Session Outcome Document

Summary of Session - WSIS Action Line C4: Understanding AI powered learning: Implications for developing countries
ITU/ITC-ILO

Monday, 17 April 2023, 13:00 – 14:00 (UTC+2)

https://www.itu.int/net4/wsis/forum/2023/Agenda/Session/468

Key Issues discussed (5- 8 bullet points)

- Artificial Intelligence (AI) has the potential to bring about transformational change, especially in the education sector. AI-enabled technologies are reshuffling the education paradigm and can reshape the future of skills development.

- New digital learning and collaboration solutions, such as Augmented Reality (AR) and Virtual Reality (VR), are expanding the outreach and impact of learning programs. They also provide new resources for learning specialists, curriculum designers, and trainers.

- Connectivity and digital inclusion remain persistent challenges as AI-enabled tools are likely to widen the existing digital skills gap.

- Limited AI-related research and development, along with the lack of common understanding of AI concepts among the public (referred to as "conceptual confusion"), represent significant barriers.

- The gradual integration of Artificial Intelligence into the education ecosystem may come at the expense of the social dimension of learning and lead to a lack of human interaction. Additionally, the reliability of learning content may be compromised.

- There is a growing importance of green skills and jobs and the interconnectedness between AI and sustainability.

- The International Community has a critical role in mitigating some of the challenges posed by AI by providing technical assistance to member states in developing AI-related policies and regulations and strengthening data governance frameworks.

- Data-driven evidence-based decision making is essential and requires a long-term structural approach.

Towards WSIS+20 and WSIS beyond 2025, please share your views on the emerging trends, challenges, achievements, and opportunities in the implementation of the WSIS Action Lines to date (5-8 bullets)

- AI is being integrated into learning management systems to create powerful digital ecosystems that incorporate data and provide personalized learning experiences tailored to each student's learning style, thereby increasing the pace of learning.

- By 2030, it is expected that 40 per cent of existing jobs will be lost to automation, while 24 million new jobs will be created worldwide.
- Emerging technologies such as AI, Big Data, and Blockchain bring opportunities to accelerate the achievement of the UN SDGs. However, they are also likely to generate more inequalities.
- The lack of human interaction and the social dimension of learning poses a challenge in deploying AI-enabled solutions and services for digital skills development.
- Reliability issues may arise due to software development since AI-driven systems cannot fully replace the role of an educator.

Tangible outcomes (such as key achievements, announcements, launches, agreements, and commitments (3-5 bullet points)

- ITC-ILO will launch an AI gameboard showcasing a wide range of AI-related terminologies and concepts, including Artificial Intelligence, Augmented Intelligence, Autonomous Intelligence, and more. The organization will also organize AI labs to increase AI literacy and make these terms more accessible to learners.
- ITC-ILO is investing in predictive analytics for AI to create more personalized learning paths and experiences for learners.
- ITU will continue to support its member states in designing, developing, and deploying AI-enabled systems in a safe, trustworthy, and inclusive manner that respects human rights.
- In line with its new resolution on AI, ITU will continue its research, information sharing, and capacity development activities on AI to foster an enabling ecosystem for the development of AI technologies for development.

Actionable plan (2-5 points)

- Democratize access to AI: There is a need to clarify the implications of AI for learning to non-specialists. This will help make AI more accessible to a wider audience.
- Foster an exploratory use of AI in all its facets and standards through a constant and iterative dialogue between relevant stakeholders, such as experts, policymakers, educators, and learners.
- Explore strategies that can be used to eliminate AI bias and think strategically about transparent data collection and privacy.
- Move towards a co-creative programmatic approach to inform contextualized practices, strengthen learner-instructor relations, and improve instructional design.
- Invest in multi-stakeholder partnerships and cooperation frameworks where the private sector provides the technologies while the public sector ensures political buy-in and users' readiness.

Suggestions for thematic aspects that might be included in the WSIS Forum 2024 (WSIS+20 Forum High-Level Event) (one paragraph)

The WSIS Forum 2024 could include sessions on AI for Good and sustainable development, with a focus on inclusive education and training for AI development. The programme could also cover themes such as bridging the digital skills gap through policy support and regulation; as well as open the dialogue on how emerging technologies for education can be incorporated into national digital skills strategies.