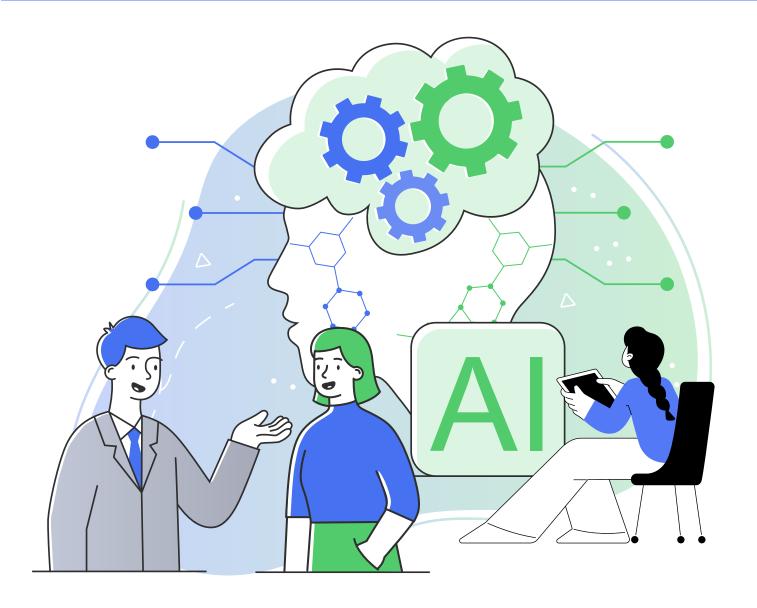
THE STATE OF ARTIFICIAL INTELLIGENCE AND EDUCATION ACROSS EUROPE



SURVEY OBJECTIVES

► facilitate the Council of Europe work in developing appropriate

accountable, ethical, and transparent use of AI in education.

identify promising policies and/or strategies on AI and

learning about AI, and preparing for use of AI

identify promising practices in relation to learning with AI,

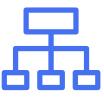
policy and legal instruments to ensure responsible, fair,

Key take aways from the Council of Europe Survey

The Council of Europe has been examining the impact of Artificial Intelligence (AI) on human rights, democracy, and the rule of law. As part of the "AI and Education" project, Council of Europe carried out a survey in September-October 2022. This survey aimed to gather data from its member states to enable a better understanding of the connections between AI and education, and existing strategies on AI and education.

Key take aways: In the education sector, more specifically, it is necessary for member states to establish AI policies and strategies dedicated to educational aspects to ensure respect for the fundamental values of the Council of Europe, rather than relying solely on general AI frameworks to regulate the use of AI systems in education.

Members of the Council of Europe Expert Group on Artificial Intelligence and Education Irene-Angelica Chounta, Vania Dimitrova, Paulo Nuno Vicente, Malgorzata Cyndecka, Wayne Holmes, Lidija Kralj, Jen Persson, Barbara Wasson



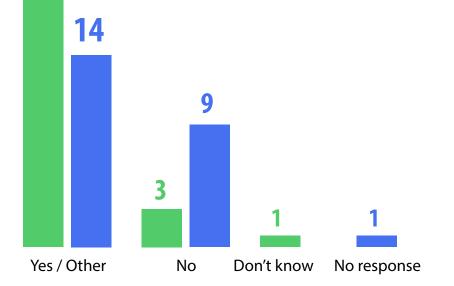
SURVEY STRUCTURE

Profile	Policies/Strategies	Current Practices	Regulation
Information about the respondents	 General Al Learning with Al Learning about Al Preparing for Al 	 Learning with Al Learning about Al Preparing for Al 	RegulationMonitoringEvaluation

21

education

ARE WE READY FOR AI?



- Does your country have a general Al policy and/or strategy?
- Is your country working on the development of a general Al policy and or/strategy?



- Member states that have a general Al policy in place and are also working on development
- Member states that **have** a general Al policy in place and are **not working** on development
- Member states that do not have a general Al policy in place but are working on development
- Member states that **do not have** a general Al policy in place and also **are not working** on development

— Most of the respondent member states have a general AI policy/strategy or are working on one.



Al Literacy (Technical skills)

National policies emphasise enhancing teachers' digital skills and AI competence across education levels, stressing the need for ongoing teacher training.



USE OF AI IN EDUCATION

Al Literacy (Human aspects)

Curricula should encompass not only AI technology but also the ethical, social, and societal dimensions. Preparation for parents and teachers about children's rights/risks posed by AI is acknowledged, as well as the importance of discussing ethical considerations in AI education.

Learning with AI

Personalised learning is a common theme in national policies, often involving collaboration with private sector experts. There's an emphasis on Al-supported education for individualised learning paths, and some countries encourage awards for Al-innovative teachers.

Only five member states reported that AI and education (including learning with AI, using AI to learn about learning, learning about AI and preparing for AI) is regulated.



SPECIFIC DEDICATED BUDGET?

Most member states reported that there was no policy on using AI to learn about learning (11 out of 23) and no budget for it (11 out of 20).

Upper secondary level

Tertiary level

Primary level

2 Don't know

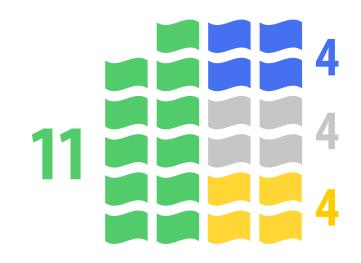
1 Pre-primary level

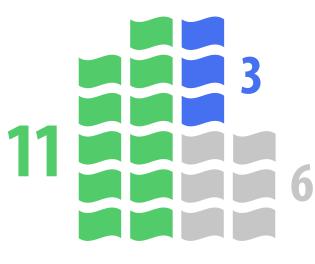
technologies are mainly used.

The levels of education where AI-based

Lower secondary level

Vocational educationa and training





Using AI to learn about learning

There's a call for research on

adopting learning progress

assessments in self-directed

make informed decisions.

learning and considering ethical

and data protection concerns. Data

analysis systems are recommended

for educational administrators to

Does your ministry or other national/state body have a specific policy/strategy on the use/implementation of AI to learn about learning?

(23 member states answered this question)

Yes No Don't know Other, please specify

13

Is there a specific budget allocated to the development, implementation and monitoring of this policy/strategy?

(20 member states answered this question)

Yes No Don't know



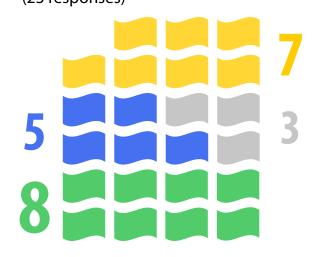
The most popular and widely used Al systems in education are implemented by the commercial sector or research centres.



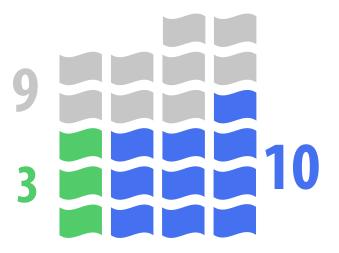
FORESIGHT FOR TOMORROW

Concerning: policy implementation and strategy on teaching and learning about AI

Does your ministry or other national/ state body have a specific policy/ strategy on teaching/learning about Al technologies? (23 responses)

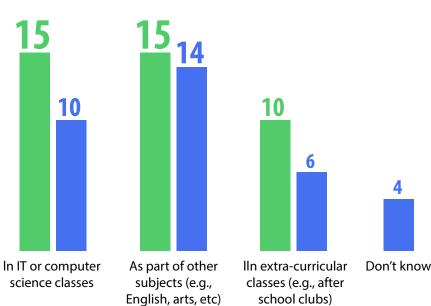


Is there a specific budget allocated to the development, implementation and monitoring of this policy/strategy? (22 responses)

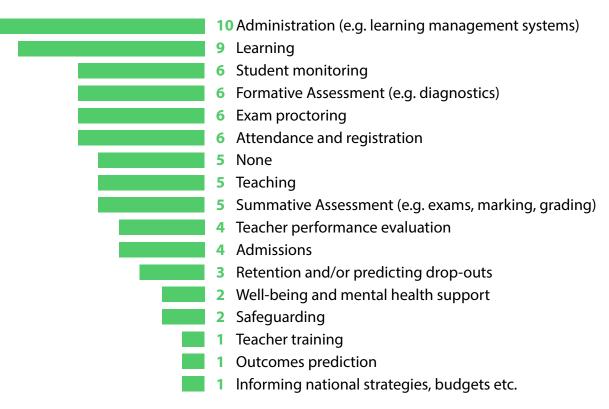


LEARNING AND PREPARING FOR AI

Learning about Al and preparing for Al in Schools



Member states explicitly stated the need to address the Council of Europe core values when it comes to establishing policies, strategies and legal frameworks for monitoring and regulating Al, especially when using Al systems in education.



Tasks assisted by AI systems are mainly related to organisational requirements, such as attendance monitoring, registration, exam proctoring and student assessment.

Yes No Don't know Other, please specify

🔵 Yes 🔵 No 💿 Don't know

Member states are working to some extent on AI teaching and learning policies, but without a specific budget dedicated to their development.

- How is learning about Al addressed in school curricula?
- How is preparing for AI (preparing learners to understand the impact of AI on their lives) addressed in school curricula?

Although training for higher education staff is included, there is less training for school teachers and limited training for professional staff and education sector employees.

AI&ED policies need to take into account the fundamental values of the Council of Europe.

01

Al policies and strategies specific to education sector

Most member states have established general policies and strategies for the use of AI or are in the process of doing so. However, AI and education is not addressed as a special or distinct case, due to the absence of specific policies.

04

Need for a broad view on AI Literacy

It's imperative to support member states to equip their citizens with the necessary competences to use AI responsibly and understand its implications on daily life.

02

Monitoring and regulation particularly in education

There is a need for joint and orchestrated efforts at national and European levels to establish supervisory and regulatory actions that will protect education stakeholders from the potentially negative or harmful consequences of Al.

05

Active involvement of the key stakeholders

Key stakeholders, such as educators, parents and learners, should be actively involved and consulted in the development of such policies and strategies for specific purposes since they are directly and explicitly affected by them.

03

Evidence on the implications of using AI in education

There is a lack of sufficient evidence and research to demonstrate the implications of using AI systems in education.

06

Capacity of member states to respond

Out of 46 Council of Europe member states invited to the survey, 25 provided valid responses, representing just over half. While survey length and topic may have impacted participation, the response rate still reflects member states' capacity to engage with the subject.

Further dialogue with member states will ensure broader understanding of their evolving engagement with AI and education.



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