

BEIJING CONSENSUS ON ARTIFICIAL INTELLIGENCE AND EDUCATION

Beitrag aus Heft »2020/05 Ethik und KI«

Die folgenden Auszüge zu KI und Ethik stammen aus einem UNESCO-Dokument, das im Rahmen einer internationalen Konferenz in Peking 2019 entstand. Sie sollen auf die weltweite Bedeutung der Debatte um KI und Ethik aufmerksam machen.

BEIJING CONSENSUS ON ARTIFICIAL INTELLIGENCE AND EDUCATION

Preamble

1. We, the participants of the International Conference on Artificial Intelligence (AI) and Education, including 50 government ministers and vice ministers, as well as around 500 international representatives from more than 100 Member States, United Nations agencies, academic institutions, civil society and the private sector, met in Beijing, People's Republic of China, from 16 to 18 May 2019. [...]

2. We reaffirmed the commitment made in the 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal (SDG) 4 and its targets, and discussed the challenges faced by education and training systems in achieving SDG 4. [...]

6. We also recognize the distinctive features of human intelligence. Recalling the principles set forth in the Universal Declaration of Human Rights, we reaffirm UNESCO's humanistic approach to the use of AI with a view towards protecting human rights and preparing all people with the appropriate values and skills needed for effective human-machine collaboration in life, learning and work, and for sustainable development.

7. We also affirm that the development of AI should be human-controlled and centred on people; that the deployment of AI should be in the service of people to enhance human capacities; [...] and that the impact of AI on people and society should be monitored and evaluated throughout the value chains. [...]

AI to Empower Teaching and Teachers

12. Be mindful that while AI provides opportunities to support teachers in their educational and pedagogical responsibilities, human interaction and collaboration between teachers and learners must remain at the core of education. Be aware that teachers cannot be displaced by machines, and ensure that their rights and working conditions are protected. [...]

Ensuring ethical, transparent and auditable use of education data and algorithms

28. Be cognizant that AI applications can impose different kinds of bias that are inherent in the data the technology is trained on and uses as input [...]. Be cognizant of the dilemmas of balancing between open access to data and data privacy protection. Be mindful of the legal issues and ethical risks related to data ownership, data privacy and

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data availability for public goods. [...]

29. Test and adopt emerging AI technologies and tools for ensuring teachers' and learners' data privacy protection and data security. Support robust and long-term study of deeper issues of ethics in AI, ensuring AI is used for good and preventing its harmful applications. Develop comprehensive data protection laws and regulatory frameworks to guarantee the ethical, non-discriminatory, equitable, transparent and auditable use and reuse of learners' data.

30. Adjust existing regulatory frameworks or adopt new ones to ensure responsible development and use of AI tools for education and learning. Facilitate research on issues related to AI ethics, data privacy and security, and on concerns about AI's negative impact on human rights and gender equality.

<https://unesdoc.unesco.org/ark:/48223/pf0000368303> [Zugriff: 21.09.2020]