policy that is evidence-based. The Swedish teacher union is requiring a broad commission on AI and digitalisation and clear nationwide guidelines on the matter.

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

Teachers are mostly interested in AI-tools that can support administration, but most teachers feel they have limited knowledge on the subject as of yet. See report Teacher-led digitalization page 26 on disadvantages with AI.