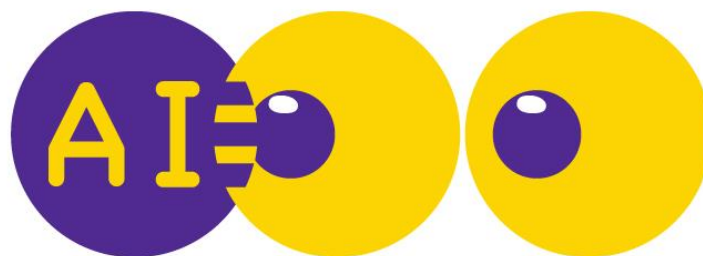Strasbourg, 27 November 2019

**Artificial Intelligence
and its impact on young people**
Strasbourg, 4 to 6 December 2019

READING MATERIALS
a selection

COUNCIL OF EUROPE

The main highlights regarding the institution's work on Artificial Intelligence (AI) and impact on human rights, democracy and the rule of law:

- The **Recommendation** of the Commissioner for Human Rights on Artificial Intelligence and Human Rights – ["Unboxing artificial intelligence: 10 steps to protect human rights"](#) (2019).
  The recommendation is particularly addressed to the member states of the Council of Europe, but also to anyone who "significantly influences – directly or indirectly – the development, implementation or effects of an AI system."
  The document provides a definition of AI, while among the ten key areas identified, a specific one is the *Promotion of "AI Literacy"*.

- Draft **Recommendation** of the Committee of Ministers to member States on the [human rights impacts of algorithmic systems](#) (expected to be adopted in early 2020).
  The document includes a horizontal set of guidelines aiming to support an "environment of legal certainty" for both human rights and innovation.

- **Ad Hoc Committee on Artificial Intelligence** – CAHAI
  (www.coe.int/en/web/artificial-intelligence/cahai)
  Established in 2019, under the authority of the Committee of Ministers of the Council of Europe, the body has a role in examining the "feasibility and potential elements on the basis of broad multi-stakeholder consultations, of a legal framework for the development, design and application of artificial intelligence, based on the Council of Europe's standards on human rights, democracy and the rule of law".

- The **[conclusions of the conference](#)** *Governing the Game Changer – Impacts of artificial intelligence development on human rights, democracy and the rule of law*, held in February 2019 in Helsinki sum up the overall challenges and what is expected from the Council of Europe in regards to the impact of AI on human rights, democracy and the rule of law.

ARTICLES AND PUBLICATIONS

- **Article *Youth and Artificial Intelligence: Where We Stand***
nrs.harvard.edu/urn-3:HUL.InstRepos:40268058
Authored by Alexa Hasse, Sandra Cortesi, Andres Lombana-Bermudez, and Urs Gasser the article was published in 2019, by the Youth and Media, Berkman Klein Center for Internet & Society at Harvard University. The article highlights some "initial learnings and exploratory questions around the ways young people (ages 12-18) may interact with and be impacted by AI technologies. In the context of AI and youth, the paper takes stock of what we know — and what we don't know — across domains such as education, health and well-being, the future of work, privacy and safety, and creativity and entertainment".

- **Report _Artificial Intelligence and Child Rights_**

www.unicef.org/innovation/reports/memoAIchildrights

Published by UNICEF Innovation and Human Rights Center at UC Berkeley in 2019, the report looks at how artificial intelligence technologies are being used in ways that impact children at home, at school, and at play, including a series of " critical questions that researchers, corporations, governments, educators and parents should be asking now in order to better promote children's rights and protect children from negative consequences".

- **Book _Digitalisation and youth work_**

www.verke.org/wp-content/uploads/2019/02/Digitalisation-and-youth-work.pdf

Published through a joint effort of Verke, the national Centre of Expertise for Digital Youth Work in Finland, and the Estonian Youth Work Centre (EYWC) in 2019, the book explores different implication of new technologies on youth work. The publication touches on implications of AI fueled technologies, their integration in youth work, including articles such as "Building equality with artificial intelligence" or "How to choose the right career from a million possible paths – in Finland, algorithms help teens make the right choices".

- **Report _AI: The Future of work? Work of the Future!_**

ec.europa.eu/digital-single-market/en/news/future-work-work-future

The report authored by Michel Servoz, Senior Adviser on Artificial Intelligence, Robotics and the Future of Labour, at the request of the European Commission, and published in 2019 is trying to respond to the following questions: "What do recent technological developments in AI and robotisation mean for the economy, businesses and jobs? Should we be worried or excited? Which jobs will be destroyed and which new ones created? What should education systems, businesses, governments and social partners do to manage the coming transition successfully?"

- **Report _Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges_**

media.nesta.org.uk/documents/Future_of_AI_and_education_v5_WEB.pdf

The report authored by Toby Baker, Laura Smith, and Nandra Anissa for NESTA, and published in 2019, is focused on the UK context and outlines the potential of AI tools in schools and colleges - what could be the possible benefits and risks.

- **Report _The Future of Jobs 2018_**

www.weforum.org/reports/the-future-of-jobs-report-2018

Launched by the World Economic Forum, this edition of the report aims to provide a "better understanding of the potential of new technologies to create as well as disrupt jobs and to improve the quality and productivity of the existing work of human employees."

POLICY INITIATIVES

European Commission (EC)

Part of its efforts towards a European Strategy on Artificial Intelligence, the European Commission has adopted a set of policy measures:

- Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on Artificial Intelligence for Europe (COM(2018) 237 final), April 2018

  The communication provides a definition of Artificial Intelligence and highlights, among others, the importance of 2 pillars:
  - Preparing for socio-economic changes brought about by AI;
  - Ensuring an appropriate ethical and legal framework, based on the Union's values and in line with the Charter of Fundamental Rights of the European Union.

- Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions - Coordinated Plan on Artificial Intelligence (COM(2018) 795 final)

  The plan brings together a set of concrete and complementary actions at EU, national and regional level that, among others, aiming at:
  - Adapting learning and skilling programmes and systems to prepare Europe's society and its future generations for AI;
  - Implementing clear ethics guidelines for the development and the use of AI in full respect of fundamental rights.

- The **High-Level Expert Group on Artificial Intelligence**, set up by the European Commission, has as a general objective to support the implementation of the European Strategy on Artificial Intelligence.

  Part of its work resulted in the development of two main documents:
  - Ethics guidelines for trustworthy AI
  - Policy and investment recommendations for trustworthy Artificial Intelligence

United Nations (UN)

- The **High-level Panel on Digital Cooperation** - convened by the UN Secretary General is a multi-stakeholder platform "expected to raise awareness about the transformative impact of digital technologies across society and the economy, and contribute to the broader public debate on how to ensure a safe and inclusive digital future for all, taking into account relevant human rights norms".

  The panel submitted a first report in 2019 *The Age of Digital Interdependence* - including five main sets of recommendations: Build an Inclusive Digital Economy and Society, Develop Human and Institutional Capacity, Protect Human Rights and

Human Agency, Promote Digital Trust, Security and Stability, Foster Global Digital Cooperation.

- **UNICEF [Generation AI](#)** - is a multi-year initiative led by UNICEF with the support of a wide partnership aiming to "outlining the opportunities and challenges, as well as engaging stakeholders to build AI powered solutions that help realize and uphold child rights".

- **International Telecommunication Union (ITU) [AI for Good Global Summit](#)** - is the biggest UN platform that facilitates an inclusive dialogue on AI. The Summit is hosted each year in Geneva by the ITU in partnership with UN sister agencies, XPRIZE Foundation and ACM.
  Articles resulted from the 2018 edition include:
  - [*How can young people seize the opportunities of artificial intelligence?*](#)
  - [*Who decides the future of artificial intelligence? Young people (if we support them).*](#)

Organisation for Economic Co-operation and Development (OECD)

- **[OECD Council Recommendation on Artificial Intelligence](#)** - including OECD **Principles on Artificial Intelligence**, was adopted in 2019 by member countries and other countries including Argentina, Brazil, Colombia, Costa Rica, Peru and Romania.
  "Complementing existing OECD standards in areas such as privacy, digital security risk management, and responsible business conduct, the Recommendation focuses on AI-specific issues and sets a standard that is implementable and sufficiently flexible to stand the test of time in this rapidly evolving field."

- **Future of Education and Skills 2030: Conceptual Learning Framework** - published in 2018, the document particularly focuses on *Education and AI: preparing for the future & AI, Attitudes and Values*, addressing issues related to how AI is/can be used in education, what is the potential of AI in improving education and increasing opportunities for students in their process to enter the workforce. More information also available at: [www.oecd.org/education/2030-project/](#).

- **[Digital Coaliiton for Digital Intelligence](#) (DCI)** – OECD in partnership with EEE Standards Association and DQ Institute launched in 2018 a new platform aiming to coordinate digital intelligence across technology and education sectors.

OTHER INITIATIVES

- **Institute for AI in education** (instituteforethicalaiineducation.org/) - set by UK based universities and experts.
- **AI Now Institute at New York University** (ainowinstitute.org/) - conducts research on the social implications of AI, related to: rights and liberties, labour and automation, bias and inclusion, and safety and critical infrastructure.
- **Berkman Klein Center for Internet & Society** (cyber.harvard.edu/) - a research center at Harvard University that focuses on the study of cyberspace and other internet-related issues.
- **Partnership on AI** (www.partnershiponai.org/) - set by US based universities and major technology companies. The structure has published a series of studies, among them analysing issues related to Human-AI collaboration, algorithmic risk in US criminal justice system, the impact of AI on the economy and labour market.

EUROPEAN YOUTH FORUM

THE PINEAPPLE REPORT

The report highlights areas where the future of youth will be impacted by the 'fourth industrial revolution'. The report identifies areas where changes are needed so that young generations will be protected and empowered to access rights, opportunities and tools needed to reach their potential as global citizens. The report is organised in four areas of Intelligence: Civic, Emotional, Physical and Creative.