

Recommendations for Educators and Policy-Makers

Education

Bridge knowledge gaps about datafication practices to develop a more comprehensive understanding of the depth of data collection and AI and its consequences for individuals and society.

Promote a critical understanding of datafication and AI, especially by showcasing how automated data-practices interact with forms of discrimination such as racism, sexism, ableism, and classism.

Provide adequate resources to assist young people in assessing both the opportunities and risks of AI on the individual and societal level and strengthen their ability to navigate and exercise agency in algorithmic environments.

Incorporate education on social and workers' rights, including workers' unions, into the school curricula. As young people are facing changing working conditions, it is paramount that they are aware of their rights, have the capacity and knowledge to recognize threats to and violations of their rights, and are able to protect their rights by, for example, effectively organizing for decent working conditions.

Familiarize young people with already existing structures and organizations that advocate for their rights and interests relating to datafication and AI.

Involve students in decision-making processes on the level of educational institutions. This would provide students with opportunities to actively reflect on and discuss AI systems used for educational purposes.

Examine AI applications critically before implementing them in classes, especially but not only related to their compliance with EU General Data Protection Regulation (GDPR).

Use AI applications based on students' and teachers' needs rather than based on technological possibilities.

Policy

Shift responsibility for data protection from the individual level to states, intergovernmental organizations, and companies.

Commit to an international multi-stakeholder AI governance approach across borders that is focused on long-term investment in sustainability, equity, equality, accessibility, and accountability.

Promote international collaboration to allow for knowledge and policy transfer among states and civil society. We see a need for international research and international coordination on law and policy.

Engage with young Europeans who feel like institutions are not committed to using AI in the best interest of the people and develop policy-making processes rooted in meaningful youth participation.

Allocate resources to equip the formal and non-formal education sector—particularly youth organizations on the national and European level—to offer programs tailored to address issues related to datafication and AI.

Facilitate a closer and more sustainable cooperation between nongovernmental organizations (NGOs) and formal education systems with the aim to enhance complementarity of their educational programs. For example, NGOs could support schools in delivering relevant content at a faster and more dynamic pace.

Recognize that AI practices are intertwined with and often exacerbate social inequalities.

AI governance needs to address issues of equality and equity at the outset to avoid treating AI and social inequality as separate matters.

Adopt a risk-based approach rooted in respect for human rights to development and implementation of ADM systems and guarantee that ADM processes are not executed without human oversight.

Communicate transparently and comprehensively about the use of ADM in public institutions as an ongoing trust-building measure.

Ensure that mechanisms for filing complaints over data and AI abuses are accessible to everyone, not just those who have capacities to inform themselves and vast resources for legal action at their disposal.

Require special audits for AI applications used in education to ensure that applications focus on teachers' and students' needs rather than mere technological possibilities.