DGII/EDU/AIED(2024)08
English – Or. English
Strasbourg, 20 December 2024

Artificial Intelligence and Education

2nd Working Conference

REGULATING THE USE OF AI SYSTEMS IN EDUCATION

PROVISIONAL REPORT OF THE CONFERENCE

24 – 25 October 2024

Council of Europe Headquarters, Strasbourg

Directorate General of Democracy and Human Dignity
Directorate for Democracy

Education Department
Digital Transformation Unit

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1 EXECUTIVE SUMMARY

The Education Department of the Council of Europe organised a two-day Working Conference on 24-25 October 2024 on Regulating the use of AI systems in Education. The aims of the Conference were to:

- Explore the regulatory dimensions of AI in Education (AIED);
- Identify key legal and pedagogical considerations for AIED;
- Develop actionable recommendations for the development of responsible and equitable regulation of AIED;
- Gather feedback on the draft Policy Toolbox for Teaching and Learning with and about Artificial Intelligence and on the Feasibility study for the development of a European Reference Framework for the Assessment/ Evaluation of Educational Technologies.

The Conference was held in Strasbourg, and counted with approximately 130 participants, in person. The participants included government experts nominated by Council of Europe member states, representatives of international organisations, professional associations, children's rights experts, civil society organisations, private sector companies active in the field, student representatives, educators, and academics working in the field of Artificial Intelligence and Education. (See Appendix for the programme)

As a basis, the 1st Working Conference, held on 19 – 20 October 2022, titled "Artificial Intelligence and Education: A Critical View Through the Lens of Human Rights, Democracy, and the Rule of Law," explored the integration of AI in education and presented a report alongside survey findings on the state of AI and education across Europe. Building on this foundation, the 2nd Working Conference focused on defining actionable pathways for regulating AI in education, ensuring alignment with human rights, democracy, and the rule of law. The Conference was highly interactive, featuring context keynotes, perspective statements, and group discussions. The context keynotes explored foundational themes such as the role of AI in education, its impact on children and educational settings, and the importance of regulation. The perspective statements focused on the benefits and challenges of AI in education, safeguarding users, defining key elements of a legal framework, and ensuring effective implementation and support mechanisms. Across the two-day programme, stakeholders engaged in group discussions on various thematic areas, fostering collaboration and making the conference dynamic and meaningful. Participants also provided valuable feedback on supporting mechanisms and ongoing initiatives, such as developing a policy toolbox for teaching and learning with and about AI, and a European reference framework to assess education technologies, including AI systems.

Sessions on Day 1 addressed future-proofing of education, harnessing AI's benefits while mitigating its risks, and identifying regulatory components specific to the educational sector. Day 2 delved into defining the legal framework for AI in education, discussing its core elements, and examining support mechanisms, such as practical tools and resources, policy guidelines and initiatives, founding principles and standards as per the overall initiatives that encompass AI in education.

Overall, the conference generated significant outcomes, including proposed recommendations for the building blocks of a legal instrument to ensure the ethical, equitable, and effective use of AI in educational settings. Stakeholders unanimously agreed that regulation is essential to address governance gaps, safeguard children's rights, and align AI deployment with the fundamental values of human rights, democracy, and the rule of law. The Council of Europe will continue collaborating with governments and AIED experts to develop a conceptual framework for regulating the use of AI in education.

1.1 Conference highlights

At the start of the conference, speakers highlighted the rapid development of artificial intelligence and its increasing integration into education, which has brought both opportunities and challenges to the forefront. The rise of tools like ChatGPT underscored the urgency for regulation amidst growing interest in AI technologies. Over the past two years, the Council of Europe has mobilised a dedicated group of experts to address the complexities of AI in education, laying the groundwork for a robust regulatory framework. Speakers emphasised the significant shifts in AI policies and the importance of balancing its transformative potential with its associated risks. A balanced approach is essential to harness the benefits of AI while addressing its challenges, ensuring its use in education aligns with the democratic values, human rights, and rule of law that underpin the mission of the Council of Europe.

On day 1, the first part of the conference focused on **contextualising AI in education**, where experts discussed findings from the Preparatory study for the development of a legal instrument to regulate the use of AI systems in education. The study identified the unique challenges posed by AI in education, noting the rapid increase in adoption. Despite over a decade of use, there is still a lack of large-scale, independent evidence on the effectiveness, safety, and broader impacts of AI, particularly regarding mental health and classroom dynamics. Existing policies were found to be insufficient in protecting stakeholders, highlighting the urgency of tailored regulations to address these gaps. Following this, discussions turned to the roles of teachers, learners, and all stakeholders. The irreplaceable role of teachers in fostering empathy, enthusiasm, and critical thinking was emphasised, contrasting with AI's limitations in forming personal connections. Concerns were raised about the potential over-reliance on AI for routine tasks, which could undermine critical thinking and problem-solving skills. Ethical concerns included the risks of students forming emotional attachments to AI chatbots and the propagation of misconceptions through these tools.

The third part of the conference introduced an interactive session, where participants were divided into five groups to explore **AI systems in education.** The groups focused on pedagogy, inclusion, collaboration, prevention, and sustainability in education. Discussions highlighted AI's potential to enhance teaching methods, personalise learning experiences, and address educational disparities. However, participants stressed the need for oversight to prevent biases, safeguard children's rights, and ensure equitable access to AI tools. Concerns were raised regarding power imbalances created by private companies, along with the environmental costs associated with AI development and deployment.

The fourth part of the conference focused on **safeguarding users of AI in education**, featuring a plurality of perspectives. A key contribution came from students' point of view, which highlighted the inconsistent AI approaches experienced across Europe, not only between institutions but even within them. This inconsistency reflects the absence of cohesive regulations or training. Subscription-based AI models and paid features further exacerbate inequalities, limiting equitable access to educational resources. Additionally, the lack of adequate training for educators presents significant challenges, as many teachers lack the foundational knowledge to adapt AI tools for diverse student needs, including those with disabilities. Resistance to AI integration was also discussed, with an example from Serbia illustrating resistance among both educators and parents. Teachers expressed scepticism about tools like ChatGPT, perceiving them as inappropriate or unfairly used by students. In this session, all speakers emphasised the importance of specialised training, equal opportunities, and data protection in building trust in AI systems.

The final session of the first day focused on **identifying appropriate components of regulation of AI in education**. Five speakers provided diverse perspectives on regulating and integrating AI in education, emphasising the need for AI-specific regulations to safeguard privacy and uphold democratic values. This was particularly pertinent given the rapid commercialisation of AI in education and its anticipated market growth. The potential of AI to promote equitable access to higher education and facilitate the recognition of academic

qualifications, especially for marginalised groups, was acknowledged. However, concerns were raised regarding the educational value of AI applications, the environmental costs of their implementation, and the risks of opting out, which could disadvantage young people in educational opportunities. An example from a member state highlighted that decisions regulating AI in primary and secondary education are often made at the local level, granting significant autonomy to municipalities and teachers. While overarching regulations are provided through the education act and national curriculum, specific tools or teaching methods are not advised.

The second day featured an important session titled **"Why is AI Regulation Needed?"** focusing on the necessity of tailored frameworks for AI in education. Existing legal instruments, including the Council of Europe Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law, the modernised Data Protection Convention, the EU's AI Act and the GDPR were analysed and the case for specific regulation to AI in education made. While these frameworks uphold shared values such as human-centric, trustworthy, and transparent AI, they lack provisions tailored to the unique requirements of the educational sector, particularly regarding children's rights. Speakers emphasised that the widespread use of AI in education exposes students to risks such as biased decision-making, over-reliance on AI systems, and gaps in safeguarding confidentiality, data accuracy, and protection against data loss. Current applications, including adaptive tutoring, plagiarism detection, and admissions management, highlight the limitations of existing frameworks in addressing these specific challenges. Given the cross-border nature of AI technologies, a collaborative, international approach was deemed essential to develop robust regulations. The Council of Europe was recognised as a suitable body to coordinate this effort, ensuring that the framework prioritises children's rights, equity, and the integrity of educational practices.

The next part of the conference involved participants dividing into groups for an interactive session on **Elements of a legal instrument and clarifying challenges**. Before the workshops, participants were introduced to the Council of Europe Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law, a treaty designed to address AI complexities within the framework of human rights, democracy, and the rule of law. The advisor emphasised the challenge of crafting a global treaty that fosters innovation while safeguarding fundamental rights. In the workshops, participants explored key themes for shaping a legal instrument regulating AI in education. Discussions focused on bridging the digital divide to ensure equitable and inclusive education, with particular attention to marginalised communities and individuals with disabilities. The importance of safeguarding children's rights, including privacy, accountability, and data protection, was a central theme. The role of stakeholders—learners, educators, parents, and industry—was discussed, highlighting the need for collaboration, phased implementation, and accountability. Harmonising regulatory approaches across the diverse educational systems of Council of Europe member states was seen as both a challenge and an opportunity, requiring a balance between shared values and local needs. The session reinforced the importance of inclusivity, human rights, and effective governance in guiding the development of AI in education.

The final session of the conference addressed the need for **support mechanisms and effective implementation of a legal instrument** which aims to regulate AI in education. As part of the support mechanisms, preliminary work on the Policy Toolbox on teaching and learning with and about AI was presented. Designed to guide stakeholders in the responsible use of AI in education, the toolbox aims to foster trust, promote sustainable innovation, and uphold the values of human rights, democracy, and the rule of law. It is structured into three main domains:

1. **Governance:** Focuses on the regulatory landscape, stakeholder responsibilities, and guiding principles for AI use. It includes tools such as a policy and regulatory framework navigator to assist in navigating complex systems.
2. **Competencies***:* Addresses the knowledge, skills, and values needed for effective AI use, offering tools to support educators, learners, and public sector professionals.

3. **Education:** Tackles key questions on why, when, and how AI should be used, providing tools like an assessment readiness tool and resources for future-oriented AI planning.

By integrating critical reflection with actionable tools, the policy toolbox ensures stakeholders across all levels can responsibly engage with AI in education.

For effective implementation, participants discussed practical steps and support mechanisms, emphasising collaboration, phased approaches, and capacity-building to enable responsible AI integration in education. Reference was made to the 26th Council of Europe Standing Conference of Ministers of Education, which endorsed developing a Committee of Ministers recommendation on incorporating AI's impact on human rights, democracy, and the rule of law into teaching, referred to as 'AI Literacy.' Additionally, the need for developing a common European reference framework for the evaluation of educational technologies was presented and later discussed through the breakout groups.

Participants underscored the need for robust support mechanisms and a strategic, collaborative approach to implementing legal frameworks that govern AI in education, emphasising the importance of tools like the Policy Toolbox and the European Evaluation Framework to ensure that AI integration upholds human rights, democracy, and the rule of law while fostering innovation and trust in educational contexts.

1.2 Recommendations

Main recommendations/conclusions that were collected from the discussions, can be summarised as follows:

- **Responsibility**: Ensure human accountability in all AIED processes, as AI systems are developed, designed, implemented, and used by individuals who must take responsibility for their actions and the outcomes of their activities.
- **Evidence-based research**: Prioritise collecting and analysing large-scale data to understand the impacts of AIED and AI Literacy implementations on education systems and learners.
- **Holistic approach**: Regulation of AI use in education (AIED) must go hand in hand with education about AI (AI Literacy) to ensure a comprehensive understanding and ethical application of AI tools.
- **Policymakers' role**: Encourage representatives from Council of Europe member states and public authorities to actively present concrete ideas, proposals, and action plans for implementing AIED and AI Literacy initiatives in their respective contexts.
- **Urgent need for regulation**: Develop a sector-specific legal instrument to regulate AI in education, addressing challenges such as data privacy, biases, and the protection of children's rights. This regulation must align with the Council of Europe's Framework Convention on Artificial Intelligence and uphold its values of human rights, democracy, and the rule of law.
- **Protection of children's rights**: Prioritise the safety and well-being of children by ensuring AI systems are free from biases, protect against surveillance, and promote equitable educational opportunities without discrimination.
- **International co-operation:** Strengthen collaboration among Council of Europe member states to harmonise AI regulations in education, enabling the sharing of knowledge, expertise, and best practices for responsible AI integration.

2 WELCOME | KEYNOTE | REVIEW | 2024 CONFERENCE OUTCOMES

2.1 Welcome remarks | Ahmet-Murat KILIÇ

Ahmet-Murat KILIÇ, Head of the Digital Transformation Unit, presented the Digital Transformation Unit's work and programme regarding the Digital Citizenship Education (DCE) portfolio and the Artificial Intelligence and Education project initiated in 2020. As part of this project, the Council of Europe commissioned the report "Artificial Intelligence and Education: A Critical View Through the Lens of Human Rights, Democracy, and the Rule of Law", launched in 2022. The report examines the connections between AI and education within the framework of the Council's mandate to uphold human rights, strengthen democracy, and advance the rule of law. It highlights key challenges associated with AI in education and provides a preliminary needs assessment designed to inspire and guide critical discussions among learners, educators, AI researchers, commercial developers, policymakers, and other stakeholders. The initial AI and Education Conference in 2022, held just before the rise of ChatGPT, highlighted the need for regulation as interest in AI surged. The speaker encouraged attendees to actively share insights, stressing the conference's collaborative nature.

2.2 Council of Europe's mission in education | Villano QIRIAZI

Villano QIRIAZI, Head of the Education Department, opened the conference by welcoming participants and expressing gratitude for their active engagement. The speaker commended the Council of Europe's dedicated group of experts, established two years ago, for their invaluable contributions to advancing the regulation of AI in education. In addition, the Head of the Education Department, highlighted the Council of Europe's role in addressing AI in education. The Council of Europe's 2024–2030 education strategy aligns with its broader pillars of human rights, democracy, and rule of law, focusing on fostering democratic competencies, addressing diversity, and advancing human rights-based digital transformation. The recently adopted Framework Convention on Artificial Intelligence complements the EU AI Act, but at the same time recognises education as a special case requiring tailored regulatory frameworks to safeguard children's rights, ensure equitable access, and promote participatory governance. Looking forward, the Council of Europe aims to draft a legal instrument for regulating AI in education.

2.3 What has been done so far? | Beth HAVINGA

Beth HAVINGA, Managing Director of Connect EdTech, explained the preparatory work done for the conference, including pre-conference workshops related to AI and education, focused on safeguarding democracy and human rights. She noted significant shifts in AI policies across Europe and the need to address both benefits and challenges. Key points included cross-sector collaboration, professional development for educators, and curricular integration of AI education. The speaker concluded by underlining the importance of a balanced regulatory approach, possibly through primary and secondary regulations, continuous evaluation mechanisms, and adherence to principles of transparency, accessibility, and ethical use, ensuring AI serves the developmental and educational needs of all stakeholders.

2.4 Conference outcomes | Michelle DUQUETTE

Michelle DUQUETTE, Community Strategist at European EdTech Alliance, welcomed participants and emphasised the importance of their active engagement. She outlined the event's objectives, which build upon the 1st Working Conference in 2022 and aim to explore regulatory dimensions, ethical considerations, and actionable recommendations for AI in education. The event was designed with three guiding principles: continued engagement, knowledge exchange, and collaboration and ideation. Key formats included context keynotes, perspective statements, and expert sessions, complemented by small group discussions known as clarifying challenges. These interactive formats aimed to foster dialogue among stakeholders, facilitate the exchange of diverse perspectives, and generate insights that would

inform actionable recommendations. The organisers implemented innovative tools like Miro boards. The speaker concluded by stressing the collaborative nature of the event, highlighting the importance of integrating stakeholder perspectives into future engagements, including the next conference scheduled for October of the following year.

3 CONTEXTUALISING AI IN EDUCATION

3.1 Presentation

3.1.1 Overview of the Preparatory study for the development of a legal instrument to regulate the use of AI systems in education | Wayne HOLMES

Wayne HOLMES, Professor at University of College London, presented the Preparatory Study for the development of a Legal Instrument on Regulating the use of AI Systems in Education, outlining the unique challenges of AI in education. The study notes that AI systems have been present in education for over a decade, with their use expanding rapidly following the emergence of generative AI tools like ChatGPT. However, despite widespread adoption, there is a significant lack of large-scale, independent evidence on the effectiveness, safety, and broader impacts of AI in educational contexts, including its effects on mental health and classroom dynamics. Children and education are highlighted as special cases. While existing frameworks address general human rights, they often fail to consider the unique developmental needs and additional rights of children. Similarly, education is rarely explicitly addressed in AI policies, leaving critical aspects such as pedagogical integrity and the empowerment of teachers largely unexamined. As he noted, the study concludes that existing policies do not adequately protect stakeholders in the education sector, reinforcing the urgent need for a legal instrument tailored to regulate AI systems in education. This need forms the basis for ongoing discussions.

3.2 Context keynotes

3.2.1 Supporting schools with a National AI Strategy – AI Guidelines and AI Pilot Studies in Luxembourg | Daniela HAU

The Head of Innovation of the Ministry of Education of Luxembourg Ms Daniela HAU shared her vision for AI education, centred on ethics, pedagogy before technology, and data literacy integration. The speaker mentioned that the Ministry prioritises embedding AI literacy early in the curriculum to enhance - rather than replace - learning experiences, focusing on pedagogy over technology. Initiatives include integrating AI into national curricula through transversal and subject-specific approaches, such as the introduction of digital sciences in secondary education and a media literacy framework for teachers. She also reflected on key paradoxes, such as balancing rapid innovation with the slow-moving nature of educational systems, ensuring efficiency without overwhelming teachers, bridging the digital divide, and maintaining linguistic and cultural diversity in AI tools. Despite significant progress, the speaker acknowledged challenges and open questions, urging continued reflection and international cooperation to ensure that AI benefits all learners equitably.

3.2.2 The use of Artificial Intelligence in the daily work of elementary school teachers- advantages and concerns | Helena VALEČIĆ

Helena VALEČIĆ shared practical classroom insights on the use of AI, noting both opportunities and risks. As an experienced biology and natural science teacher from Croatia with more than thirty years of experience in the classroom, she highlighted the importance of teacher empathy and personal connection, contrasting it with AI's limitations. Ms. VALEČIĆ also warned about over-reliance on AI for routine tasks, stressing that it could hinder critical thinking and problem-solving skills as well as numerous ethical considerations regarding AI chatbots, particularly the risk of students forming emotional attachments to emotionless

systems. The speaker also raised concerns about the reliability of AI in generating content, notably in scientific topics, and its potential for spreading misconceptions. Finally, the speaker stressed the irreplaceable role of teachers in providing emotional connection, enthusiasm, and in fostering critical thinking.

3.2.3 The impact of AI in Education – An education trade union perspective | Martina DI RIDOLFO

Representing the European Trade Union Committee for Education (ETUCE), miss DI RIDOLFO stressed that education's unique role as a public good and human right necessitates thoughtful and careful AI regulation. The speaker pointed to the surge in ChatGPT usage as a pivotal moment for AI awareness in education, advocating for policies that respect teachers' and students' rights while addressing their unique needs. In addition, she emphasised the importance of maintaining human control over AI tools, involving stakeholders in their design and implementation, and ensuring transparency and inclusivity. At the same time, she also warned against delegating high-stakes decisions - such as hiring or student evaluations - to AI systems, highlighting the ethical risks involved. Additionally, the speaker underscored the importance of a needs-based approach, where AI is adopted only to address clear educational challenges and called for systemic training and adequate funding to support effective and ethical AI integration. The speaker highlighted the need to preserve equity and inclusion, address environmental impacts, and align AI implementation with sustainability goals. Overall, her remarks reinforced the necessity of balancing technological innovation with the preservation of education's human-centred values.

3.2.4 Presenting a vision paper on responsible AI in Flemish education | Katrien ALEN

Katrien ALEN, Knowledge Centre for Quality Digital Education, Flemish Department of Education and Training of Belgium, emphasised the diversity of AI applications beyond generative AI like ChatGPT, highlighting the need to consider the broader spectrum of AI tools and their potential benefits for education. The vision paper she presented outlines a framework for the responsible use of AI to support learners, educators, educational organisations and EdTech-developers ensuring that it enhances rather than overshadows core educational values. The framework includes foundational principles such as prioritising learners' social, emotional, and pedagogical development, fostering trustworthiness and transparency in AI applications, and aligning AI use with shared educational values. Continuous evaluation and adaptation of AI tools were also identified as crucial to ensure they meet initial expectations and remain relevant over time. The vision paper advocates for building an AI-ready support network that includes collaboration between schools, governments, and EdTech providers. She further underlined the critical role of professional development, noting that educators must feel confident and well-equipped to integrate AI into their teaching practices responsibly. These insights, translated into guidelines and an actionable plan, aim to ensure that AI supports equitable, ethical, and effective education systems.

4 AI SYSTEMS IN EDUCATION | DISCUSSING BENEFITS & CLARIFYING CHALLENGES

4.1 Context keynote

4.1.1 Beyond "Generic" AI Issues – Impact on children & education settings | Jen PERSSON

Jen PERSSON, Director of Defend Digital Me, highlighted the unique challenges of AI use in educational settings, focusing on children's rights and data protection. The speaker discussed issues like pedagogy, student agency, and teacher empowerment, emphasising the importance of fairness, accountability, and transparency. The speaker noted the complex

dynamics between children, parents, and schools, particularly around consent and privacy under the GDPR, and stressed that children's understanding of AI use must be prioritised to foster trust and democratic values in education. Participants were encouraged to consider the broader societal implications of AI in education, such as its potential to uphold or undermine democratic values. Questions were raised about the compatibility of AI tools with children's rights, equitable access, and professional autonomy for educators. The session concluded with a call to prioritise children's rights within AI frameworks, ensuring these rights are not only acknowledged but also operationalised in practical and effective ways within education systems.

4.2 Clarifying challenges group discussions

Participants were asked to split into groups for the breakout sessions, dedicated to the following themes: pedagogy, inclusion, collaboration, and prevention. Participants were tasked to identify challenges, obstacles, or definitions related to these areas. Each group was asked to identify main relevant sub-themes and share key insights to be integrated into a collective summary for further work on actionable recommendations. Dedicated Miro rapporteurs facilitated and supported the documentation process.

4.2.1 Group 1: Pedagogy

Moderators:

Lidija KRALJ | Education Analyst, EduConLK

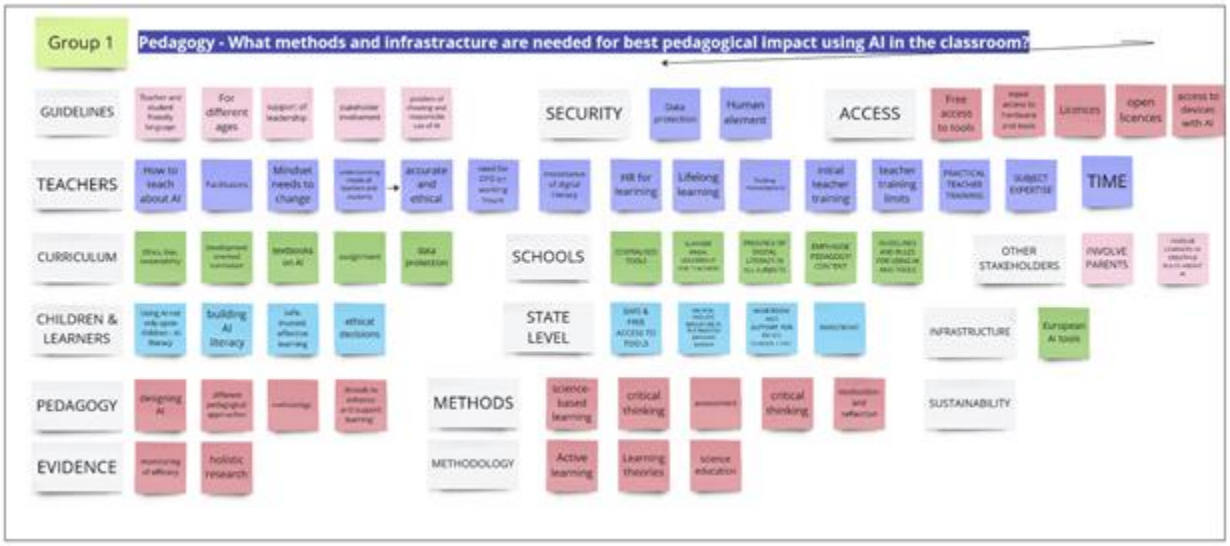
Christian STRACKE | Co-ordinator for Cloud Strategy and AI&ED Research | University of Bonn

The Workshop Group 1 on Pedagogy discussed the key question: "What methods and infrastructure are needed for best pedagogical impact using AI in the classroom?". The workshop followed the Method of Clarifying Challenges that was introduced in the plenary before. According to the method, all participants were divided into eight small groups due to the huge number of workshop participants. They were asked to answer the key question following the steps of the method and present their answers at the end in the plenary.

These collected answers were documented in the Miro Board online and can be clustered on following aspects and topics:

- Stakeholders: Teachers;
- Children and Learners;
- Other stakeholders.
- Educational aspects: Pedagogy; Methods; Methodology; Guidelines; Curriculum; Evidence.
- Formal aspects: Access; Infrastructure; Security; Schools; State level; Sustainability.

The following image of the Miro Board provides the overview of all clustered answers:



4.2.2 Group 2: Inclusion

Moderators:

Ron SALAJ | Researcher, University of Turin

Marjana PRIFTI SKENDULI | AI/ML Researcher & Assistant Professor, University of New York Tirana | Founder of AI-Albania

The Workshop Group 2 on inclusion discussed the key question: " What are the positive and negative implications of AI in Education (AIED)—including tools for classroom settings and administrative processes—for the inclusion of children with protected characteristics (e.g., disabilities, race, gender, socioeconomic status, minority languages, religion or belief, membership of a national minority)?"

The breakout sessions revealed a variety of challenges regarding AI's impact on educational inclusion, highlighting both positive and negative implications. Participants identified access disparity as a fundamental concern, noting that socioeconomic factors and existing digital divides could exacerbate educational inequalities. The discussions emphasised how AI systems, while offering potential benefits through personalised and adaptive learning for diverse learners including children with disabilities, simultaneously raise concerns about algorithmic biases, data privacy, and/or transparency. A critical theme emerged regarding the power imbalances created by private companies controlling/training AI models, potentially undermining educational equity. Participants stressed the importance of considering the whole educational ecosystem rather than focusing solely on learner interactions, pointing to teachers' workload and agency as crucial factors. Discussions also surfaced specific concerns about minority languages and cultural representation in AI systems. Gender aspects were specifically highlighted, as to the need to support women and girls entering technical fields. The groups concluded that successful implementation of AI in education requires careful consideration of accountability and oversight mechanisms, comprehensive research and strategies to bridge the gap between technological capabilities and pedagogical needs while ensuring inclusive practices for all learners regardless of their background or characteristics.

4.2.3 Group 3: Collaboration

Moderators:

Ilkka TUOMI | Chief Scientist, Meaning Processing Ltd.

Xenia ZIOUVELOU | Associate Researcher, National Centre for Scientific Research 'Demokritos', Head of AI Politeia Lab

The Workshop Group 3 on collaboration discussed the key question: "Changes in relationships, agency, authority between institutions, parents, children, educators. Are these changes wanted? Mitigation needed?"

Significant shifts and changes in the power dynamics can be observed in the relationships between the different stakeholder segments with the advent of AI in Education, as discussed during this working group. These changes include changes in the agency, in the roles and authority of the different stakeholders, as well as in their perceptions, needs and requirements from AI technologies in the educational context. These changes and evolving dynamics present both opportunities and challenges. By embracing the positive aspects of AI in Education and addressing the concerns, embracing a shared responsibility that safeguards human rights, democracy and rule of law, we can create a student-centred, more inclusive and effective educational ecosystem.

4.2.4 Group 4: Prevention

Moderators:

Barbara WASSON | Professor & Director of the Centre for The Science of Learning and Technology, University of Bergen

Wayne HOLMES | Professor, University College London, Institute of Education, Knowledge Lab

The Workshop Group 4 on Prevention discussed the key question: "What mechanisms for remedy/redress are needed to remove harms, biases and opacity in automated decisions?"

The integration of Artificial Intelligence (AI) in various sectors has brought about significant advancements and challenges. This session addressed considerations and challenges associated with AI implementation, with a focus on accountability, data diversity, privacy, and biases. The three groups explored different issues. Group 1 identified that successful implementation of AI systems requires careful consideration of accountability, data diversity, privacy, and bias. By addressing these challenges, AI technologies that are reliable, accurate, and aligned with the needs of all stakeholders can be developed.

The opportunities and challenges associated with the integration of AI tools in education was the focus of the discussions in group 2. The integration of AI in education requires careful consideration of various factors, including cognitive development, human rights, and the distribution of responsibility. Ensuring that AI tools are used in the best interests of children is paramount, and stakeholders must work together to address the challenges and opportunities presented by these technologies. For group 3 the challenges of AI data ownership and human rights prove to be complex and multifaceted. While complete removal of harms may not be possible, ongoing efforts to enhance transparency, ethical practices, and accreditation can help mitigate risks and promote responsible AI development.

4.2.5 Group 5: Sustainability

Moderators:

Jen PERSSON | Director, Digital Defend Me

Veronica STEFAN | Founder of Digital Citizens Romania

The Workshop Group 5 on sustainability discussed the key question: **"***The aims of education include the development of respect for the natural environment. Considering the implications of AI for the global climate, labour markets, and resources, and the case Verein KlimaSeniorinnen Schweiz and Others v. Switzerland, how can member states address this responsibility?"*

The premise of the workshop started from the following ideas: AI has an impact on the environment and climate; the enthusiasm behind the adoption of AI also leads to increased consumption of resources such as energy power and water; other resources used for the

production of hardware; research already shows that compared to a regular search engine, an enquiry through an AI-powered chat consumes 10 times more energy; in the pursuit of accessing more resources, companies already look for more power sources, including nuclear energy. From a legal perspective we know that as national AI strategies emerge very few of them reference the environmental impact or monitor such situations, while in the education sector there is even less awareness of this.

However, society cannot ignore either its impact, nor its implications on children and young people – responsibility for future generations. Other policy/legal instruments already acknowledge this connection – from the Council of Europe's 2030 Youth sector strategy to the very UN convention on the rights of the child, art 29.

To address all this, the group discussed the role of different stakeholders. The role of the education sector was identified around the following main elements:

- Invest in competences of educators and students/young people.
- Raise awareness on the impact of AI on the environment & climate, since currently there is limited to no understanding on this issue. At the same time to be aware of the different speeds of adopting technologies/AI – as some are still struggling to convince educators to use such technologies.
- Keep a balance between the beneficial uses of AI and their negative impact, with a particular focus on promoting the mindful use of AI.
- Ensure cooperation between both formal and non-formal sectors, by involving a wide range of educators and young people, not just those in schools.
- Empower students and young people to participate and shape the public agenda around the ethical use of AI – as rights holders in our society.
- Look into existing frameworks and curricula and work to update them, including Council of Europe's Reference Framework of Competencies for Democratic Culture, which is in a revision process. Overall, there is a need to prioritise education about the environment and climate within the national curricula; in addition to digital/AI competences. Currently, this priority is insufficiently addressed.
- Support management of educational institutions- for example, in setting procurement rules that consider the impact of AI on the environment before purchasing new technologies.
- Role of the private sector - looking both at companies who create AI technologies (software side), but also those who create the hardware, including those who are part of the entire production cycle (from mining, to producing parts):
- There is a need for more accountability and transparency. A need to have clear responsibilities and duties defined in connection to the impact of AI.
- Offer more transparency, by clearly identifying this information for the tools/services they create.
- Take responsibility for their action and give back to the communities that might be negatively impacted by their products, but also take responsibility and ensure that in the case of hardware technologies there are clear recycling procedures.
- Future legal instrument(s) should provide created should include clear standards or guidance for technology providers – on what is required from their side (in terms of transparency & accountability), but also on what criteria should be taken into account in the production stages. As well as guidance for procuring AI technologies – especially in educational contexts.
- In general, the group acknowledged that:

- Environmental rights are human rights, and the rights of children and young people, in particular, need to be taken into account.
- There is a need to ensure there is more awareness of the impact of AI, before jumping into (hard) regulations.
- We can also learn from existing digital regulations and find relevant connections - GDPR already has provisions for data minimisation, collecting and processing just data that is really essential can lead to using less computing power.
- Worldwide the resources used to power AI-systems are disproportionality used, in this context new technology regulations should not be relevant just for Europe but also for the Global level.

5 SAFEGUARDING USERS OF AI IN EDUCATION | PLURALITY OF PERSPECTIVES

This session included seven speakers, each offering unique insights into the regulation and integration of artificial intelligence (AI) in education.

5.1 Presentation

5.1.1 Unique cases of children & education – Key areas for regulation of AI in education and related challenges | Christian STRACKE

Christian STRACKE, Coordinator for Cloud Strategy and AI&ED Research from University of Bonn, opened the session with a keynote, highlighting the Council of Europe's expert group's work. The speaker outlined the group's active engagement over the past year, including the development of a preparatory study that serves as the foundation for ongoing AI regulatory efforts. The study identifies key areas specific to children and education, such as human rights, child protection, consent, procurement, accountability, and academic integrity, all emphasising the need for safeguarding learners, educators, and institutions from potential AI-related harms. The speaker stressed the importance of maintaining human oversight in AI systems, advocating for clear accountability in AI development, provision and use. Highlighting risks like surveillance, profiling, and automated decision-making, he called for protecting spaces for independent thought and ensuring decisions are made by humans, not by AI. The speaker also underlined the need for large-scale, long-term evidence to evaluate AI's impacts, advocating for educators' rights to decide on AI use and the critical necessity of fostering AI literacy among teachers and learners as well as public authorities and policy makers. The presentation concluded with three critical demands: sustaining human-to-human accountability in AI interactions, advancing AI regulation to clarify (in particular for teachers, learners and leaders of schools and universities) what is allowed and what is forbidden, and addressing ethical questions related to democracy and human rights in education.

5.2 Perspective statements

5.2.1 Tanja REINLEIN

Tanja REINLEIN, Head of the Department of "Vocational Education, Teaching and Learning in the Digital World, Prevention and Integration, International Affairs" at the Ministry of Schools and Education in North Rhine-Westphalia presented insights into Germany's approach to AI in education. The rapid developments following the launch of ChatGPT were highlighted, including the creation of national guidelines and the adoption of a recommendation by all German education ministers to address the impact of AI on education equitably. The recommendation prioritises equal opportunities for learners, data protection, and fostering trust in AI use while balancing innovation with caution. The importance of AI supporting, and not replacing, human interaction in education was emphasised. Teachers, as central change agents, play a crucial role in integrating technology meaningfully while maintaining the teacher-

student relationship. Additionally, the KIMADU pilot project was described, which explores how AI can personalise learning paths in subjects like maths and German while preserving human oversight and focusing on fundamental skills. The conclusion stressed the need for regulation tailored to education's ethical and legal challenges to ensure responsible AI use.

5.3 Adam LIWAK

Adam LIWAK, Officer from Malta's Further and Higher Education Authority, outlined Malta's approach to AI in education, focusing on the responsible implementation of AI while ensuring its benefits for personalised learning and operational efficiency. Fairness was also highlighted, with institutions tasked to monitor AI systems regularly to ensure equity, avoiding unintended biases. The importance of collaboration between policymakers, educators, and AI developers was stressed to ensure ethical AI usage. The 'Malta AI Strategy 2030' was presented as a framework that enhances education while addressing data protection, fairness, and ethical challenges.

5.4 Nick NICHOLAS

Nick NICHOLAS presented Australia's AI strategy in education, starting with the establishment of AI ethics principles in 2019 and progressing to recent initiatives addressing generative AI and cybersecurity. The 'Safe Technologies for Schools' programme was highlighted as a national framework evaluating edtech, particularly its cybersecurity, privacy, and child safety dimensions. However, gaps in evaluating the educational impact of AI tools were noted, with recommendations for broader evaluations beyond AI-specific products. A phased and iterative approach to raising standards in AI implementation was proposed, ensuring that progress aligns with national AI safety standards. Emphasis was placed on human rights, explainability, and fairness, with ongoing feasibility studies aimed at understanding AI's educational impact. Collaboration between state and federal governments was underlined as critical for consistent policy application.

5.5 Lauren PRAY

Lauren PRAY, representing the European Student Union, shared insights into students' experiences with AI in higher education, underscoring significant challenges and inequalities. The European Student Union, which represents 44 national student unions across 40 countries, released a policy document addressing the need for AI regulations in education. Students across Europe face inconsistent AI approaches, not only between institutions but within them, highlighting the absence of cohesive regulations or training. She called attention to disparities exacerbated by AI, such as unequal access to advanced AI tools, particularly between urban and rural areas. Subscription-based AI models and paid features further entrench these inequalities, restricting equitable access to educational resources. A lack of adequate training for educators compounds these challenges, as teachers often lack the foundational knowledge needed to adapt AI for diverse student needs, including those with disabilities. The speaker also emphasised the importance of transparency, advocating for AI systems that are easily understandable by students and educators, rather than functioning as opaque "black boxes." In conclusion, she urged for clear regulations, robust training, and accessible tools related to AI in Education.

5.6 Isidora PETKOVIC

Isidora PETKOVIC, representing the Youth Initiative for Human Rights from Serbia, shared personal experiences and challenges related to AI use in education and society. Reflecting on the generational and cultural divides in Serbia, she highlighted the resistance to AI integration in schools, both from educators and parents. Teachers often react negatively to AI tools like ChatGPT, perceiving them as inappropriate or unfairly used by students. This reflects a broader scepticism and lack of understanding about the potential benefits of AI in education. The speaker also discussed the lack of robust legal frameworks in Serbia to address AI-related harms, such as the misuse of AI-generated images for exploitation. This gap in protection

underscores the need for urgent regulatory and educational reforms to safeguard individuals, particularly young people, from potential AI abuses.

5.7 Jola KEPI

Lastly, Jola KEPI, representing Albania's Centre for School Leadership, discussed the organisation's efforts to incorporate AI in education to enhance equity, inclusion, and high-quality education. She outlined initiatives prioritising personalised training, efficient resource management, and tailored career guidance through AI-driven systems. These efforts aim to align technological integration with core educational values, ensuring ethical and inclusive practices. Additionally, the Centre, in partnership with donors, plans to introduce an AI system that guides students toward suitable educational pathways based on their aptitudes. The speaker emphasised the importance of balancing innovation with ethical regulation to preserve the integrity of educational practices. The Centre's approach includes monitoring tools to assess pilot projects and adapt strategies to address challenges like potential bias or inequality in AI systems. The overarching goal is to integrate AI in a way that supports educators and enhances decision-making, while fostering equity and inclusivity in Albanian education.

6 IDENTIFYING APPROPRIATE COMPONENTS OF REGULATION OF AI IN EDUCATION | INSIGHTS FROM EXPERTS

This session included five speakers, each offering unique insights into the regulation and integration of artificial intelligence in education.

6.1 New legal instrument – Why Needed, Why Now? | Barbara WASSON

Barbara WASSON, Professor & Director of the Centre for the Science of Learning and Technology (SLATE) of University of Bergen, introduced the need for AI-specific regulations to address privacy and uphold democratic values. The discussion highlighted the diversity of AI applications, distinguishing between generic AI systems, such as speech-to-text technologies and generative AI, and those developed specifically for educational purposes, such as intelligent tutoring systems and adaptive learning tools. Examples of creative uses of AI, including real-time translation tools, were cited to illustrate its widespread impact. The presentation emphasised the rapid commercialisation of AI in education, with significant market growth projected in the coming years. A critical lack of independent, large-scale evidence on the safety and effectiveness of AI in educational settings was identified, along with gaps in legislation tailored to this context. The importance of including diverse stakeholders, from teachers to policymakers, in decision-making processes was underlined. The discussion concluded by emphasising the central role of education in fostering democratic citizenship and institutions. AI was framed as a tool to support this goal, reinforcing the importance of a proactive, value-driven approach to its integration in educational systems.

6.2 Why is AI Regulation Needed? | Chiara FINOCCHIETTI

Chiara FINOCCHIETTI, Director of CIMEA, provided an in-depth perspective on how artificial intelligence intersects with the recognition of qualifications and its implications for education. The focus was placed on AI's potential to support equitable access to higher education and facilitate the fair recognition of academic qualifications. The presentation highlighted AI's potential to automate routine tasks, counter document fraud, enhance efficiency, and ensure fairness while underscoring the risks of discrimination, unequal access to data, and concerns about the reliability of AI-determined learning outcomes.

6.3 Perspectives on possible legal scope – Spotlight on Slovenia | Borut STOJILKOVIĆ

Borut STOJILKOVIĆ, Under Secretary and Policy Adviser at the Ministry of Higher Education, Science and Innovation in Slovenia, shared insights on Slovenia's approach to integrating AI

into education. Highlighting both advancements and challenges, he explained the ongoing efforts to regulate and responsibly implement AI across various educational levels. The speaker noted a national programme for promoting AI, alongside various ministry-led activities. However, challenges persist in translating European guidelines into national frameworks and ensuring equitable implementation across regions. The current curricula reform integrates digital competencies into all subjects in primary and secondary schools, aiming to make AI usage more meaningful and accessible for learners.

6.4 Norway's approach to the regulation of AI in the education sector | Lars SOLLESNES

Lars SOLLESNES, Senior Advisor at the Education Ministry of Norway, presented Norway's approach to regulating AI in primary and secondary education. Emphasising Norway's decentralised education system, he explained that many decisions, including the use of AI, are made at the local level, with significant autonomy granted to municipalities and teachers. While the state provides overarching regulations through the Education Act and the National Curriculum, it refrains from prescribing specific tools or teaching methods. The Education Act and curriculum stress foundational values like democracy, human dignity, and equal opportunity. These principles influence how AI can be integrated into education. For instance, AI tools that conflict with these values—such as those promoting undemocratic ideas—would not be permitted. Privacy regulations, particularly GDPR, also play a critical role, ensuring that student data is not exploited for commercial purposes or model training. Looking forward, Norway aims to continue updating its guidance to keep pace with rapid AI developments.

6.5 Towards embedding responsible AI and child rights in education – Co-creation with young people to identify priorities in AI regulation | Ayça ATABEY

Ayça ATABEY, post-doctoral researcher at the University of Edinburgh and consultant at Digital Futures for Children centre, LSE, discussed the findings from a UK-wide project examining children's and young people's perspectives on responsible AI in education. The project was on embedding responsible AI in the school system and co-creation with young people in secondary schools, including additional needs, and used arts-based methods to explore how students perceive and interact with AI tools. Young people's views on AI in education were shared calling policymakers to meaningfully consider messages on the impact of using GenAI, including questions relating to agency and consent, privacy and surveillance, lack of representation, personalization, and educational value. The implications for operationalizing key concepts in law such as lawfulness, particularly consent, transparency and fairness were addressed. The interpretation of fairness should go beyond preventing harm, bias, or discrimination, and further consider child rights implication and what "good" looks like, such as ethical and beneficial use of AI in education for children and young people, not beneficial for companies themselves. Concerns were raised about the educational value of using AI, its impact on wellbeing, the environmental costs of its use, and the possibility and implications of opting out. The talk highlighted gaps in laws and their enforcement in the UK, referencing Digital Futures for Children centre's reports on EdTech, calling for a child-rights respecting approach, and evaluation framework for AI use in education that would need to address both legal compliance and pedagogical concerns. AI regulatory efforts should pay attention to AI literacy, user agency and educational value questions when setting out requirements for designing AI systems that should align with young people's expectations and prioritise their best interests. It addressed definitional gaps and cross-cutting principles such as fairness across AI-related legal frameworks to avoid confusion among different stakeholders and disciplines. She gave the child-rights oriented definition of fairness by design as an inspiration for upcoming AI frameworks. The presentation concluded with a call to centre UNCRC General Comment 25 as a guiding light in all decision-making processes and emphasized the need to consult diverse groups of children (e.g. children with learning disabilities) and educators to inform current efforts for developing AI-related frameworks.

Incorporating these perspectives can help address expectations and needs of diverse groups of students and teachers create frameworks that not only protect but also empower students, ensuring that AI systems can be used to contribute positively to educational experiences.

7 REVIEW | DAY 2 OUTCOMES

7.1 Day 1 Recap – Outstanding questions | Beth HAVINGA

The session reviewed key issues from Day 1, including transparency, pedagogy, data protection, ethics, privacy, and innovation, while addressing the unique needs of education in regulation. Challenges such as the lack of common terminology, accessibility versus exclusion, and evidentiary gaps due to restricted tool access were discussed. AI's impact on learning was explored, highlighting stress for students, excessive responsibility on teachers, and the importance of student agency in decision-making. Trust in AI was examined, focusing on knowledge dissemination, clear terminology, and fostering trust among stakeholders. The importance of lifelong learning and citizenship education was stressed to support informed engagement with digital tools, alongside critical reflection on trust and ambiguity.

7.2 Defining outcomes for Day 2 | Ahmet-Murat KILIÇ

Day 2 focused on refining recommendations for the legal instrument through discussions in four thematic groups. Attendees are encouraged to contribute insights from their personal and national perspectives. The structured format involves brainstorming, thematic grouping, and reporting, with outcomes intended to shape the framework of the legal instrument.

8 KEYNOTE | A CRITICAL PERSPECTIVE OF AI, DEMOCRACY AND EDUCATION

Matjaž GRUDEN, Director for Democracy at the Council of Europe, offered a reflective and thought-provoking address, connecting AI, education, and democracy. Acknowledging the dual potential of AI as both a transformative tool and a source of fear, the address underscored the importance of education in shaping the interaction between humans and technology. Education, as a pillar of democracy, was highlighted as a critical field for fostering resilience and understanding amidst the rapid development of AI. Key points included a call to view AI as a tool shaped by human agency rather than an autonomous force, underlining the necessity of informed decision-making in its application. The address also drew attention to the potential risks of bias, inequality, and undue surveillance in the deployment of AI in education. Public authorities were urged to ensure that AI applications serve the public interest, prioritise equity, and prevent the amplification of existing disparities. The analogy of testing new medication versus the unchecked introduction of AI in education highlighted the need for robust regulatory frameworks to safeguard learners.

9 WHY IS AI REGULATION NEEDED?

9.1 Presentation

9.1.1 Artificial Intelligence regulation: A special case for education | Julija KALPOKIENĖ & Malgorzata CYNDECKA

Julija KALPOKIENĖ (Practising Lawyer & Lecturer and Researcher, Advokatės Julijos Kalpokienės kontora (Law Firm) & Vytautas Magnus University) and Malgorzata CYNDECKA (Associate Professor Faculty of Law, University of Bergen & Research at the Centre for the Science of Learning & Technology (SLATE)) focused on the importance of regulating AI in education as a unique sector that requires specific attention. They began by examining the existing legal frameworks, such as the Council of Europe's Framework Convention on AI, the modernised Data Protection Convention, and the EU's AI Act and GDPR. While these frameworks share key values—like human-centric, trustworthy, and transparent AI—they do

not specifically address the distinct needs of the educational sector, particularly concerning children's rights.

They highlighted that education, as a lifelong and formative process, impacts individuals deeply and plays a foundational role in democracy, the rule of law, and other human rights. Given AI's widespread applications in education, they emphasised that existing regulations lack specificity for educational contexts, leaving gaps that could expose students to risks, such as biased decision-making and potential over-reliance on AI systems. The speakers proposed a supranational regulatory framework specifically tailored to the educational sector. Such a framework would provide additional safeguards without duplicating existing regulations. They argued that a collaborative approach involving multiple countries would be necessary to address the cross-border nature of AI technologies in education and emphasised the Council of Europe's suitability for coordinating this framework.

In summary, they called for a legal instrument that complements current data protection and AI laws by focusing on education-specific risks and ethical considerations. This framework should ensure AI serves as an enabler for learning while safeguarding foundational rights and promoting democratic values.

9.2 Context keynotes

9.2.1 What and where we need to regulate AI in education | Andrea TOGNONI

Andrea TOGNONI (Head of EU Affairs, 5Rights Foundation, Belgium) highlighted the need for AI as well as data protection governance in education that prioritises children's rights. He outlined several critical issues, starting with the knowledge gap, noting that there is often insufficient planning around the role of AI and more broadly of education technology in schools, which calls for children's voices and focused research on AI's and edtech's developmental impacts. The speaker also pointed out the enforcement gaps, where schools struggle with implementing privacy laws like GDPR amidst the uptake of education technologies, and the regulation gap, as current laws don't specifically address AI's impact on children's rights, including in educational settings.

In addition, he emphasised that most educational tech products still respond to design and development criteria that prioritise commercial goals over the unique needs of students, notably in terms of missed opportunities and access to the potential of the technology, calling this the innovation gap. The speaker proposed creating frameworks that prioritise children's rights in AI and education technology, including specific regulatory standards and technical certification for AI as well as education technology based on age appropriate and safety by design principles.

9.2.2 Regulation of AI in education – Challenges from the CNIL's perspective | Elodie WEIL

Elodie WEIL (CNIL Privacy Counsel - Department of Governmental Affairs, France) shared CNIL's perspective on AI regulation in education. She outlined CNIL's focus on three main risks associated with AI data processing in education: confidentiality, data accuracy, and data loss. Specific concerns included the potential for cyberbullying through data sharing, errors like modified grades, and the loss of critical data due to AI errors. The presenter also highlighted the issue of "excessive confidence" in AI systems, where false positives can lead to errors, as seen in CNIL's recommendations on AI for remote monitoring of exams. The speaker reviewed regulatory frameworks relevant to AI in education, including the GDPR and the UN Convention on the Rights of the Child. The speaker stressed the importance of human oversight, as required by Article 22 of the GDPR and Article 14 of the AI Act, especially for high-risk AI systems in education. However, the speaker pointed out that low and minimal-risk AI systems don't require such oversight, which could pose challenges in educational contexts.

Ms. Weil also discussed CNIL's initiatives, such as the 2022 EdTech Sandbox, which explored ethical implications of AI in educational technology. CNIL's continued focus includes audits

and inspections, with an emphasis on child data protection. The presenter concluded by emphasising the need for ongoing evaluation and regulation to safeguard children's rights as AI becomes more integrated into education.

9.2.3 Overview of Existing AI Challenges and Regulations | Kristina ISHMAEL

Kristina ISHMAEL, former Deputy Director at the U.S. Department of Education's Office of EdTech, shared her perspective on the current state of AI in education in the U.S. She highlighted a significant demand for guidance at all levels: students seek direction from teachers, teachers from system leaders, and leaders from national government authorities. However, with the rapid advancement of AI, especially since the release of ChatGPT, the education sector is struggling with the absence of clear regulations, creating a "wild west" environment where tech companies primarily drive development.

The speaker emphasised the need for policies that keep pace with technology, particularly regarding data privacy, security, and the ethical use of AI with minors. She noted that AI tools, especially large language models, are not trained on educational data, leading to issues like bias, misinformation, and the risk of cyberbullying through deep fakes.

Reflecting on her experience in federal policy, she encouraged international frameworks with varying levels of regulatory involvement. The speaker suggested that providing multiple entry points could allow U.S. states or local entities to adopt best practices even if the federal government cannot formally engage. The presenter concluded by underscoring the importance of collaborative international resources to inform AI policy in U.S. education and thanked the conference attendees for their efforts to protect and support learners in the AI landscape.

9.2.4 Regulation Steering AI in Education | Eva NAVE

Eva NAVE (Legal & Policy Adviser to the Cabinet of the Secretary of State for Science (SEC), Ministry of Education, Science and Innovation (MECI), Portugal) discussed the regulatory challenges and needs associated with AI in education. She outlined current AI applications in education, such as adaptive tutoring, plagiarism detection, and admissions management, highlighting gaps in existing frameworks like the Council of Europe's AI Framework Convention and the EU AI Act. These frameworks often contain exceptions that can lead to inconsistencies, especially within education, and the speaker noted that GDPR lacks specific human rights protections regarding children's data in educational AI contexts.

The presenter emphasised the need for new regulations that address AI in education across different stages. At the development stage Ms Nave argued for legal requirements that prioritise protection for students and teachers, ensuring transparency in data training and reconceptualization of consent processes, especially for children. At the deployment stage, she called for clarity on data storage, underlined the importance of proportionality and data minimisation principles, and advocated for a stronger engagement of technical experts to better establish human rights safeguards, namely through encryption. At the enforcement stage, the speaker stressed the importance of clarifying human rights responsibilities for AI developers and deployers, referencing the OECD's human rights due diligence framework as a model. Finally, at the stage of accountability and remediation, she advocated for a prioritisation of individual rights over service contracts, for practices preventing anti-competition, and for independent public oversight. The speaker concluded by underscoring the importance of international cooperation to harmonise AI regulation in education.

9.2.5 Integrating student and teacher perspectives in AI Policy for education | Estelle CIESLA

Estelle CIESLA, a research assistant from Stanford University, presented findings from two deliberative polls on AI in education, one with U.S. high school students and the other with teachers. The polls aimed to gather diverse perspectives on AI's role in education amidst the rapid - sometimes hasty - implementation of AI policies in schools after the release of ChatGPT. The deliberative polls revealed key insights: both students and teachers widely

opposed a ban on AI in schools, favouring its use as a tool for creating teaching materials and aiding in assignments. However, students showed more caution than teachers, with a higher percentage of students concerned about over-reliance on AI and its potential to undermine critical thinking skills. Notably, both groups strongly supported guidelines and training on responsible AI use, with 88% of teachers and 83% of students expressing a need for structured resources.

The presenter highlighted that this deliberative model, which includes informational sessions and expert consultations, encourages informed decision-making, and can be replicated internationally. The next phase involves high school administrators, with plans to expand similar studies beyond the U.S. to explore global perspectives on AI in education.

10 ELEMENTS OF LEGAL INSTRUMENT | CLARIFYING CHALLENGES

10.1 Presentations

10.1.1 Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law | Vadim PAK

Vadim PAK (Co-secretary to the Committee on Artificial Intelligence (CAI), Council of Europe), introduced the Framework Convention on AI, a treaty negotiated to address the complexities of AI within the realms of human rights, democracy, and rule of law. He highlighted the challenge of creating a global treaty that encourages innovation while safeguarding fundamental rights. This complexity is compounded by AI's rapid evolution, as regulations risk becoming outdated if they lack flexibility.

The speaker explained that the treaty's key focus is on ensuring accountability and transparency across AI's lifecycle, from development to deployment, emphasising that AI regulation should anticipate risks proactively rather than rely solely on remedial actions after harm occurs. Two major chapters of the convention explore remedies to address AI's "black box" nature, and risk and impact management, emphasising preventive measures for AI use in education and other critical areas. He concluded by stressing that the treaty must balance international human rights standards with local legal systems, aiming for a flexible yet robust regulatory framework.

10.1.2 Perspectives from the COE Steering Committee for the Rights of the Child (CDENF) | Justine VIZIER

Justine VIZIER, from the Council of Europe's Children's Rights Division, discussed efforts to protect children's rights in digital environments, focusing on its impact in education. Justine VIZIER highlighted the importance of the Council's guidelines, including the Recommendation CM/Rec(2018)7**,** which strongly advocates for grounding future legal instruments in a tech-neutral approach and incorporating AI awareness and ethical use within school curricula. She called attention to the Council's Mapping Study on AI and Children's Rights by the Turing Institute, which recommends awareness-raising campaigns, ethical AI education, and child rights impact assessments to address AI risks in educational settings. It was also emphasised November 18th, the Council's Awareness Day for preventing child exploitation, this year focusing on AI-related risks. Her presentation reaffirmed the Council's commitment to building a comprehensive legal framework, including the development of a Child Rights Impact Assessment Tool in collaboration with the 5Rights Foundation, to safeguard children in the evolving AI landscape.

10.2 Clarifying challenges group discussions

10.2.1 Group 1: Ensuring equitable and inclusive quality education while addressing the digital divide

Moderators:

Dora KATSAMORI | Associate Researcher, National Centre for Scientific Research 'Demokritos'

Alex KAISERLIS | Artificial Intelligence and Machine Learning researcher & educator, Instudies

How to ensure that the proposed legal instrument can contribute the measures to reduce the digital divide and promote access to equitable and inclusive quality education?

The discussion about reducing the digital divide and promoting access to equitable and inclusive quality education focused on the need for the proposed legal instrument to highlight and contribute in the following areas:

- provision of guidelines and support on the field of adaptive and personalised learning
- highlighting the need for Lifelong Learning and especially, educators' training and mentoring in order to ensure both educators' and learners' well being
- design and development of AI Literacy oriented in the field of Education **with** and **for** AI as well a relative framework with a focus on Human Rights, like respect, accountability, explainability, personal data protection, etc.
- minimise cost and foster open-source solutions that are compiled to AI Regulation
- In detail - Challenges & Solutions from 5 different inside groups (A to E):

Group A: Defining the digital divide and quality education

Challenges identified:

- Regional and socioeconomic disparities in access to EdTech tools, particularly in minority or remote communities.
- Lack of systems to monitor the root causes and impact of these disparities effectively.

Proposed solutions:

- Engage teachers, parents, and national policymakers to address the gaps comprehensively.
- Design educational guidelines tailored to local contexts, focusing on pedagogy, teacher training, and digital literacy.
- Introduce early-age EdTech courses to reduce long-term digital skill gaps.
- Conduct broader societal discussions to prevent teacher burnout and enhance AI integration in education.

Group B: Inclusion and Access in Marginalised Communities

Challenges identified:

- Bias in AI datasets and systems, often excluding marginalised communities from equitable access.
- Financial barriers to accessing AI technologies, limiting opportunities for disadvantaged groups.

Proposed solutions:

- Encourage the use of open-source tools to reduce costs.

- Provide training and tools for teachers to navigate and mitigate AI biases.
- Ensure socio-contextual support for educators in understanding AI systems.

Group C: Digital divide and rights of persons with disabilities

Challenges identified:

- The digital divide is exacerbated by societal structures limiting the inclusion of individuals with disabilities.
- Lack of clear definitions around equity, literacy, and stakeholder participation in AI systems.

Proposed solutions:

- Prioritise inclusivity as the default in AI system design, ensuring access to resources for all.
- Protect the right to personal data and transparency in AI processes, aligned with EU AI Act provisions.
- Address linguistic divides and ensure civic education programmes emphasise digital skills and human rights.

Group D: Socioeconomic impacts of the digital divide

Challenges identified:

- The cost of AI systems creates significant barriers, often favoring wealthier communities.
- Unregulated use of "free" AI tools, which monetise user data, raises ethical concerns.

Proposed solutions:

- Centralise investments to ensure equitable AI access and training for teachers, parents, and students.
- Implement regulatory frameworks to manage private-sector involvement and protect vulnerable users.
- Focus on AI literacy as a cornerstone for reducing inequities and promoting lifelong learning.

Group E: Multi-level solutions and decentralised approaches

Challenges identified:

- Capitalistic pressures within education systems limit AI's potential for equitable application.
- Teachers require substantial support and ongoing training to adapt to rapid AI advancements.

Proposed solutions:

- Promote decentralised solutions involving schools, local governments, and NGOs to ensure equal access.
- Equip educators with the tools and knowledge to evaluate and integrate AI responsibly.
- Highlight the need for sustainable funding models to prevent unequal resource distribution.

As a wrap up from the Challenges & Solutions from the 5 different groups, addressing the digital divide in education requires a multi-faceted approach that emphasises inclusivity, equity, and collaborative governance. Participants highlighted the urgent need to strengthen

regulatory frameworks while equipping educators, learners, and policymakers with AI literacy through tailored training programs. To bridge the gap, it was proposed to align curriculum content with diverse learner needs, appoint dedicated school-level digital coordinators, and integrate best practices, such as Slovakia's government-led digital coordination model. Stakeholder collaboration emerged as vital, with roles clearly defined across local, national, and European levels to promote equitable access and accountability. Participants stressed that empowering educators, supporting innovative SMEs, and engaging parents as change agents would ensure sustainable implementation. Additionally, creating evidence-based resources accessible to students, researchers, and policymakers was deemed crucial for building trust and fostering informed decision-making in AI-enabled education.

10.2.2 Group 2: Protecting human rights of children in AI in education

Moderators:

Jen PERSSON | Director, Digital Defend Me

Malgorzata CYNDECKA | Associate Professor University of Bergen

A broad high-level discussion on rights, on what the ECHR says about some such as discrimination and in what ways this is compatible with a risk-based approach, and whether needs and should risk be assessed for each individual in a single classroom, year group or school, or should educators treat children as a homogenous group? These notes reflect the wide range of views in the discussion and are not necessarily the view of the facilitators. The discussion focused on enhancing awareness and respect for children's rights in education, particularly with AI adoption. It highlighted the uneven understanding of children's rights and emphasised their indivisibility and inalienability. Balancing freedoms to things such as expression, thought, and quality education with freedoms from violence, discrimination, and exploitation was considered essential. Data protection and privacy, especially regarding professional confidentiality and the involvement of commercial actors, were noted as areas requiring greater attention. The discussion also stressed the importance of children's participation in decisions about AI tools and their right to opt out, addressing inclusivity challenges and family decisions on participation.

Participants highlighted concerns about discrimination and automated decision-making, noting weak mechanisms for remedy and redress in education. They called for integrating children's rights at all levels of policy and practice, ensuring these rights are operationalised effectively. Teachers were identified as key stakeholders, requiring training and support to navigate AI risks and personalise learning materials. Industry responsibility and accountability were emphasised, alongside institutional solutions to provide equal educational experiences across diverse contexts. Cooperation among educators and robust validation of AI tools were recommended to address risks such as bias and misinformation.

The group also debated the challenges of regulating AI inferences and balancing conflicting interests between companies, schools, and children. A proposal for a data intermediary to manage learner data responsibly sparked discussion, balancing innovation with concerns about privacy, intellectual property, and democratic participation. Comprehensive stakeholder engagement, clear frameworks for accountability, and a focus on children's best interests were identified as crucial to ensuring AI in education aligns with human rights and promotes equity.

10.2.3 Group 3: Roles of stakeholders in implementing & operationalising legal instrument

Moderators:

Gianluca MISURACA | Founding Executive Director AI4Gov, Politecnico di Milano and Universidad Politécnica de Madrid & Founder and Vice President of Inspiring Futures

Julija KALPOKIENĖ | Practising Lawyer & Lecturer and Researcher, Advokatės Julijos Kalpokienės kontora (Law Firm) & Vytautas Magnus University

What will be the role of all stakeholders (learners, parents, educators, school leadership, and industry) in ensuring the effective implementation of the proposed legal instrument and how should this be operationalised over what time period?

The discussion emphasised the complexity of AI implementation in education, the need to incorporate diverse stakeholder perspectives, and the importance of clearly defining roles and responsibilities. Challenges such as resistance to change, diverse regulatory environments, resource limitations, and slow institutional adaptation were identified. Solutions included legal AI literacy education, capacity building, and developing targeted training for teachers, parents, and students. Stakeholders stressed the importance of stakeholder-specific guidelines, agile regulatory frameworks, and initiatives like MOOCs, interactive training, and parent-led workshops to raise awareness and build competency.

Collaboration among industry, educators, parents, policymakers, and EdTech developers was seen as essential. Examples of good practices, such as Norway's GDPR compliance system and Slovakia's digital coordinators, were recommended as models for aligning policy with practice. Teachers were highlighted as pivotal in integrating AI into education, requiring advanced training and resources to navigate AI's pedagogical and ethical dimensions.

The discussion also called for evidence-based decision-making, the creation of impact assessment tools, and the development of governance models involving multi-level boards of experts. The session concluded by stressing the need for stakeholder engagement, capacity building, and clear policy direction to address challenges and harness AI's potential effectively.

10.2.4 Group 4: Opportunities & challenges in harmonising approaches to regulating AIED across member states

Moderators:

Ilkka TUOMI | Chief Scientist, Meaning Processing Ltd.

Irene CHOUNTA | Professor of Computer Science, University of Duisburg-Essen

Given the diversity of educational systems across Council of Europe member states, what opportunities and challenges will there be when harmonising the approach to regulate the use of AI-enabled technologies in education?

The group discussion focused on the impact of regulation on innovation and to what extent one should "regulate" regulation in order to allow for innovation. Two practical questions were further discussed: a) how existing regulations should be operationalized at the level of the member states to accommodate different education systems and policy agendas? and b) is new regulation required to address the transformation AI imposes on educational institutions and practices?

Group participants discussed harmonisation from the perspective of establishing common principles across member states and different stakeholders (for example, schools and industry). They pointed out the importance of co-designing structures and support for education rather than regulating education. On the other hand, they stated that when regulation is necessary, this should target technology providers.

The most prominent challenges that participants identified were:

- to accommodate the differences between member states in terms of education and legal systems, political and policy agendas, evaluation mechanisms and mindsets;
- to sustain "guided" autonomy: participants pointed out that while preserving autonomy is important, "too much" autonomy may lead to frustration; This suggests that translational guidelines are necessary for providing guidance to the member states but at the same time, the member states should be able to establish their local regulations that operate within a transnational framework;

- to underpin common understanding of rules and regulations, as well as how to act upon them;
- to identify common challenges. The ample differences between member states on multiple fronts make it hard to pin down common challenges that should be addressed in tandem.

Regarding opportunities, the following points were highlighted in the discussion:

working on global scenarios for informed decision-making. To do so, it would be required to establish an inventory of challenges and potential solutions that could derive following a bottom-up approach: from the member states to the transnational level. This inventory should be then shared among member;

- setting up a network of independent observers to facilitate the appropriate use of AI&ED and to provide insights;
- building on existing, successful paradigms of rules and regulations from other domains such as healthcare or occupational health and safety;
- aligning co-regulation with risk-analysis and impact evaluation while involving multiple stakeholders, including technical providers.

In conclusion, the main premise in this context was that regulation is not the “enemy” of innovation, but it can instead become the instrument for shaping markets so that innovation is directed towards socially beneficial, and non-harmful, directions.

11 EFFECTIVE IMPLEMENTATION OF LEGAL INSTRUMENT & SUPPORT MECHANISMS

In this session, participants split into four group discussions to explore the effective implementation of a legal instrument and the support mechanisms required. Before the discussions, Ron SALAJ presented the policy toolbox for teaching and learning with and about AI, an initiative of the Council of Europe.

The policy toolbox was introduced as a resource to guide stakeholders in the responsible use of AI in education. This toolbox aims to assist policymakers, educational institutions, students, teachers, administrators, and actors in making informed decisions about AI integration. It focuses on fostering trust, promoting sustainable innovation, and upholding the values of human rights, democracy, and the rule of law. The framework is structured into three main domains. Governance examines the regulatory landscape, stakeholder responsibilities, and principles underpinning AI use, offering tools such as a policy and regulatory framework navigator to help navigate complex systems. Competencies address the knowledge, skills, values, and attitudes necessary for effective AI use, providing tools to support educators, learners, and public sector professionals. The education domain tackles key questions about why, when, and how AI should be used, proposing tools like an assessment readiness tool and resources for future-oriented AI planning. The policy toolbox integrates critical reflection with actionable tools, ensuring stakeholders across all levels, from national policymakers to organisations, can engage in shaping AI’s role in education responsibly.

11.1 Policy Toolbox on Teaching and Learning with and about AI

Moderators:

Ron SALAJ | Researcher, University of Turin

Ilkka TUOMI | Chief Scientist, Meaning Processing Ltd.

Veronica STEFAN | Founder of Digital Citizens Romania

Marjana PRIFTI SKENDULI | AI/ML Researcher & Assistant Professor, University of New York Tirana | Founder of AI-Albania

Barbara WASSON | Professor & Director of the Centre for The Science of Learning and Technology, University of Bergen

Gianluca MISURACA | Founding Executive Director AI4Gov, Politecnico di Milano and Universidad Politécnica de Madrid & Founder and Vice President of Inspiring Futures

Objectives

The aim of this workshop was to present the preliminary work on Policy Toolbox: background, rationale, purpose, scope, audience, and intended tools. The workshop also served as a moment to collect feedback, comments, recommendations, and best practices from workshop participants on specific Tools. Additionally, it sought out to create space for participants to propose ways forward for future collaboration within the framework of the Policy Toolbox (e.g. commitments on testing it, etc.)

Workshop structure

The workshop was structured into three main parts. It began with a welcome and introduction session that outlined the purpose of the workshop and explained the expected outcomes. Participants were introduced to three thematic working tables: Governance, Competences, and Education.

In the second part, participants engaged in discussion and feedback sessions. They were divided into three groups and rotated between the working tables, where facilitators guided discussions. At each table, participants were introduced to the relevant domain and tools, provided general feedback on missing elements, and shared examples or tools from their national contexts.

The workshop concluded with a summary of the discussions from each table, an outline of next steps for the Policy Toolbox, and an invitation for participants to stay in touch for future feedback and testing. The session ended with final remarks and a closing.

Workshop outcomes

Working table: Governance

The outcomes from the working table on “Governance” highlighted various aspects of AI governance in education and its integration into broader frameworks. Participants discussed the importance of national and regional resources, such as Catalonia's government platform (link) for teachers, which provides tools, training, and bibliographies at the school level. The need to ensure ethical and informed AI use was emphasised, particularly in relation to training for educators and establishing voluntary guardrails, as seen in Australia's Federal framework for generative AI.

The discussions also explored surveillance and governance dynamics, addressing the balance between public oversight, government responsibility, and the role of private providers. Ethical considerations, especially in areas such as clustering students based on AI-determined patterns, were highlighted as critical to shaping future governance frameworks. Initiatives from France, like GAR (Gestionnaire d'Accès aux Ressources - link) under the Ministry of Education, were cited for their focus on deploying resources efficiently and safeguarding students' rights. Stakeholders discussed safeguarding policies, emphasising their importance when introducing AI tools to students. High-level frameworks like UNESCO's were recognised for their contributions to setting global standards, and templates for evaluating consequences of readiness tools were suggested to improve accountability. Methods to translate regulations for diverse stakeholder groups were also considered essential, particularly in maintaining the integrity of education systems. Examples of AI's integration into governance included Lithuania's guidelines for ethical AI use in higher education and pilot programmes to integrate EdTech into schools. Croatia and Slovenia were noted for involving teachers in technology

programmes (Fly Digital Technology programme at CARNET in Croatia), while Germany was mentioned for establishing infrastructure approval processes for digital media and implementing quality assurance measures.

The rapid pace of technological development and its implications for policymaking were underscored, with a focus on fostering public trust through citizen input and transparency. Independent research, like the one from Fairbridges Wetheim Becker (for example, see: link), highlighted the importance of aligning governance strategies with community needs and international frameworks. Overall, the table underscored the importance of multi-stakeholder collaboration, ethical oversight, and clear frameworks to ensure AI's responsible use in governance and education.

Working table: Competences

The outcomes from the working table on "Competences" focused on the need to address competency gaps and strengthen educational frameworks, particularly in the context of AI and literacy. Participants emphasised the value of national mappings, such as those by OECD, to understand current competency levels and identify gaps. The discussions highlighted the public sector's limitations in negotiating and understanding programmes and risks, underscoring the importance of building competencies for informed decision-making. The pedagogical value of tools and frameworks was stressed, including the necessity for frameworks to focus on continuous professional development (CPD) as part of a lifelong learning process. Examples like the MOOC AI4T (INRIA) demonstrated how tools could inspire decision-makers and schools, particularly in advancing AI literacy, which remains underrepresented in many educational frameworks. Resources like PIX (France) for formative assessments and programmes such as ICT-Rev were identified as effective strategies to supplement summative assessments.

Participants discussed the involvement of other stakeholders, particularly school administrators and IT teams, who often select tools without sufficient time or training to ensure alignment with educational needs and values. Multi-stakeholder collaboration was seen as essential for developing decision-making competencies, especially as technologies evolve rapidly. Programmes like Germany's Media Box and South Africa's framework for training parents through schools highlighted the importance of broad stakeholder engagement. International examples showcased diverse approaches to competency building. Australia's ACARA AI initiative, European Schoolnet's MOOCs, and Lithuania's Transform for Europe Alliance demonstrated innovative models for educators' training and framework integration. Stakeholders also emphasised the importance of gap analyses to ensure frameworks empower students to exercise their rights, maintain human oversight, and support the ethical application of AI.

Finally, resources for school leaders, such as the European e-Competence Framework (e-CF) and initiatives like Gutes Aufwachsen mit Medien in Germany, were recognised as valuable in promoting digital opportunities and fostering competency development across educational ecosystems.

Working table: Education

The working table on "Education" explored two main tools that addressed different temporal perspectives regarding AI^ED. The first tool, Casual Layered Analysis (CLA), was focused on futures thinking in AI&ED, which fostered discussions about how education systems might evolve to integrate AI ethically and effectively. Participants also emphasised the need for more detailed research into how AI and society can coalesce to address future educational needs. The second tool, the Assessment Readiness Tool for AI in Education (ARTAIED), concentrated on the present, aiming to assess the readiness of schools to integrate AI. It tackled the question: *Are schools ready to open their doors to AI?* Participants recognised that while some education systems show potential, many schools are not yet fully prepared to adopt AI due to gaps in infrastructure, teacher training, and resource availability.

Discussions also touched on the pedagogical and administrative implications of introducing AI into education. Participants noted that a model for developing AI literacy across all levels of education is essential, with a focus on lifelong learning and adaptability. Concerns about different approaches of education systems, schools' autonomy and variety of decision-making mechanisms in schools were raised, making it challenging to come up with tools that respond to all contexts. Additionally, participants also reflected about the need to involve other types of education, such as: informal and non-formal.

Participants also shared several examples, including the LSE's Code of Practice for EdTech (link) and the Flemish Department of Education and Training, which published a vision paper on responsible AI in education (link), that was later translated into an action plan, among other examples.

11.2 AI literacy | Higher education and recognition of qualifications perspective

Moderators

Chiara FINOCCHIETTI | Director, CIMEA

Giselle HELEG | AI expert, CIMEA

Serena SPITALIERI | Head of Credential Information & Evaluation Service, CIMEA

Objective

The purpose of this workshop was to contribute to the advancement of AI literacy in higher education, particularly in the context of the recognition of qualifications. Through collaborative discussions with a diverse group of stakeholders, the aim was to identify key challenges in AI literacy and explore strategic actions to address these issues. The recommendations generated are aligned with the ongoing efforts of the Council of Europe to shape future initiatives and policies on AI and education.

Workshop structure

The workshop was designed with various interactive and reflective activities, which encouraged active participation and collective problem-solving. The participants worked together through group discussions and short plenary sessions, exploring different dimensions of AI literacy.

Activity 1. Defining AI Literacy

The workshop began with a collaborative activity using Mentimeter, where participants responded to the open-ended question: How would you define AI Literacy? This tool allowed for real-time engagement, fostering a shared understanding of the term and revealed the diverse perspectives surrounding it.

- Several key themes emerged from this activity:
- Understanding AI and explore how it operates
- Ethical and responsible use of AI.
- Critical thinking and awareness about the use of AI systems in education.

Activity 2. Identifying core aspects of AI Literacy

Following this initial definition exercise, participants were asked to provide three keywords that, in their opinion, best define AI literacy. This was done using Mentimeter's word cloud feature, which visually represented the most frequently mentioned terms: **Awareness; Critical thinking; Access and equity**; **Trust and transparency**; **Responsibility**

Problematising AI Literacy

Building upon the ideas generated through the Mentimeter activity, the workshop transitioned into a deeper examination of the concept of AI literacy. These reflections led to the formulation of five foundational pillars for AI literacy, which serve as guiding principles for future initiatives:

- **Human and technological dimension**: AI literacy should encompass both technical knowledge and the ability to critically assess AI's broader societal impact, including ethical and human rights considerations.

Prompting question: How can we ensure that technological and human dimensions are effectively integrated into educational practices?

- **Human rights, democracy, and the rule of law:** AI literacy should empower individuals to make independent, critical judgments about AI while enforcing fundamental rights.

Prompting question: How can we create AI literacy initiatives that effectively integrate democratic values and human rights into the understanding of AI?

- **Equitable and inclusive access to quality education:** AI literacy initiatives should address existing inequalities, ensuring that access to AI education is not limited to privileged groups.

Prompting question: How can we prevent AI literacy from exacerbating the digital divide?

- **Continuous learning and adaptation:** AI literacy must foster a mindset of ongoing learning and adaptation to keep pace with technological advancements.

Prompting question: How can we ensure that AI literacy remains relevant in the face of constant innovation?

- **Accountability, responsibility, and transparency:** Clear guidelines must be established for accountability in the development and use of AI, ensuring that educators and learners can act responsibly.

Prompting question: Are our current AI literacy policies sufficient to provide the depth of knowledge required for individuals to act upon their rights and obligations?

Activity 3. Group discussions

The workshop continued with two group discussion sessions where participants answered open-ended questions using Mentimeter.

Prompting question 1. Which aspects of AI literacy in higher education require the most critical or strategic attention?

Training and capacity building: Participants identified a critical need for ongoing training in how to work with AI, both for students and educators. This includes not only technical skills, such as programming, coding, and the use of AI tools, but also a broader understanding of how to effectively and ethically implement AI in higher education. The lack of sufficient knowledge in these areas among educators was highlighted, as many struggle to critically engage with AI technologies or incorporate them into their teaching. Training on how to filter AI content, improve prompting skills, and build trust in AI systems were suggested as key points to overcome these gaps.

Ethical use of AI: A recurring concern was the ethical implications of AI use in education. Participants emphasised the need for AI literacy programmes to address ethical standards, particularly in relation to algorithmic bias, the ethical use of AI in decision-making, and the potential overreliance on AI systems. There is a strong call for educators and students to understand where AI use might conflict with core educational values, such as integrity and originality, especially when it comes to plagiarism and intellectual property issues.

Regulatory frameworks: The lack of clear regulatory guidelines for AI use in higher education was seen as a significant challenge. Participants advocated for stronger regulations that guide how AI tools are implemented, ensuring transparency and ethical standards. This includes addressing overregulation concerns, as well as the need for centralised guidelines that balance academic autonomy with standardised practices. Additionally, participants called for more defined policies regarding the integration of AI in assessments and examinations, particularly concerning how AI use might affect fairness and learning outcomes.

The role of AI in higher education and learning: Several participants pointed out the need to critically evaluate how AI is integrated into higher education. Concerns were raised about the role AI plays in filtering content and automating educational processes, and how these might overshadow critical thinking and the development of essential skills. There were also discussions about the potential for AI to create isolation, as it omits the social interactions that are fundamental to education. As such, finding a balance between leveraging AI's capabilities and maintaining essential human elements in learning is crucial.

Fear and trust in AI: Trust was frequently mentioned as a major barrier to the effective adoption of AI in education. Many participants highlighted a widespread fear of using AI, either due to misunderstandings of how AI works or concerns over its potential risks. AI literacy programmes must work to overcome these fears by building trust through transparent practices, educating users on AI's limitations, and emphasising its ethical use.

Academic integrity and plagiarism: A major issue discussed was the intersection of AI and plagiarism. Participants raised concerns about where the use of AI in producing work ends and plagiarism begins. This gains significance in higher education, where academic integrity is paramount. There were calls for clearer guidelines on the acceptable use of AI tools in the academic sphere, as well as strategies to help students understand the boundaries between AI assistance and plagiarism.

Funding and resources for AI research and education: Participants also mentioned the need for increased funding to support AI research and education in higher education institutions. Adequate resources are essential for developing robust AI literacy programmes that can keep pace with technological advances and ensure equitable access for all students, regardless of socio-economic background.

Prompting question 2. What actions could help overcome the identified critical issues in AI literacy in higher education?

Regulatory frameworks and governance. Participants emphasised the need for clear and structured regulatory frameworks to ensure responsible AI use in higher education. Various actions were suggested to address this:

- Establish regulatory guidelines that provide a strong foundation for the ethical application of AI.

- Implement strict regulations for educational technology companies to prevent unethical practices.
- Develop soft regulations targeted at users, such as teachers, students, and parents, to ensure safe and informed usage of AI tools.
- Balance regulation with autonomy, ensuring that institutions retain the freedom to innovate while adhering to ethical guidelines.

2. Capacity building and training. Building the skills of educators and students was considered a crucial step. Participants suggested the following actions:

- Invest in capacity building for academic and higher education staff to strengthen their understanding and engagement with AI technologies.
- Provide continuous training for both academic and administrative staff to ensure they are equipped to integrate AI effectively in educational settings.
- Include students' participation in the process, fostering a learning environment where learners can actively engage in AI literacy programmes.

3. Ethical and responsible use of AI. Ethical considerations were a recurring theme, with participants calling for actions to ensure the responsible deployment of AI in education. Key actions included:

- Promote the responsible use of funding to support ethical AI projects in higher education.
- Integrate an ethics dimension into all AI literacy initiatives, ensuring that ethical concerns are addressed at every stage of AI implementation.
- Encourage the use of open-source AI technologies to ensure transparency, accessibility, and fairness in AI education tools.

4. Recognition of qualifications. Strengthening the systems for recognising AI-related qualifications was identified as a strategic action. Participants highlighted:

- The need for the recognition of qualifications across borders to facilitate international collaboration and mobility.
- Constant revision to ensure that qualifications reflect the evolving nature of AI literacy.

5. Inclusion and stakeholders' engagement. Ensuring the inclusion of a broad range of stakeholders in AI literacy was emphasised as a critical step toward building a comprehensive and relevant approach. Actions proposed include:

- Encourage students' inclusion in the development and application of AI literacy programmes to ensure their perspectives and needs are considered.
- Ensure stakeholder engagement at every level—governments, academia, civil society, and the private sector—to promote diverse viewpoints in the creation of AI literacy policies.

Conclusion and recommendations

The AI literacy workshop gathered a diverse range of perspectives and produced several actionable recommendations. The discussions highlighted the importance of not only understanding *how to work with AI*, but also *knowing how AI works*. Finally, the discussions underscored the need for AI literacy to be inclusive, adaptable, and grounded in ethical principles.

11.3 European reference framework for the evaluation of educational technologies

Moderators

Beth HAVINGA | Managing Director, Connect EdTech

Lidija KRALJ | Education Analyst, EduConLK

The objective of this workshop was threefold: (a) to present the work carried out by the workgroup focusing on the background, rationale, purpose, and intention of a review system for AIED technologies; (b) to collect comments, feedback, and recommendations from workshop participants regarding challenges, opportunities and existing gaps; and (c) to create a space for participants to share from their own realities and experiences, as well as propose and inform ways forward for a review system from their perspectives.

The workshop was attended by approximately 20 participants who were split into two groups. The discussion was organised using a world-café format with two working tables, where each working table was supported by two facilitators. The participants' groups visited each table for 20 minutes and were guided by the WTs' facilitators to provide specific feedback. During the discussions, the European EdTech Alliance team took notes of participants' input.

Working Tables Discussions

Working Table 1: Possible key areas of evaluation

In the feasibility study, we explore different ways of the council contributing to existing and developing evaluation and review mechanisms. As a next step, we will be discussing and validating key areas that need to be addressed by a review system. Key areas to explore include legal and regulatory compliance, data privacy, security, bias, fairness, pedagogical alignment and effectiveness, and the impact on classroom ecosystems and relationships. Safe integration with existing educational technologies, ethical considerations, and transparent AI processes are also essential. It will be important to discuss what these could look like from different stakeholder perspectives.

Questions for Working Table 1**:**

- Is there an AIEdtech evaluation framework in your country?
- Which should be the areas of evaluation for AI/Edtech systems so as to safeguard the CoE values and the ethical, pedagogical, legal, social, technical compliance of AI Edtech systems among others?
- What criteria do you think an AI/Edtech system should meet?
- What would make an AI/Edtech system trustworthy according to you?
- What are the key local legal and regulatory frameworks in your country that need to be considered for the review system?

Participants' Input

- Participants agreed on the need of robust evidence and, in particular, evidence that AIED technologies promote expanding social agency and learning while supporting effective pedagogy.
- There is a need for inventories that report on practical examples and use-cases, especially focusing on implications. Such inventories can be used to establish markers for practical evaluation of AIED systems and, also, to support the process of creating informative documentation that can also be used for comparing different AI systems. Participants pointed out that "blackboxes" practically signify lack of documentation and reporting.
- Regarding the process of creating design principles and evaluation criteria, participants agreed that it should involve multiple stakeholders and to take into account different types of beneficiaries. At the same time, the following challenges were highlighted that may impede such processes: (a) the lack of preparedness of the education sector; (b) potentially competing interests; and (c) the frequent lack of synergies between active bodies and working groups on national and transnational levels that could assume action.
- The need for testing environments was established during the discussion. However, the participants stated that there are other factors that may hinder testing of AIED systems, such as that different perspectives require different criteria, or that testing is costly and cannot be applied frequently. To address these challenges, testing should be generic and agile. As potential solutions, the participants considered checklists that provide guidance on how to use such systems (following the example of ISO standards) or smart pilot projects that aim to summarise best practices.
- Regarding factors that may affect the trustworthiness of AI/EdTech systems and therefore should be taken into account when reviewing, the participants listed the following: how was AI built? Who participated in its development and implementation process? Is this tech being recycled or new? Is there another way that we can achieve the same results (without the use of this technology)? Is this technology and application adaptable and negotiable?
- Regarding key local legal and regulatory frameworks and testing procedures, participants mentioned EduCheck digital (DE, https://fwu.de/projekte/educheck-digital/), ICEIE(https://eduevidence.org/), and the EU commission stakeholder group on digital education content.
- Finally, participants pointed out that a review system should be forward-looking since the focus should be on regulating for the future.

Working Table 2: Potential for supporting guidelines

As part of the work exploring the feasibility of a reference framework for the review of education technologies, the Council of Europe intends to design guidelines, which include basic principles for the development and implementation of any local / national review system (e.g. how to get started, how to develop and implement, key components to include when we are developing our own, local review systems etc.). This working table will assess what support methods could make the most sense to different stakeholders and what they could contain.

Questions for Working Table 2:

- What are the fundamental aspects that a review system for AIED technologies should incorporate?
- Who are the key stakeholders that should be involved in designing such a review system and how?

- Who (organisation, legal entity etc) should be responsible for overseeing, contributing and ensuring the effectiveness and appropriateness of a review system?
- What mechanisms could be incorporated that a review system maintains its relevance over time and in relation to the fast-paced technological advancements?
- What kind of support do they expect from the Council of Europe - that could guide our future actions?

Participants' Input

- Participants pointed out the need to clearly define what we are trying to assess and who do AIED systems serve. To that end, the need for proof that AIED systems' purpose is more than fun, and it aims on improving learning based on pedagogical principles is evident.
- It is imperative to decide which use/service/aim of AI we want to prioritise and use that as foundation for the reference framework. This suggests that there should be a clear distinction between use cases, services and aims that will expand towards the target audience (stakeholders) and the levels of responsibility of each. As such, the reference framework should consist of multiple layers that address multiple objectives (different descriptions for different stakeholders; what Minister of Education must do, what schools have to do and so on).
- Stakeholders should be involved in the process of the reference framework design while ensuring that there is enough time to foster meaningful discussions and reflections.
- It is important to filter information from EdTech that extends beyond hype or marketing purposes but instead provide solid evidence of the effectiveness of AI systems regarding learning.
- The reference framework should be forward-looking in order to stand the test of time but also be useful over time as AI will keep innovating.
- There is the need for collecting and communicating real examples in order to establish well-grounded solutions informed from existing practices.
- When reviewing AIED systems, pedagogy and learning should be the main evaluation pillars in combinations with well-being, safety and integrity.
- The process of evaluation or assessment of the AI system must be understandable to the target audience; explain why some steps and assessment is needed (why we are doing it) – so users know which questions to ask developers and why.
- Participants envision that the Council of Europe can play an important role as a reference point: stakeholders could point to the Council of Europe reference framework for international guidelines recommendation.

10.4. AI Literacy | Critical Thinking

Moderators:

Wayne HOLMES | Professor, University College London, Institute of Education, Knowledge Lab | UK

Christian M. STRACKE | Coordinator for Cloud Strategy and AI&ED Research | University of Bonn

The fourth workshop, on **AI Literacy**, discussed the needs of AI competences and their potential basis and outlines. The mandate from Resolution 3 (approved in September 2023) was taken as the starting point. The 26th Council of Europe Standing Conference of Ministers of Education agreed that the Council of Europe should develop "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." For shorthand, we refer to this as 'AI Literacy'.

During the workshop, participants were divided into seven groups. They were asked to answer five key questions. Each question was introduced, and the groups were given five minutes to discuss and collect their answers on worksheets. They then reported back to the whole group one of their answers, which was discussed by the plenary, and their additional answers were collected. Here, we summarise the results for each of the five questions.

Question 1: What examples of related work from elsewhere should be considered (e.g., The EU's DigComp 2.2)?

The collected and clustered answers:

- Guidelines from international organisations (such as EU DigComp including DigCom.Edu and DigComp.Org, UNESCO AI competency frameworks for students and teachers, OECD Model of Co-Agency
- International studies (such as ICILS study with 9 items related to AI)
- International guidelines projects (such as AI Open Manual for Teachers, AI4Teachers project)
- National Guidelines (e.g., from Italy, Germany, Spain, France such as Carnet d'hypothese from France, Costruire il Futuro: L'IA Entità a Scuola, Atlante Lavoro e Qualificazioni, INAPP from Italy)
- Practical AI tools (such as DigComp SELFIE tool for digital self-evaluation of teachers, Checkin Tool for Higher Education, ProTeacher as training tool for teachers to analyse their work, AI Handout for Teachers with FAQ list and practical recommendations developed by the German Network Ethical Use of AI)
- AI self-learning courses (such as ElementsofAI from Helsinki, Finland)

Question 2: AI Literacy should be considered separately to existing Digital Literacy? Arguments for and against.

The answers were divided, with some groups agreeing (giving arguments such as: "It should be something different due to automatisation, and AI literacy should be part of digital literacy as evolving concept" and "AI is more than a tool and AI Literacy") and some groups disagreeing (giving arguments such as: "AI Literacy is an extension of digital literacy" and "Digital literacy is the foundation and AI literacy sits in as sub-set"). However, following the plenary discussion, there was broad consensus among all the participants that AI is a unique digital tool (due to its unique human-like appearance) such that we need to develop specific AI literacy competences, which would need to include digital competences. The relation between AI literacy and digital literacy remained an open question to be tackled soon.

Question 3: In what form should AI Literacy be presented to teachers, students and policymakers (e.g., as a set of competenc(i)es and/or skills, or as a framework, or…)?

First, participants stated that the form in which AI literacy is presented should be adapted according to the audience (e.g., by cultural background, status of teacher [power or disempowered], teacher level, or subject expertise). The preferred form would be an adapted toolbox to trigger critical thinking and to support AI literacy (learning what AI is, how it works, and its potential impact on humans), and it should comprise a hierarchical framework with levels and categories. It could be presented in the form of a digital tool that includes definitions, implications, and links among additional content.

The majority of the collected answers addressed AI literacy for teachers with many diverse aspects (its closeness to their daily work, applied scenarios and use cases directly linked to the teachers' work). These should be a part of every andragogical, practical and continuous teacher training, not only as content to be considered but also strategically (classroom/classroom, school/school, region/region). It should include learning rights about

data protection, human rights of learning, teacher mindsets ("teachers need to step out of their comfort zone and not feel they need to be the 'expert'"), and teachers as facilitators.

Mainly due to time constraints, there were only a few answers for the other target groups (for students: list of suggestions about learning materials and for policymakers: guidelines).

Finally, it was suggested that AI literacy should be integrated in the students' and teachers' curricula.

Question 4: What topics should the human dimension of AI Literacy include (e.g., its impact on child rights)**?**

The collected and clustered answers were related:

- Basics of AI literacy: e.g., What does it mean to be human (consciousness)?, agency (every decision by AI should have a human oversight), privacy and sense of democracy, the development of human characteristics, impact on human ingenuity, life and learning, fundamental rights (e.g., identity), critical thinking, Importance of well beings, ethics and ethical use, privacy, sense of belonging/community, democratic space of school, Method has to take into account the notions of effort and critical thinking
- AI characteristics: e.g., Who is in control of AI? Agency? Trust? Accountability. Transparency. Bias. Statistics and probability, Determinism.
- Pedagogical AI use: e.g., responsible use of AI, explainability / transparency, pedagogical decisions for assessment, decision-making processes, AI affects on learning processes, assessment, diversity of experience, meaning-making processes, "what you prompt is what you get", creativity, reflection, stimulation methods of reflecting on what you learn with AI, and how to teach about AI in different subjects.
- AI impacts: e.g., deepfakes and misuse, identity theft, sustainable development goals connected to AI, well-being, impacts of AI on life, ecology and sustainability, risks to situational freedoms, action, reflection.
- Stakeholder involvement: e.g., involving parents and informing them about AI, involving learners in creating rules about usage of AI.

Question 5: What else needs to be considered?

There were few additional contributions as the majority pointed out that main points were addressed. The collected answers of remaining additional aspects were:

- Cognitive biases of AI
- Impacts on mental health
- Emotions (also for mental health)

1. WHAT COMES NEXT?

11.1 What is still missing? | Beth HAVINGA

The conference on regulating AI in education illuminated several critical gaps that need to be addressed to ensure effective policymaking. Participants highlighted the absence of comprehensive data on EdTech spending, including the use of freeware and tools, which limits informed decision-making. Concerns were raised about the binding nature of legal instruments within the European frameworks and their alignment with national regulations. The discussions also pointed to insufficient focus on human rights, democracy, intellectual property, and children's image rights, which remain underexplored in current regulatory efforts. Furthermore, the rapid evolution of AI technologies calls for proactive regulatory frameworks capable of addressing safety concerns and future use cases rather than reacting to existing conditions. Lastly, participants emphasised the need to involve children in the policymaking process, ensuring their voices are considered in shaping the future of AI in education. These gaps

highlight the urgency of adopting a more holistic, forward-thinking, and inclusive approach to regulating AI in education.

11.2 Continued Engagement | Michelle DUQUETTE

The conference highlighted the value of ongoing collaboration and structured input, with participants contributing ideas that will inform reports, recommendations, and actions leading up to the next working group meeting in the coming year. Key tools such as the Miro board will be refined and incorporated into the broader policy making process, serving as a foundation for continued development and stakeholder engagement. Participants emphasised the importance of raising awareness about the rights of children in education, recognising this as both a soft measure for public education and a potential hard law obligation for states. The success of the conference's diverse formats, including interactive tools and methodologies, demonstrated the potential for future multistakeholder dialogues. Overall, by focusing on awareness, inclusivity, and actionable frameworks, the conference laid a strong foundation for sustained engagement, ensuring that AI regulations in education are informed by comprehensive, multidisciplinary, and future-focused input.

11.3 Closing remarks & Next steps | Villano QIRIAZI

The Head of the Education Department highlighted the conference's progress in pinpointing critical areas for AI in education, noting a strong consensus for regulating AI in education among participants and emphasising the importance of including diverse perspectives, particularly student voices, to achieve a comprehensive view. Immediate priorities include collaborating with AI experts starting from March 2025 to develop a conceptual framework for a legal instrument on AI in education. This framework will be presented to CDEDU for input before moving into the drafting phase, with the aim to make substantial progress by the next conference.

Further steps involve engaging focus groups with resources like the policy toolbox and reference framework, alongside specific initiatives in qualifications for higher education. Plans also include creating a series of concise guiding notes on the conference's key topics. The goal is to complete the AI recommendation by the end of 2025, with each European-level instrument designed to enhance communication and cooperation among member states. Lastly, the Head of the Education Department invited participants to the 3rd Working Conference, scheduled for **1 and 2 of October 2025**, to discuss and review the progress achieved.

APPENDIX I – PROGRAMME

Day 1 – Thursday, 24 October 2024		
Time	**Title | Speaker**	**Room**
8.30 – 9.00	**Registration**	
9.00 - 9.25	**Welcome | Keynote | Review | 2024 Conference Outcomes**	**1**
9.00 – 9.05	**Welcome Remarks** **Ahmet-Murat KILIC** | Head of the Digital Transformation Unit, Council of Europe	
9.05 – 9.25	**Keynote "Council of Europe's Mission in Education"** **Villano QIRIAZI** | Head of the Education Department, Council of Europe	
9.25 – 9.40	**What has been done so far?** **Beth HAVINGA** | Connect EdTech, Managing Director	
9.40 – 9.50	**2024 Conference Outcomes** **Michelle DUQUETTE** | Community Strategist, European EdTech Alliance	
9.50 – 10.40	**Contextualising AI in Education | Presentation | Context Keynotes**	**1**
9.50 – 10.00	**Overview of Preparatory Study for Legal Instrument Regulating AIED** **Wayne HOLMES** | Professor, University College London, Institute of Education, Knowledge Lab | UK	
10.00 – 10.10	**Supporting Schools with a National AI Strategy, AI Guidelines and AI Pilot Studies in Luxembourg** **Daniela HAU** | Head of Innovation, SCRIPT / Ministry of Education | Luxembourg	
10.10 – 10.20	**The use of Artificial Intelligence in the daily work of elementary school teachers- advantages and concerns** **Helena VALEČIĆ** | Teacher, Teacher advisor, EU Project Manager | Croatia	
10.20 – 10.30	**The impact of AI in Education | An education trade union perspective** **Martina DI RIDOLFO** | Education International - European Region (ETUCE) | Belgium	
10.30 – 10.40	**Presenting a vision paper on responsible AI in Flemish education** **Katrien ALEN** | Knowledge Centre for Quality Digital Education, Flemish Department of Education and Training | Belgium	
10.40 – 11.00	**Coffee break | Hopes and Fears – Post-It activity**	
11.00 – 13.00	**AI Systems in Education: Discussing Benefits & Clarifying Challenges**	**1**
11.00 – 11.10	**Context Keynote: Beyond "Generic" AI Issues - Impact on Children & Education Settings** **Jen PERSSON** | Director, Digital Defend Me	
11.10 – 11.20	**Introducing the Clarifying Challenges Format** **Michelle DUQUETTE** | Community Strategist, European EdTech Alliance	

– Thursday, 24 October 2024 (cont'd)			
Time	**Title**	**Group facilitators**	**Room**
11.20 – 12.15	**Clarifying Challenges Group Discussions**		
Groups | Themes | Content	**Group 1: Pedagogy** What methods and infrastructure are needed for best pedagogical impact using AI in the classroom?	**Lidija KRALJ** | Education Analyst, EduConLK **Christian M. STRACKE** | Coordinator for Cloud Strategy and AI&ED Research | University of Bonn	2
	Group 2: Inclusion What are the positive and negative implications of AI in Education (AIED)—including tools for classroom settings and administrative processes—for the inclusion of children with protected characteristics (e.g., disabilities, race, gender, socioeconomic status, minority languages, religion or belief, membership of a national minority)?	**Ron SALAJ** | Researcher, University of Turin **Marjana PRIFTI SKENDULI** | AI/ML Researcher & Assistant Professor @ UNYT | Founder of AI-Albania	3
	Group 3: Collaboration Changes in relationships, agency, authority between institutions, parents, children, educators. Are these changes wanted? Mitigation needed?	**Ilkka TUOMI** | Chief Scientist, Meaning Processing Ltd. **Xenia ZIOUVELOU |** Associate Researcher, National Centre for Scientific Research 'Demokritos', Head of AI Politeia Lab	6
	Group 4: Prevention What mechanisms for remedy/redress are needed to remove harms, biases and opacity in automated decisions?	**Barbara WASSON |** Professor & Director of the Centre for The Science of Learning and Technology, University of Bergen **Wayne HOLMES |** Professor, University College London, Institute of Education, Knowledge Lab	7
	Group 5: Sustainability The aims of education include the development of respect for the natural environment. Considering the implications of AI for the global climate, labour markets, and resources, and the case Verein KlimaSeniorinnen Schweiz and Others v. Switzerland, how can member states address this responsibility?	**Jen PERSSON |** Director, Digital Defend Me **Veronica STEFAN |** Founder of Digital Citizens Romania	1
12.15 – 13.00	**Reporting to the plenary and Q&A**	Group rapporteurs	1
13.00 – 14.15	**Lunch break**		

Day 1 – Thursday, 24 October 2024 (cont'd)		
Time	**Title | Speaker**	**Room**
14.15 - 15.45	**Safeguarding Users of AI in Education | Plurality of Perspectives**	**1**
14.15 - 14.25	**Unique Cases of Children & Education - Key Areas for Regulation of AI in Education and Related Challenges** **Christian M. STRACKE** | Coordinator for Cloud Strategy and AI&ED Research | University of Bonn	
14.25 – 14.30	**Introducing Perspective Statements & Engagement** **Beth HAVINGA** | Managing Director, Connect EdTech	
14.30 – 14.35	**Tanja REINLEIN** | Head of the Department "Vocational Education, Teaching and Learning in the Digital World, Prevention and Integration, International Affairs", Ministry of Schools and Education of the state of North Rhine-Westphalia | Germany	
14.35 – 14.40	**Adam LIWAK |** Officer, Malta Further and Higher Education Authority | Malta	
14.40 – 14.45	**Nick NICHOLAS |** Australia Education Services (pre-recorded) | Australia	
14.45 – 15.00	**Engagement Summary / Q&A Part 1**	
15.00 – 15.05	**Lauren PRAY |** Executive Committee Member, European Student Union	
15.05 – 15.10	**Isidora PETKOVIC |** Youth Initiative for Human Rights | Serbia	
15.10 – 15.15	**Jola KEPI |** Centre for School Leadership for Principals| Albania	
15.15 – 15.40	**Engagement Summary / Q&A Part 2**	
15.40 – 16.00	**Coffee Break**	
16.00 – 17.00	**Identifying Appropriate Components of Regulation of AI in Education**	**1**
16.00 – 16.10	**New Legal Instrument: Why Needed, Why Now?** **Barbara WASSON** | Director of the Centre for The Science of Learning and Technology, University of Bergen	
16.10 – 16.20	**Why is AI Regulation Needed?** **Chiara FINOCCHIETTI** | Director, CIMEA	
16.20 – 16.30	**Perspectives on Possible Legal Scope: Spotlight on Slovenia** **Borut STOJILKOVIĆ** | Under Secretary - Policy Adviser | Ministry of Higher Education, Science and Innovation | Slovenia	
16.30 – 16.40	**Norway's Approach to the Regulation of AI in the Education Sector** **Lars SOLLESNES** | Senior Advisor, Education Ministry of Norway | Norway	
16.40 – 16.50	**Towards Embedding Responsible AI and Child Rights in Education: Co-Creation with Young People to Identify Priorities in AI Regulation** **Ayça ATABEY** | Post-doctoral researcher at University of Edinburgh and consultant at Digital Futures for Children centre, London School of Economics and Political Science (LSE)	
16.50 – 17.15	**Reflections & Call to Thought before Day 2** **Beth HAVINGA |** Managing Director, Connect EdTech	
17.15 – 18.30	**Networking Drinks – Courtesy of the Council of Europe**	
18.30	**End of Day 1**	

Day 2 – Friday, 25 October 2024		
Time	**Title | Speaker**	**Room**
8.30 – 9.00	**Coffee & Networking**	
9.00 - 9.20	**Day 1 Review | Day 2 Outcomes**	**1**
9.00 – 9.10	**Day 1 Recap – Outstanding Questions** **Beth HAVINGA** | Managing Director, Connect EdTech	
9.10 – 9.20	**Defining Outcomes for Day 2** **Ahmet-Murat KILIC** | Head of the Digital Transformation Unit, Council of Europe	
9.20 – 9.30	**Keynote "A Critical Perspective of AI, Democracy and Education"** **Matjaž GRUDEN** | Director for Democracy, Council of Europe	
9.30 – 9.45	**Family Picture | Networking Activity**	
9.45 – 10.45	**Why is AI Regulation Needed? | Context Keynotes**	**1**
9.45 – 9.55	**Artificial Intelligence Regulation: A Special Case for Education** **Julija KALPOKIENĖ** | Practising Lawyer & Lecturer and Researcher, Advokatės Julijos Kalpokienės kontora (Law Firm) & Vytautas Magnus University **Malgorzata CYNDECKA** | Associate Professor University of Bergen	
9.55 - 10.05	**What and Where We Need to Regulate AI in Education** **Andrea TOGNONI** | Head of EU, 5Rights Foundation | Belgium	
10.05 – 10.15	**Regulation of AI in Education: Challenges from the CNIL's Perspective** **Elodie WEIL |** CNIL Privacy Counsel - Department of Governmental Affairs | France	
10.15 – 10.20	**Overview of Existing AI Challenges and Regulations** **Kristina ISHMAEL,** Former Deputy Director at Department of Education Office of Ed Tech (pre-recorded) | United States	
10.20 – 10.30	**Regulation Steering AI in Education** **Eva NAVE |** Legal & Policy Adviser to the Cabinet of the Secretary of State for Science (SEC), Ministry of Education, Science and Innovation (MECI) | Portugal	
10.30 – 10.40	**Integrating Student and Teacher Perspectives in AI Policy for Education** **Estelle CIESLA** | Research Assistant, Stanford University | France	
10.40 -10.45	**Q&A**	
10.45 – 11.05	**Coffee Break**	
11.05 – 13.00	**Elements of Legal Instrument: Clarifying Challenges**	**1**
11.05 – 11.15	**Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law** **Vadim PAK & Louise RIONDEL** | Co-secretaries to the CAI, Council of Europe	
11.15 – 11.25	**Reminder of the Clarifying Challenges Format** **Michelle DUQUETTE** | Community Strategist, European EdTech Alliance	

Day 2 – Friday, 25 October 2024 (cont'd)			
Time	**Title**	**Group facilitators**	**Room**
11.30 – 12.15	**Clarifying Challenges Group Discussions**		
Groups | Themes | Content	**Group 1: Ensuring Equitable and Inclusive Quality Education while Addressing the Digital Divide** How to ensure that the proposed legal instrument can contribute the measures to reduce the digital divide and promote access to equitable and inclusive quality education?	**Dora KATSAMORI |** Associate Researcher, National Centre for Scientific Research 'Demokritos' **Alex KAISERLIS** | Artificial Intelligence and Machine Learning researcher & educator, Instudies	2
	Group 2: Protecting Human Rights of Children in AI in Education Should needs and risk be assessed for each individual in a single classroom, year group or school, or should educators treat children as a homogenous group?	**Jen PERSSON |** Director, Digital Defend Me **Malgorzata CYNDECKA |** Associate Professor University of Bergen	3
	Group 3: Roles of Stakeholders in Implementing & Operationalising Legal Instrument What will be the role of all stakeholders (learners, parents, educators, school leadership, and industry) in ensuring the effective implementation of the proposed legal instrument and how should this be operationalised over what time period?	**Gianluca MISURACA |** Executive Director Ai4gov_eu & Founder of Technology Diplomacy **Julija KALPOKIENĖ |** Practising Lawyer & Lecturer and Researcher, Advokatės Julijos Kalpokienės kontora (Law Firm) & Vytautas Magnus University	7
	Group 4: Opportunities & Challenges in Harmonising Approaches to Regulating AIED Across Member States Given the diversity of educational systems across Council of Europe member states, what opportunities and challenges will there be when harmonising the approach to regulate the use of AI-enabled technologies in education?	**Ilkka TUOMI |** Chief Scientist, Meaning Processing Ltd. **Irene CHOUNTA |** Professor of Computer Science, University of Duisburg-Essen	6
12.15 – 13.00	**Reporting to the plenary and Q&A**	Group rapporteurs	1
13.00 – 14.15	**Lunch Break**		

Day 2 – Friday, 25 October 2024 (cont'd)			
Time	**Title**	**Group facilitators**	**Room**
14.15 – 15.35	**Effective Implementation of Legal Instrument & Support Mechanisms**		**1**
14.15 – 14.30	**Support Mechanisms Initiatives Policy Toolbox | AI Literacy | Quality Evidence**	**Ron SALAJ,** Researcher, University of Turin **Irene CHOUNTA |** Professor of Computer Science, University of Duisburg-Essen	
14.30 – 15.35	**Group Discussions**		
Groups | Themes	**Group 1: Policy Toolbox on Teaching and Learning with and about AI**	**Ron SALAJ |** Researcher, University of Turin **Ilkka TUOMI |** Chief Scientist, Meaning Processing Ltd.	2
	Group 2: AI Literacy | Higher Education and Recognition of Qualifications Perspective	**Chiara FINOCCHIETTI** | Director, CIMEA **Giselle HELEG |** AI expert, CIMEA **Serena SPITALIERI |** Head of Credential Information & Evaluation Service, CIMEA	3
	Group 3: European Reference Framework for the Evaluation of Educational Technologies Working Group	**Beth HAVINGA |** Managing Director, Connect EdTech **Lidija KRALJ |** Education Analyst, EduConLK	7
	Room 4: AI Literacy | Critical Thinking	**Wayne HOLMES |** Professor, University College London, Institute of Education, Knowledge Lab | UK **Christian M. STRACKE |** Coordinator for Cloud Strategy and AI&ED Research | University of Bonn	6
15.35 – 15.50	**Coffee Break**		
15.50 – 16.50	**Wrap Up | Closing**		**1**
15.50 – 16.15	**What Is Still Missing?** Return to Plenary - Concrete Summary of Initial Consensus Areas on the Legal Instrument Format Questions Still to Be Answered About Legal Instrument & Support Mechanisms **Beth HAVINGA |** Managing Director, Connect EdTech		
16.15 – 16.35	**Continued Engagement** Introductory Presentation of Continued Engagement Ideas Voting and Mentimeter on Engagement Ideas **Michelle DUQUETTE** | Community Strategist, European EdTech Alliance		
16.35 – 16.50	**Closing Remarks & Next Steps** Drafting of the Committee of Ministers Recommendation Development of the Legal Instrument 3rd Working Conference **Villano QIRIAZI** | Head of the Education Department, Council of Europe		
16.50	**End of the Conference**		

APPENDIX II – WORD CLOUD

Mentimeter

What key issues should be addressed by a European-wide legal instrument to regulate the use of AI systems in educational contexts?

121 responses

4 40

APPENDIX III – CONTRIBUTORS

Keynote speakers

Matjaž GRUDEN, Director for Democracy, Council of Europe

Villano QIRIAZI, Head of the Education Department, Council of Europe

Ahmet-Murat KILIÇ, Head of the Digital Transformation Unit, Council of Europe

Michelle DUQUETTE, Community Strategist, European EdTech Alliance

Beth HAVINGA, Managing Director, Connect-EdTech

Wayne HOLMES, University College London

Christian M. STRACKE, University of Bonn

Jen PERSSON, Defend Digital Me

Ron SALAJ, Impactskills, University of Turin

Daniela HAU, Head of Innovation, SCRIPT, Ministry of Education of Luxembourg

Helena VALEČIĆ, Teacher, Teacher advisor, EU Project Manager

Martina DI RIDOLFO, Education International - European Region (ETUCE)

Katrien ALEN, Knowledge Centre for Quality Digital Education, Flemish Department of Education and Training

Julija KALPOKIENĖ, Practicing Lawyer & Lecturer and Researcher, Advokatės Julijos Kalpokienės kontora (Law Firm) & Vytautas Magnus University

Malgorzata CYNDECKA, Associate Professor, University of Bergen

Andrea TOGNONI, Head of EU, 5Rights Foundation

Elodie WEIL, CNIL Privacy Counsel, - Department of Governmental Affairs of France

Kristina ISHMAEL, Former Deputy Director at Department of Education Office of Ed Tech of the United States (pre-recorded)

Eva NAVE Legal & Policy Adviser to the Cabinet of the Secretary of State for Science (SEC), Ministry of Education of Portugal, Science, and Innovation (MECI)

Estelle CIESLA, Research Assistant, Stanford University

Irene-Angelica CHOUNTA, Professor of Computer Science, University of Duisburg-Essen

Ayça ATABEY, Post-doctoral researcher at University of Edinburgh and consultant at Digital Futures for Children centre, London School of Economics and Political Science (LSE)

Perspective statement speakers

Tanja REINLEIN, Head of the Department “Vocational Education, Teaching and Learning in the Digital World, Prevention and Integration, International Affairs”, Ministry of Schools and Education of the state of North Rhine-Westphalia

Adam LIWAK, Officer, Malta Further and Higher Education Authority

Nick NICHOLAS, Australia Education Services (pre-recorded)

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Isidora PETKOVIC, Youth Initiative for Human Rights, Serbia

Jola KEPI, Centre for School Leadership for Principals, Albania

Barbara WASSON, Director of the Centre for The Science of Learning and Technology, University of Bergen

Chiara FINOCCHIETTI, Director, CIMEA

Borut STOJILKOVIĆ, Under Secretary - Policy Adviser, Ministry of Higher Education, Science, and Innovation of Slovenia

Lars SOLLESNES, Senior Advisor, Education Ministry of Norway

Vadim PAK & Louise RIONDEL, Co-secretaries to the CAI, Council of Europe

Justine VIZIER, Project Officer - COE Child's Rights Division

AI&Ed Experts and Facilitators

Lidija KRALJ, Education Analyst, EduConLK

Marjana PRIFTI SKENDULI, AI/ML Researcher & Assistant Professor, University of New York Tirana; Founder of AI-Albania

Ilkka TUOMI, Chief Scientist, Meaning Processing Ltd.

Xenia ZIOUVELOU, Associate Researcher, National Centre for Scientific Research 'Demokritos', Head of AI Politeia Lab

Veronica STEFAN, Founder of Digital Citizens Romania

Dora KATSAMORI, Associate Researcher, National Centre for Scientific Research 'Demokritos'

Alex KAISERLIS, Artificial Intelligence and Machine Learning researcher & educator, Instudies

Gianluca MISURACA, Founding Executive Director AI4Gov, Politecnico di Milano and Universidad Politécnica de Madrid and Founder and Vice President of Inspiring Futures

Irene-Angelica CHOUNTA, Professor of Computer Science, University of Duisburg-Essen

Giselle HELEG, AI expert, CIMEA

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Petros VALAKAS, Trainee, Council of Europe

Michelle DUQUETTE, Community Strategist, European EdTech Alliance

Antonia CLARY, European EdTech Alliance