

# The State of AI and Education Policy Internationally

Country	National AI Strategy	Education Strategy	Recent & Specific Actions, Recommendations, Policies or Initiatives	Key Documents
<p><b>Australia</b></p>	<p><a href="#">Australia's AI Action Plan</a> (2021) focuses on transforming business, growing and attracting AI talent, solving national challenges and becoming a global leader in responsible and inclusive AI.</p>	<p>An <a href="#">draft AI in schools framework</a> (July 2023) to guide education systems, schools and teachers to use AI ethically and safely. The core elements of enhancing teaching and learning, benefitting all members of the school community, transparency, fairness, accountability, privacy and security with 22 underlying principles.</p>	<p><b>General AI</b>            Actions from <a href="#">Australia's AI Action Plan</a> (2021):            -Set up of a national AI centre (<a href="#">CSRIO Data61</a>) to coordinate expertise, capabilities and help SMEs adopt and develop emerging technology.            -Grants program to incentivise AI practitioners to engage with regional businesses to develop AI solutions for regional problems.            -Scholarships co-funded by universities and industry to support post-graduate qualifications in industry-focused research projects.</p> <p><b>Education</b>            Strategies for improving assessment design and integrity by <a href="#">University of Melbourne</a> (July 2023) include: assessment of process rather than product (e.g. through inquiry, self-reflection), incorporate tasks that ask students to demonstrate evaluative judgement, nested or staged assessments situated in complex scenarios, diversify assessment formats (e.g.</p>	<p><a href="#">Department of Industry, Science, Energy and Resources (2021) Artificial Intelligence Action Plan</a></p> <p><a href="#">NSW Government Education (2023) Draft National AI in Schools Framework</a></p> <p><a href="#">Australian Human Rights Commission (2023) Utilising ethical AI in the Education System</a></p>

			<p>podcast, video, ePortfolio), incorporate authentic, context-specific or personal assignments, incorporate in-class and group assignments, incorporate oral interviews.</p> <p>A standing committee on Employment, Education and Training <a href="#">is inquiring into the use of genAI in the Australian education system</a> (May 2023).</p> <p><a href="#">Australian Human Rights Commission's submission</a> to the inquiry (July 2023) recommendations: children and young people be specifically consulted, principle of 'best interests of the child' to inform policy, support and supplement teaching and learning not replacement, protection of personal data, independent auditing of algorithmic bias, specific policy prohibiting misuse or generation of deceptive or malicious content, encourage individuals to identify AI-generated content, provide professional development and training to teachers, introduce comprehensive digital literacy to schools, develop consistent national standards or guidelines around the use of AI in education, continued investment into research and development of the use of AI tools to understand impact, improve access to resources and technology infrastructure and recognise particular contexts, encourage development of resources specifically designed to address disadvantaged cohorts, policies which prioritise programs for schools with higher proportion of</p>	
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			disadvantaged students, removing barriers, targeted training, encouraging community engagement and outreach to address digital divide.	
<b>Canada</b>	<p><a href="#">Pillars of the Pan-Canadian Artificial Intelligence Strategy</a>: Commercialisation (e.g. National AI Institutes, Global Innovation Clusters), Standards and Talent &amp; Research (e.g. Improving compute).</p> <p>Canadian Institute for Advanced Research (CIFAR) Strategic Priorities – AI Science, AI for health, AI for energy and the environment, AI commercialisation, understanding the societal implications of AI, advancing equity, diversity and inclusion in AI</p>	<p>Ontario’s <a href="#">Virtual Learning Strategy</a> (2020) aims to drive growth and advancement in virtual learning across province’s post-secondary institutions. Framework pillars – Being the Future, Being a lifelong learner, Being a global leader; principles – Collaborative, Learner Driven, Digital by Design.</p> <p><a href="#">Quebec’s digital action plan</a> (2018) focuses on supporting the development of digital skills of young people and adults, making use of digital technologies to enhance teaching and learning practices, creating an environment conducive to the development of digital technologies in the education system.</p>	<p><b>Education</b> Ontario made an <a href="#">investment of \$50 million by the Ministry of Colleges and Universities</a> into VLS projects carried out by higher education institutes (eg. Virtual faculty resource hub to promote personal, academic, career and community resilience for students - \$400,000). <a href="#">eCampus Ontario</a> is the associated organisation and platform which provides open learning resources, library, edtech resource provider and developer for higher education. <a href="#">Ontario’s department of education platform</a> contains curriculum resources, virtual teaching and learning support for educators.</p> <p>Objectives of <a href="#">Quebec’s digital action plan</a> include: defining digital skills, integrating them into education and training, supporting the development of teachers and support staff, support individuals and organisations to make the transition to a digital culture, develop innovative digital teaching and learning practices, pool resources and services for sharing and access, foster the development of distance education offerings, oversee deployment of administrative and pedagogical solutions to monitor educational progress, strengthen digital governance, use partnerships</p>	<p><a href="#">Government of Quebec, Strategie Numerique Du Qubec (2018) Digital Action Plan</a></p> <p><a href="#">Government of Canada, Innovation, Science and Economic Development (2022) Pan-Canadian Artificial Intelligence Strategy</a></p>

			as strategic lever, guarantee access to fair and safe digital technologies in educational institutions. A 1.185 billion investment between 2018 – 2023.	
<b>EU</b>	<p>The <a href="#">European approach to artificial intelligence</a> (2021) centres on excellence and trust, the EU aims to boost research and industrial capacity while ensuring safety and fundamental rights.</p> <p>The EU aims to achieve this by: enabling the development and uptake of AI in the EU; making the EU the place where AI thrives from the lab to the market; ensuring that AI works for people and is a force for good in society; building strategic leadership in high-impact sectors.</p>	<p>A <a href="#">digital action plan</a> is a key enabler to the vision of achieving a European Education Area by 2021, which sets the common goal of a high-quality, inclusive and accessible digital education system and aims to support the adaptation of the education and training systems.</p> <p>Strategic priorities: Fostering the development of a high-performing digital education; Enhancing the digital skills and competencies for digital transformation (contains 13 actions including dialogue, content, ethical guidelines, training, women’s participation, connectivity and digital equipment)</p>	<p><b>General AI</b> The <a href="#">AI Act</a> is risk based legislation which define unacceptable risks of AI systems (which include cognitive behavioural manipulation, social scoring and real-time, remote biometric identification).</p> <p><b>Education</b> A <a href="#">European Digital Education Hub</a>, an online collaborative community, has been established to facilitate cooperation and exchange in digital education through information and knowledge-building, communities of practice, acceleration of best practices, establishing teachers as researchers.</p> <p>A European Education Area Strategic Framework <a href="#">Working Group</a> – Digital Education: Learning, training and assessment (DELTA) – has been established to encourage mutual learning and the exchange of information and best practices. Focussing on fostering a high-performing digital education eco-system and enhancing digital skills and competences for the digital transformation.</p> <p><a href="#">Ethical guidelines</a> on the use of AI and data in teaching and learning for educators has been published by the European Commission to help</p>	<p><a href="#">European Commission (2023) A European approach to artificial intelligence</a></p> <p><a href="#">European Commission (2022) Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators</a></p>

			<p>educators understand the potential applications of AI and data as well as to raise awareness of possible risks.</p> <p>Developed a <a href="#">Digital Competence Framework for Educators (DigCompEdu 2017)</a> to support education sector specific digital competencies for educators at all levels.</p> <p>Free <a href="#">Self-reflection tools on digital competencies in education (SELFIE)</a> have been developed to help schools and teachers develop digital competencies and improve use of technology for teaching and learning (including work-based learning).</p>	
<b>Finland</b>	<p><a href="#">Vision for Finland for AI</a> to be an active part of every Finn's daily life, making use of AI in all areas of society from healthcare to manufacturing – ethically and openly. Finland will be a safe and democratic society that produces the world's best services in the age of AI, a good place for citizens to live and rewarding place for companies to develop and grow. AI will reform work as well as create</p>	<p>Finland's <a href="#">Age of Artificial Intelligence report</a> describes "a harmonised and effective education system, by international standards, makes it possible for Finland to react quickly to new, necessary needs". Through guaranteeing education and development of expertise society will be able to adjust to the changes AI will bring and enable the competitiveness and economic growth of Finland.</p>	<p><b>General AI</b> Establishment of <a href="#">Finnish Centre for AI</a> in 2017, which is a collaboration between higher education institutions to develop AI to benefit society and industry. -Example projects in biodata, transport, innovative manufacturing for SMEs -Education program to address bottle neck for adoption and lack of experts. Targeting future experts, training of working professionals, providing AI literacy for all.</p> <p><b>Education</b> 2018 - Development of '<a href="#">Elements of AI</a>' a free MOOC.</p>	<p><a href="#">Ministry of Economic Affairs and Employment (2017)</a> <a href="#">Finland's Age of Artificial Intelligence</a></p>

	wellbeing through growth and productivity.		<p><a href="#">Digivision 2030</a> (2021) is a project to restructure higher education through digitalisation and flexible study. For assessment, guidance, data and resources.</p> <p><a href="#">Key strategic actions</a>: enhancing competitiveness of companies, utilising data in all sectors, speed up and simplify adoption, ensure top-level expertise and attract top-experts, make bold decisions and investments, build world’s best public services, establish new cooperation models, make Finland a trendsetter.</p>	
<b>New Zealand</b>	<p><a href="#">New Zealand can engage with AI</a> to shape a prosperous, inclusive and thriving future for our nation. We need to proactively help shape its impact on our economy and society rather than passively let AI shape our future lives.</p> <p>Digital strategy for Aotearoa: What would it mean to be the first country to embrace the ethical deployment of Artificial Intelligence? – Strategic themes: trust, inclusion, growth</p>	Vision from the <a href="#">New Zealand Curriculum</a> – “confident, connected, actively involved, lifelong learners”.	<p><b>General AI</b> Carried out a co-design project of regulatory frameworks for AI with <a href="#">the World Economic Forum</a>. <a href="#">Pilot projects</a> included developing guidelines to ensure the responsible development of risk/benefit assessment framework for AI in government.</p> <p><b>Education</b> Roll out of IT infrastructure – <a href="#">network for learning</a>. Development of <a href="#">online curriculum hub</a> and <a href="#">refreshing of the NZ curriculum</a>.</p> <p>Objectives of <a href="#">National Education and Learning Priorities and Tertiary Education Strategy</a>: 1: Learners at the centre – Learners with their whānau are at the centre of education; 2:</p>	<p><a href="#">AI Forum NZ (2018) Artificial Intelligence: Shaping a Future in New Zealand</a></p> <p><a href="#">World Economic Forum (2020) Reimagining Regulation for the Age of AI: New Zealand Pilot Project</a></p> <p><a href="#">Ministry of Education (2023) New Zealand Curriculum</a></p> <p><a href="#">Ministry of Education (2020) The Statement of National Education and Learning Priorities (NELP) and the Tertiary</a></p>

	<p>-Building a national digital 'brand' and a trusting environment</p>		<p>Barrier-free access – Great education opportunities and outcomes are within reach for every learner; 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau; 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives; 5: World-class inclusive public education – New Zealand education is trusted and sustainable<sup>3</sup>.</p> <p><u>Priorities:</u></p> <p>1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying; 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures; 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs; 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy; 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning; 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce; 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in</p>	<p><a href="#">Education Strategy (TES)</a></p> <p><a href="#">Digital Strategy for Aotearoa</a></p>
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			work; 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.	
<b>Singapore</b>	<p><a href="#">“Smart Nation” National AI Strategy</a> has a vision of Singapore as a leader in developing and deploying scalable, impactful AI solutions in key sectors of high value and relevance to citizens and businesses<sup>1</sup>.</p> <p>Key areas of interest are: freight planning, municipal services, chronic disease prevention and management, personalised education, border clearance.</p>	<p>The vision of the <a href="#">EdTech Masterplan 2030</a> (2023) is "Technology-transformed learning, to prepare students for a technology-transformed world".</p> <p>Students: Digitally-empowered, future ready learners and innovators</p> <p>Teachers: Technologically-adept, collaborative learning designers</p> <p>Schools: Intelligent, responsive, digitally-equipped learning environment</p> <p>System: Networked EdTech ecosystem</p>	<p><b>General AI</b> <a href="#">Key national strategies</a> are: collaboration of research, industry and government, AI talent and education, data architecture, building trust progressively, international collaboration, emphasise deployment and strengthen deployment loop (problem definition, development and testing, scaling), human centric approach.</p> <p><b>Education</b> Implementation of AI into <a href="#">Student Learning Space</a> (SLS) which contains curriculum-aligned resources and system tools such as adaptive learning capabilities (recommendations), feedback assistants, support for e-assessment.</p> <p><a href="#">Key Ministry of Education strategies</a>: greater customisation of student learning, development of digital literacy and technological skills, empower development of students 21 century competencies, strengthen school and department culture of collaboration and EdTech practices, strengthen teacher’s EdTech practice. Enablers of this are learning analytics and data; school infrastructure; support and processes, EdTech ecosystem.</p>	<p><a href="#">Singapore Government, Smart Nation Digital Office (2019) National Artificial Intelligence Strategy</a></p> <p><a href="#">Ministry of Education (2023) “Transforming Education through Technology” Masterplan 2030</a></p>



<p><b>UK</b></p>	<p>The UK has led <a href="#">an AI Safety Summit which resulted in the Bletchley Declaration</a>, signed by 29 countries, which affirms that AI should be designed, developed, deployed and used in a manner that is safe, human-centric, trustworthy and responsible. Also affirms the potential for unforeseen risks (particularly in cybersecurity, biotechnology) and manipulation of content – necessary and urgent to address, through international cooperation. AI actors developing frontier models are encouraged to provide context-appropriate transparency and accountability on plans to measure and mitigate harmful capabilities (e.g. misuse). Focus on identifying safety risks and risk-based policies.</p>	<p><a href="#">Department of Education statement on genAI</a>: “Public access to generative AI poses opportunities and risks to the education sector. Appropriate use has the potential to reduce workload, freeing up teachers’ time allowing them to focus on excellent teaching. Schools, colleges, universities and awarding organisations need to take reasonable steps preventing malpractice. The education sector must protect its data, resources, staff and pupils (privacy of personal data, cyber security, harmful online content)”.</p>	<p><b>General AI</b></p> <p>Set up of the <a href="#">Alan Turing Institute</a> (2015) – a centre for research and innovation to harness the power of data science and AI.</p> <p>Set up of the <a href="#">AI standards hub</a> for governance and standardisation of AI technologies.</p> <p>Set up of Foundation Model Taskforce, bringing together government, industry and academia, to lead AI safety research to drive forward the safe and reliable development of foundation models and seize the opportunities they present. <a href="#">Initial £100 million, plus £900 million investment into compute technology.</a></p> <p><b>Education</b></p> <p><a href="#">Russell Group</a> (24 UK universities) set out five principles for universities: Universities will support students and staff to become AI-literate; Staff should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience; Universities will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access; Universities will ensure academic rigour and integrity is upheld; Universities will work collaboratively to share best practice as the technology and its application in education evolves.</p> <p>Quality Assurance of Higher Education (QAA)’s <a href="#">advice for higher education centres</a>: developing</p>	<p><a href="#">UK Government (2022) National AI Strategy</a></p> <p><a href="#">UK Government, Department for Education (2023) Generative artificial intelligence in education</a></p>
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	<p><a href="#">UK National AI Strategy</a>  'A 10-year plan to make Britain a global AI superpower.' Pillars are:  Investing in long term needs of AI ecosystem;  Ensure AI benefits all sectors and regions;  Effective governance of AI.</p>		<p>institutional policies to support digital artificial intelligence literacy; the impact of equity and accessibility for students; the need to change approaches to assessment in the long term; the impact in the short term upon awards and progression.</p> <p>QAA's <a href="#">strategies for assessment</a>: review existing assessment and reduce volume including items susceptible to misuse of genAI tools, shift towards authentic or synoptic assessments to test synthesis of outcomes or apply knowledge in real-life, go back to handwritten or oral examinations, integrating AI by design, allow for some use if genAI tools, hybrid submissions</p>	
<b>US</b>	<p><a href="#">The White house has an executive order</a> on the safe, secure and trustworthy development and use of AI with eight principles: safe and secure; responsible innovation, competition and collaboration; responsible development and use to support American workers; policies to advance equity and civil rights; interests of Americans and their daily lives to be protected; protect</p>	<p>The <a href="#">U.S. Department of Education</a> is committed to supporting the use of technology to improve teaching and learning and to support innovation throughout educational systems. There is a need to share knowledge and develop policies as AI becomes increasingly embedded and available to the public.</p> <p>Foundations: Center people; Advance equity, Ensure safety, ethics and effectiveness; Promote transparency</p>	<p><b>General AI National strategies:</b></p> <ol style="list-style-type: none"> <li>1. Make long-term investments in fundamental and responsible AI research</li> <li>2. Develop effective methods of human-AI collaboration</li> <li>3. Understand and address the ethical, legal, and societal implications of AI</li> <li>4. Ensure the safety and security of AI systems</li> <li>5. Develop shared public datasets and environments for AI training and testing</li> <li>6. Measure and evaluate AI systems through standards and benchmarks</li> <li>7. Better understand the national AI R&amp;D workforce needs</li> <li>8. Expand public-private partnerships to accelerate AI advances and</li> </ol>	<p><a href="#">DLA Piper (2023) The US National AI R&amp;D Strategic Plan: A Comprehensive look into the future of AI</a></p> <p><a href="#">The White House (2020) Blueprint for an AI Bill of rights</a></p> <p><a href="#">U.S. Department of Education, Office of Educational Technology (2023) Artificial Intelligence and the Future of Teaching and Learning</a></p>

	<p>privacy and civil liberties; manage risks from governments own use of AI and increase capacity to support, regulate and govern for better results for Americans; lead the way to global societal, economic and technological progress.</p> <p><a href="#">The White House has proposed AI principles</a> for the use of AI to protect the American public and guide the design, use and deployment of automated systems: Safe and effective; Discrimination protections; Data privacy; Notice and Explanation; Human Alternatives, Consideration and Fallback.</p> <p>The <a href="#">US National AI R&amp;D Strategic Plan</a> describes a long-term commitment to pioneering AI technology while considering its largest impact, emphasizing a</p>	<p>Policies are needed to: leverage automation to advance learning outcomes while protecting human decision making and judgment; interrogate the underlying data quality in AI models to ensure fair and unbiased pattern recognition and decision making in educational applications, based on accurate information appropriate to the pedagogical situation; enable examination of how particular AI technologies, as part of larger edtech or educational systems, may increase or undermine equity for students; and take steps to safeguard and advance equity, including providing for human checks and balances and limiting any AI systems and tools that undermine equity.</p>	<p>9. Establish a principled and coordinated approach to international collaboration in AI research.</p> <p><b>Education</b>  <a href="#">Recommendations to Education leaders:</a>  Emphasise humans in the loop, align AI models to shared vision for education, design using modern learning principles (inclusive, fair), strengthen trust, inform and involve educators, R&amp;D in addressing context and enhancing trust and safety, develop education-specific guidelines and guardrails, explainable, inspectable, overridable AI</p> <p>Challenges to address: Systems thinking about AI in education, balancing human and computer decision making, providing teachers and students support while avoiding surveillance and protecting privacy, possible unintended or unexpected consequences.</p> <p>Formative assessment strategies: enhance question types, measurement of complex competencies, provide real-time feedback, increase accessibility, adaptive to learner ability, embedding of assessment in learning process, assessment for ongoing learning.</p> <p><a href="#">National Educational Technology Plan (2017) – Reimagining the role of technology in education recommendations:</a></p>	<p><a href="#">U.S. Department of Education, Office of Educational Technology (2017) Reimagining the Role of Technology in Education</a></p>
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	<p>shared vision and collective effort to harness the full potential of the technology.</p>		<p>Learning: take inventory of learning technology, align to learning outcomes, develop and implement resources that use flexibility of technology for equitable access, support research in learning sciences.</p> <p>Teaching: increase educators' digital literacy, develop skills in online and blended instruction, expectations around technology competency.</p> <p>Leadership: clear strategic direction and how technology can support to improve learning, set vision for use of technology to enable inclusive learning, funding models and plans for sustainable technology purchases - eliminate obsolete resources, develop communities of practice for sharing and understanding visions and research.</p> <p>Assessment: ongoing gathering and sharing of data for learning and teaching while ensuring privacy and information protection, design and implement learning dashboards or integrated systems, R&amp;D into embedded assessment for engagement and motivation.</p> <p>Infrastructure: ensure broadband access to internet, ensure access to devices, support development of openly licensed resources, cybersafety and cyber security training for students, teachers, and parents.</p>	
Supra National Organisations Strategies and Recommendations				
OECD – Organisation	<a href="#">Recommendation of the Council on Artificial</a>		<b>General AI</b>	<a href="#">OECD (2023) Recommendation of</a>

<p>for economic cooperation and development</p>	<p><a href="#">Intelligence</a> states principles of human-centered values and fairness, transparency and explainability, robustness, security and safety, accountability.</p>		<p><a href="#">Recommendations for national policies</a> to invest in AI research and development, foster digital ecosystems, design an enabling policy environment (to test and scale), build human capacity for labour market transformations, international co-operation (as well as to developing countries) to foster sharing of AI knowledge.</p>	<p><a href="#">the Council on Artificial Intelligence</a></p> <p><a href="#">OECD (2021) State of implementation of OECD AI Principles: Insights from National Policies</a></p>
<p>UNESCO - United Nations Educational, Scientific and Cultural Organization</p>		<p><a href="#">UNESCO is focused on education as a human right</a>, with special interest in gender equality and Africa. SDG goal 4: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.</p> <p>Need to validate AI systems on ethical and pedagogical appropriateness for education.</p> <p><a href="#">2019 Beijing Consensus</a> established that AI should be human-controlled and centered on people, deployment should be in the service of people to enhance human capabilities, should be designed in an ethical, non-discriminatory, equitable, transparent, and auditable manner, and that impact of AI</p>	<p><b>General AI</b> <a href="#">Policy recommendations</a>: system wide vision and strategic priorities; overarching principle (eg. humanistic); interdisciplinary planning and intersectoral governance; policy and regulation for the ethical, inclusive and equitable use of AI; pilot testing, monitoring and evaluation - build an evidence base; foster local AI innovations.</p> <p><a href="#">Concerns of AI</a>: worsening digital poverty, outpacing regulation, use of content without consent, unexplainable models, pollution of internet, generation of deepfakes, lack of understanding of real world - ‘hallucinations’, reducing diversity of opinions and further marginalisation of marginalised voices. Social-emotional connection, intellectual development, psychological impact.</p> <p><b>Education</b> Regulating use of AI (in education): Human-centered approach. Endorse and develop general data protection regulations, development of broader national AI strategies</p>	<p><a href="#">UNESCO (2023) Guidance for generative AI in education and research</a></p> <p><a href="#">UNESCO (2023) AI and education: Guidance for policy-makers</a></p> <p><a href="#">UNESCO (2023) Recommendations on the Ethics of Artificial Intelligence</a></p>

		<p>on people and society should be monitored and evaluated throughout the value chains. Also made 36 recommendations of actions/practices related to AI in education.</p>	<p>including formulation, funding and implementation, specific regulation on ethics of AI, enforce copyright, elaborate on regulatory frameworks, build capacity for proper use.</p> <p>Framework for use: Promote inclusion, equity, linguistic and cultural diversity; Protect human agency; Monitor and validate GenAI systems for education; Develop AI competencies including GenAI related skills for learners; Build Capacity for teachers and researchers to make proper use of GenAI; Promote plural opinions and plural expressions of ideas; Test locally relevant application models and build a cumulative evidence base; Review long-term implications in intersectoral and interdisciplinary manner.</p> <p><u>Ethical recommendations</u>: Do no harm; safety and security; privacy and data protection; multi-stakeholder and adaptive governance and collaboration; responsibility and accountability; transparency and explainability; human oversight and determination; sustainability; awareness and literacy; fairness and non-discrimination.</p>	
<p>UNICEF - United Nations International Children's Emergency Fund</p>	<p>The responsible data for children project seeks to build awareness regarding the need for special attention to data issues affecting children.</p>		<p><b>Education</b> Put the best interests of the child and child rights approach at the centre of data activities. Principles: Participatory – engage and inform those affected by use</p>	<p><a href="#">Responsible data for children</a></p> <p><a href="#">Synthesis Report</a></p>

			<p>Professionally Accountable – establish processes, roles and responsibilities</p> <p>People-Centric – ensure needs and expectations of children, caregivers and communities are prioritised</p> <p>Prevention of harms across the data life cycle – establish end-to-end data responsibility by assessing risks during collecting, storing, preparing, sharing, analysing and using data</p> <p>Proportional – Aligning the breadth of data collection and duration of data retention with the intended purpose</p> <p>Protective of children’s rights – recognising the distinct rights and requirements for helping children develop to their full potential</p> <p>Purpose driven – identifying and specifying why data is needed, and how benefits will improve children’s lives</p>	
<p>WEF – World Economic Forum</p>	<p>The <a href="#">WEF Platform for Shaping the Future of Technology Governance: Artificial Intelligence and Machine Learning</a> is guided by a vision of accelerating and scaling the social benefits of emerging technologies while mitigating their risks.</p> <p>Applies an agile governance methodology</p>		<p><b>General</b></p> <p>The <a href="#">WEF spearheaded a multistakeholder, evidence-based policy project in partnership with the Government of New Zealand</a>. The project aimed at co-designing actionable governance frameworks for AI regulation. It was structured around three focus areas: 1) obtaining of a social licence for the use of AI through an inclusive national conversation; 2) the development of in-house understanding of AI to produce well-informed policies; and 3) the effective mitigation of risks associated with AI systems to maximize their benefits.</p>	<p><a href="#">World Economic Forum (2020) Reimagining Regulation for the Age of AI: New Zealand Pilot Project</a></p>

	<p>to develop actionable frameworks or toolkits through a multistakeholder approach that brings together governments, companies, civil society and academia to develop projects within 3 areas: enabling frameworks, high-risk use cases and leapfrog opportunities.</p>		<p>Areas of focus: developing a framework for widespread conversation to build trust, independent group or body to provide support and advice to users, a centre of excellence for AI, build a risk/benefit assessment framework for AI design and implementation to mitigate adverse effects, which is flexible enough for organisations and governments.</p> <p>Guidelines for adopting AI: Justify choice, adopt multi-stakeholder approach, consider relevant regulations, build on existing best practices, apply assessments of risks/benefits across lifecycle of AI service (learning means outcomes can change), adopt user-centric and use case based approach, clearly lay out risk prioritization scheme, define performance metrics, define operational roles, specify data requirements and flows, specify lines of accountability, support culture of experimentation, create educational resources.</p>	
<p>ISC – International Science Council</p>	<p>A systems approach is needed in the evaluation of AI because of the broad use and application by multiple types of users.</p> <p>To date, largely “principles” focused or voluntary compliance.</p>	<p>Provides an adaptive, analytic framework (checklist) for the basis of discourse and decision making by stakeholders.</p>		<p><a href="#">International Science Council (2023) A framework for evaluating rapidly developing digital and related technologies: AI, Large Language Models and beyond</a></p>



<p>GPAI – Global Partnership on Artificial Intelligence</p>	<p>National policies and international cooperation for trustworthy AI should include:  Investing in AI research and development;  Fostering a digital ecosystem for AI;  Shaping an enabling policy environment for AI;  Building human capacity and preparing for labour market transformation  International cooperation for trustworthy AI.</p>		<p><b>General</b>  Principles for responsible stewardship of trustworthy AI:</p> <ul style="list-style-type: none"> <li>• Inclusive growth, sustainable development and well-being</li> <li>• Human-centred values and fairness</li> <li>• Transparency and explainability</li> <li>• Robustness, security and safety</li> <li>• Accountability</li> </ul>	<p>GPAI – <a href="#">Responsible AI</a></p>
<p>The Institute for Ethical AI in education</p>		<p>Reforms in education are needed to ensure that all learners can benefit optimally from the use of AI in education.</p>	<p><b>Education</b>  Has a list of objectives, criteria, and checklist of integrating AI in educational settings.</p> <p>Equity: AI systems should promote equity between different groups of learners.  Autonomy: AI systems should be used to increase the level of control learners have over their learning and development.  Privacy: A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.  Transparency and Accountability: Humans are ultimately responsible for educational outcomes</p>	<p><a href="#">The Ethical Framework for AI in Education</a></p>

			<p>and should have appropriate level of oversight of how AI systems operate.</p> <p>Informed Participation: Learners, educators and other practitioners should have reasonable understanding of AI and its implications.</p> <p>Ethical Design: AI resources should be designed by people who understand the impacts these resources will have.</p>	
IEEE			<p><b>General AI</b></p> <p>General principles: Human rights, well-being, data agency, effectiveness, transparency, accountability, awareness of misuse, competence.</p> <p>To ensure that they best serve the public interest, policies should:</p> <p>Support, promote, and enable internationally recognized legal norms.</p> <p>Develop government expertise in related technologies.</p> <p>Ensure governance and ethics are core components in research, development, acquisition, and use.</p> <p>Regulate to ensure public safety and responsible system design.</p> <p>Educate the public on societal impacts of related technologies.</p>	<p><a href="#">IEEE Ethically Aligned Design</a></p>