



**GPA**

Global Privacy Assembly

# Digital Education Working Group

Report – 31 July 2025

Chair authority: CNIL, France





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## Introduction & Executive Summary

The Digital Education Working Group's (DEWG) annual work program 2024-2025 set forth sixth strategic goals.

It covered a number of themes aimed at fostering cooperation in new joint activities and continuing the exchange of best practices:

- In the field of digital literacy for major stakeholders, in particular, children, parents, and educators, and
- On the roles and governance models of the various actors for children's rights and data processed by EdTech, including with regard to the growing impact of AI in the education sector.

The detailed work programme sent in March 2025 was providing advanced work developed with new Task forces based on three specific topics, namely, digital parenting, AI in education and data governance for EdTech.

The Chair continued to engage activities throughout the year with the GPA/DEWG members as appropriate. It involved thematic online meetings, a side-event at the 46<sup>th</sup> Global Privacy Assembly, exploration of new topical surveys among GPA members, supported by various reporting mechanisms. These in-presence and virtual meetings were used to present topical working group actions and create more cohesion between members.

As always in the work of the DEWG and its subgroups, the idea is that sharing information, best practices and different approaches to common matters can ensure that each volunteered Data Protection Authority (DPA) acquires knowledge and experience that is useful for carrying out its digital education activities and in synergy for the benefit of the whole group's ability within the GPA Strategic Plan 2023-2025.

The DEWG has been taking advantage of the 2025 European Year of Digital Citizenship Education to work together towards common goals and communicate more widely on GPA innovative awareness-raising activities and campaigns.

The wide range of valuable educational material and innovative initiatives undertaken by DPAs globally, was illustrated in the effective publication of the compelling GPA/ DEWG Booklet of awareness raising activities. This initiative enhanced visibility of the dynamic community of GPA regulators in their role of engaged actors to support children and educators in the digital era.

The working group also focused on key findings from overview and evaluation exercises of a consultation among members on the essential topic of parents' concern in their approach to digital technology. Key findings highlighted useful feedbacks to explore how supporting parents' digital literacy that could be further integrated into DEWG implementation activities.



Data for learning and EdTech has grown as a particularly live area of work of close interest to our DPAs in addition to many other international organisations. The increased use of digital technologies in education brought up concerns about education data governance and consequent risks to children’s privacy.

Based on a close collaboration with UNICEF who conducted a survey with data protection authorities on this topic, interesting updated and qualitative information has been obtained on their practices, challenges, and promising approaches to data governance in EdTech, and the ways in which they work with ministries of education or EdTech companies. UNICEF has had the opportunity to present preliminary findings from the comprehensive Landscape Review on data governance in EdTech and detailed draft Policy recommendations at a series of events convened with the DEWG all over the year.

The DEWG consulted also GPA members on the crucial topic of education and artificial intelligence (AI). The survey findings will help the GPA better understand issues, challenges and concerns amongst data protection authorities regarding current uses and future trends of AI in education. Consequently, specific issues and opportunities for collective GPA actions should be identified for 2026.

The Group was expanded in 2025 and now holds 92 DPAs and observers as active members.

**Lead Partner: FR - Chair: CNIL, France - Marie-Laure DENIS & Pascale RAULIN-SERRIER**

*List of the Digital Education Working Group (DEWG) members:*

**Name of Members Authorities by Region (Europe, Africa, North and Latin America, Asia-Pacific, Middle Near East) and Observers (92):**

**Europe (50) :** Albania, Andorra, Austria, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, Germany (and 7 regional authorities), Georgia, Gibraltar, Greece, Guernsey, Hungary, Iceland, Ireland, Malta, Spain, Italy, Jersey, Latvia, Lithuania, Luxembourg, Macedonia (FYROM), Moldova, Monaco, the Netherlands, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovakia, Slovenia, Spain (AEPD, and Catalonia), Switzerland (and Swiss cantons), the United Kingdom;

**Africa (12):** Burkina Faso, Cape Verde, Gabon, Ghana, Ivory Coast, Kenya, Mali, Mauritius, Mauritania, Morocco, Senegal, Tunisia;

**North America (8):** Canada (OPC, Quebec, Ontario, Alberta, Nova Scotia, British Columbia), the United States (FTC), NYC Office of Information Privacy;

**Latin America (5):** Brazil (ANPD), Colombia, State of Mexico (INFOEM), Mexico City (INFO CDMX), Uruguay;

**Asia-Pacific (9):** Australia, Australia (Victoria DPA), Hong Kong, Japan, Korea, Macao, New Zealand, the Philippines, Singapore;

**Middle Near East (2):** Israel; Turkey;

**Name of Observers (6):** AFAPDP, the Council of Europe, the EDPS, OECD, UNESCO, UNICEF.



## Working Group Activities

### Action 1: Undertake awareness-raising activities on privacy and data protection with all educational stakeholders

#### 1.1 Disseminate the joint multi-language DEWG booklet pooling innovative resources and events to the education community in respective countries and international networks

[The GPA/DEWG booklet](#) was published in Spring 2025.

The free booklet provides a very compelling illustrated layout available so far in English:

- All the content refers to a specific targeted audience ranging from children, teenagers, parents, educators and the general public. It provides a list of some 150 links of 30 data protection authorities around the world conveying to multi-language educational activities and various projects on the rights and duties of digital citizens to be explored more in detail in classroom or other non-formal educational settings.

DPA's have been encouraged to undertake its promotion and get it widely distributed to national and regional educational targets and via their official media and websites.

The Booklet has been uploaded on [the GPA website on the WGs section](#) and disseminated at a broader scale to increase the visibility of a dynamic community of GPA regulators much engaged with a range of actors to support the empowerment of children and teens.

This joint initiative represents a complementary resource of great value to many users to continue promoting best practices and insight on how to navigate safely and responsibly on social media and exercise their digital rights.

- Feedback from recipients and users would be welcome through GPA members.

#### 1.2 Align awareness-raising activities with [the European Year 2025 of Digital Citizenship Education](#)

The Council of Europe officially kicked off the European Year 2025<sup>1</sup> with [the Launch Conference on 23-24 January 2025 in Strasbourg \(France\)](#).

This initiative is aiming at giving a new impetus to the development and promotion of digital citizenship education and was a great opportunity for the DPA members of the DEWG to align their efforts on a global level via an enlarged “universal” multi-stakeholders work in close cooperation.

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<sup>1</sup> [Resolution 5](#) on the establishment of a European Year of Digital Citizenship Education in 2025 in all Council of Europe member States (pages 15-17)



## Involvement of the DEWG:

Looking at the [main objectives](#) and activities planned during the European Year 2025 in close consistency with the DEWG work plan, it has been standing as a great opportunity **to enhance the visibility and impact** of respective digital education activities.

Within the framework and goals of the [European calendar Year 2025](#):

- The DEWG communicated in March 2025 about the call for applications for all pan-European and international interested parties at the [Digital Citizenship Education Forum “Let’s Act Now!”](#). This event took place on 27-28 May 2025 in Strasbourg, France and was offering vitrine resources, plenary sessions and parallel forum talks.

Some DPAs contributed (Catalonia, France and Poland) providing visibility and advice on behalf of the regulators community as engaged stakeholder showcasing awareness-raising activities.

- In June 2025 a videoconference was arranged with the Education Department of the Council of Europe to discuss further engagement of DPAs over 2025 in lines with DCE activities.

Information was shared on the available [campaign toolkit](#) to support the European Year in respective DPA country (Tagline and the corresponding hashtag #LearnConnectEngageThrive, Social Media Plan) and national committees (NCs) established in each participating country on their initiative to oversee and coordinate the implementation of the Year’s campaign objectives at the national levels.

Overview of the Council of Europe’s [10 key domains of digital citizenship](#)—such as privacy, media literacy, etc.-classified under three umbrellas [Being online](#), [Online well-being](#), and [Online rights](#), made it consistent with the scope of actions of DPAs.

Presentation of the [DCE Website for educators](#) pointed out many DCE resources (*manuals, booklets, trainers pack, leaflets, videos for very young children, online courses, etc.*) available in several languages to provide ideas for teachers and families in and out of the classroom (uploaded on CIRCABC platform yet).

It was offered to interested DPAs to register their current or planned activities and resources to benefit from public visibility on the strategic platform ([bilingual English-French website](#)) created to promote all actions related to the European Year 2025. It is also meant to help share sense-making practices for key stakeholders from the public, private and civil sectors to potentially work together.

The DEWG DPAs are invited to explore the website all through the year and submit their activity inked to one or several key DCE domains, which would appear on the map for the specific country.

It was highlighted that sharing initiatives and best practice [on the topic of inclusion](#) could be a starting point for collecting material from DPAs on the opportunity the 2025 DCE Year. This topic being listed in the DEWG work plan, is part of [Being Online](#) among the digital domains.



Discussions about regional cooperation mechanisms for some geographic zones outside Europe were also considered to promote the available Council of Europe’s material on DCE activities and resources in other languages such as in Arabic (for more information, contact the CNIL).

- In July 2025, an [International poster and short film competition](#) on digital citizenship was launched to bring diverse perspectives to digital citizenship topics and raise awareness in society. It was open to all professional or amateur designers and filmmakers, including any DPA project meeting the terms and conditions. Finalists will benefit from large audience at specific exhibitions organised.
- On 18-19 November 2025, the closing conference of the European Year– **The Way Forward Conference** is scheduled in Ljubljana, Slovenia. It will contribute to summarising the achievements of the European Year, pursuing its useful exchanges of views between stakeholders, but also defining new priorities and agreeing on the roadmap for the future of the digital citizenship education in Europe and beyond.

## Action 2: Strengthen our engagement with schools and teachers

- The Task Force: *CNIL (France); GRA (Gibraltar); APDCAT (Catalonia); Malta (IDPC); CNDP (Morocco)*

Based on the preliminary findings of the 2023 summary report of the DEWG survey on “**Teachers and their relationship to personal data protection and digital citizenship**” published within the [2023-2024 DEWG annual report](#) (p. 8 to 10), key recommendations were expected to capitalize on several insights this year that could impact the guidelines of the DEWG survey:

- The publication of [the DCE Planner](#) as a new resource for curriculum development released by the Council of Europe at the Forum in May 2025
  - The curriculum framework features 320 exemplar learning outcomes, arranged by four age groups (aged 5 to 18) and the 10 digital domains;
  - It will also be followed by the creation of a repository of diverse learning activities for classroom integration, online courses, and awareness-raising initiatives in 2026.
- The UNESCO [AI Competency Frameworks for Teachers and Students](#) launched in September 2024 as a frameworks defining specific competencies for both teachers and students, categorized into domains that focus on understanding, applying, and critically evaluating AI technologies in educational settings.

The revision of the numerous graphs and substantial documents (draft reports in English and in French), and consolidated conclusions were planned for adjustment after the summer period.

The dedicated Task Force will consider if it makes sense to align its literacy recommendations for teachers aimed to policymakers and other relevant stakeholders, in the shaping of the future of education by inevitably supporting educators to keep up with technological advancement, including AI, and related pedagogical approaches.



### Action 3: Participate in a dynamic promotional campaign with regards to parents' knowledge of a digital culture.

- *The Task Force: CNIL (France); CPVP (Canada); DPC (Ireland); Garante (Italy); GRA (Gibraltar); APDCAT (Catalonia); CNDP (Morocco)*

The central focus of this action undertaken in 2024 as a global concern is to make it easier for families to understand the digital environment in both children's and parents' relationship to the current digital culture.

The based Task Force launched until mid-September 2024 a consultation among GPA members and observers with the aim to assess the specific concerns of parents in their approach to digital technology and the extent to which parents are keen to know more about online privacy risks and safe online practices for them and their children.

The survey has been also exploring information on national or regional campaigns and resources designed to help families become more digitally literate originating from other agencies such as public authorities, schools, NGOs or specific associations supporting families, the private sector, media, other regulators, etc.

The key findings are based on 35 responding DPAs and reflect a large geographical representation.<sup>2</sup>

The following tasks were carried out coordinated with online meetings to comments the preliminary results until April 2025: compilation of the responses and subsequent translation, analysis of the outputs by types of campaigns (format, medium and tools), topics, resources, key messages and advice, and the commitment of various actors.

A draft provisional report consolidating the main outputs of the consultation has been produced together with a first series of recommendations for future scenarios in the summer period.

Among the key takeaways:

- Unanimous concerns raised about age screening (a key issue) and sharenting (a common theme across many responses).
- If parents may struggle to use the parental controls, privacy settings and filtering tools available to them, socio-economic background and digital literacy gaps may be an influencing factor.

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<sup>2</sup> Armenia; Gibraltar; New-Zealand; Guernsey; Philippines, Queensland (Australia); Portugal; Greece; Luxembourg; Spain; Norway; Austria; Burkina Faso; Andorra; Mexico (INFOEM); Mexico (INFO DCMX); Bulgaria; Mauritius; United Kingdom; Gabon; Thuringia (Germany); Hamburg (Germany); Bavaria (Germany); Ontario (Canada); Georgia; Netherlands; Ireland; Catalonia (Spain); Argentina; Poland; Brazil; Canada; Italy; France; Belgium.



- Regarding parents' expectations, it should provide them with clear, consistent and realistic messages that are soothing, avoiding an approach based solely on prohibitions and injunctions that appear ineffective.
- Support for parents is as well expected to combine the dissemination of information and key messages with local support.

Next steps of the Task force will cover reviewing the draft report for consistency and discussing the various proposals of strategies and designated scenarios of campaigns on priority topics and how to approach parents as a non-homogeneous target regarding the levels of digital literacy.

In the fourth quarter 2025, the general feedback report together with proposals of strategy(ies) will be submitted for GPA consultation before the adoption of scenarios of campaigns.

## Action 4: Explore data governance roles and models for children in the education sector with the aim to update the 2018 GPA Resolution on eLearning platforms

- The Task Force: *CNIL (France); UNICEF Innocenti – Global Office of Research and Foresight*

Data for learning and EdTech has grown as a particularly live area of work of close interest to our Data protection community and also to many international organisations.

The issues raised by the increased use of digital technologies in education brings up concerns about education data governance and consequent risks to children's privacy. Both governments and private companies are using EdTech to surveil students beyond educational contexts, sharing data with law enforcement agencies, or exploiting educational data for commercial profiling.

Decisions about the educational purposes for which data are processed must be guided by educators and government authorities to ensure alignment with public interest goals.

On 3 October 2024, the Digital Education Working Group hold an online meeting on the Governance and practices of EdTech in relation to data transparency in schools as the main focus where several partnering organisations working closely on this issue contributed.

UNICEF attending this meeting, presented details of their initiated global project on Data Governance for Children, which included a focus on EdTech. This work on data governance for children being part of a larger project that UNICEF has been leading with the support of the Government of Finland, is exploring children's rights and frontier technology, including Fintech, Neurotech, and EdTech. As part of this project, UNICEF has been doing a deep dive into data governance for EdTech, and asking what were the roles of data protection authorities, Ministries of Education, and private sector EdTech companies, in governing EdTech.

On this crucial issue, a very productive collaboration between the DEWG and UNICEF acting as GPA Observatory member, was facilitated and resulted in the creation of a joint survey to identify



different approaches to EdTech regulation and self-regulation in different contexts and jurisdictions. Some questions were introduced based on the recommendations provided for in [the 2018 GPA Resolution on elearning platforms](#) to start an assessment process in synergy on that opportunity with DPA members.

- Some 23 DPA members completed the survey considered as an interesting panel of resources.

The DEWG also co-convened a side event at the GPA annual conference in Jersey on 31 October 2024, where eight DPAs and other stakeholders in attendance in person and online shared their insights into the governance of EdTech (in total some 40 people).

Preliminary information collected within the survey was on the way to meeting one of the DEWG's clear objectives to build a repository of good initiatives on progress made in individual countries *on the development of codes of conduct, regulatory sandboxes, certification schemes, introduction of procurement policies or rules for EdTech, or other best approaches in this field.*

On 14 May 2025, the DEWG held an online meeting with UNICEF to provide an overview of the DEWG-UNICEF survey results on EdTech governance in schools and presentation of the current consultation process. The discussion focused on commenting the first version of **the UNICEF Landscape Review on Data Governance in EdTech** and the detailed **draft Policy Recommendations**.

UNICEF benefited from the input of an expert advisory panel consisting of 18 people encompassing some DPAs, who reviewed drafts of the landscape review and co-created the resulting policy recommendations at a workshop in March 2025. In addition, the recommendations were built upon over the course of five regional consultations across Africa, Asia, Europe, Latin America and North America, and through a workshop at the Privacy Symposium in 2025, as well as ongoing feedback from the DEWG.

It is truly noteworthy the very useful documented report achieved by UNICEF which compiled an inventory of good practices and innovative actions undertaken by DPAs, and some other stakeholders in collaboration with education authorities to protect school data. The common sense and boldness of some recommendations offer new avenues to be explored and aim at advancing effective data governance models to protect and empower children in the EdTech sector.

See UNICEF's [Good Governance of Children's Data project](#)

The DEWG has convened a parallel session in September 2025 at the 47<sup>th</sup> GPA Conference in Seoul co-organized with UNICEF on "Data Governance for EdTech: How to protect children's Privacy". Based on most recent evidence and initiatives presented by the UNICEF Landscape review, the main focus of the discussion would be to move ahead towards the implementation of Policy Recommendations by the public sector, Data protection authorities, civil society, and the private sector in a more participatory compliance process.



## Action 5: The impact of AI technologies in education with regards to the processing of children's data and their rights

- The Task Force: *CNIL (France); OPC (Ontario-Canada), ICO (UK), APDCAT (Catalonia), UODO (Poland), ANPD (Brazil), GBA (Belgium), OIPC (Alberta -Canada)*

A Task Force based on the impact of AI in education has been charged with meeting close goals as in action 4 action plan, but oriented on the use of AI in schools. It has been seeking to coordinate a GPA piece of work inventorying some of the legal challenges related to the protection of personal data, and privacy when AI is used in the classroom.

In April 2025, the Tasks Force launched a consultation with all GPA members and observers to better understand:

- The state of play of the processing of students' personal data by AI tools in the educational context,
- If there are DPAs' and/or governments information published on risks and limitation of AI systems pointing out data protection, privacy and Fundamental human rights legal frameworks or standards that apply,
- Key decision makers in relation to the introduction and adoption process of AI technology in schools,
- The main challenges on children's privacy pointed out by DPAs as priority concern regarding the implications of the use and development of AI in education processing students' personal data.

The objective of the questionnaire aimed as well at identifying priority issues and opportunities for collective action by DEWG members alongside national activities on this issue in 2025-2026.

- The survey was closed on 17 June, and the number of GPA responding stakeholders amounted to 35 DPAs and Observers. In terms of methodology and timeline:
  - The compilation of contributions available by question will be followed by data mining and producing graphs from multiple-choice questions.
  - Whereas the analysis of the open text fields should result in a summary under the form of a landscape review of national and international legal frameworks and soft laws in place on AI in education.
  - The consolidation in a feedback report of the various parts of the analysis of the survey results and main concern outlined to be addressed on AI in Education should help drafting optional strategies likely to be submitted to the DEWG members on the first term of 2026.

The ultimate goal would be to work on the type of supporting documents on AI in Education to be submitted for the 48<sup>th</sup> GPA Conference in 2026.



## Action 6: Exchange on Age Assurance works and studies

To encourage and facilitate further technical capacity building for members on children's accessing content online appropriate for their age in a way that is compliant with data protection principles, the DEWG has been continuing to monitor progress from all region of the world provided via events, presentations, opinions, reports or statements on Age assurance.

- **With the International Age Assurance Working Group (IAAWG):**

The International Age Assurance Working Group (IAAWG) is a group of 30+ DPAs, online safety regulators, and other organisations, which is a forum where they can learn from one another's experiences in the area of age assurance.

In the past year, the Working Group has successfully held three working group meetings, where working group members exchanged information and updates on policy and enforcement issues. The Working Group also held three teach-in sessions, in which age assurance providers demonstrated their technologies and answered members' questions.

The IAAWG continues to welcome new members. DPAs who are interested in joining or in further information can contact the ICO at [gpa@ico.org.uk](mailto:gpa@ico.org.uk)."

- **With other international and national organisations**

ISO standards works and [the global annual Age Assurance Standards Summit](#) in Amsterdam, on 7-8 April 2025.

**The Institute of Electrical and Electronics Engineers (IEEE)** : In 2024, the [IEEE 2089.1-2024 Standard for Online Age Verification](#) established a framework for the design and deployment of the common standards for rights-respecting age assurance systems set out in 5Rights' [But how do they know it's a child?](#)

### **OECD**

#### [The legal and policy landscape of age assurance online for child safety and well-being](#)

On 27 June 2025, the OECD has published a report that examines the complicated legal and policy landscape for age assurance online in OECD countries, aiming to inform the actions of policymakers and other key stakeholders. The report reveals that varying age limits exist in online safety, e-commerce and privacy laws. Laws introducing age assurance requirements are being enacted at a fast pace, particularly regarding social media and online pornography. However, such provisions are further complicating an existing patchwork of laws, highlighting a need for more consistent and coherent approaches.

#### [Age assurance practices of 50 online services used by children](#)

On 25 June 2025, the OECD has published a report that aims to shed light on the age assurance landscape to inform the actions of policymakers and other key stakeholders. It examines the age-related policies and practices of 50 online services that children use and finds significant gaps in practice. Only two of the services examined systematically assure age at account creation, despite a further 26 having age assurance mechanisms.



## **Indonesia**

In April 2025, following two years of support from 5Rights, Indonesia became the first Global South country to [adopt binding regulation for age-appropriate design](#). To put children's rights and best interests above commercial interests, this law requires that digital products and services likely to be accessed by children deliver a high level of privacy by design and default.

## **Europe**

### **• Guidelines and age verification app prototype for a safer online space for children**

On 14 July, 2025, the EU Commission has published its [guidelines on the protection of minors](#) under the DSA to ensure a safe online experience for children and young people (based on Article 28, Online protection of minors of the Digital Services Act (DSA))

This is a decisive step in the implementation of the [Digital Services Act](#), which imposes a series of obligations on online platforms to protect minors online, particularly with regard to their privacy and access to certain content.

- These guidelines will serve as a reference for ARCOM in France and for all similar supervisory authorities in other Member States.
- The guidelines on the protection of minors specify, in particular, when and how platforms should **verify the age of their users**.

A European [prototype of the age verification app](#) has been launched. The frontrunners - Denmark, Greece, Spain, France and Italy - will be the first to engage with the Commission on the technical solution with the aim of developing a standardised, secure and interoperable solution that all platforms can adopt to better control minors' access to sensitive content (social networks, pornography, gambling, etc.) and whose level of security and protection of personal data and privacy should serve as a benchmark.

The proposed solution is built on the same technical specifications as the [European Digital Identity Wallets \(eID\)](#), that are to be rolled out before the end of 2026. This ensures compatibility between the two and enables the integration of the age verification functionality in the future eID Wallets.

The guidelines and the age verification blueprint build further on discussions in [working group on the protection of minors](#), which is part of the [European Board for Digital Services](#). Both bodies further strengthen the Commission's work on the protection of minors online through the Better Internet for Kids Strategy, the Audiovisual Media Services Directive and upcoming initiatives, such as the Digital Fairness Act.

[Joint press release: Commission presents guidelines and age verification app prototype](#)

### **• EDPB adopts statement on age assurance**

Brussels, 12 February - During its February 2025 plenary meeting, the European Data Protection Board (EDPB) adopted a [statement on age assurance](#). In the statement on age assurance, the EDPB lists ten principles for the compliant processing of personal data when determining the age or age range of an individual. The statement aims to ensure a consistent European approach to age assurance, to protect minors while complying with data protection principles.



## **France, CNIL**

- [Online age verification: the CNIL has issued opinion on Arcom's age verification framework concerning access to pornographic websites | CNIL](#)

On 11 October, 2024, the French data protection authority (CNIL) published an opinion supporting the publication by Arcom framework for age verification systems to access pornographic content.

- ['Augmented' cameras to estimate age in tobacco shops: the CNIL clarifies its position | CNIL](#)

On July 11, 2025, the French Data Protection Authority (CNIL) published an opinion on the use of "augmented" cameras to estimate the age of customers in tobacco shops to prevent the prohibited sale of tobacco to minors, which is neither necessary nor proportionate.

The CNIL's opinion emphasised in particular that the roll-out of these cameras, which use an artificial intelligence algorithm to scan people's faces in order to estimate whether they are minors or adults in public places, contributes to a risk of normalisation and of people becoming accustomed to a form of surveillance that is reinforced by the proliferation of such tools.

## **Sustained interactions between DEWG members**

- **CIRCABC platform and pooling of resources dedicated to GPA members**

Global GPA users on CIRCABC: **69**

- Including 6 new applications for membership this year.

List of CIRCABC Members in July 2025: **40 DPAs**

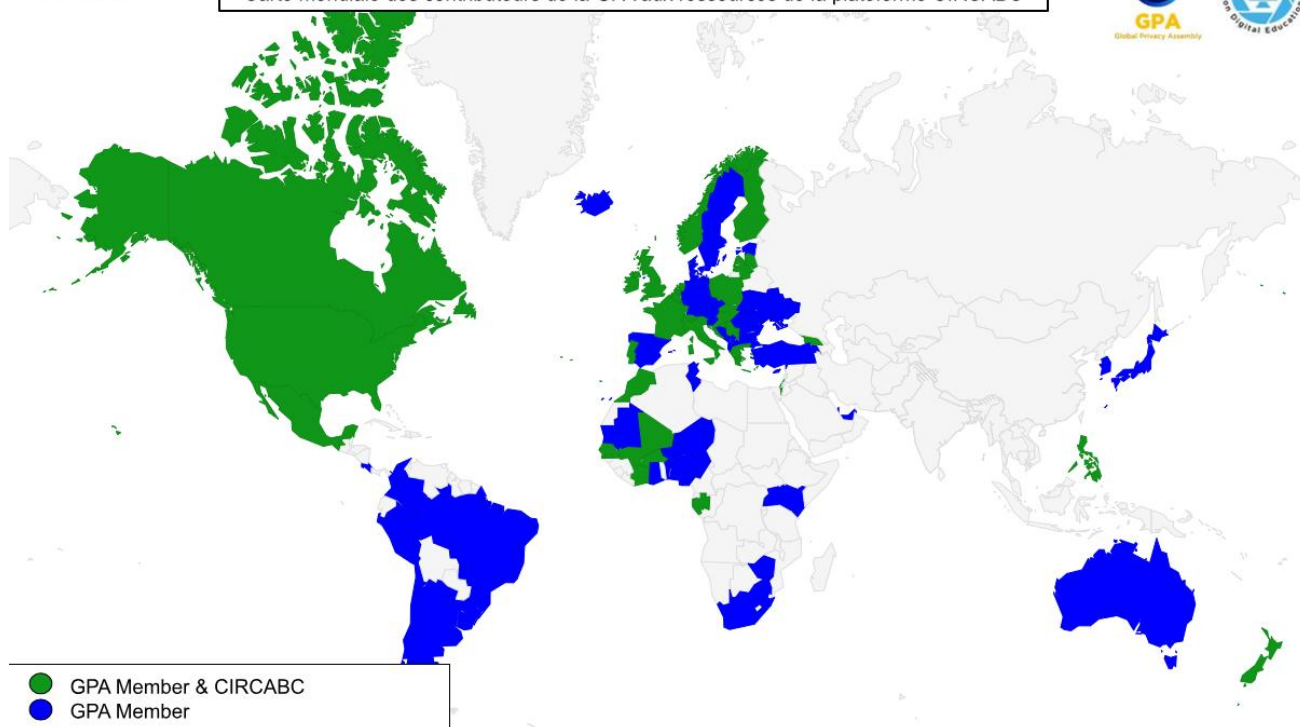
Albania; Belgium; Burkina Faso; Canada; Catalonia; Croatia; Finland; France; Gabon; Georgia; Gibraltar; Greece; Hong Kong; Hungary; Ireland; Israel; Italy; Ivory Coast; Latvia; Lithuania; Luxembourg; Mali; Mauritius; Mexico (INFOEM); Monaco; Morocco; Netherlands; New Zealand; Norway; Ontario; Philippines; Poland; Portugal; San Marino; Serbia; Senegal; Slovakia; Switzerland; United Kingdom; USA.

*(See the updated World Map of GPA contributors to CIRCABC resource platform below)*

The online library was enriched with some additional 38 resources and weblinks indexed by target audience. The uploaded material - *lesson plans, scenarios, booklets, Manga, practical guides, posters, quizzes, card games, podcasts, DCE Planner for curriculum*- brings the total of input to some 440 tools available in several languages.

On the basis of the 2024-2025 statistics relating to the number of visits in order to either navigate and/ or download documents, the total amount was slightly lower than last year.

- These results reflect, obviously, a decline in interest, except among newly registered members who were discovering the wide range of resources available. Similarly, there was a decline in enthusiasm or/ and availability among DPAs for investing the effort to download new resources.



## Promotional events

- **46<sup>th</sup> Global Privacy Assembly in Jersey – Plenary panel session on October 30, 2024**

### Panel on [“Privacy Education from the Ground Up: The societal impact of privacy education”](#)

Ontario’s Information and Privacy Commissioner, Patricia Kosseim, led a panel discussion on Education from the Ground Up: The Societal Impact of Privacy Education.

Panel participants included [Baroness Beeban Kidron](#), Member of the UK House of Lords; Bertrand du Marais, Commissioner of the [Commission Nationale de l’informatique et des Libertés](#) (France); Joyce Lai, Assistant Privacy Commissioner for Personal Data, [Office of the Privacy Commissioner for Personal Data, Hong Kong](#); Leanda Barrington-Leach, Executive Director, [5Rights Foundation](#); and Matthew Johnson, Director of Education, [MediaSmarts](#).

- The discussion emphasized practical steps regulators and other interested parties can take to help educate, engage and empower young people to protect their digital privacy rights and encourage responsible digital citizenship.



### • [33rd European Spring Conference of Data Protection Authorities](#) in Batumi, Georgia

During the 33rd European Conference of Data Protection Authorities held on May 6 and May 9, 2025, by the Personal Data Protection Service of Georgia hosted chaired by the President of PDPS Dr. Lela Janashvili, two panel sessions focused on children's Privacy education.

- Panel II: From playrooms to platforms: children's privacy in the AI-driven world

The panel focused on children's privacy and data protection in light of technological progression and an AI-driven environment.

The discussion explored the emerging challenges of children's data protection, the impact of new technologies on children's privacy, and the ethical implications of AI in children's digital spaces. The panel examined how AI-driven platforms, educational tools, and entertainment services collected and processed children's personal data.

It addressed the role of data protection laws in safeguarding children's rights to ensure a safe and privacy-respecting online environment for young users.

- Panel VI: United for data protection: how can stronger international cooperation lead to better privacy education?

The panel discussed the role of global collaboration in enhancing privacy awareness and education. It examined how data protection authorities, international organizations, and industry stakeholders worked together to raise public awareness and navigate complex privacy challenges.

## International and national Policy developments

The DEWG is conducting a monitoring exercise to update the mapping of Policy developments and other relevant survey reports and key publications in relation to children's issues globally, including children codes of conduct, guidelines, statements, etc. We apologise to all the organisations concerned, as this overview is necessarily incomplete.

### • UN final report on "[Governing AI for Humanity](#)"

The UN Secretary General's High-level Advisory Body on Artificial Intelligence released their final report "[Governing AI for Humanity](#)", which includes the need to prioritise children rights in AI governance, with impact assessments and age-appropriate design.

### • UN Summit of the Future adopted the [Global Digital Compact](#)

In September 2024 in New York, all UN member-states adopted unanimously the text of the Global Digital Compact as part of the Pact for the Future, with children's rights at its core. It includes strong commitments to "strengthen legal and policy frameworks to protect the rights of the child in the digital space" and to "prioritise the development and implementation of national online child safety policies and standards" by 2030.

*Over the past 18 months, the 5Rights Foundation, leading a global coalition of 14 children's rights organisations, has been [deeply engaged](#) in the development of the GDC.*



- **UN Committee on the Rights of the Child (CRC) Joint statement on child rights in the context of AI**

In the context of the rapid advancements in artificial intelligence (AI) which present transformative opportunities, it also raises complex challenges, particularly when it comes to safeguarding the rights of children. AI driven systems influence critical aspects of children's lives—education, health, protection, and access to information—making it essential to ensure that child rights are upheld in the development and use of these technologies.

The UN **CRC's General Comment No. 25** on the digital environment underscores these challenges, and the Committee has started work specifically focused on AI and Child Rights.

On the occasion of the event marking the 35th Anniversary of the Convention on the Rights of the Child in 2025, Ms. Sophie Kiladze, [as current Chair](#) of the UN Committee on the Rights of the Child (CRC) together with the support of [ITU Council Working Group on Child Online Protection](#), have been initiating the development of a **Draft Joint Statement on child rights in the context of AI**, as a collaborative effort with other international organisations.

Harmonizing efforts across sectors and stakeholders were considered as crucial to creating a cohesive approach that prioritizes child protection, participation, and empowerment in an AI-driven world.

The Digital Education Working Group was offered the opportunity to provide comments on the UN document. The scheduled timeline was the following:

- June–August 2025: Integration of feedback on the final Draft and finalization of the statement with partners.
- September 2025: Adoption of the statement at CRC session and launch at official event in Geneva.

In this short deadline, only a few DPA members were able to examine this draft document. Its status is a non-legally binding declaration whose recommendations are addressed to States with the aim to fill current gaps in this area of AI, despite global outreach on this topic.

The final text once adopted will be circulated. The DEWG sent a courtesy message for continuing a close collaboration with the UN CRC, ITU and other international partners, highlighting that the GPA could be a valuable contributor of coordinated insightful proposals to get involved in the process at an early stage for future legally binding UN texts.

- **G7 Data Protection Authorities Statement on responsible innovation and the protection of minors**

On 19 June, 2025, the G7 countries\* of the Data Protection and Privacy Authorities met in Ottawa, Canada, under the chairmanship of the Office of the Privacy Commissioner of Canada, and adopted *a Statement on Promoting Responsible Innovation and Protecting Children by Prioritizing Privacy*.



\*Germany, Canada, the United States, France, Italy, Japan, the United Kingdom, and the European Union

This declaration insisted on certain key considerations, namely to:

- Encourage organizations to act as responsible innovators by adopting privacy by design practices even when they are not legally required in a particular jurisdiction;
- Emphasize the importance of considering the best interests of children when designing, developing or deploying technologies that they use or by which they are confronted.

- [OECD Report 'How's life for children in the digital age'?](#)

In the context of the [UN International Day of Families](#) on 15 May, the OECD launched its Report *How's Life for Children in the Digital Age?* which provides an interesting overview of the current state of children's lives in the digital environment across OECD countries, based on the available cross-national data.

- It explores the challenges of ensuring that children are both protected and empowered to use digital media in a beneficial way while managing potential risks.
- Additionally, it calls for strengthening countries' capacities to assess the impact of digital media on children's lives and to monitor rapidly evolving challenges.

- **Europe updates**

In February 2025, [guidelines on prohibited AI practices](#) were published under the AI Act. They address specific practices related to exploitation of vulnerabilities based on age, including regarding certain features in AI Chatbots.

In July 2025, the [General-purpose AI code of practice](#) was finalized. The Commission and the Member States are in the process of assessing its adequacy. The Code should address issues related to systemic risks, including risks to fundamental rights, such as the Child Sexual Abuse Material.

- **UK updates**

In March 2025, the ICO published its [second Children's code strategy progress update](#). It highlighted the actions it has taken so far under its Children's code strategy, in particular in the areas of default privacy settings, default geolocation settings, profiling children for targeted ads, use of children's information in recommender systems and use of information of children under 13 years old.

In August 2024, the ICO published the [findings of its review](#) of 34 social media platforms and video-sharing platforms, as well as its response to the Children's code strategy call for evidence, focusing on age assurance and recommender systems.

In July 2025, the UK Online Safety Act came fully into force, requiring online platforms to comply with its rules, including preventing children from accessing harmful and inappropriate content, for example through implementing age assurance measures on pornographic content sites. Ofcom, the UK independent regulator for the Act, has published its [Protection of children's codes](#).



• **OPC of Canada updates:**

[2024-2025 Public opinion research on privacy issues](#)

In March, 2025, the OPC has published its survey on privacy issues which includes a whole section on parents and teachers. See the complete key findings of the survey.

The [Office of the Privacy Commissioner of Canada](#) and the [Office of the Australian Information Commissioner](#) are both developing children’s online privacy codes – both of which are expected to re-emphasise and build on international best practices for the protection of children’s data.

Following this consultation, the OPC intends to draft a children’s privacy code elaborating on expectations regarding the obligations of organizations to ensure that children’s personal information is protected and that they are empowered to exercise their privacy rights.

- Comment are accepted until August, 5, 2025.

• **OAIC of Australia updates**

The Privacy and Other Legislation Amendment Act 2024, [namely the [Online safety amendment \(social media minimum age\) Bill 2024](#)] introduced a mandate for the Office of the Australian Information Commissioner (OAIC) to develop a [Children’s online privacy code](#), which will put children at the centre of privacy protections, leveraging insights from our international counterparts.

- The Code will specify how online services accessed by children must comply with the Australian Privacy Principles (APPs), and will not prevent children from participating in the digital world.
- It will cover social media platforms and online service likely to be accessed by children
- It may impose additional requirements provided they are not inconsistent with the existing principles

The OAIC has started consulting widely with stakeholders and aims to align the code with the UK’s Age-Appropriate Design Code.

The OAIC will establish a Privacy Reform Implementation Taskforce, which will consult and develop the children's online privacy code, complete guidance, and ensure regulatory preparedness.

• **NPC of the Philippines updates:**

In December 2024, the Philippines’ National Privacy Commission published an [Advisory on guidelines on child-oriented transparency](#). It mandates high privacy by default, privacy impact assessments, and age-appropriate privacy notices; prohibits deceptive design patterns; and recommends the use of age assurance mechanisms to provide children with age-appropriate experiences.

• **CNIL, France update**

As part of its 2025-2028 mandate, the CNIL’s Chair, Marie-Laure Denis, highlighted its [strategic plan for the next three years](#). The CNIL intends to intensify its engagement with children, their support networks (including parents, educators, and teachers), as well as the broader educational ecosystem (including public authorities, businesses, regulators, and international organizations) in order to foster a safer digital environment for children and adolescent.



- **5Right Foundation & Digital Future for Children (DFC) joint research center**

On 14 April, 2025, the 5Rights Foundation launched its [Children & AI Design Code](#). It provides a protocol for identifying, evaluating, and mitigating the risks of AI to children. Developed by 5Rights in collaboration with global experts in AI, child rights, law, and policy, this Code provides a practical, actionable framework that spans the entire lifecycle of an AI system, ensuring children's needs are prioritised by design and by default.

In September 2024, the DFC published [Smartphone policies in schools: What does the evidence say?](#) which reviews international evidence on the efficacy of restricting smartphone use in secondary schools.

- **United States:**

On 16 January 2025, the [Federal Trade Commission](#) (FTC) has finalized changes to the [Children's Online Privacy Protection Rule](#) (COPPA). These rules require, in particular: separate and verifiable parental consent for targeted advertising, limits on the retention of targeted data, and increased transparency (in particular the [COPPA Safe Harbor programmes](#)).

The [final rule](#) requires parents to opt in to third-party advertising and includes other changes to address the emerging ways that consumers' data is collected and used by companies, and particularly how children's data is being shared and monetized.

- These new rules were published in the following days, and took effect 60 days after publication.



## Forward looking plan 2025-2026 for the Digital Education Working Group

31.07. 2025

The following actions set out the proposals of the DEWG's work plan for 2025-2026.

Joint work items will be developed after consultation with members, and foster opportunities for cooperation with all stakeholders.

1. Supporting digital literacy, particularly in relation to data protection, among parents, children and educators, which may include coordinating on awareness promotional actions with other organisations and networks that work on these issues.
2. Steering Data Governance for Education technologies (EdTech) to address children's privacy challenges
3. Producing joint actions in relation to the use of AI in education that are linked to the protection of personal data
4. Exchanging on Age assurance works and studies



## Conclusion

Thanks to the efforts of the DPA task force members and the CIRCABC platform leaders for which we are very grateful, together with the commitment of all the members of the group, it has been possible to materialise in this last period the initiatives that have been shaped more than a year ago.

Moving forward, and in line with its strategic priorities set over the next year, the DEWG will look to maintain the momentum of its work, which already has a broad scope in seeking to embrace complementary actions and targets.

But always considering the new trends and risks we face on a daily basis in the context of digital transformation, with emerging technologies such as artificial intelligence, virtual reality and biometric systems reshaping the digital landscape, there is a constant need for new resources to support young people, parents and educators in understanding the everyday impact of technology.

The Global Privacy Assembly must act in this context of digital transformation of education where the question of the ethics of AI in classrooms which is addressing human and children's rights, is yet to be fully worked out.

Moreover, the current generation of children will also be the first raised in a world strongly influenced by artificial intelligence. Though they have grown up in a world of modern technologies, children remain particularly vulnerable to their associated harms. Therefore, education is a special case because of its role in actively shaping and supporting human development and empowering students to think critically.

Children want and are entitled to be active digital citizens and they deserve tailored and strong privacy protections which consider their best interests and allow them to fully participate in the digital world.

Through a comprehensive approach that combines prevention, education, regulation, enforcement and innovation, the GPA remains strongly committed in partnering with international organisations to creating a safer and more inclusive digital future for every child.



## Annexes

### Annex A:

## **Questionnaire on education and artificial intelligence**

Project led by the Global Privacy Assembly's Digital Education Working Group

24.04.2025



Data protection authorities and Observer members of the Global Privacy Assembly (GPA) are invited to complete the following questionnaire on education and artificial intelligence (AI). Your responses will help the GPA's Digital Education Working Group (DEWG) to better understand:

- The processing of students' personal data by AI tools in the educational context (applicable laws, regulations or standards)
- Key decision makers in relation to the introduction and adoption process of AI technology in schools.
- The capacity of any stakeholder to make recommendations about safe and ethical AI use in this area.
- Issues, challenges and concerns amongst data protection authorities regarding current uses and future trends of AI in education.
- Specific roles or powers of data protection authorities in the field of AI in education.
- Willingness of data protection authorities and observer members to engage in both individual and joint activities within the GPA/DEWG to address AI uses in education.

Based on these findings, the DEWG will identify specific issues and opportunities for collective action by DEWG members in 2025. But this does not exclude individual actions by the data protection authorities at the same time.

### **Instructions on filling out the questionnaire**

Your contribution to this initiative is greatly appreciated.

This questionnaire consists of 10 questions and sub-questions, including multiple choice and open text fields.



**Important:** The web application **will not save** work in progress. In order to prevent losing any unsaved longer-form responses, we would suggest preparing text in a separate document and then copying and pasting into the form before submitting your response. Responses will be saved to the system once submitted.

The deadline to submit responses is **May 23, 2025**.

### Privacy notice

This questionnaire is being administered on behalf of the DEWG by the Office of the Privacy Commissioner of Canada (OPC) together with the CNIL as coordinator.

Participants are asked to provide the name of your organization and point of contact for your responses, including email address. No other personal information will be collected, and please ensure that you **do not include** any **personal information** in your responses.

For details on the data collection practices of the OPC, please refer to our [privacy policy](#). For questions, please contact [webmestre-webmaster@priv.gc.ca](mailto:webmestre-webmaster@priv.gc.ca).

Thank you for your participation.

### Section 1 – Contact information

<b>Question 1</b>	<b>Respondent information</b> Organization name:  Point of contact at your organization who consents to being contacted for follow-up on this initiative  Name:  Email address:
Answer 1	(text box)

### Section 2 – Jurisdictional context and data protection authority roles

<b>Question 1</b>	<b>Are you aware of any national or international laws and regulations in your country or jurisdiction that apply to AI in education?</b> These could relate more broadly to AI in general, education, human rights, data protection, etc.
Answer 1	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes	Select all of the national or international laws and regulations in your country or jurisdiction that apply to AI in education that you are aware of:

	<input type="checkbox"/> AI in general <input type="checkbox"/> Education <input type="checkbox"/> Human rights <input type="checkbox"/> Data protection <input type="checkbox"/> Other
Other	Please specify any other laws and regulations in your country / jurisdiction that apply to AI in education and provide relevant links:
<b>Question 2</b>	<b>Are you aware of any rules, mandatory standards, or other legally binding instruments in your country or jurisdiction that apply to AI in education?</b>
Answer 2	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes	Select all the rules, mandatory standards, certification schemes or enforceable codes of conduct that you are aware of in your country or jurisdiction that apply to AI in education: <input type="checkbox"/> Risk assessments <input type="checkbox"/> Procurement <input type="checkbox"/> Security <input type="checkbox"/> Implementation frameworks <input type="checkbox"/> Other
Other	Please specify other rules, mandatory standards, certification schemes or codes of conduct in your country / jurisdiction that apply to AI in education and provide relevant links:
<b>Question 3</b>	<b>Who adopts (or is likely to adopt) non-binding guidelines or recommendations on AI in education?</b>
Answer 3	Check all that apply: <input type="checkbox"/> Government/ ministry <input type="checkbox"/> Education consortiums <input type="checkbox"/> Buying groups (that act as a group with negotiation powers) <input type="checkbox"/> School board executives <input type="checkbox"/> Administrators / school directors <input type="checkbox"/> DPOs (data protection officer) <input type="checkbox"/> Teachers <input type="checkbox"/> Data protection authority <input type="checkbox"/> Other supervising authorities <input type="checkbox"/> Other <input type="checkbox"/> I don't know
Other	Please specify other entities likely to adopt non-binding guidelines or recommendations on AI in education:
<b>Question 4a</b>	<b>To the best of your knowledge, who is involved in the decision-making process related to introducing or adopting of AI technology in schools?</b>
Answer 4a	Check all that apply: <input type="checkbox"/> Government/ ministry

	<input type="checkbox"/> Education consortiums <input type="checkbox"/> Buying groups (that act as a group with negotiation powers) <input type="checkbox"/> School board executives <input type="checkbox"/> Administrators / school directors <input type="checkbox"/> Local authorities <input type="checkbox"/> DPO (data protection officer) <input type="checkbox"/> Teachers <input type="checkbox"/> Other <input type="checkbox"/> I don't know
Other	Please specify who else is involved in the decision-making process related to the introduction or adoption of AI technology in schools:
<b>Question 4b</b>	<b>To the best of your knowledge, who ultimately decides on the introduction or adoption of AI technology in schools?</b>
Answer 4b	Check all that apply: <input type="checkbox"/> Government/ ministry <input type="checkbox"/> Education consortiums <input type="checkbox"/> Buying groups (that act as a group with negotiation powers) <input type="checkbox"/> School board executives <input type="checkbox"/> Administrators / school directors <input type="checkbox"/> Local authorities <input type="checkbox"/> Data protection officers <input type="checkbox"/> Teachers <input type="checkbox"/> Other <input type="checkbox"/> I don't know
Other	Please specify who else decides on the introduction or adoption of AI technology in schools:
<b>Question 5</b>	<b>Are you aware of significant initiatives involving the use of AI in education that process personal data, including data from children?</b>
Answer 5	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes Answer 5	Check all that apply: <input type="checkbox"/> Legislative proposals <input type="checkbox"/> Notable reports from public or private organizations describing the uses of AI for education purposes <input type="checkbox"/> Legal precedents <input type="checkbox"/> Development and dissemination of relevant technical standards <input type="checkbox"/> New or updated procurement requirements <input type="checkbox"/> Widespread adoption of certain AI tools <input type="checkbox"/> Other
Other	Please specify any other significant initiatives involving the use of AI in education that process personal, including data from children:



<b>Question 5.1</b>	<b>If you selected “Widespread adoption of certain AI tools,” please specify which AI tools you are aware of being used:</b>
Answer 5.1	Check all that apply: <ul style="list-style-type: none"> <li><input type="checkbox"/> AI-powered tutoring systems</li> <li><input type="checkbox"/> Automated grading and feedback systems</li> <li><input type="checkbox"/> AI-based content recommendation</li> <li><input type="checkbox"/> Chatbots for student support</li> <li><input type="checkbox"/> Use of AI in educational policy and decision-making</li> <li><input type="checkbox"/> AI for accessibility</li> <li><input type="checkbox"/> Other</li> </ul>
Other	Please specify which other AI tools are being adopted widely

### Section 3 – Issues

<b>Question 6</b>	<b>From your data protection authority’s point of view, what are the key dominant legal, policy, design and ethical issues regarding the use and development of AI in education in your country or jurisdiction?</b>
Answer 6	Check all that apply: <ul style="list-style-type: none"> <li><input type="checkbox"/> Transparency and information rights</li> <li><input type="checkbox"/> Privacy rights</li> <li><input type="checkbox"/> Rights to a remedy</li> <li><input type="checkbox"/> Lawful basis for the use of IA (such as legitimate interests, consent, etc.)</li> <li><input type="checkbox"/> AI-based / automated decision-making</li> <li><input type="checkbox"/> Oversight over third-party tools and services that process students’ data</li> <li><input type="checkbox"/> Procurement practices and liability issues</li> <li><input type="checkbox"/> Data Protection Impact Assessment (DPIA)</li> <li><input type="checkbox"/> Security measures regarding the risks of breaches</li> <li><input type="checkbox"/> Data transfers to third party for commercial use</li> <li><input type="checkbox"/> Certification and standards</li> <li><input type="checkbox"/> Lack of adequate framework for evaluating AI-based tools and services</li> <li><input type="checkbox"/> Students’ well-being and ability to navigate digital risks (cognitive, social and emotional skills)</li> <li><input type="checkbox"/> Lack of evaluation impact on students’ subject competency and content knowledge</li> <li><input type="checkbox"/> Inadequate use of AI digital technologies in the classroom</li> <li><input type="checkbox"/> Lack of teachers’ awareness of privacy risks when using AI devices</li> <li><input type="checkbox"/> Lack of awareness to AI resources in schools</li> <li><input type="checkbox"/> Manipulative and deceptive practices</li> <li><input type="checkbox"/> Training of AI models</li> <li><input type="checkbox"/> Privacy by design/by default</li> </ul>



	<input type="checkbox"/> The Fundamental Rights Impact Assessment (FRIA) <input type="checkbox"/> Potential unlawful and abusive discriminatory bias <input type="checkbox"/> Use of biometric and facial recognition technologies in schools <input type="checkbox"/> Other
Other	Please specify other legal, policy, design or ethical issues on the use and development of AI in education in your country/jurisdiction:

**Section 4 - Engagement and actions of the data protection authority and other public authorities**

<b>Question 7</b>	<b>What kind of actions has your data protection authority taken to address issues related to AI use in education?</b>
Answer 7	<p>Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Issued opinion on legislative proposal</li> <li><input type="checkbox"/> Launched regulatory sandbox projects</li> <li><input type="checkbox"/> Developed and disseminated relevant technical standards</li> <li><input type="checkbox"/> Handled complaints</li> <li><input type="checkbox"/> Handled breach investigation reports</li> <li><input type="checkbox"/> Issued guidance on use of AI impact assessments</li> <li><input type="checkbox"/> Imposed sanctions or fines</li> <li><input type="checkbox"/> Banned the use of certain AI systems in schools</li> <li><input type="checkbox"/> Undertook educational campaign(s) to boost public awareness</li> <li><input type="checkbox"/> Contributed to outreach in schools</li> <li><input type="checkbox"/> Contributed to recommendations for school curriculum</li> <li><input type="checkbox"/> Other</li> </ul>
Answer 7	Please provide links - if relevant and not confidential - related to any actions your data protection authority has taken to address issues related to AI use in education:
Other	Please specify what other actions your data protection authority has taken to address AI use in education issues. Provide relevant links:
<b>Question 8</b>	<b>What actions related to AI use in education does your office intend to undertake in the coming years?</b>
Answer 8	<p>Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritize AI-related issues in soft law (recommendations, guidelines, codes of conduct, etc.)</li> <li><input type="checkbox"/> Prioritize AI-related issues in enforcement</li> <li><input type="checkbox"/> General awareness-raising</li> </ul>



	<input type="checkbox"/> Legal individual advice for data controllers or EdTech <input type="checkbox"/> Develop capacity-building for teachers <input type="checkbox"/> Develop materials for learners at schools <input type="checkbox"/> Targeted consultations with key stakeholders <input type="checkbox"/> Work with other regulators/ forum participants <input type="checkbox"/> Other
Other	Please specify any other actions related to AI use in education that your office intends to undertake in the coming years:

### Section 5 - Expectations

<b>Question 9</b>	<b>What activities or outputs should DEWG members work on?</b>
Answer 9	<p>Check all that apply:</p> <input type="checkbox"/> Leverage (or support) materials and guidance from other stakeholders <input type="checkbox"/> Share resources and experiences on AI uses in education <input type="checkbox"/> Engage and coordinate with other advocates and stakeholders <input type="checkbox"/> Develop or endorse interpretive guidance or standards <input type="checkbox"/> Develop a GPA resolution, or update past resolutions (e.g. e-learning platforms) <input type="checkbox"/> Develop an inventory of AI risks <input type="checkbox"/> Develop a list of key resources and best practices <input type="checkbox"/> Develop model documents, e.g. contract terms, audit criteria, etc. <input type="checkbox"/> Develop a repository of AI-related harms <input type="checkbox"/> Other
Other	Please specify what other activities or outputs should DEWG members work on:
<b>Question 10</b>	<b>In which joint activities related to AI use in education would your data protection authority be willing to engage with the GPA in the coming year(s)?</b>
Answer 10	<input type="checkbox"/> Leverage (or support) materials and guidance from other stakeholders <input type="checkbox"/> Share resources and experiences on AI uses in education <input type="checkbox"/> Engage and coordinate with other advocates and stakeholders <input type="checkbox"/> Develop or endorse interpretive guidance or standards <input type="checkbox"/> Develop a GPA resolution, or update past resolutions (e.g. e-learning platforms) <input type="checkbox"/> Develop an inventory of AI risks <input type="checkbox"/> Develop a list of key resources and best educational practices



	<input type="checkbox"/> Develop model documents, e.g. contract terms, audit criteria, etc. <input type="checkbox"/> Develop a repository of AI-related harms <input type="checkbox"/> Other
Other	Please specify what other joint activities related to AI use in education would your data protection authority be willing to engage in with the GPA over the coming year(s):

### Section 6 – Additional information

Question 11	Do you have additional information on national or international laws and regulations in your country or jurisdiction that apply to AI in education? <input type="checkbox"/> Yes <input type="checkbox"/> No
Answer 11	If yes, please provide links to national or international laws and regulations in your country or jurisdiction that apply to AI in education:
Question 12	Do you have additional information on rules, mandatory standards, or other legally binding instruments in your country or jurisdiction that apply to AI in education? <input type="checkbox"/> Yes <input type="checkbox"/> No
Answer 12	If yes, please provide links related to any rules, mandatory standards, or other legally binding instruments in your country or jurisdiction that apply to AI in education:
Question 13	Do you have additional information on significant initiatives involving the use of AI in education that process personal data, including data from children? <input type="checkbox"/> Yes <input type="checkbox"/> No
Answer 13	If yes, please provide links to the initiatives involving the use of AI in education that process personal data, including data from children: