



## 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.

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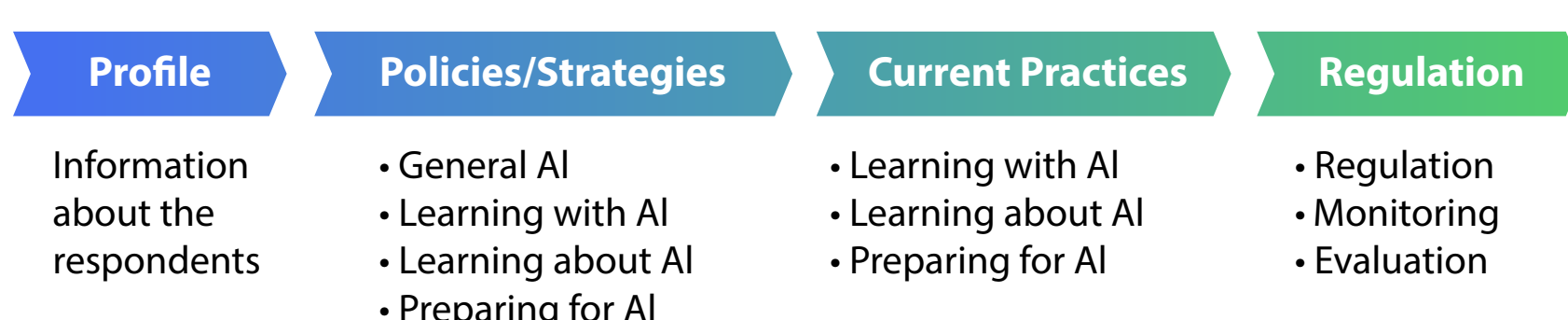


### SURVEY OBJECTIVES

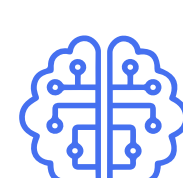
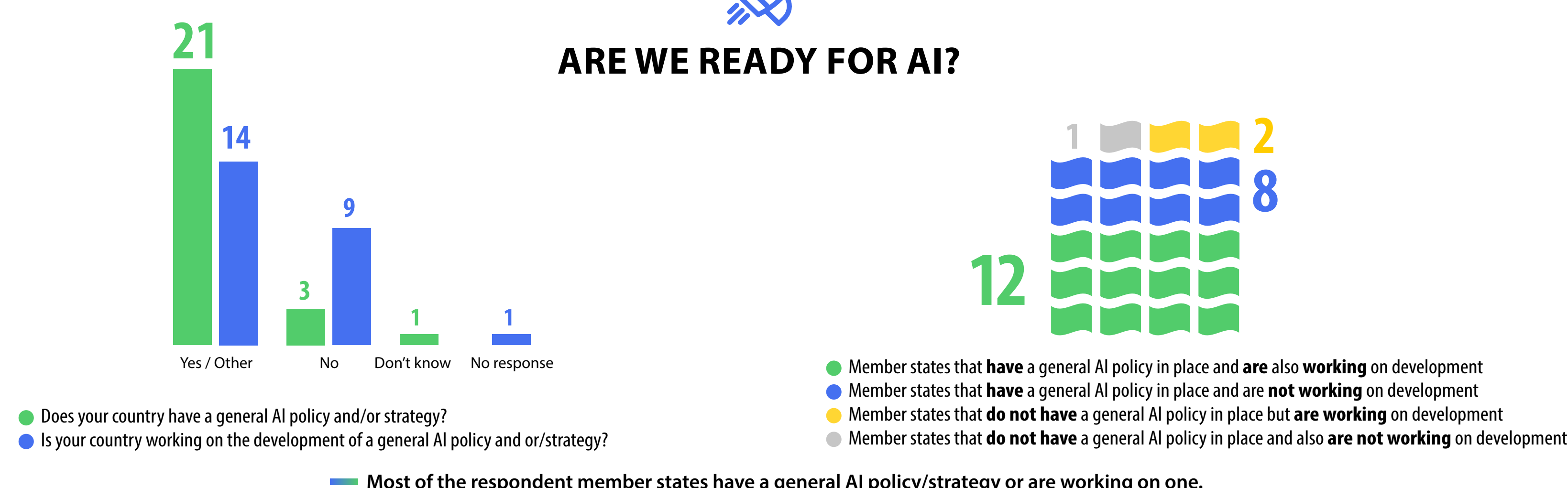
- ▶ identify promising policies and/or strategies on AI and education
- ▶ identify promising practices in relation to learning with AI, learning about AI, and preparing for use of AI
- ▶ facilitate the Council of Europe work in developing appropriate policy and legal instruments to ensure responsible, fair, accountable, ethical, and transparent use of AI in education.



### SURVEY STRUCTURE



### ARE WE READY FOR AI?



### USE OF AI IN EDUCATION

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

**AI 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.

**Using AI to learn about learning**  
There's a call for research on adopting learning progress assessments in self-directed learning and considering ethical and data protection concerns. Data analysis systems are recommended for educational administrators to make informed decisions.

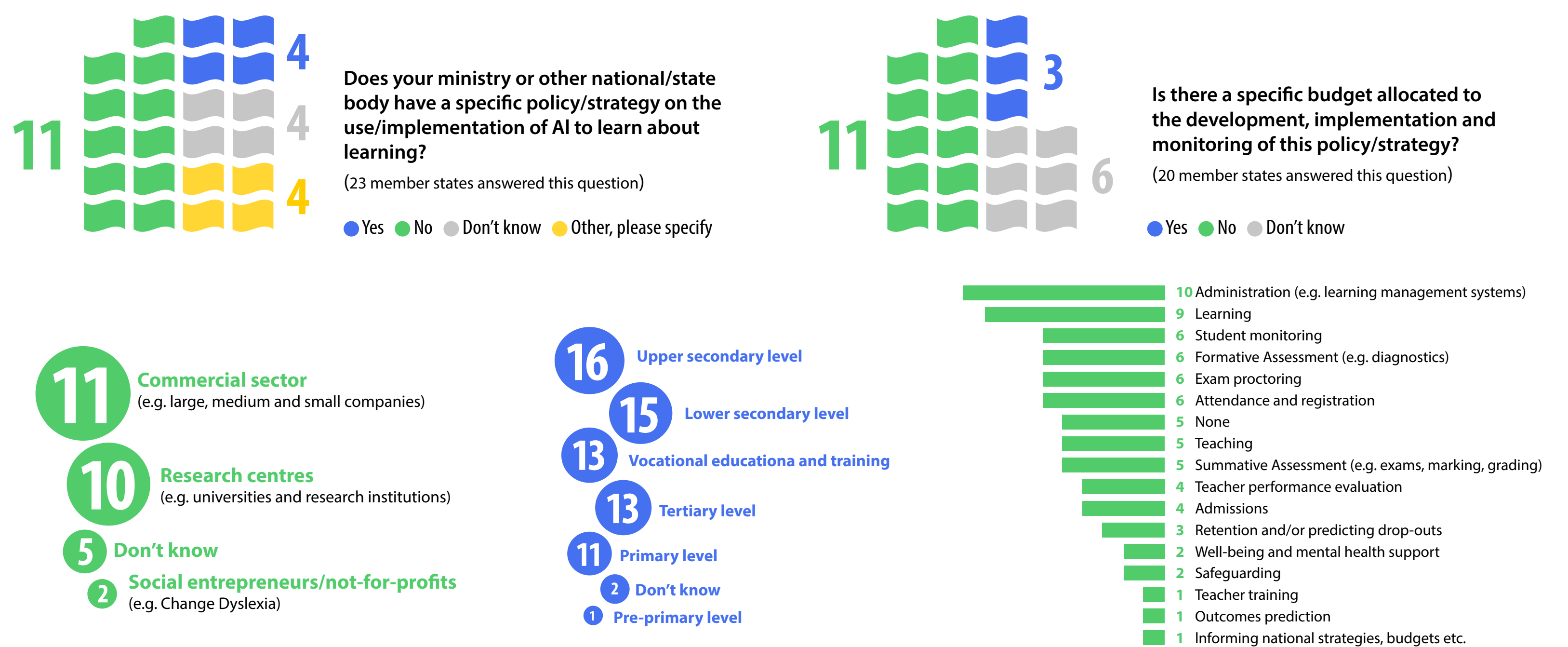
**Learning with AI**  
Personalised learning is a common theme in national policies, often involving collaboration with private sector experts. There's an emphasis on AI-supported education for individualised learning paths, and some countries encourage awards for AI-innovative teachers.

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.



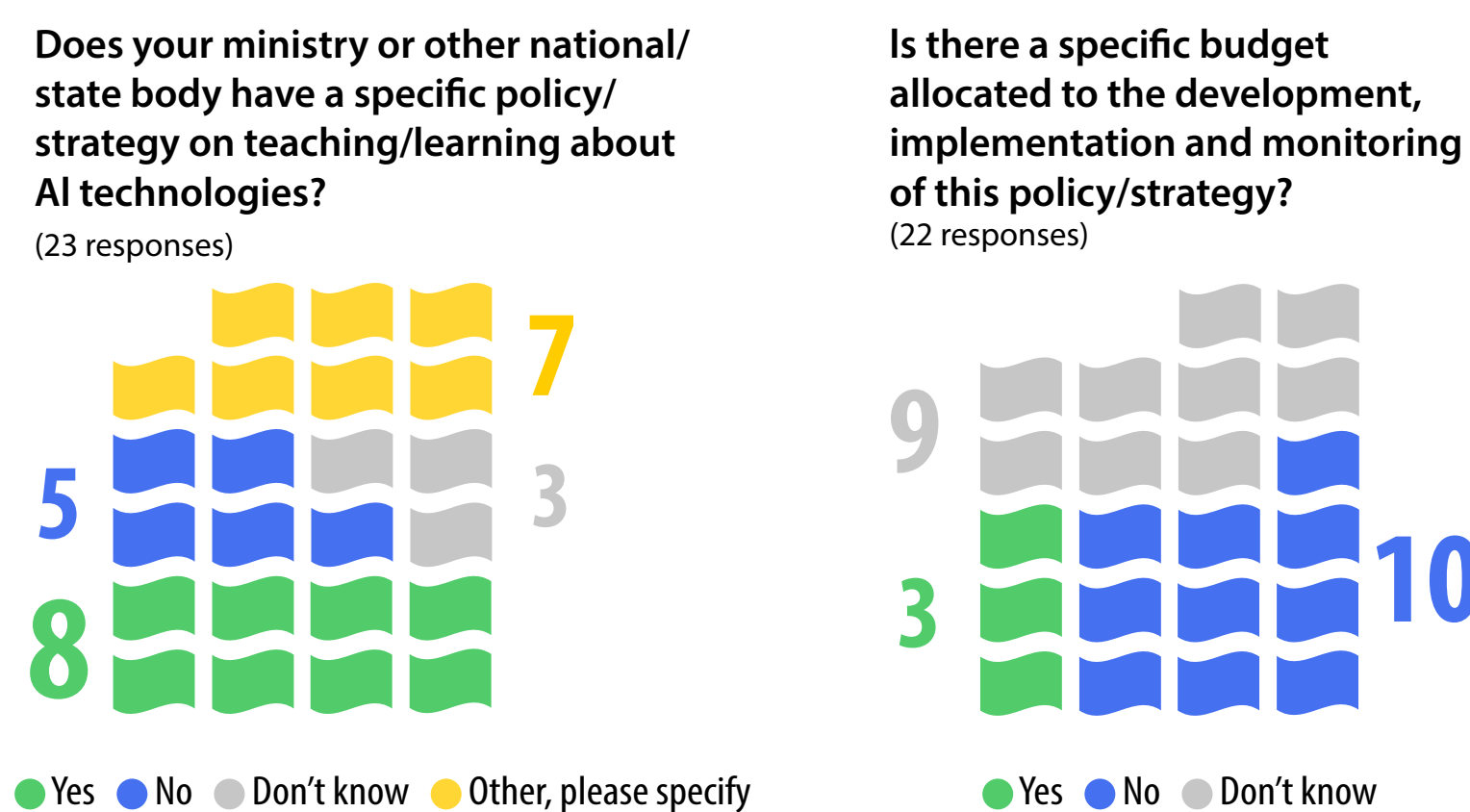
### SPECIFIC DEDICATED BUDGET?

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).



### FORESIGHT FOR TOMORROW

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

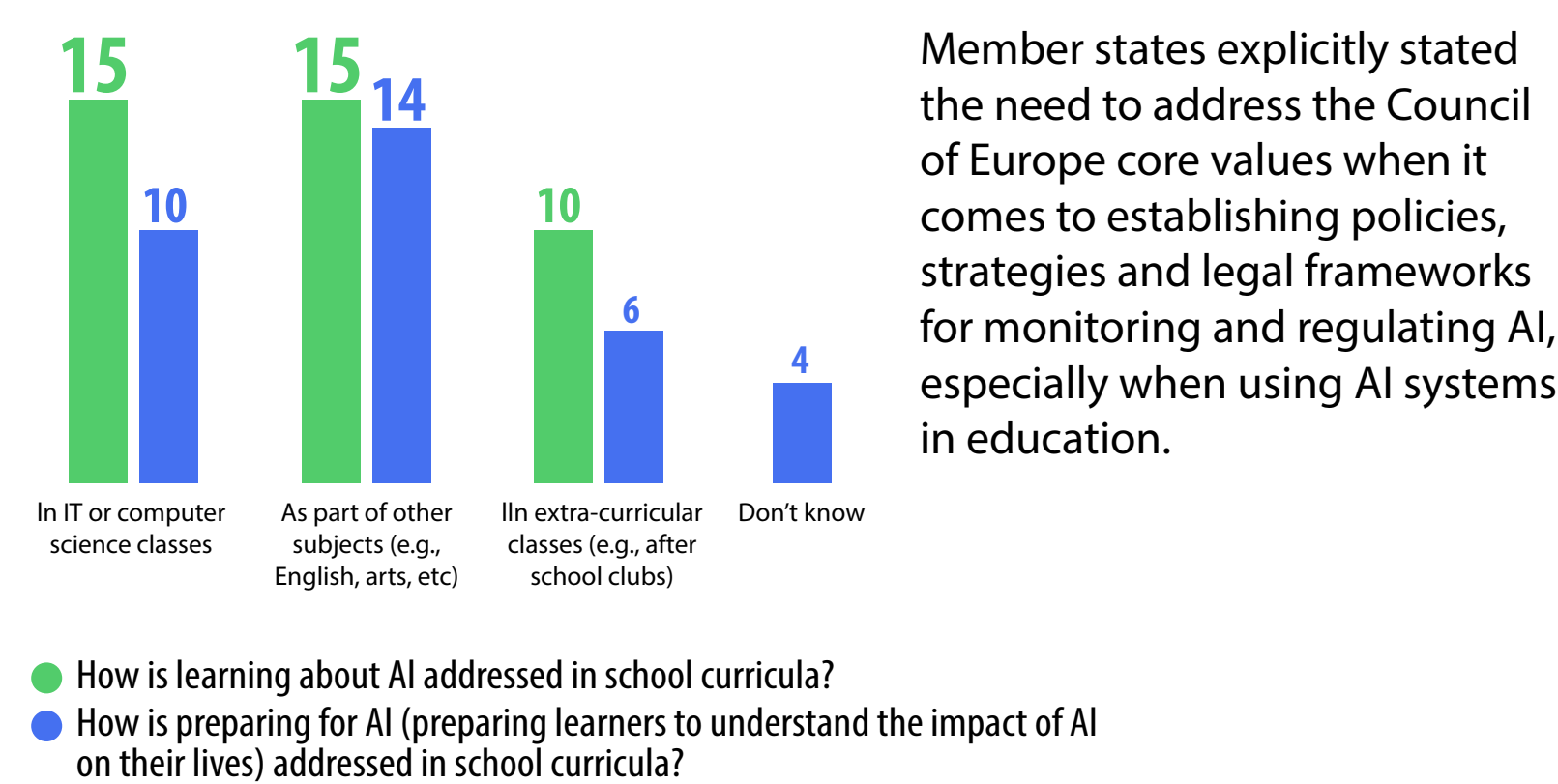


Member states are working to some extent on AI teaching and learning policies, but without a specific budget dedicated to their development.



### LEARNING AND PREPARING FOR AI

Learning about AI and preparing for AI in Schools



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.



### CONCLUSION

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

- AI 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.
- 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 AI.
- 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.
- 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.
- 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.
- 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.