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| 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. | NOT APPLICABLE |
| 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. | NO SUCH EVIDENCE IS AVAILABLE |
| 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 integrity, 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? | The Council of Europe (CoE) Standing Conference of Ministers of Education 26th Session (“The Transformative Power of Education: Universal Values and Civic Renewal”), September 2023, agreed the following (here only the substantive provisions, 10 and 11, are included):  *“We, Ministers responsible for Education, meeting in Strasbourg, France, for the 26th Session of the Council of Europe Standing Conference on 28-29 September 2023:*  *10. WELCOME the proposal for developing a (i) legal instrument to regulate the use of Artificial Intelligence systems in education to promote and to protect human rights, democracy and the rule of law applying the provisions of the future Framework Convention on Artificial Intelligence, Human Rights, Democracy and the Rule of Law of the Council of Europe to the sector of education;*  *11. WELCOME the proposal for developing (ii) a Committee of Ministers recommendation to ensure that teaching and learning about AI incorporates the impact of AI on human rights, democracy and the rule of law and prioritises the active participation and agency of teachers and learners;”*  The CoE is currently in the process of developing both the legal instrument and Committee of Ministers recommendation (which are due to be completed by the end of 2026 and 2025 respectively.). |
| 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? | As part of the development and refinement process of the legal instrument (to regulate the use of AI systems in education) and Committee of Ministers recommendation (that teaching and learning about AI incorporate the impact of AI on human rights, democracy, and the rule of law), the CoE intend involving wherever practicable students, parents, teachers, civil society representatives, policymakers, and EdTech industry developers. |
| 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 CoE, over several years, have developed programmes and resources to support Digital Citizenship Education (e.g., see <https://www.coe.int/en/web/education/digital-citizenship-education>).  A Policy Toolbox on teaching and learning with and about AI is being developed which will guide the development of the Committee of Ministers recommendation as well as its implementation after it is adopted. The Toolbox will consider both the technological and human dimensions of AI. |
| 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? | NO SUCH PROGRAMMES ARE AVAILABLE |
| 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? | The CoE have long engaged with and aimed to mitigate the digital divide. For example, in 2003, the Committee of Ministers reaffirmed “the grave risks of a digital divide both between and within nations, widening existing disadvantages”.  Today, in its work centred on AI and education (<https://www.coe.int/en/web/education/artificial-intelligence-and-education>), the digital divide remains a key issue.  For example, in the CoE’s *‘Preparatory Study for The Development of a Legal Instrument on Regulating the Use of Artificial Intelligence Systems in Education’* (in press), it states:  *“The use of AI systems in education is likely to exacerbate the digital divide, both within and between member states.*  *The digital divide, the gap between those who have access to and can effectively use digital technologies, and those who do not, emerges from differences in socioeconomic status, geographic location, education level, age, and/or physical ability. It can exacerbate existing inequalities by limiting access to information, education, and other essential services. AI-enabled technologies, especially when used in education, are likely to exacerbate this digital divide, both within and between member states.*  *In particular, AI-enabled technologies are likely to worsen the discriminatory effects of access on economic grounds, for children with disabilities or from communities with minority languages, or those who are otherwise marginalised. This is partly because of both the explicit and hidden costs of the AI-enabled tools, and partly because of their complexity, which although often hidden, impacts greatly on how teachers and learners might critically engage with them.”* |
| 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? | NOT APPLICABLE |
| 1. Are there any specific areas within education where you see significant potential for AI integration in the future? | In the CoE’s *‘Preparatory Study for The Development of a Legal Instrument on Regulating the Use of Artificial Intelligence Systems in Education’* (in press), it states:  “*There is no robust independent evidence at scale for the efficacy, safety or positive impact of AI systems being used in education.*  *While the AI in Education research community have undertaken thousands of studies, the vast majority of those studies assess only efficacy (e.g., Does this particular tool, in this particular context, improve student test scores?). Rarely do they consider the broader safety of the tool (e.g., What is the impact of such tools on the mental health, privacy, or agency of the students and teachers?); and they almost never consider the impact of the tool on the educational ecosystem (e.g., What is the impact of the tool’s deployment on the classroom, on relationships between teachers and students, and on the professional skills of teachers?). In addition, claims made about AI systems designed for education are often unevidenced. Examples include AI systems that claim to detect autism to 96% accuracy or to predict pupils' mental health and wellbeing (involving issues such as self-harm, drug abuse and eating disorders), and to propose interventions. As ‘education’ tools, none of these systems are audited or have oversight.*  *In fact, there are currently no comprehensive or widely accepted mechanisms or protocols to measure and assess the efficacy, safety or wider impact of AI systems being used in education. Very few of the existing studies have been conducted independently, undermining the integrity of the studies, and very few have been undertaken at scale, undermining their credibility. There is, however, growing evidence of the harm that AI systems might cause in educational settings. For example, many AI-enabled educational technologies, by default, carry out some degree of social scoring (comparing behaviours, characteristics and outcomes of learners and educators). Meanwhile, some AI-enabled online examination proctoring often unfairly prevents students taking their exams. They can discriminate against some students due to the colour of their skin or a disability and can exacerbate mental health problems. In short, the imposed adoption of such products can interfere with the students’ human dignity.”*  It is for such reasons that (as noted above) the CoE is currently developing (i) a legal instrument to regulate the use of Artificial Intelligence systems in education to promote and to protect human rights, democracy and the rule of law, and (ii) a Committee of Ministers recommendation to ensure that teaching and learning about AI incorporates the impact of AI on human rights, democracy and the rule of law and prioritises the active participation and agency of teachers and learners. |