AI, Human Rights & Education

Pedagogy Futures

HREA

Welcome to the AI, Human Rights & Education curriculum developed in collaboration between PedagogFutures and Human Rights Education Associates - HREA.

Collaborators

PedagogyFutures is an education technology company that delivers educator workshops, online courses, and in-depth technology training to prepare teachers and schools for the future of learning. From AI literacy programs to creative curriculum co-design, PedagogyFutures empowers educators to thrive in modern classrooms.

Through education, training and capacity-building activities, HREA supports rights-holders - in particular youth, women and members of vulnerable groups - in claiming their human rights and duty-bearers including governments, government officials and local authorities - in fulfilling their human rights obligations.

Curriculum writers

NINA BAMBERG

Director of Curriculum & Instruction, PedagogyVentures

JAY PIER

Product Growth, PedagogyVentures

FELISA TIBBITTS

Chair in Human Rights Education and UNESCO Chair in Human Rights and Higher Education, Utrecht University

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Why AI, Human Rights & Education

◆ The rapid advancement of AI technology is presenting immense challenges and opportunities for human society.

◆ Today's educators and learners must be prepared to navigate a society where AI is impacting their schools, work, and civic participation.

◆ Key human rights like the right to education, privacy, work, and more could be threatened by AI technology. At the same time, AI can support the realization of certain human rights.

◆ A critical perspective is necessary. Human rights is a helpful framework from which to guide the discussion on AI's societal impacts and choices made in one's personal and professional lives.

What's included in this curriculum

The AI, Human Rights and Education module contains six lessons. Each lesson includes a detailed lesson plan, learner handout(s), a slide deck and suggested homework. Each lesson is activity-centered and includes detailed steps for implementation as well as additional online resources for learning more. A helpful Glossary of Terms is included at the end of the module along with lesson handouts.

The curriculum can be taught as a unit, while each lesson may also be implemented individually.

Curriculum outline

Lesson 1:
The Basics of AI and Ethical Frameworks

Lesson 2:
Critical Analysis of AI and Human Rights

Lesson 3:
AI Governance from a Human Rights Perspective

Lesson 4:
Impacts of AI on the Right to Education - Opportunities and Risks

Lesson 5:
AI and Human Rights Literacy Building

Lesson 6:
Researching AI and Human Rights in Public Services

Who this curriculum is for

This curriculum is designed for use in various educational settings, including formal and nonformal secondary and post-secondary education. The lessons were developed for learners 13+ but contain suggestions for how the curriculum can be adapted for younger learners. The module can also be used as professional development for educators and practitioners.

LESSON 1:
The Basics of AI and Ethical Frameworks

Overview

In this lesson, learners will explore the basic definitions of artificial intelligence (AI) and examples of how artificial intelligence AI is already being used by governments, schools, corporations, and other institutions in ways that are impacting lives around the world. Learners will then dive into the ethical and human rights implications of a specific AI technology.

Learners	Time
13 - 18 +	50 minutes

Essential questions the lesson will address:

- What is artificial intelligence (AI)?
- How is AI technology currently being used by individuals and institutions?
- What are the ethical implications of AI and its impact on people and society?

Learning outcomes   *Learners will be able to....*

- Define artificial intelligence and name common AI technologies
- Identify the benefits and harms of various uses of AI technology
- Identify frameworks that human society uses to codify ideas of right and wrong, including religion, ethics, and human rights
- Apply these frameworks to a specific AI use case

Materials for Instructor

- **Slideshow** presentation on the basics of Artificial Intelligence
- Overhead/projector/screen
- Whiteboard/flipchart paper for making notes on class discussion

Materials for Learners

- Pen/pencil for taking notes
- Devices and Internet access for research (optional)
- Handout: **Exploring the Benefits and Harms of AI**

Lesson Plan

Defining artificial intelligence (5 mins)

Begin the lesson by asking students to brainstorm answers to the following questions. Record their answers on a whiteboard or other place visible to the learners:

1. When you think of artificial intelligence, what comes to mind?

2. What types of AI do you interact with in your daily life? (Think of things like Siri, Alexa, social media algorithms, or suggested content on platforms like Youtube and Netflix.)

Use the provided slides to lead this presentation on the definitions and history of AI.

Artificial Intelligence (AI) is an interdisciplinary science that seeks to create machines capable of mimicking human-like cognitive abilities such as learning, reasoning, problem-solving, and decision-making.

The building blocks of AI are algorithms, which are trained using data to improve their performance—this process is called machine learning.

In other words, AI learns from examples in the training dataset, identifying patterns and relationships.

When users interact with the AI, they are asking it to make predictions or decisions based on what it has learned.

Generative AI refers to a class of AI models that can generate new content, such as text, images, or music, by learning patterns and structures from existing data. Some generative AI tools you may have interacted with include ChatGPT, Claude, Midjourney, and Meta AI.

Different types of AI technology and history of AI (20 mins)

Use the "what type of AI is this" section of the provided slides to lead this activity. Show the image and ask learners to guess what type of AI is being shown, then reveal the answer.

AI is becoming integrated into more and more technologies that are used by governments, schools, and businesses. Some examples of where you might find AI technology include:

- Generative AI tools (Including chatbots, image generators, music generators, video and audio generators, etc)

- Augmented Reality (AR) and Virtual Reality (VR)

- Facial recognition

- Social media algorithms

- Voice assistants (Alexa, Siri, etc)

- AI drone technology

- Robotics

- Medical diagnostics and healthcare

- Content suggestion algorithms

Using the provided slides, give the following overview of the history and types of artificial intelligence

Artificial Intelligence (AI) has been a part of our society for many years, dating back to the 1950s when the first computers were being developed for problem-solving purposes. Some notable milestones in the development of AI include:

- 1950: Alan Turing proposes the Turing Test, a method for determining whether a machine can exhibit intelligent behavior.

- 1956: The Dartmouth Conference, where the concept of artificial intelligence is formally introduced.

- 1959: The term "machine learning" was coined by Arthur Samuel.

- 1970s: The development of the first expert systems, computer programs capable of making decisions based on previous experiences.

- 1980s: The introduction of neural networks and natural language processing (NLP), enabling machines to better understand and process human language.

- 1990s: Integration of AI with other technologies such as robotics, leading to the development of the first driverless cars.

- 2000s: AI advancements in facial recognition, medical diagnosis, and many other applications.

- Present: AI technologies like ChatGPT, a generative AI, continue to shape the skills needed for success in education and the workplace.

Understanding this historical context is essential for appreciating the potential of AI and its applications in various fields, including education.

There are different categories of AI depending on what exactly its capabilities are.

- The first kind, referred to as **Narrow AI or Weak AI.** It focuses on performing specific tasks, like recognizing your voice when you chat with Siri. This type of AI has a limited context, meaning it doesn't have a broader understanding or awareness. Currently, Narrow AI is the most advanced form of AI we have.

- **Artificial General Intelligence (AGI),** sometimes called Strong AI, refers to AI that can perform any intellectual task that a human can. It can understand, learn, adapt, and apply knowledge in a broad range of tasks, much like a human being.

- Then there's **Superintelligent AI,** which goes beyond AGI and is, theoretically, smarter than humans in all aspects.

Discussion

1. How does it make you feel to know that machines are being developed that are as smart as humans?

Linking ethics and human rights to AI (20 mins)

Use the provided slides to lead the following discussion on the risks and benefits posed by AI, ethical frameworks, and human rights.

These technologies have potential positives and negatives. While they can increase efficiency, improve accessibility, and improve decision making, they can also pose risks to safety and privacy as well as perpetuate inequality and bias.

For example, you can find facial recognition technology being used in smartphones to unlock devices and log in to apps, by security cameras in public places like airports, and by law enforcement to identify suspects. It can also be used in schools to help track attendance, identify visitors, and even monitor student mood and engagement. This technology could be important for safety and collecting useful information, but it has issues like bias and inaccuracy. For example, research has shown that facial recognition software is more likely to misidentify people of color.

1. Do you think AI is more helpful or harmful to humans? Why?

2. How might people know what's a good use of AI and what's a bad use of AI?

Ethical frameworks are one way in which humans think about right and wrong. Ethics explain what is just and fair, and how this might influence our behavior. People tend to have their own internal sense of ethics.

Religious teachings are one example of a way that human society has created ethical frameworks. We can also find Codes of Ethics written for specific professional groups, such as psychologists or the police. These explain how they can carry out their work in a way that is non-discriminatory and protects the well-being of those they work with.

Human rights is another framework that is used to discuss right and wrong. International human rights standards have both normative and legal dimensions. They contain principles such as non-discrimination and equality, just like the field of ethics. However, they contain principles – considered universal – that have been agreed upon by the international community related to ensuring human dignity. These principles are sometimes represented in laws – human rights treaties – as well as policies and standards.

Small Group Activity

Organize learners into pairs or small groups. Display the list of AI technologies on slide 31 and assign each group one type of AI to focus on. Ask the groups to answer the following questions about their assigned technology (if time allows, learners can research additional information about the technology they are discussing):

1. What are the potential benefits of this technology for people and society?

2. What are the potential harms of this technology for people and society?

3. How might society balance the tradeoffs between the benefits and harms of this technology?

Wrap-up (5 mins)

Have each group briefly share some of the conversations they had in their group and reflect on this final question:

How might principles of ethics and human rights help minimize potential harms caused by AI?

Homework

Aim: Research and reflection on a given AI technology

Instructions

◆ After class, conduct further Internet research on the AI technology that you discussed in your small groups.

◆ Write a brief, 1-2 page reflection paper on your findings.

In your paper, address the following:

◆ What is the history of the technology?

◆ What are its primary uses? Who uses it?

◆ How is this technology helpful to humans?

◆ What harms might be caused by the use of this technology?

Adaptions

◆ For younger students who need more guidance or if you have time constraints, the small group activity could be completed as a whole class and you can focus on 2 or 3 of the listed technologies.

◆ The homework assignment could be adapted as a poster project, slide presentation, or other medium of presentation.

Learn More

◆ Video: **Google's AI Course for Beginners (in 10 minutes)!**

◆ **The History of AI: A Timeline of Artificial Intelligence**

◆ **Ethics of Artificial Intelligence**
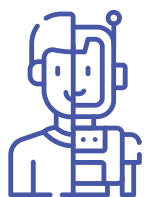
LESSON 2
Critical Analysis of AI and Human Rights

Overview

In this lesson, learners will learn about international human rights standards and how these apply to the area of generative artificial intelligence (AI). Learners will then work in small groups to investigate various examples of AI use and discuss both positive and negative human rights implications.

Learners	Time
13 - 18 +	50 minutes

Essential questions the lesson will address:

- What are the origins and characteristics of human rights?
- How might the use of artificial intelligence (AI) support human rights? Undermine human rights?

Learning outcomes   *Learners will be able to....*

- Describe the origins and key features of human rights
- Critically analyze examples of AI use from a human rights perspective

Materials for Instructor

- **Slideshow** presentation on Human Rights Basics
- Handout: AI case studies (Educator Version)
- Videos: **What Are Human Rights** and **What do Human Rights have to do with it?**
- Access to Internet for playing videos
- Overhead projector/screen
- Whiteboard/flipchart paper for making notes on class discussion
- Markers or sticky notes

Materials for Learners

- Handout: **AI Case Studies** (paper or digital)
- Handout: **UDHR** (paper or digital)
- Pen/pencil & paper or digital device for making notes during group work

Lesson Plan

Links between ethics and human rights (5 minutes)

Begin the lesson by reminding learners that the previous lesson presented human rights as a field of ethics. You might review additional points from Lesson 1. Share with learners that in today's lesson they will be focusing on AI from a human rights perspective.

Facilitate a brainstorming session with learners, making notes on the whiteboard/flipchart paper:

◆ What are human rights?
◆ What are some characteristics of human rights?

Use the provided slides to share the following points with learners:

◆ We have human rights simply because we exist as human beings. They are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. They range from the most fundamental - the right to life and health - to those that make life worth living, such as the right to education and the right to freedom of thought.

◆ Human rights are considered to be interdependent. For example, the right to education is linked with the right to health, since being able to read and write can assist you in gaining access to information that will help to keep you healthy. So all human rights are important.

◆ Human rights are also for everyone and for everyday life. We should be prepared to advocate for our own rights as "rights holders." However, we should also respect other people's human rights and be an ally in their struggles to achieve better human rights.

Basics of human rights (15 minutes)

Explain that the international human rights system consists of treaties that governments can sign on to voluntarily and promise to uphold. These different conventions and covenants all originated with the Universal Declaration of Human Rights, which was approved by the General Assembly of the United Nations in 1948.

Show a brief video that introduces the Universal Declaration of Human Rights:
What Are Human Rights

After showing the video, share the following with learners using the provided slides:

◆ Human rights contain principles that have been agreed upon by the international community related to ensuring human dignity. There are other approaches - such as social justice and peace - that share similar values to human rights. However, the human rights framework has a legal dimension and is being continuously expanded to meet the changing human rights needs of society. One of these changes, for example, has to do with AI.

◆ From the UN perspective, it is governments - or "duty bearers" - who have the main responsibility to promote, protect and respect human rights. This is because they are the actors who can sign on to human rights treaties. However, governments do not always abide by their human rights promises. We can observe how well governments are fulfilling their human rights promises through their domestic laws, policies, and practices.

◆ Ask learners if they have any questions about what you have shared so far about the basics of human rights.

Then continue with the following information:

◆ In the previous lesson, we discussed some of the positives of AI, such as enhancing efficiency, automation, and data-driven decision-making. Some of the concerns include bias and fairness in AI algorithms; transparency; and accountability and responsibility in AI development.

◆ As a fast-growing and evolving area of technology, AI offers both potential and concerns for its influences in society, including human rights.

AI and human rights (25 minutes)

Show the video **What do human rights have to do with it? (UN Human Rights) (1:21) https://www.youtube.com/watch?v=V0f8n_hYRzE**

Small Group Activity

Prepare the learners for the activity by sharing:

Let's explore this further by looking at some cases. In small groups, please review your example of an AI application and discuss how this application might be used to promote human rights, as well as ways that it might potentially undermine human rights. Feel free to refer to the Universal Declaration of Human Rights to get ideas! You will have 15 minutes to do your group work and 1 minute to present your results to the class. Please coordinate how you will do this.

Put learners into small groups, with each receiving a handout that includes one example of AI to analyze, as well as a copy of the UDHR. There are four examples and at least one group should consider each example. The group should be prepared to report out (maximum 1 minute). (15 minutes)

The groups report out and there is a general discussion about the results. The educator version of the handout contains points that you might share in assessing the human rights connections to the different AI case study applications, in case these are not brought up by learners in their presentations. (10 minutes)

Wrap-up (5 mins)

Conclude the lesson with reflection questions and a conclusion.

Discussion Questions:

What steps might we take to prevent the worst impacts of these AI technologies? Who are some actors that might be involved?

AI, like other technologies, can be used to promote the well-being of humans. They can also be used in such a way that undermines our humanity and human rights. As citizens we need to be aware of these possibilities and to monitor how well our governments, learning institutions and others in positions of authority provide 'guardrails' to protect human rights.

Homework

Aim: Further exploration of the links between human rights and AI technologies

Instructions

◆ Select one human right of personal interest from the list of rights contained in the Universal Declaration of Human Rights. For example, it could be freedom of expression, the right to play, the right to a family, etc. Research how this right is defined by the United Nations and which human rights treaties it is mentioned in. Some human rights treaties include the Covenant on Economic, Social and Cultural Rights, the Covenant on Civil and Political Rights, the Convention on the Rights of the Child, and many more. You can find these on the UN Office of the High Commissioner for Human Rights website: **UN Human Rights Office**

◆ Then research which AI technologies are related to this human right. How can AI technologies enhance the enjoyment of this right? Inhibit the enjoyment of this right?

◆ Write a brief 1-2 page paper on your findings and conclusions.

In your paper, address the following:

◆ How is this human right defined?

◆ Which international human rights treaties (not the Universal Declaration of Human Rights) mention this right?

◆ Which AI technologies are related to this human right?

◆ How might the use of these technologies support the enjoyment of this human right?

◆ How might the use of these technologies inhibit the enjoyment of this human right?

Adaptions

◆ For younger learners, you could reduce the amount of text shared in the presentations on the basics of human rights (e.g., remove the reference to international human rights treaties and the debrief text for the second video on the UDHR).

◆ If you are not certain that the group work will be successful or if class time does not allow for it, this activity can be carried out with the whole class.

Learn More

◆ The UN Office of the High Commissioner for Human Rights has a website that contains information about human rights topics, treaties and associated guidelines and mechanisms of protection. The website is searchable: **UN Human Rights Office.**

The following links provide additional information about the AI technologies included in the small group activity:

◆ https://learn.academy4sc.org/video/facial-recognition-smile-youre-always-on-camera/

◆ https://learn.academy4sc.org/video/social-media-algorithms-what-fuels-your-feed/

◆ https://learn.academy4sc.org/video/ai-in-medical-diagnostics-trusting-machines-with-our-health/

◆ https://learn.academy4sc.org/video/ai-and-drone-warfare-navigating-the-ethical-battlefield/

LESSON 3

AI Governance from a Human Rights Perspective

In this lesson, learners explore the various actors responsible for developing principles and policies related to artificial intelligence (AI). Learners will understand the current AI policy landscape and will explore key resources in AI governance to discern how such documents are developed in order to deduce the major themes and human rights considerations relating to AI.

Learners	Time
13 – 18 +	50 minutes

Essential questions the lesson will address:

- What is AI Governance, and why is it so important?
- Who are the actors responsible for writing principles, policies and laws constituting AI Governance?
- What are the major themes and components commonly found in AI Governance resources?
- How does the actor's context affect potential biases or special considerations within an AI Governance resource?
- How are universally agreed-upon human rights standards reflected in AI Governance?

Learning outcomes   *Learners will be able to....*

- Explain the nature and purposes of AI governance documents
- Identify institutional actors with a responsibility to create AI Governance and defend the special role of international organizations
- Define AI Governance and describe potential mechanisms, such as principles, policies and laws, as well as context considerations
- Analyze common themes found within AI Governance documents from a human rights perspective

Materials for Instructor	**Materials for Learners**

Materials for Instructor

- **Slideshow** presentation on AI Governance
- Access to Internet for playing video
- Video **Ethics of AI: Challenges and Governance**
- Overhead projector/screen
- Whiteboard/flipchart paper for making notes on class discussion
- Markers or sticky notes

Materials for Learners

- Handout: **AI Governance Small Group Activity** (paper or digital)
- Handout: **AI Governance Homework and Optional Extension** Project (paper or digital)

Lesson Plan

What is AI Governance?

Review the previous lesson, linking AI with human rights topics.

Then carry out a brainstorming session with students, noting their comments on white board/flipchart paper. Questions:

- What do you think are some of the worrisome aspects of using AI, especially from a human rights perspective? [right to privacy, freedom of information, non-discrimination, etc.]

- How might we try to prevent the worst from happening? [principles, policies, laws]

- Who are some of the actors that might be involved in this? They could be on the international, national, and local levels. [Governments, international governmental organizations, such as the UN, and other actors either developing or using AI, such as educational institutions, technology companies]

Tell the class that this lesson will focus on AI Governance. Then share the following information, using the slides provided:

AI Governance encompasses the principles, guidelines and policies designed to steer the ethical creation and utilization of artificial intelligence (AI) technologies. It is a set of practices to keep an AI system under control so that it remains safe for users and protects human rights. Some of AI Governance is binding in laws and regulations, and others are suggested practices and guidelines.

Why is AI Governance important? Internationally-recognized governmental organizations, such as the UN, have a distinct responsibility to share data-driven guidance to the public, as well as to AI developers, thought leaders, and other AI users. This is because such internationally recognized organizations have moral authority, are based on human rights and can influence many different sectors. AI Governance is important in order to filter through the information that is coming from technology companies, independent providers, human rights organizations, and many more global actors, in turn providing data-supported guidance to various providers developing their own guidance.

Who is responsible for releasing AI governance? (35 minutes)

Introduction and Discussion

Share a clip from UNESCO's **"Ethics of AI: Challenges and Governance"**
video- start at 1:42 and watch until the end of the video

Ask students to keep in mind the following questions as they watch the video:

◆ What is the overall tone that the experts in this video take in discussing matters relating to AI?

◆ Thinking about the experts in this video, who is responsible for ensuring AI is governed responsibly, and new AI technology is regulated correctly?

Conduct a short brainstorming session with students, noting their answers on white board/flipchart paper: (7 minutes)

◆ For an AI Governance resource to be "good" and, in particular, address human rights concerns in relation to the development and use of AI, what needs to be addressed in the AI Governance resource?

◆ What would be some of the indications of an incomplete or potentially ineffective AI Governance resource?

[You might bring out the following points if they are not raised by the learners:]

1. Definitions and applications of core concepts of AI: This section adds context to AI governance documents, ensuring that everyone is on a level playing field pertaining to learning about AI.

2. Potential benefits of AI Technology for society: How can AI potentially enhance our human rights? Why is it so important for us to responsibly implement AI technology into the world?

3. Risks of AI Technology: Transparency regarding the possible ethics, security, and data privacy risks relating to AI technology.

4. Mitigation of AI Risks: How should these risks be addressed, and who is responsible for addressing these risks?

5. Further Resources: Where can people find more information and guidance about AI? What are questions that have been left unanswered or are awaiting further data?

Common pitfalls of incomplete AI Governance:

1. Biased or prejudiced governance (toward individual governments, organizations or corporations)

2. Does not address key concerns such as accountability, human rights concerns, or data privacy/security

3. Lack of data driving AI governance

4. Incomplete governance which does not adequately pertain to each of the points above

5. Lack of independent monitoring and accountability for violations of guidance principles or regulations

[This framework is not exhaustive, and as discussed in the lesson, the resource's context heavily influences the specific themes, target audience, and case studies which are included in the governance document.]

Small Group Activity

Group Exercise Introduction: Now that learners have a better idea of what is commonly included in "good" AI Governance, it is time to examine in depth who is developing such guidance. Here is a quick overview of the types of organizations that are responsible for releasing AI governance.

AI Governance Actors (these will be expanded upon in the homework assignment):

- **Intergovernmental Organizations (IGOs)**
- **Government Organizations (GOs)**
- **Civil Society**

- **Private Sector**
- **Educational Organizations**

Small Group Activity

(1 minute introduction, 7 minutes group time): Divide the class into small groups, with at least three groups so that at one group is looking at each of the three governance examples. Distribute the "Handout: AI Governance Small Group Exercise" and explain that learners will be exploring an example of an AI Governance document. They should agree on (and be prepared to present briefly on):

- Who has developed the document and who it is intended to be used by.

- Potential human rights considerations given the actor who developed the document (for example, might the author have any special interests or biases?).

- Any other observations about the content of the document.

[Groups will not have the time to read the full document in the allotted time - they will be able to explore a document in more detail in the homework assignment for this lesson! For the group activity, learners should be instructed not to study the document in detail but just attend to the discussion questions: document author, the audience for the document, and specific, human rights-focused considerations given any perceived interests or potential biases of the author. Please review the section Lesson Adaptation for how to adjust this activity to different audiences.]

AI Governance Samples:

1. Google's **"Perspectives on Issues in AI Governance"**

2. Ministry of Economy, Trade and Industry (Japan)'s **"Governance Guidelines for Implementation of AI Principles"**

3. UC Berkeley's **"Decision Points in AI Governance"**

4. UK House of Commons' **"Governance of artificial intelligence (AI)"**

5. UN's **"A Framework for Ethical AI at the United Nations"**

6. Future of Humanity Institute's **"Standards for AI Governance: International Standards to Enable Global Coordination in AI Research & Development"**

Return as a full class and allow each group to present (maximum 1-2 minutes) their governance document title, who the document is intended for, the actor who developed it, and potential Human Rights considerations given the document authors.

Lead a brief class discussion on any further notable findings, questions, or comments on their AI governance documents.

Wrap-up (5 minutes)

Prepare the class for their homework assignment by describing it is an extension on the class discussion on governance actors, as well as components of good governance. Distribute Handout: "Lesson 3: AI Governance Homework Handout" and review the assignment, answering any questions students may have about the homework.

Conclude the class with the following statement:

Because we are still so early in the conversation relating to AI ethics, governance materials will naturally continue to evolve, and more governmental organizations will begin to offer their own guidance, in particular moving from 'principles' to policies and even laws. These are often referred to as "living documents" which are modified and expanded upon as more information becomes available.

Homework
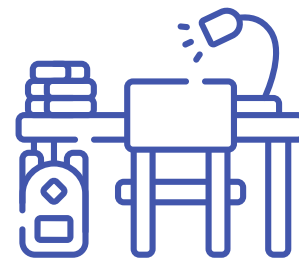
Aim: Learners will explore an example of AI Governance, identifying actors and reach, and evaluating its effectiveness in regulating AI development and integration from a human rights standpoint.

Please refer to the **attached handout** for the full homework assignment and accompanying optional research project.

Instructions

Explore an AI Governance document in depth, and prepare a short essay (up to 1000 words) that answer the following questions:

◆ What classification of actors from the groups described earlier are the audiences/users of the resource?

> ◆ Inter-Governmental organization
> ◆ Governmental Organization
> ◆ Civil Society
> ◆ Private Sector
> ◆ Educational Organization
> ◆ Other

◆ Is this document principles, policies or binding legislation/regulation?

◆ How might the author's organizational position affect their interests, potential biases or other special considerations for the resource content? How is this evident in the document? (4-5 sentences)

◆ Based on our class discussion on "good" AI Governance, how would you assess the effectiveness of your document? (6-8 sentences)

Optional expanded learner questions:

1. How does this document address human rights such as data privacy, security, etc.? (3-5 sentences)

2. If AI risks are identified, how and who should address them, according to the resource? (1-2 sentences)

3. How well would you say that human rights concerns are addressed in this resource? (3-5 sentences)

Adaptions

◆ For certain learners, unabridged AI Governance documents may be too dense. The EU AI Act High Level summary could be a suitable substitute to the AI Governance resources provided. In addition, GenAI tools are extremely useful to adjust resources to specific learner needs and to simplify texts without compromising document substance. Using ChatGPT, Claude, or another GenAI tool, input the documents in their entirety alongside specific learner age, needs, or specific case to maximize learning comprehension.

◆ If time or class size present an issue, or if splitting into small groups is otherwise not an option, feel free to choose one document from the list above and work through the Small Group Exercise as a full class.

Learn More

◆ The EU AI Act is a benchmark resource for AI Governance.

   ◆ **High Level Summary of the EU AI Act**

   ◆ **AI Act Explorer**

◆ **PedagogyFutures AI Education Policy Landscape**

◆ **TeachAI AI Guidance for Schools Toolkit**
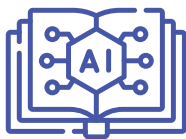
LESSON 4

Impacts of AI on the Right to Education - Opportunities and Risks

Overview

This lesson begins with a discussion on the right to education, as it relates to access and quality. Learners then work in small groups to discuss the ways that AI-supported Personalized & Adaptive Learning might enhance or impede the right to education, drawing on the example of Duolingo. The class concludes with a general discussion of ways that any negative consequences of this, and other AI, technologies might be minimized.

Learners	Time
13 – 18 +	50 minutes

Essential questions the lesson will address:

- What is the right to education?
- Why is the right to education important?
- How can AI technologies enhance educational access?
- What are the potential risks and ethical concerns associated with the use of AI in education?
- How can we leverage the opportunities presented by AI while mitigating these risks?

Learning outcomes   *Learners will be able to....*

- Understand the fundamental principles of the right to education and its importance
- Identify the potential opportunities that AI can provide in enhancing educational access, personalized learning, and teaching effectiveness
- Recognize that unequal access to AI technology exacerbates educational inequalities
- Analyze the risks and ethical concerns associated with the use of AI in education, such as privacy, bias, and the digital divide
- Identify recommendations for leveraging the benefits of AI while mitigating its risks in the educational context

Materials for Instructor	**Materials for Learners**
◈ **Slideshow** presentation on the Right to Education	◈ Handout: **Personalized and Adaptive Learning** (paper or digital)
◈ Overhead projector/screen	◈ Pen/pencil & paper or digital device for making notes during group work
◈ Whiteboard/flipchart paper	◈ Handout: **Personalized and Adaptive Learning** (Educator Handout)
◈ Markers or sticky notes	

Lesson Plan

Introduction to the right to education (5 minutes)

Introduce the lesson by saying that the class will be exploring the impact of AI on classroom education.

Brainstorming: ask learners to share their views on the following questions, which can be presented in their slides provided. Write their answers on the White/Blackboard or flipchart paper.

◈ What does it mean to have a quality education?

◈ Why is it important for everyone to have a quality education?

◈ Can you think of ways that a good education could help someone move up in the world?

◈ What might happen if some people don't have the same opportunities for education as others?

Continuing with the provided slides, introduce the right to education as a fundamental human right, recognized in Article 26 of the Universal Declaration of Human Rights as well as the Convention on the Rights of the Child. Mention that the right to education has at least two aspects: access to education (being able to go to school) and access to quality education (meaning that the school offer education that allows all students to be successful learners). Link back to what learners shared in the open discussion.

[Quality education also requires access to qualified teachers, teaching and learning resources, relevant curriculum, etc.]

Opportunities and risks of AI in education – Personalized Learning (40 minutes)

Presentation (5 minutes)

Explain that the class will now explore the different impacts of AI on the right to education – both access and quality. As AI becomes increasingly integrated into educational systems, it is crucial to understand how it can support or challenge the right to education. AI needs to be developed and deployed in a way that upholds and strengthens the right to quality education for all learners.

Explain to learners that they will be discussing in small groups AI-supported Personalized & Adaptive Learning. AI-powered personalized learning in education involves using AI algorithms to tailor learning experiences to the individual needs, interests and pace of the learner. It presents 'adaptive content' and interactive experiences in an online setting and uses data analysis to predict how people will learn.

Ask if any learners have engaged in an online personalized learning program. [The educator can use the prompt Duolingo if none of the learners can think of an example.] If any learners do have a personalized learning experience involving AI, ask them if they felt that the AI-assisted aspect of the experience had improved their learning.

Small Group Activity (35 minutes)

Organize the class into small groups (4-5 learners). Provide each group with Handout: Personalized and Adaptive Learning. Review the questions that the group should discuss and answer any questions about the instructions. The groups should select someone in the group to write down their answers and be prepared to present to the whole class (10 minutes).

Following the group work, bring learners back together for group sharing (15 minutes)

Prepare on the white/blackboard or flipchart paper three columns and label one "Positives", one "Negatives" and the other "Reducing Negative Effects".

Invite each group to briefly share (1 minute summary) the ways that they feel that online personalized learning programs can help to guarantee the right to education. Write the answers on the White/blackboard or flipchart paper, consolidating group answers (avoiding duplication). After each group has presented, ask the class if they have thought of anything new to add to benefits of online personalized learning programs.

[Key positive: Online learning platforms can be more engaging and relevant for learning, since they are interactive and tailored to individual learners. This increases access to quality education.]

Now invite each group to briefly share (1 minute summary) the ways that they feel that online personalized learning programs undermine the right to education. After each group has presented, ask the class if they have thought of anything new to add to the benefits of online personalized learning programs.

[Key negative: Not everyone has equal access to technology, which means that only those learners with access to technology resources can benefit from this AI technology; not everyone is able to make use of AI technologies due to disabilities; learners are learning in isolation.]

Facilitate a whole class discussion on the following questions: (10 minutes)

◆ Do you think that this particular AI technology ultimately has more positives or negatives in terms of ensuring access to quality education?

◆ What are some ways that the negative aspects of this technology might be reduced?

(OPTIONAL) After the students have shared their ideas about how to mitigate the negative aspects of online personalized learning programs, remind the students of their previous lesson on AI Governance. An effective AI Governance system for AI-based personalized learning systems could be developed by governments, schools and/or businesses. This governance document might address:

◆ **Equity of Access to Technology:** Develop policies that ensure access to technology and the personalized learning system for all learners.

◆ **Transparency and Explainability:** Require AI systems to be transparent about their decision-making processes and provide explanations for their recommendations to learners and educators.

◆ **Evidence-based policies:** Use hard data about AI systems and their use in developing guidelines on the use of personalized learning systems.

◆ **Inclusive Design:** Involve diverse stakeholders, including marginalized communities, in the design and development of AI-powered educational tools to ensure they meet the needs of all learners.

◆ **Continuous Monitoring and Adjustment:** Implement ongoing monitoring and adjustment processes to identify and address any emerging biases or inequities in the use of AI systems.

Conclude the lesson with the following:

There are numerous AI technologies that are being used in education, including Generative AI such as ChatGPT and Gemini. Each of these technologies needs to be looked at critically. How does this improve the right to education? How does this not improve or even undermine the right to education? What can we do to reduce these risks and harm?

Ask the class if they have any further thoughts about AI and the right to education. Is there anything that they would like to learn more about? [This will provide a link to the final lesson – Research Project.]

Homework

Aim: Reflection on the class discussion

Instruction

Write a 2-3 page reflection paper summarizing your key takeaways from the class discussion on strategies for responsible AI implementation in education.

In your paper, address the following:

- ◆ Summarize the main ideas and proposals that emerged from the class activity.

- ◆ Discuss which solutions you find most promising and why.

- ◆ Identify any unresolved questions or areas that require further exploration.

- ◆ Conclude with your personal recommendations for how schools, policymakers, and other stakeholders can work towards ensuring the equitable and ethical use of AI in education.

Adaptions

- For younger learners, you could drop the whole group discussion after the small group activity and not have the optional discussion on AI Governance.

- If you are not certain that the group work will be successful or if class time does not allow for it, this activity can be carried out with the whole class.

Learn More

- Gondola, J. (2024, April 7). Ensuring Equity: The Role of AI in Education Ethics. Medium.
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- Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Shum, S. B., Santos, O. C., Rodrigo, M. T., Cukurova, M., Bittencourt, I. I., & Koedinger, K. R. (2021). Ethics of AI in Education: Towards a Community-Wide Framework. International Journal of Artificial Intelligence in Education, 32(1), 504–526. **https://doi.org/10.1007/s40593-021-00239-1**

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  https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning
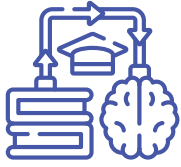
LESSON 5
AI and Human Rights Literacy Building

Overview

In this lesson, learners will be introduced to the idea of AI bias and how it results from underrepresentation and misrepresentation in training data. In small groups, learners will work with an AI tool to investigate bias and discuss its potential impact on human rights.

Learners	Time
13 – 18 +	50 minutes

Essential questions the lesson will address:

- What experiences and perspectives are underrepresented in AI training data?
- How can you spot bias and misinformation in AI-generated information?
- What human rights are at risk of violation because of AI bias?

Learning outcomes   *Learners will be able to....*

- Explain how generative AI tools are trained
- Spot potential biases in AI-generated outputs
- Discuss the human rights implications of AI bias

Materials for Instructor

- **Slideshow** presentation on AI and Human Rights Literacy
- Overhead projector/screen
- (Optional) Video: **Algorithmic bias in AI: What it is and how to fix it**

Materials for Learners

- Handout: **Investigating Bias in AI Outputs**
- Internet access and devices
- Pen/pencil or digital device for making notes during group work
- Access to at least one AI chatbot tool (ChatGPT, Claude, Gemini, etc)

Lesson Plan

Beginning (15 mins)

Ask learners to recall the definition of **Generative AI** and some examples [chatbots, image generators, etc]

Ask: What do you know about how Generative AI systems "learn" to produce outputs?

Explain that generative AI systems like chatbots are trained on large collections of data—this is called **training data**. It includes text, images, or other content collected from books, websites, social media, and more. These datasets shape how the AI "learns" to respond to different prompts.

Ask: What might happen if an AI tool is trained on inaccurate or incomplete data?

[After learners give a few ideas, ask them to apply those ideas to a specific topic. For example, you could suggest the topic of climate change and ask students how inaccurate or incomplete training data could affect the information it produces about the impact of rising sea levels or changing weather patterns on small island communities or another vulnerable population.]

Explain **AI bias:** training data overwhelmingly reflects the dominant cultures, languages, and perspectives most available online or in published sources. As a result, marginalized groups—such as people with disabilities, Indigenous communities, or those from the Global South—may be **underrepresented** or **misrepresented** in the data. This is not an easily fixed problem because the data available may never be fully representative of all human experiences.

Because of this, AI may produce outputs that:

◆ ignore certain experiences,

◆ reinforce stereotypes, or

◆ offer less accurate or helpful information for those groups.

This can lead to **discriminatory or biased outcomes**, especially when AI is used in fields like education, healthcare, or employment.

Discuss:

What might happen if you asked a chatbot to produce information about an issue affecting a minority community that has limited internet access and is therefore not actively contributing to the pool of information related directly to them?

Thinking back to the previous lessons, what human rights concerns are raised by AI bias?

[If learners need help, some issues might be: gender discrimination, non-discrimination, equal access]

If time: play **this video** on algorithmic bias (also linked in the Learn More section below). If time is limited, you may choose to play the video until 3:37 to get an introduction to the causes of AI bias.

Investigating bias in AI outputs (25 mins)

Small Group Activity: Spotting bias in AI

Divide learners into small groups and distribute the worksheet, one per group. Each group should have access to a chatbot like ChatGPT, Gemini, Claude, etc.

Assign or let each group choose a use case prompt, such as:

▶ Give career advice to a 17-year-old girl interested in tech.

▶ Suggest a nutrition plan for a single parent in a low-income neighborhood.

▶ Help someone with a visual impairment find a travel destination.

▶ Give mental health tips for a refugee teen.

[If conducting this lesson as part of an educator training or other professional development, you may want to encourage more advanced prompts that are relevant to their work. Some examples include:

▶ Outline a career exploration workshop for teenage girls interested in science

▶ Design a graphic that could help explain healthy eating to a class of English language learners

▶ Give advice to a teacher working with refugee students]

[Tips: Have them repeat the prompt with small variations to note differences (e.g., change gender, ability, ethnicity, geography); try image AI image generators to see if learners can spot visual representations of bias.]

Using the worksheet, learners should record their reflections on the outputs they receive. Some questions to reflect on include:

◆ Is the information given relevant to the target population?

◆ Does the response reflect any stereotypes or assumptions?

◆ What human rights might be at risk if this information was used when providing services to the target population?

[You may want to provide learners with the simplified UDHR handout from Lesson 2].

Presentation

Allow each group to briefly share their reflections on what they learned as they searched for biases in AI outputs. As they present, ask each group to provide answers to the following questions:

1. What prompts and variations did you try? And, what stood out to you in the outputs?

2. Which human rights are most at risk of violation as a result of biases present in AI training data?

3. What advice would you give to your peers for interacting with AI, based on what you learned today?

Homework

Aim: AI Bias Guide

Learners should take what they learned in the activity and create a one-page guide designed to help others understand AI bias and its potential impacts.

Learners can complete this activity individually, in pairs, or small groups. Then, as a whole class, learners can craft a dissemination plan for sharing their guides with peers.

Adaptions

◆ For younger learners, you could lead the AI prompting as a whole class, where students suggest what you should prompt the chatbot and analyze the outputs together

◆ For educator trainings or other professional development, encourage learners to think about how the issue of AI bias is relevant to their context and the population they work with.

Learn More

◆ **Framework for AI Literacy. Educase Review**

◆ **Algorithmic bias in AI: What it is and how to fix it**

LESSON 6
Researching AI and Human Rights in Public Service

Overview

This lesson prepares learners to do a research project in which they choose an artificial intelligence (AI) tool being used in a public sector (e.g., healthcare, the justice system) and research how it might be used to promote human rights (HR), how it might have HR challenges, and how to promote responsible use. These results are presented in a physical poster or an online digital environment. This optional lesson is a capstone to the other AI, human rights and education lessons contained in this module, allowing learners to explore an area of personal interest. An additional lesson might be scheduled to allow for learner presentations.

Learners	Time
13 – 18 +	50 minutes

Essential questions the lesson will address:

- ◆ Which AI tools and technologies are in regular use in a public sector area of choice, such as education, law enforcement, healthcare, etc. and what function do they serve?
- ◆ How can these AI tools and technologies promote and protect human rights in this sector?
- ◆ How might these AI tools threaten human rights in this sector?
- ◆ What are some strategies for reducing negative human rights impacts for the use of this technology in this sector?

Learning outcomes   *Learners will be able to....*

- ◆ Identify and research the functions of one or more AI tools or technologies in use in a public sector setting.
- ◆ Critically assess the outcomes of the use of these AI tools technologies from the perspective of human rights.
- ◆ Propose strategies for reducing or removing negative human rights impacts of the use of these AI technologies in a public sector setting.
- ◆ Communicate these finds in a poster for public viewing.

Materials for Instructor	**Materials for Learners**
◈ **Slideshow** presentation on instructions for the research activity	◈ Handout: **Instructions for Research and Poster Preparation** (paper or digital)
◈ Overhead projector/screen	◈ Poster Board, markers and other materials for preparing posters
◈ Whiteboard/flipchart paper	
◈ Markers or sticky notes	

Lesson Plan

Review of module topics and introduction to the research assignment (10 minutes)

Remind learners of the topics that have been addressed in the previous lessons they have done in this module. These include the nature of AI, human rights, the opportunities and risks that AI can offer to human society, governance of AI development, and specific applications in the education setting. [You can adapt this introduction according to which lessons were used with this set of learners.]

Ask the learners to brainstorm the ways in which AI is being used or might be used in an education setting. The learners can draw on their knowledge from previous lessons as well as their own understanding. Write these on the whiteboard/flipchart paper. As the AI applications are mentioned, ask the students to indicate their overall impression of the features of this application with a show of hands: mostly positive, mostly negative, neutral, can't say.

Public education is a government service. It is also known as a public good, a service that every member of society is entitled to. Public goods can be linked with human rights. For example, the provision of public schools is associated with the right to education. What are some other public sector areas? These would be services provided or regulated by the government. [Examples: healthcare, law enforcement]

In this lesson they will be prepared to carry out a research project of their interest on an AI application in a public sector setting. The results will be shared on a poster that will be displayed in the classroom or school setting or, alternatively, in a digital environment. For the latter, learners might use an AI presentation builder **Beautiful AI**

Instructions for the research assignment (15 minutes)

[You will need to decide ahead of time if you would prefer for learners to work independently or in pairs/small groups for their research projects. This step is not included in this lesson plan.]

There are several questions to consider in preparing to undertake this assignment: What to research? How to carry out the research? How to present the research? In this lesson, you will have an opportunity to organize yourself (and your group, if you will be working with anyone else on this assignment).

Pass the handout out to learners and review its contents, leaving time for learner questions and ideas as the instructions are shared. You may also want to use the slides to present these instructions.

What to research

You will need to select a public sector area (not education) to research in relation to AI. The handout includes some suggestions, including law enforcement, health care, the workplace and crisis situations, and some related AI tools. You can choose one of these public sector areas or identify another one to work in. If you choose another public sector or other tools, please have these approved before proceeding with the research.

How to carry out research

You will need to do online searches to understand the nature of the AI tools and their use in that particular sector. You can use online search engines. [You will need to decide if you will allow learners to use AI in their research and, if so, which tools and how to reference an AI source.] You may also be able to find articles that critique their use, both from positive and negative points of view. You should also form your own points of view!

The assessment of the positive and negative aspects of the AI tools – otherwise known as opportunities and risks – should be presented from a human rights perspective. This means that you will also need to identify the related human rights. You can refer to the Universal Declaration of Human Rights and other human rights standards that you identify as relevant.

How to present the research?

The results of your research will be presented briefly in a poster or digital environment. This need not be lengthy and should address the following points:

◆ The public sector area and AI tool(s) and technolog(ies) researched.

◆ Name and functionality of the AI tools

◆ Ways that these AI tools can assist in the operation of this public sector area and promote, protect and respect human rights. Be specific about which human rights.

◆ Ways that these AI might threaten human rights in their application in this public sector.

◆ Your ideas about how any negative effects of these AI tools might be reduced.

Be sure to source carefully!

Learner planning (15-20 minutes)

For the remainder of the lesson, learners will have time to identify their sector and related AI tool(s) and technolog(ies) to research. They should make yourself available to answer student questions and assist in their initial work. If questions arise that all learners would benefit from hearing the answers to, consider announcing these during this planning stage. Alternatively, these can be presented in the wrap-up segment of the class. Time accordingly.

Wrap-up (5-10 minutes)

Make observations about how the planning has gone in the lesson and share additional instructions that have emerged from questions that have come up with learners. Open up the floor for new questions and comments from learners. Remind students of the timeline for the completion of their research.

Homework

Aim: Presentation of research projects

Learners should complete their research projects and prepare their posters/digital document. You might allow up to a week for this work to be completed.

In addition, learners could be asked to provide an intermediary document, a half-page (100-word) summary of their sector, the AI tool(s) they will be researching, and any questions they have. In this case, two weeks might be allocated for the full completion of the assignment.

Adaptions

- With younger learners, you might decide to undertake one research project as a whole class, adapting the data collection tasks accordingly.

- If you are carrying out this lesson in a school setting you might involve an IT educator in the building.

Learn More

- **Artificial Intelligence for Public Service Delivery**
  GUIDING QUESTIONS FOR NON-TECHNICAL GOVERNMENT LEADERS

- **AI in the Public Sector from The World Bank**

HANDOUTS

Lesson 1: HANDOUT

Exploring the Benefits and Harms of AI

AI technology to reflect on _____

_____

What are the potential benefits of this technology for people and society?

◆ _____

_____

◆ _____

_____

◆ _____

_____

What are the potential harms of this technology for people and society?

◆ _____

_____

◆ _____

_____

◆ _____

_____

How might society balance the tradeoffs between the benefits and harms of this technology?

◆ _____

_____

◆ _____

_____

◆ _____

_____

Lesson 2: HANDOUT Learner Version
Example of AI and Human Rights Implications

◈ Facial Recognition Technology

Instructions: Carefully read the case example, including the associated definitions, and discuss the example in light of how this AI technology relates to human rights.   Be prepared to share the results of your discussion.

Lincoln Middle School is a modern educational institution at the forefront of technology. As part of a pilot program, the school's administration implemented a facial recognition (FR) system to increase security and streamline attendance tracking.

◆ **The Problem:** The school faced challenges with security, truancy, and verifying who was on campus. The administration believed facial recognition technology could provide a solution, swiftly identifying and recording the presence of students, staff, and visitors.

◆ **The Solution:** A state-of-the-art FR system was installed at the school's entrances and in school hallways. Cameras captured faces, matching them against a database containing images of students, staff, and authorized visitors.

> How might facial recognition technology enhance our human rights?
>
> How might facial recognition technology undermine our human rights?
>
> Are there any alternatives to facial recognition technology that could achieve similar goals?

Definitions:

Facial Recognition (FR) Technology is a type of biometric software that can identify or verify a person's identity using their face. It captures, analyzes, and compares patterns based on the person's facial contours.

Data Privacy: The proper handling, processing, storage, and disposal of facial data. This includes concerns about how facial images are collected, who has access to them, how long they are stored, and measures to ensure that this data is not misused or accessed by unauthorized parties.

Surveillance: Monitoring of individuals using facial recognition technology. This can be for security monitoring, tracking attendance in schools or workplaces, or identifying individuals in public spaces.

Cybersecurity: The measures and practices used to protect the facial recognition systems and the data they handle from digital attacks and unauthorized access.

◈ Social Media Algorithms

Instructions: Carefully read the case example, including the associated definition, and discuss the example below in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI and AI algorithms are shaping and curating content on social media platforms. Emily, a 17-year-old high school student, has been an active user of "UConect" (fictitious social media app) for over two years. Initially, she used the platform to keep in touch with friends and follow her interests in photography and travel. However, over time, she noticed a shift in her feed. The platform began to show her an increasing amount of content related to extreme dieting and fitness regimes. Intrigued and influenced by what she saw, Emily started engaging with this content more frequently.

Emily's increasing interaction with such content led the algorithm to show her even more related posts, creating a feedback loop. Over time, this exposure contributed to a noticeable change in Emily's behavior. She became overly concerned with her body image and started following unhealthy dieting practices, impacting her physical and mental health.

Her parents, upon realizing the change, traced the issue back to the kind of content Emily was exposed to on UConect. They raised concerns with the platform, questioning the ethics of personalizing content in a manner that could harm young, impressionable users.

Company executives for UConect deflected blame for this and other claims. They say that AI-driven personalization is crucial for the platform's success. It increases user engagement and satisfaction, which are key to the app's growth. They also stated that users have an individual responsibility in how they interact with the platform, pointing to features and settings that allow users to control their experience, such as adjusting privacy settings and reporting harmful content.

> How might social media algorithms technology enhance our human rights? (Consider not only this case example but social media algorithms feedback loops and 'filter bubbles' related to news.)
>
> How might social media algorithms undermine our human rights? (Consider not only this case example but social media algorithms feedback loops and 'filter bubbles' related to news.)
>
> How would you mitigate against any negatives of the use of social media algorithms?

Definitions:

Algorithm: A set of rules or instructions given to an AI system to help it make decisions or solve problems.

◈ AI in Health Care

Instructions: Carefully read the case example, including the associated definition, and discuss the example in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI is rapidly filtering into real-world healthcare. The remote village of Mazpisāni (population 2,000) in a rural location has a small medical clinic run by Dr. Anna Singh. Recently, the clinic started using an AI diagnostic support tool called Medic-Searcher (fictitious name) to help identify illnesses and make treatment recommendations.

So far, Medic-Searcher has helped Dr. Singh efficiently diagnose over 200 cases this year alone. However, this week a crisis hit when 10-year-old Joma Nuki came in with severe abdominal pain. Medic-Searcher analyzed his symptoms and categorized it as "likely gastritis." Dr. Singh agreed and told Joma's mother to give him fluids, let him rest and take pain medication as needed.

Two days later Joma's pain was even worse. His parents walked for miles to take him to the nearest full hospital, where scans showed his appendix had ruptured. He required emergency surgery and a lengthy hospital stay to recover.

The Nuki family was devastated that the seriousness of Joma's condition was missed. Rumors circulated questioning the clinic's care, claiming the AI technology was unreliable. Several village elders convened community meetings to debate getting rid of Medic-Searcher given this egregious misdiagnosis. Parents now say they have lost trust in the AI system.

Dr. Singh insists the technology has greatly aided village healthcare overall. But regaining patient and community trust around Medic-Searcher presents a major challenge she must now resolve.

> How might the use of AI technology in health care enhance our human rights?
>
> How might the use of AI technology in health care undermine our human rights?
>
> How would you balance the possible human rights benefits against the possible human rights violations?

Definitions:

Algorithm: A set of rules or instructions given to an AI system to help it make decisions or solve problems.

◈ Military Drones

Instructions: Carefully read the case example, including the associated definition, and discuss the example in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI is also being used by militaries. Drones powered by AI can be used to identify and strike enemy targets. Some say this technology is more accurate than humans and that it allows militaries to carry out operations without putting their soldiers at risk. Others worry that there are issues of accountability if AI makes a mistake and that it could depersonalize conflict.

The fictional country of Eastlandia, facing a prolonged conflict with its neighbor Westlandia, decided to deploy AI drones with advanced target identification capabilities. The primary objective was to eliminate a key military base in Westlandia, which was believed to be the hub for orchestrating attacks against Eastlandia. The drones successfully destroyed the military base with minimal collateral damage. However, the operation also inadvertently led to the destruction of a nearby shelter, resulting in significant civilian casualties.

The civilian deaths sparked international outrage and a heated debate on the ethical use of AI in warfare. Investigations revealed that a glitch in the AI's programming failed to identify the civilian shelter as a non-combat zone. Public opinion on the outcome was split.

Proponents argued that the AI drones played a crucial role in ending the conflict quickly, potentially saving thousands of lives in a prolonged war. Many in Eastlandia praised the technology for keeping their soldiers safe from direct combat.

Critics raised ethical and moral concerns about the implications of allowing AI to make life-and-death decisions, emphasizing the tragedy of civilian casualties. There was a strong push for international laws to regulate the use of AI in warfare, citing the need for accountability and transparency.

> How might the use of AI technology in drone warfare enhance human rights in conditions of military conflict?
>
> How might the use of AI technology in drone warfare undermine human rights?
>
> How would you balance the possible human rights benefits against the possible human rights violations associated with the use of drones by the military?

Definitions:

Autonomous weapons: AI-powered weapons that operate without human intervention.

Collateral damage: Unintended casualties or damage caused by military operations.

Depersonalization of conflict: The loss of human connection and empathy in war due to AI technology.

Lesson 2: HANDOUT Educator Version
Example of AI and Human Rights Implications

◈ Facial Recognition Technology

Instructions: Carefully read the case example, including the associated definitions, and discuss the example in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

◈ **Case Example:** Lincoln Middle School is a modern educational institution at the forefront of technology. As part of a pilot program, the school's administration implemented a facial recognition (FR) system to increase security and streamline attendance tracking.

◈ **The Problem:** The school faced challenges with security, truancy, and verifying who was on campus. The administration believed facial recognition technology could provide a solution, swiftly identifying and recording the presence of students, staff, and visitors.

◈ **The Solution:** A state-of-the-art FR system was installed at the school's entrances and in school hallways. Cameras captured faces, matching them against a database containing images of students, staff, and authorized visitors.

> How might facial recognition technology enhance our human rights?
>
> [**Possible answer:** provide added security by allowing authorities to identify persons who might endanger others or break the law; right to life, liberty and physical security.]
>
> How might facial recognition technology undermine our human rights?
>
> [**Possible answer:** collecting and storing facial images (which are our own private property) could lead to misuse without our consent, or accidental leaks; right to privacy]
>
> Are there any alternatives to facial recognition technology that could achieve similar goals?

Definitions:

Facial Recognition (FR) Technology is a type of biometric software that can identify or verify a person's identity using their face. It captures, analyzes, and compares patterns based on the person's facial contours.

Data Privacy: The proper handling, processing, storage, and disposal of facial data. This includes concerns about how facial images are collected, who has access to them, how long they are stored, and measures to ensure that this data is not misused or accessed by unauthorized parties.

Surveillance: Monitoring of individuals using facial recognition technology. This can be for security monitoring, tracking attendance in schools or workplaces, or identifying individuals in public spaces.

Cybersecurity: The measures and practices used to protect the facial recognition systems and the data they handle from digital attacks and unauthorized access.

Definitions:

Algorithm: A set of rules or instructions given to an AI system to help it make decisions or solve problems.

◆ Case Example. Social media algorithms

Instructions: Carefully read the case example, including the associated definition, and discuss the example below it in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI and AI algorithms are shaping and curating content on social media platforms. Emily, a 17-year-old high school student, has been an active user of "UConect" (fictitious social media app) for over two years. Initially, she used the platform to keep in touch with friends and follow her interests in photography and travel. However, over time, she noticed a shift in her feed. The platform began to show her an increasing amount of content related to extreme dieting and fitness regimes. Intrigued and influenced by what she saw, Emily started engaging with this content more frequently.

Emily's increasing interaction with such content led the algorithm to show her even more related posts, creating a feedback loop. Over time, this exposure contributed to a noticeable change in Emily's behavior. She became overly concerned with her body image and started following unhealthy dieting practices, impacting her physical and mental health.

Her parents, upon realizing the change, traced the issue back to the kind of content Emily was exposed to on UConect. They raised concerns with the platform, questioning the ethics of personalizing content in a manner that could harm young, impressionable users.

Company executives for UConect deflected blame for this and other claims. They say that AI-driven personalization is crucial for the platform's success. It increases user engagement and satisfaction, which are key to the app's growth. They also stated that users have an individual responsibility in how they interact with the platform, pointing to features and settings that allow users to control their experience, such as adjusting privacy settings and reporting harmful content.

How might social media algorithms technology enhance our human rights? (Consider not only this case example but social media algorithms feedback loops and 'filter bubbles' related to news.)

[**Possible answer:** provide ready access to news and other forms of information of interest to the user, as well as the opportunity to support and interact with others on issues of interest, including those related to human rights; right to information, freedom of opinion and expression, freedom of thought, conscience and religion, freedom of peaceful assembly and association.]

How might social media algorithms undermine our human rights? (Consider not only this case example but social media algorithms feedback loops and 'filter bubbles' related to news.)

[**Possible answer:** feedback loops and 'filter bubbles' can proactively feed information to users that can be unhealthy; combined with misinformation and disinformation on social media social media algorithms can undermine the right to (accurate) information, which may negatively influence public opinion and undermine the ability of people to participate in democratic processes with full information; social media can accelerate the speed and scale with which such information or calls for action are transmitted; right to information; right to take part in the government.]

How would you mitigate against any negatives of the use of social media algorithms?

Definitions:

Algorithm: A set of rules or instructions given to an AI system to help it make decisions or solve problems.

◆ *Case Example. AI in healthcare*

Instructions: Carefully read the case example, including the associated definition, and discuss the example below it in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI is rapidly filtering into real-world healthcare. The remote village of Mazpisāni (population 2,000) in a rural location has a small medical clinic run by Dr. Anna Singh. Recently, the clinic started using an AI diagnostic support tool called Medic-Searcher (fictitious name) to help identify illnesses and make treatment recommendations.

So far, Medic-Searcher has helped Dr. Singh efficiently diagnose over 200 cases this year alone. However, this week a crisis hit when 10-year-old Joma Nuki came in with severe abdominal pain. Medic-Searcher analyzed his symptoms and categorized it as "likely gastritis." Dr. Singh agreed and told Joma's mother to give him fluids, let him rest and take pain medication as needed.

Two days later Joma's pain was even worse. His parents walked for miles to take him to the nearest full hospital, where scans showed his appendix had ruptured. He required emergency surgery and a lengthy hospital stay to recover.

The Nuki family was devastated that the seriousness of Joma's condition was missed. Rumors circulated questioning the clinic's care, claiming the AI technology was unreliable. Several village elders convened community meetings to debate getting rid of Medic-Searcher given this egregious misdiagnosis. Parents now say they have lost trust in the AI system.

Dr. Singh insists the technology has greatly aided village healthcare overall. But regaining patient and community trust around Medic-Searcher presents a major challenge she must now resolve.

> How might the use of AI technology in health care enhance our human rights?
>
> [**Possible answer:** provide access to affordable, responsive and effective health care; right to health]
>
> How might the use of AI technology in health care undermine our human rights?
>
> [**Possible answer:** AI diagnostics might be in error, medical personnel might fail to closely review and correctly interpret AI-generated diagnosis, sensitive health data might not be kept private or even passed along to other users without our consent ; right to health, right to privacy]
>
> How would you balance the possible human rights benefits against the possible human rights violations?

Definitions:

Algorithm: Algorithm: A set of rules or instructions given to an AI system to help it make decisions or solve problems.

◆ Case Example 4: Military drones

Instructions: Carefully read the case example, including the associated definition, and discuss the example below it in light of how this AI technology relates to human rights. Be prepared to share the results of your discussion.

AI is also being used by militaries. Drones powered by AI can be used to identify and strike enemy targets. Some say this technology is more accurate than humans and that it allows militaries to carry out operations without putting their soldiers at risk, but others worry that there are issues of accountability if AI makes a mistake and that it could depersonalize conflict.

The fictional country of Eastlandia, facing a prolonged conflict with its neighbor Westlandia, decided to deploy AI drones with advanced target identification capabilities. The primary objective was to eliminate a key military base in Westlandia, which was believed to be the hub for orchestrating attacks against Eastlandia. The drones successfully destroyed the military base with minimal collateral damage. However, the operation also inadvertently led to the destruction of a nearby shelter, resulting in significant civilian casualties.

The civilian deaths sparked international outrage and a heated debate on the ethical use of AI in warfare. Investigations revealed that a glitch in the AI's programming failed to identify the civilian shelter as a non-combat zone. Public opinion on the outcome was split.

Proponents argued that the AI drones played a crucial role in ending the conflict quickly, potentially saving thousands of lives in a prolonged war. Many in Eastlandia praised the technology for keeping their soldiers safe from direct combat.

Critics raised ethical and moral concerns about the implications of allowing AI to make life-and-death decisions, emphasizing the tragedy of civilian casualties. There was a strong push for international laws to regulate the use of AI in warfare, citing the need for accountability and transparency.

How might the use of AI technology in drone warfare enhance human rights in conditions of military conflict?

[**Possible answer:** drone warfare might help to bring a conflict to a conclusion, drone warfare might be more accurate than other forms of warfare, drones help to prevent the mental stress of combatants since they are not in direct combat with the enemy, military drones might also be used for other purposes, such as search-and rescue and disaster relief; right to life]

How might the use of AI technology in drone warfare undermine human rights?

[**Possible answer:** inaccurate AI technology in drones might result in unintended casualties and death, the use of drones removes 'the human element' of warfare, possibly resulting in more casual approaches to lethal attacks, drones might be involved in illegal activities such as disrupting ecosystems; right to health, right to life]

How would you balance the possible human rights benefits against the possible human rights violations associated with the use of drones by the military?

Definitions:

Autonomous weapons: AI-powered weapons that operate without human intervention.
Collateral damage: Unintended casualties or damage caused by military operations.
Depersonalization of conflict: The loss of human connection and empathy in war due to AI technology.

Lesson 2: HANDOUT

Simplified Version of the Universal Declaration of Human Rights

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.

2. Everyone is equal despite differences in skin colour, sex, religion, language for example.

3. Everyone has the right to life and to live in freedom and safety.

4. No one has the right to treat you as a slave nor should you make anyone your slave.

5. No one has the right to hurt you or to torture you.

6. Everyone has the right to be treated equally by the law.

7. The law is the same for everyone, it should be applied in the same way to all.

8. Everyone has the right to ask for legal help when their rights are not respected.

9. No one has the right to imprison you unjustly or expel you from your own country.

10. Everyone has the right to a fair and public trial.

11. Everyone should be considered innocent until guilt is proved.

12. Every one has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.

13. Everyone has the right to travel as they wish.

14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

16. Everyone has the right to marry and have a family.

17. Everyone has the right to own property and possessions.

18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.

19. Everyone has the right to say what they think and to give and receive information.

20. Everyone has the right to take part in meetings and to join associations in a peaceful way.

21. Everyone has the right to help choose and take part in the government of their country.

22. Everyone has the right to social security and to opportunities to develop their skills.

23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24. Everyone has the right to rest and leisure.

25. Everyone has the right to an adequate standard of living and medical help if they are ill.

26. Everyone has the right to go to school.

27. Everyone has the right to share in their community's cultural life.

28. Everyone must respect the 'social order' that is necessary for all these rights to be available.

29. Everyone must respect the rights of others, the community and public property.

30. No one has the right to take away any of the rights in this declaration.

Lesson 3: HANDOUT
Small Group Activities

In small groups, you will explore an example of an AI Governance document.
You should agree on (and be prepared to present briefly on):

◆ **Who has developed the document and who it is intended to be used by?**

◆ **Potential human rights considerations given the actor who developed the document (for example, might the author have any special interests or biases?).**

◆ **Any other observations about the content of the document.**

Note: You will not have the time to read the full document in the allotted time! For the group activity, you should be instructed not to study the document in detail but just attend to the discussion questions: document author, the audience for the document, and specific, human rights-focused considerations given any perceived interests or potential biases of the author.

AI Governance Samples:

1. Google's **"Perspectives on Issues in AI Governance"**

2. Ministry of Economy, Trade and Industry (Japan)'s **"Governance Guidelines for Implementation of AI Principles"**

3. UC Berkeley's **"Decision Points in AI Governance"**

4. UK House of Commons' **"Governance of artificial intelligence (AI)"**

5. UN's **"A Framework for Ethical AI at the United Nations"**

6. Future of Humanity Institute's **"Standards for AI Governance: International Standards to Enable Global Coordination in AI Research & Development"**

Lesson 3: HANDOUT
AI Governance Actors And Critique

Introduction to AI Governance Actors: There are various actors who have been responsible for writing and releasing principles, policies and laws relating to AI Governance. One is **inter-governmental bodies** that are made up of delegates from member states. The UN is the most well-known of these groups. Another kind of actor is **governments**, both at the national and sub-national levels. AI governance is also being developed by **institutional users of AI**, such as educational institutions (schools, universities) and **other organizations with a vested interest in ethical use of AI**, such as human rights organizations and civil society organizations. Finally, another key actor is the AI **developers themselves**. When reviewing a governance document, it is important to identify the category to which the actor belongs. We might try to understand its motivations and target audiences, and how these might have influenced the content of their particular AI Governance, as well as its binding nature. Let's address some of these separately.

◆ **Inter-governmental Organizations (IGOs):** These organizations have a central role to play in providing policies and laws to technology companies and AI users. UN agencies are especially concerned with addressing human rights, and developing policies relevant to the international stage. However, because of their international influence and widespread audience, IGOs have an obligation to ensure that their recommendations are data-driven. For this reason, inter-governmental organizations have been somewhat slower in releasing AI Governance.

◆ **Government Organizations (GOs):** This classification is made up of individual nation, state, and regional government groups. Individual government entities have a vested interest in addressing human rights and other major themes, particularly as they relate to their target country. However, because their recommendations are typically binding (expressed in a law or regulation), and because similar to IGOs, GOs they have to be sure that their AI Governance is informed by accurate data. As such, this group has also been slow to release guidance.

◆ **Civil Society:** These entities include human rights organizations, religious organizations, independent journalists and other influencers of values, discourse and thinking. Their contribution to AI Governance tends to be principled and targeted, but not directly related to policies (except if applied internally within their organization). The vast majority of guidance from these groups has been in the form of articles, studies, and thought leadership documents.

◆ **Private Sector:** These organizations represent the entrepreneurs, tech giants, and business leaders who are responsible for training AI models, and developing and selling AI tools and technologies. AI Governance tends to be applied internally as principles and policies, potentially reflecting a commitment to social impact. However, since they are monetarily motivated, this group has the potential to be prone to biases.

◆ **Educational Organizations:** Schools and universities have had to move quickly into developing AI Governance in the form of principles and policies, given the fast pace at which they needed to grapple with AI in the workplace. This is also the group that is responsible for the creation of data which is then used by the larger international community. This category of AI Governance is specific to their educational environment rather than society at large, though some of the principles may be relevant for wider consideration.

Common components of AI Governance materials:

◆ **Definitions and applications of core concepts of AI:** This section adds context to AI governance documents, ensuring that everyone is on a level playing field pertaining to learning about AI.

◆ **Potential benefits of AI Technology for society:** How can AI potentially enhance our human rights? Why is it so important for us to responsibly implement AI technology into the world?

◆ **Risks of AI Technology:** Transparency regarding the possible ethics, security, and data privacy risks relating to AI technology.

◆ **Mitigation of AI Risks:** How should these risks be addressed, and who is responsible for addressing these risks?

◆ **Further Resources:** Where can people find more information and guidance about AI? What are questions that have been left unanswered or are awaiting further data?

Instructions: Explore an AI Governance document in depth, and prepare a short essay (up to 1000 words) that answer the following questions:

◆ What classification of actors from the groups described earlier are the audiences/users of the resource?

◆ Inter-Governmental organization
◆ Governmental Organization
◆ Civil Society
◆ Private Sector
◆ Educational Organization
◆ Other

◆ Is this document principles, policies or binding legislation/regulation?

◆ How might the author's organizational position affect their interests, potential biases or other special considerations for the resource content? How is this evident in the document? (4-5 sentences)

◆ Based on our class discussion on "good" AI Governance, how would you assess the effectiveness of your document? (6-8 sentences)

Optional expanded learner questions:

1. How does this document address human rights such as data privacy, security, etc.? (3-5 sentences)

2. If AI risks are identified, how and who should address them, according to the resource? (1-2 sentences)

3. How well would you say that human rights concerns are addressed in this resource? (3-5 sentences)

Possible Documents to explore:

◇ Google's **"Perspectives on Issues in AI Governance"**

◇ Ministry of Economy, Trade and Industry (Japan)'s **"Governance Guidelines for Implementation of AI Principles"**

◇ UC Berkeley's **"Decision Points in AI Governance"**

◇ UK House of Commons' **"Governance of artificial intelligence (AI)"**

◇ UN's **"A Framework for Ethical AI at the United Nations"**

◇ Future of Humanity Institute's **"Standards for AI Governance: International Standards to Enable Global Coordination in AI Research & Development"**

Lesson 4: HANDOUT
Personalized and Adaptive Learning

Instructions: Read the descriptive information about Duolingo. Then discuss and answer the following questions, bearing in mind the example of Duolingo as well as a general description of personalized learning programs:

◆ How might Duolingo/online personalized learning programs help to guarantee the right to education?

◆ How might Duolingo/online personalized learning programs undermine the right to education?

◆ How might any negative effects (for the individual, society at large) be reduced?

Be specific in your answers. Make sure that someone in the group is taking notes and that someone will be ready to briefly share the group's response to these questions.

Duolingo

Duolingo is an example of a personalized learning platform. It uses an interactive online platform to help users learn new languages in an engaging way. Duolingo utilizes AI algorithms to deliver personalized language instruction to millions of users worldwide.

The platform collects data on each learner's strengths, weaknesses, and learning patterns, allowing the AI system to adapt the curriculum and exercises accordingly. For example, if a learner struggles with vocabulary, the AI system can generate more practice exercises and provide targeted vocabulary suggestions.

Additionally, the platform employs AI to analyze speech patterns, pronunciation, and comprehension levels, offering tailored feedback and recommendations for improvement.
Through AI-powered personalized learning, Duolingo enhances the language-learning experience, tailoring it to each learner's specific needs and accelerating their progress.

This AI-driven personalization and adaptivity aims to enhance learning outcomes by meeting students where they are, maximizing engagement, and ensuring concepts are truly mastered before advancing. It has the potential to transform education from a one-size-fits-all model to an individualized experience for every learner.

The information about Duolingo comes from the company website.

Personalized Learning Programs

AI-generated personalized and adaptive learning tailors an online learning experience to each individual student's needs, abilities, and pace. AI algorithms analyze data about a student's performance, engagement, and learning styles to dynamically adjust the content, sequence, and delivery method. Some key aspects of online personalized learning programs include:

Personalized Learning Pathways: AI can map out customized learning trajectories optimized for each learner based on their strengths, weaknesses, interests, and goals.

Adaptive Content: Educational materials and lessons can be continuously adapted in real-time based on the learner's comprehension level and progress.

Intelligent Tutoring: AI-powered virtual tutors (such as chatbots and virtual assistants) can interact with the learner and provide individualized support, explanations, and feedback tailored to each learner.

Learning Analytics: Platforms apply machine learning to student data to identify patterns, predict challenges, and recommend personalized interventions.

Investigating Bias in AI Outputs

Prompts used	Note any stereotypes or assumptions about the target population that appeared in the output	Note evidence of missing information that would make the output not useful/ harmful to the target population	Note which human rights are connected to the information provided by AI

Lesson 6: HANDOUT
Example of AI and Human Rights Implications

What to research?

You will need to select a public sector area (not education) to research in relation to AI. Below are some suggestions. You can choose one of these public sector areas or identify another one to work in. If tyou choose another public sector or other tools, please have these approved before proceeding with the research.

AI and the Right to Work

◆ **Automation and Job Displacement:** Exploring the impact of AI and automation on employment, particularly the risks of job displacement and the need for re-skilling workers.

◆ **Workers' Rights:** Analyzing how AI is used in workplace monitoring and decision-making, and its implications for workers' rights and autonomy.

Possible AI tools to research:

◆ **Amazon's AI in Warehouses:** AI systems used to monitor worker productivity, raising concerns about workers' rights and autonomy.

◆ **AI-Powered Applicant Tracking Systems (ATS):** Tools like LinkedIn's AI-powered recruitment platform that automate hiring processes, impacting job opportunities

AI in Law Enforcement and Justice

◆ **Predictive Policing:** Examining the use of AI in predicting criminal behavior and its effects on justice, fairness, and potential for racial profiling.

◆ **AI in Judicial Processes:** Exploring the role of AI in legal decision-making, including sentencing and parole decisions, and its implications for fairness and due process.

Possible AI tools to research:

◆ **Clearview AI:** A facial recognition tool used by law enforcement that has raised significant privacy and civil liberties concerns.

◆ **Palantir:** A data analytics platform used for surveillance and predictive policing, with implications for privacy and civil rights.

◆ **PredPol (Predictive Policing):** An AI tool used for predictive policing, criticized for potentially perpetuating racial profiling and unfair targeting.

◆ **HART (Harm Assessment Risk Tool):** Used in the UK for predicting reoffending, raising concerns about bias and fairness in judicial processes.

AI, Health, and Human Rights

- **AI in Healthcare:** Investigating how AI is used diagnostically in healthcare, including its potential to improve access to care and the risks related to privacy, informed consent, and bias.

- **Disability Rights:** Studying how AI technologies can both empower and potentially marginalize people with disabilities.

Possible AI tools to research:

- **IBM Watson for Oncology:** An AI tool that provides cancer treatment recommendations, raising issues of data privacy and informed consent.

- **Google Health's DeepMind:** AI tools used in healthcare, such as predicting acute kidney injury, with concerns about data security and bias.

AI in Crisis Situations

- **Humanitarian Response:** Analyzing the use of AI in humanitarian efforts, including disaster response and refugee support, and its implications for human rights.

- **AI in Conflict Zones:** Examining the ethical concerns related to the use of AI in military applications and its impact on human rights in conflict zones.

Possible AI tools to research:

- **xView2 by the Defense Innovation Unit (DIU):** An AI tool for disaster response, analyzing satellite imagery to assess damage after natural disasters.

- **UN Global Pulse's AI Tools:** Used in humanitarian efforts, such as analyzing social media for crisis response, with implications for privacy and data protection.

How to carry out research?

You can carry out online searches to understand the nature of the AI tools and their use in that particular sector. You can use online search engines, such as Google, Bing and others, which may have an embedded AI component. Be sure to carefully note your sources, including author(s), title, date (if indicated), where published and the URL.

You may also be able to find articles that critique the use of these AI tools, both from positive and negative points of view. Remain aware of any potential biases in these sources. Is your source a technology company that is promoting their own AI technology?

The assessment of the positive and negative aspects of the AI tools – otherwise known as opportunities and risks – should be presented from a human rights perspective. This means that you will also need to identify the related human rights. You can refer to the Universal Declaration of Human Rights and other human rights standards that you consider to be relevant. A central source for human rights-related standards is the UN Office of the High Commissioner for Human Rights: **www.ohchr.org**

How to present the research?

The results of your research will be presented in a poster or digital environment. This need not be lengthy but should address the following points:

- ◆ The public sector area and AI tool(s) and technolog(ies) researched

- ◆ Name and functionality of the AI tool(s)

- ◆ Ways that these AI tool(s) can assist in the operation of this public sector area and promote, protect and respect human rights. Be specific about which human rights.

- ◆ Ways that these AI might threaten human rights in their application in this public sector.

- ◆ Your ideas about how any negative effects of these AI tools might be reduced.

Be sure to source carefully in your presentation and feel free to use images (also carefully sourced)!

Curriculum Glossary

AI Governance

A system of laws, policies, frameworks, practices and processes at international, national and organizational levels. AI governance helps various stakeholders implement, manage, oversee and regulate the development, deployment and use of AI technology. It also helps manage associated risks to ensure AI aligns with stakeholders' objectives, is developed and used responsibly and ethically, and complies with applicable legal and regulatory requirements. *(Source)*

AI-supported Personalized & Adaptive Learning

Personalized learning is a student-centric approach to education that customizes the learning experience for each student taking into account each student's individual needs, interests, and pace of learning. AI can support online learning platforms, where students learn at their own pace, for example, moving faster through topics they understand well or spend more time on challenging subjects. *(Source)*

Algorithm

A process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer. *(Source; Source)*

Artificial Intelligence (AI)

An interdisciplinary science striving to equip computer systems with intelligent capabilities akin to human cognition. *(Source)*

Bias

A disproportionate weight in favor of or against an idea or thing, usually in a way that is inaccurate, prejudicial, or unfair. AI bias refers to the occurrence of biased results due to human biases that skew the original training data or AI algorithm—leading to distorted outputs and potentially harmful outcomes. *(Source)*

Civil society organizations

An organizational structure whose members serve the general interest through a democratic process and which plays the role of mediator between public authorities and citizens. *(Source)*

Discrimination

Treating a person or particular group of people differently, especially in a worse way from the way in which other people are treated, based on their race, gender, religion, sexuality, income level, etc. *(Source)*

Ethics

Moral principles that govern a person's behavior or the conducting of an activity. Ethics asks what we should do in some circumstance, or what we should do as participants in some form of activity or profession. Ethics is not limited to the acts of a single person. Ethics is also interested in the correct practices of governments, corporations, professionals and many other groups. *(Source)*

Fact-checking

The process of verifying the factual accuracy of a piece of text, speech, or other statements. *(Source)*

Generative AI

A class of AI models that can generate new content, such as text, images, or music, by learning patterns and structures from existing data. *(Source)*

Hallucination

In the field of artificial intelligence, a hallucination is a situation where an AI system produces fabricated, nonsensical, or inaccurate information. The wrong information is presented with confidence, which can make it difficult for the human user to know whether the answer is reliable. *(Source)*

Human rights

Human rights are rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty. *(Source)*

Intergovernmental organizations (IGOs)

An entity created by treaty, involving two or more nations, to work in good faith, on issues of common interest. *(Source)*

International human rights movement

The international human rights movement refers to a nongovernmental social movement engaged in activism related to the issues of human rights.

National protection systems

Each state's constitutional, legal, judicial and institutional architecture that can be used to promote, protect and respect human rights within national boundaries. These help to ensure the compliance of domestic measures and legislation consistent with international human rights treaty obligations and duties. *(Source)*

Non-governmental organizations (NGOs)

A non-governmental organization (NGO) is a group that functions independently of any government with the objective of improving social conditions. *(Source)*

Public good

A public good is a commodity or service that every member of a society can use without reducing its availability to all others. Typically, a public good is provided by a government and funded through taxes. Examples of a public good include a town road, park, or school. National defense is a public good. A public good may also be a basic need such as access to clean air and drinking water. *(Source)*

Public sector

The public sector is a part of the economy that comprises all organizations that are owned and operated by the government. This includes everything from schools and hospitals to roads and bridges. The main purpose of the public sector is to provide services that are considered essential for the well-being of society. These services are typically provided free of charge or at a subsidized rate. Similar to the **voluntary sector,** organizations in the public sector do not seek to generate a profit. *(Source)*

Reliability

A credible or reliable source is one where you can trust the information that the source provides. You can rely on the information provided within the source because the person, publisher, or institution that is providing this information is a credible source for that information. *(Source)*

Rights holders and duty bearers

Rights-holders are individuals or social groups that have particular entitlements in relation to duty-bearers. Duty-bearers are state or non-state actors, that have the obligation to respect, protect, promote, and fulfill human rights of rights-holders. *(Source)*

Right to Education

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. *(Source)*

Risk mitigation

Prioritizing, evaluating, and implementing the appropriate risk-reducing controls/countermeasures recommended from the risk management process. *(Source)*

Training Data

AI training data is the set of information used to teach AI models how to perform a task, like identifying objects in images, understanding language, or predicting outcomes. It includes text, images, or other content collected from books, websites, social media, and more. These datasets shape how the AI "learns" to respond to different prompts. *(Source)*

Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948, was the first legal document to set out the fundamental human rights to be universally protected. Its **30 articles** provide the principles and building blocks of current and future human rights conventions, treaties and other legal instruments. The UDHR, together with the 2 covenants - the International Covenant for Civil and Political Rights, and the International Covenant for Economic, Social and Cultural Rights - make up the **International Bill of Rights.** *(Source)*