



HARNESSING AI POTENTIAL

A Handbook on Acceptable Use
in Education

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This handbook was created to provide PACU member schools recommendatory guidelines on acceptable AI use in education. The output generated is a result of collaborative efforts of several PACU schools. As such, use of these guidelines must have proper citation and acknowledgment attributed to PACU at all times.

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FOREWORD

Joyce Anne Cruz Samaniego, PACU Executive Director

In the rapidly evolving landscape of artificial intelligence (AI), educational institutions in the Philippines face both immense opportunities and significant challenges. AI has fundamentally reshaped the educational landscape, challenging traditional notions of pedagogy, academic integrity, and intellectual property rights. The growing use of AI tools, such as ChatGPT, Bing, Google Gemini, and the newly integrated Co-Pilot in the Microsoft Office suite, remains a particular area of concern within academic settings.

Studies show that AI-powered learning platforms demonstrate, on average, a 30% increase in mastery of learning objectives, highlighting the effectiveness of personalized learning interventions. Additionally, AI-driven learning programs have been shown to reduce the achievement gap between low-income and high-income students by up to 50%, promoting equity and inclusivity in education. As we navigate the complexities of tomorrow's classroom, it is crucial to harness the transformative potential of AI to create more accessible, engaging, and effective learning experiences for all students.

Potential risks involved in using AI in education include academic dishonesty and plagiarism. Students and teachers can potentially exploit these AI tools for academic dishonesty, including plagiarism and cheating on written assignments and exams. Additionally, there is a concern that excessive reliance on AI can hinder students' development of critical thinking and writing skills.

According to the Educause 2024 Artificial Intelligence (AI) Landscape Study¹,

Higher education stakeholders are currently exploring the opportunities afforded by AI for teaching, learning, and work while maintaining a sense of caution for the vast array of risks AI-powered technologies pose. The higher education community is still looking for common ground on how AI should and should not be used for learning and work. The respondents of the study emphasized the ethical and transparent use of AI, no matter the specific application. AI should be embraced as an emerging technology and should have a place in coursework with a focus on implementation, adoption, research, utilization, and ethical and legal considerations.

A recent article from the World Economic Forum² emphasizes the importance of clear guidelines for integrating AI into educational settings. It highlights that many schools and universities lack formal policies on AI use, and parents and students express a strong desire for guidance on responsibly incorporating AI in learning environments. Proper guidance is seen as essential to enhance learning, protect privacy, and ensure fair and effective use of AI in education.

With proper guidance, the use of AI in education can lead to improved learning results, bolster teacher instruction and well-being, and promote fairness in education. In the absence of such guidance, however, there's a risk of privacy breaches, uneven disciplinary actions, and ineffective implementation of AI technologies in the educational context.

We are at a pivotal point in education, transitioning from traditional teaching methods to incorporating AI as a permanent fixture in both education and commercial practices. We find ourselves between recognizing the growing role of AI and the period before national laws and policies were established to address, define, and regulate its use. To harness the potential of AI while mitigating its risks, it is imperative to establish clear guidelines for its ethical and responsible use.

¹ <https://www.educause.edu/ecar/research-publications/2024/2024-educause-ai-landscape-study/introduction-and-key-findings>

² <https://www.weforum.org/agenda/2024/01/ai-guidance-school-responsible-use-in-education/>

BACKGROUND AND DEVELOPMENT

There was strong interest among the PACU Trustees and PACU member institutions on the impact of Artificial Intelligence (AI) on education, its applications in learning, school administration, and its implications for the academe. Its potential to reshape the educational experience and influence policy has garnered widespread attention.

Motivations for developing an AI curriculum include improving the capacity to respond to labor market demands, particularly in the IT and technology sectors, and the desire to develop an internationally competitive workforce. To understand the shifting needs of the labor market, a series of webinars and seminar workshops on AI were conducted by the two PACU Committees: the Programs Committee (PC) and the Committee on Institutional Quality Improvement (CIQI). AI capability-building is seen as a prerequisite for AI policy development, with a push to help craft a policy template for HEIs.

The Committee on Institutional Quality Improvement (CIQI) recognized the critical need to address this. In collaboration with the Programs Committee, they organized a policy writeshop on the Acceptable Use Policy on Artificial Intelligence entitled “Harnessing AI Potential: A Writeshop on Acceptable Use in Education,” held on March 4, 2024.

Gathering over 200 participants from diverse educational roles, such as university and college presidents, vice presidents, school directors, academic heads, MIS directors, registrars, deans, faculty, and industry practitioners, the writeshop aimed to develop an AI Acceptable Use Policy (AI-AUP) template that will guide the ethical, inclusive, and responsible use of artificial intelligence in educational institutions, fostering innovation while ensuring ethical considerations and student well-being. Through keynote addresses, panel discussions, and collaborative workshops, participants explored AI’s latest developments, ethical implications, data privacy concerns, and potential impact on teaching and learning.

The policy template is meant to serve as a reference for PACU member academic institutions, allowing them to customize it based on their specific institution’s educational needs, objectives, goals, and context. It is designed to outline parameters for meaningful AI use in higher education, enabling individuals, units, departments, and collaborators to make this future a reality—enhancing student success, accelerating innovative research, and streamlining administration, with an open invitation to challenge and continuously revise.

The output of the AI write shop will serve as the foundation for the AI Acceptable Use Policy Handbook, providing educational institutions with a practical framework for implementing AI responsibly.

By adopting these guidelines, institutions can ensure that AI is used to enhance learning, promote equity, and protect student privacy.

We invite all educational institutions in the Philippines to embrace the recommendations of this handbook and join us in shaping a future where AI is a powerful tool for educational advancement.

ACKNOWLEDGMENTS

The AUP-AI Policy Writeshop will not be possible without the leadership and guidance of our PACU Leaders, Dr. Caroline Marian S. Enriquez, Chairperson, PACU Committee on Institutional Quality Improvement (CIQI), the lead convenor of “Harnessing AI Potential: A Writeshop on Acceptable Use in Education (AI writeshop)”;

Engr. Bernard Nicolas E. Villamor, PACU President and Dr. Susie Eala, Chairperson, PACU Programs Committee, co-convenor of the writeshop.

Our deepest appreciation to Dr. Ethel Agnes P. Valenzuela, CHED Commissioner and Chair, CHED TWG on Lifelong Learning for being involved in the brainstorming meetings up until the implementation of the AI writeshop.

Our sincere thanks goes to the Lead Facilitator of the AI writeshop, Professor Vicente Antonio V. Pijano III, Chancellor and COO of the Philippine Women's College of Davao and member of the PACU CIQI and Programs Committees. We thank Prof. Pijano for his technical expertise and leadership.

We also thank Dr. Sergio S. Cao, the Master of Ceremonies of the AI writeshop and member of the PACU Programs Committee.

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The logistics of the PACU AI writeshop was ably prepared by the PACU Secretariat led by Executive Director Joyce Samaniego, Ria Lascano and Airol Alfiler. Thank you for your assistance in the publication of this handbook.

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We recognize the contribution of the writeshop facilitators, co-facilitators and participants who discussed, provided input/s and agreed on the final input of the group's policy draft. The groups were assigned per topic or according to the parts of the AI Acceptable Use Policy (AI-AUP) draft.

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• CHAPTER I • INTRODUCTION

The rise of artificial intelligence has challenged the traditional concept of education, in relation to pedagogy, academic ethics and intellectual property rights.

There has been a growing concern in the academic settings about the use of text generative artificial intelligence (AI), such as ChatGPT, Bing and the latest, Co-Pilot integrated within the Microsoft Office suite¹. One of the main concerns is that students may use generative AI tools to cheat or plagiarise their written assignments and exams, or lead to a decline in students' writing and higher critical thinking skills by their reliance on these AI tools².

Yet schools must accept that artificial intelligence is here to stay, and that education and work will be increasingly intertwined with artificial intelligence technologies in the future. This policy creates a space for the responsible and ethical use of AI as a tool for teacher support, student learning, or school management and operations.

Purpose: To provide a holistic framework for the integration and management of AI in educational settings, encompassing ethical compliance, educational enhancement, workload efficiencies, data security, and innovation, whilst ensuring the safeguarding and protection of our stakeholders.

Scope: This policy applies to _____

¹ Cecilia Ka Yuk Chan, "A Comprehensive AI Policy Education Framework For University Teaching And Learning," INTERNATIONAL JOURNAL OF EDUCATIONAL TECHNOLOGY IN HIGHER EDUCATION (2023), 20:38 accessed at <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00408-3>

² Ibid.

• CHAPTER II •

AIMS

1. Establish clear guidelines and expectations for the responsible, ethical, and lawful use of AI technologies within the organization or institution.
2. Promote transparency, accountability, and fairness in the development, deployment, utilization, and evaluation of AI-driven applications, systems, and services.
3. Safeguard the rights, privacy, and well-being of individuals and communities affected by AI-related activities, ensuring compliance with applicable laws, regulations, and ethical standards.
4. Foster a culture of digital literacy, critical thinking, and ethical decision-making among users, empowering them to harness AI technologies' potential for positive social impact and innovation.
5. Anticipate and mitigate risks and vulnerabilities associated with AI-driven processes, including data bias, algorithmic discrimination, privacy breaches, and cybersecurity threats, through proactive risk management, compliance oversight, and continuous improvement initiatives.
6. Facilitate collaboration, knowledge-sharing, and interdisciplinary dialogue among stakeholders, including, but not limited to, students, educators, researchers, policymakers, industry practitioners, and civil society organizations, to address emerging challenges and opportunities in the responsible use of AI.
7. Enhance public trust, confidence, and acceptance of AI technologies by promoting transparency about how AI is used in the school, user empowerment, and stakeholder engagement in AI governance, policy development, and regulatory frameworks.
8. Encourage ongoing reflection, evaluation, and adaptation of AI policies, practices, and standards in response to evolving technological advancements, societal needs, and ethical considerations, fostering a dynamic and inclusive approach to AI governance and innovation.

• CHAPTER III •

EDUCATIONAL INTENTIONS / GUIDING PRINCIPLES

1. Enhancement: Employ AI to improve teaching and learning outcomes, not to circumvent educational processes.
 2. Ethical Compliance: Ensure ethical and legal use of AI to uphold academic integrity.
 3. Data Security: Protect the privacy and data of all stakeholders.
 4. Workload Efficiencies through Automation: Utilize AI to optimize the administrative and academic workload of teachers and staff.
 5. Innovation: AI tools into the curriculum where appropriate to enhance and supplement the school's mission to support young people best. The intention comes from our commitment to enhance students' learning experiences and foster skill development.
 - 5.1 Supplemental Tool Usage: The use of AI is strategically employed as a supplemental tool to support and expand upon classroom instruction, facilitating personalized learning opportunities, and increasing accessibility.
 - 5.2 Promoting Learning Experiences: AI provides students with access to a broad range of potential learning experiences. Through its use, we can promote independent research, curiosity, critical thinking, and problem-solving skills.
 - 5.3 Teacher Guidance and Monitoring: Teachers will guide and monitor students' use of AI, ensuring that it aligns with the School's program objectives and learning outcomes.
 6. Complementing Educators: Teachers will ensure their pedagogical, behavioral, and knowledge is complemented and not undermined by AI tools.
 - 6.1 Non-Replacement of Teachers: AI will not replace direct instruction or teacher interaction but will serve as an additional resource to enrich the educational experience.
 7. Lifelong Learning: Investing in learning with AI will support the lifelong learning, future education, and employment prospects of our learners.
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• CHAPTER IV •

DEFINITION OF TERMS

AI: Artificial Intelligence, including machine learning, natural language processing (NLP), and large language models (LLMs).

LLM: Large language models such as Chat GPT/Gemini/Claude which have Generative capabilities.

NLP: Natural language processing such as Alexa/Siri - differs from the above and has fewer opportunities for bias and hallucination.

Image generation from LLM: images can be created via text prompts which can be inappropriate or subject to bias.

Data Bias: The presence of systematic errors or prejudices in datasets used to train AI models, which may result in skewed or discriminatory outcomes in AI-generated content or decision-making processes.

Algorithmic Fairness: The principle that AI systems should be designed and implemented in a manner that minimizes biases, promotes equity, and ensures fair treatment of individuals or groups across diverse demographic and socioeconomic backgrounds.

Ethical AI: The practice of developing, deploying, and using AI technologies by ethical principles, moral values, and human rights standards, with a focus on transparency, accountability, and respect for autonomy, integrity, and dignity.

Explain ability and Interpretability: The ability of AI systems to provide transparent and understandable explanations for their decisions, predictions, and recommendations, enabling users to trust, verify, and interpret the underlying mechanisms and reasoning processes.

Human-in-the-Loop (HITL): An AI development approach that involves human oversight, intervention, and feedback in the training, validation, and deployment of AI models, ensuring accountability, reliability, and alignment with human values and preferences.

End-User License Agreement (EULA): Legal contracts or agreements that define the terms and conditions governing the use of AI software, services, or platforms, including rights, responsibilities, liabilities, and limitations imposed on users.

Cybersecurity: The protection of computer systems, networks, and data from security threats, unauthorized access, and malicious attacks, including vulnerabilities arising

from AI-enabled applications, interfaces, and communication channels.

Digital Literacy: The ability to access, evaluate, analyze, create, and communicate information effectively and responsibly using digital technologies, including AI tools and platforms, to navigate and participate in the digital society.

Stakeholders: Teachers, students, parents, administrative staff, and external partners.

AI Technologies: AI technologies encompass a wide range of tools, methodologies, and systems designed to perform tasks that traditionally require human intelligence. These technologies include machine learning algorithms, natural language processing systems, computer vision applications, robotics, expert systems, and various forms of artificial neural networks.

AI Tools: AI Tools refer to software, algorithms, frameworks, and platforms specifically designed to facilitate the development, deployment, and management of artificial intelligence applications and systems. These tools enable developers, data scientists, and organizations to harness the power of AI technologies to solve complex problems, automate tasks, make data-driven decisions, and enhance productivity across various domains.

[Appropriate Team/Office]: The office responsible for maintaining the educational institution's centralized list of approved AI tools and technologies for use in the educational setting. This office also monitors compliance among stakeholders and processes complaints for violations, referring them to the appropriate disciplinary body.

White List: The list of approved AI tools and technologies for use in the educational setting, determined and periodically reviewed by the [appropriate team/office].

• CHAPTER V • OBJECTIVES

a. Respect for Intellectual Property

1. **Intent:** The educational institution recognizes the importance of creative activity and is committed to upholding State policy that protects and secures the exclusive rights of scientists, inventors, artists and other gifted citizens to their intellectual property and creations, particularly when beneficial to the people.
2. **What to Do:** It is imperative to ensure that all AI tools used are properly licensed, and that the utilization of AI technologies respects the intellectual property rights of original works, including institutionally-owned documents.
3. **How to Do It:** Before using any AI tool, ensure compliance by consulting the centralized repository, which maintains a “White List” of authorized applications vetted by the [appropriate team/office] for educational use.
4. **How to Check:** Refer to the dynamic “White List” maintained by the [appropriate team/office], which delineates the parameters and constraints governing the use of AI technologies within the approved list of AI tools.

b. Transparency and Disclosure

1. **What to Do:** All stakeholders, including but not limited to the institution, faculty, staff, and students must indicate where, when, how, and up to what extent AI is being used in the educational setting.
2. **How to Do It:** All AI-generated content used for administrative or academic purposes, whether in part or in whole, must be clearly labeled. Relevant stakeholders must be informed when an AI tool is being used for administrative or academic purposes. An upfront disclosure or disclaimer must accompany each AI-generated material, whether it is audio, visual, or textual.
3. **How to Check:** The [appropriate team/office] must conduct periodic monitoring to ensure consistent application of transparency measures and compliance.

c. Avoiding Bias and Discrimination

1. **Intent:** Systematic errors or biases present in datasets used to train AI models can lead to skewed or discriminatory outcomes in AI-generated content or decision-making processes.
2. **What to Do:** It is crucial to implement measures to ensure that institutional training data is devoid of biases.
3. **How to Do It:** Utilize AI tools that have been vetted and approved by the [appropriate team/office] to mitigate potential biases related to race, gender, or other factors. Should concerns arise, immediate consultation with the [appropriate team/office] is required.
4. **How to Check:** The [appropriate team/office] should conduct regular reviews and solicit feedback from relevant stakeholders, including students, faculty, and staff, to identify instances of bias.

d. Respect for Personal Data and Privacy

1. **What to Do:** The use of AI in the educational setting, whether for administrative or academic tasks, must comply with applicable national laws on data privacy, including the Data Privacy Act (DPA) of 2012.
2. **How to Do It:** When personal and sensitive personal information of stakeholders is involved in AI use, prior consent from data subjects must be secured. Notice and approval from the educational institution's Data Protection Officer (DPO) must likewise be obtained.
Only AI tools compliant with the DPA or other relevant data protection laws, as verified by the [appropriate team/office], shall be used.
3. **How to Check:** Regularly review updates from the [appropriate team] on data storage and handling procedures to ensure compliance.
4. **Who to Speak To:** If concerns arise, consult with the [appropriate team] and the Data Privacy Officer for further evaluation.

• CHAPTER VI • **CURRICULUM INTEGRATION**

1. Integrating AI in the curriculum should support the attainment of program outcomes and/or learning competencies.
2. To ensure quality instruction, AI integration in the curriculum should be continuously evaluated collaboratively for pedagogical relevance, content, limitations, and biases, with changes in program outcomes and competencies.
3. AI technologies integrated into the curriculum should be thoughtfully and purposefully designed to enhance learning outcomes/competencies, foster critical thinking and creativity, and promote digital literacy among students within an authentic and real-world context.
4. AI-enhanced content and activities should promote inclusive and equitable access to education for all learners.
5. Integration of AI in the curriculum should foster ethical and responsible use, heighten awareness of privacy issues, data ethics, and algorithmic bias, and deepen understanding of the societal implications of AI-driven decision-making.
6. AI use in student assessment should be ethical, outcomes-based, valid, authentic, transparent, and promote academic honesty and intellectual integrity.
7. Continuous professional development opportunities should be provided to educators to deepen their knowledge of AI technologies, explore innovative instructional practices, and stay abreast of emerging trends and developments in the field of AI education.
8. Collaborative partnerships with industry stakeholders, research institutions, and professional organizations should be leveraged to enrich curriculum resources provide access to cutting-edge AI technologies, and support teachers' ongoing professional growth and development.

• CHAPTER VII •

ADMINISTRATIVE SUPPORT AND WORK EFFICIENCY THROUGH AUTOMATION

1. **Intent:** AI should enhance, not replace, human creativity.
 2. Users are encouraged to leverage AI for work efficiency tools to streamline repetitive tasks, optimize workflows, and facilitate productivity. Examples include but are not limited to lesson planning, quiz creation, and flashcard generation. However, it is essential to maintain a balance between automation and human intervention, ensuring that AI serves as a complement to human creativity and expertise rather than a substitute.
 3. **Quality Assurance:** The [appropriate team/office] must establish quality assurance mechanisms to review work generated by AI.
 - 3.1 While AI can assist in generating teaching and learning resources such as lesson plans, quizzes, and flashcards, educators bear the responsibility of thoroughly reviewing and validating the content for relevance, developmental appropriateness, accuracy, and alignment with educational objectives and standards, and professional skills and competencies.
 - 3.2 AI-generated materials should undergo evaluation and validation to ensure they meet pedagogical and technological requirements, accommodate diverse learning needs, and adhere to ethical guidelines and best practices in education. Institutions need to have an evaluation and validation mechanism in place.
 - 3.3 Teachers and educational stakeholders should be able to provide regular feedback on the AI-generated content, to continually improve the quality and effectiveness of AI-generated resources.
 - 3.4 Collaboration between institutions and AI technologies providers/developers should prioritize transparency, security, safety, privacy, intellectual property, accountability, and user-centric design fostering a culture of shared responsibility, accountability, and mutual respect in the educational community.
 - 3.5 Organizations and educational institutions should establish policies and protocols for the ethical and responsible use of AI tools for work efficiency, upholding the principles of fairness, equity, and inclusivity in the workplace.
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- 3.6 Continuous professional development and training opportunities should be provided to all employees and educators to enhance their understanding of AI technologies, promote digital literacy, and empower them to leverage AI tools effectively while upholding ethical standards of the institution and promoting student success.

Guide questions: How do you define creativity? How do you ensure the quality of materials created with AI? What metrics would tell us the suitability of materials being created by AI?



• CHAPTER VIII • RESPONSIBLE USE

a. Accuracy, Fact-Checking, and Mitigation

1. **Accuracy:** Users must exercise diligence and critical judgment in assessing the accuracy of AI-generated content or facilitated by AI systems.
2. **Fact-Checking:** Users should employ fact-checking tools, methodologies, and best practices to evaluate the reliability, validity, credibility, and integrity of AI-generated outputs, particularly in contexts where misinformation, disinformation, or propaganda may be prevalent.
3. **Mitigation:** By prioritizing accuracy and fact-checking, users can mitigate the spread of false or misleading information, uphold the integrity of public discourse, and promote informed decision-making in society

b. Transparency and Declaration

1. Users should fully disclose the use of AI technologies and AI-generated contents which includes the name of the AI tool used, and the extent of its usage which might have implications to educational procedures, processes, and activities.

c. Compliance with Laws and Regulations

Users should comply to existing laws and regulations including but not limited to the following:

1. **Data Privacy Regulations:** Compliance with data privacy laws such as but not limited to the Data Privacy Act of 2012 (Republic Act No. 10173) , Cybercrime Prevention Act of 2012 (Rep. Act No. 10175), the Anti-Photo and Video Voyeurism Act of 2009 (Rep. Act No. 9995), the Special Protection of Children Against Abuse, Exploitation, and Discrimination Act (Rep. Act No. 7610), and the Anti-Wiretapping Act (Rep. Act No. 4200).
2. **Intellectual Property Rights:** Respect for intellectual property rights, copyrights, trademarks, and patents when using AI technologies to create, modify, or distribute content, ensuring that all intellectual property laws and licensing agreements are observed and upheld.

3. **Non-discrimination:** Observance of the dignity and rights of each person, promotion of fair treatment, and elimination of discrimination in the use of AI.
4. **Ethical Guidelines:** Adherence to ethical guidelines, codes of conduct, and professional standards established by regulatory bodies, industry associations, and academic institutions, including principles of fairness, transparency, accountability, and non-discrimination in AI-driven decision-making processes.
5. **Export Controls and Sanctions:** Compliance with export control laws, trade restrictions, regulatory requirements, and economic sanctions imposed by governmental authorities, ensuring that the export, transfer, or use of AI technologies and related software or hardware components complies with relevant regulations and licensing requirements.
6. **Consumer Protection Laws:** Compliance with consumer protection laws and regulations, including advertising standards, product labeling requirements, and disclosure obligations, particularly in cases where AI technologies are used to deliver personalized recommendations, targeted advertisements, or commercial offers to consumers.
7. **Risk Management and Compliance Oversight:** Collaboration with legal counsel, compliance officers, and regulatory experts to assess and mitigate legal and regulatory risks associated with the use of AI technologies, establishing governance mechanisms, policies, and procedures to ensure ongoing compliance and accountability.
8. **Reporting and Escalation Protocols:** Prompt reporting of any actual or suspected violations of laws, regulations, or institutional policies related to AI usage or data protection to designated authorities, compliance officers, or legal advisors, facilitating timely investigation, remediation, and resolution of compliance issues.

• CHAPTER IX •

DATA MANAGEMENT

1. **Intent:** The Ethical Principle for Data is under the overarching concept of protecting human rights. With the focus on preserving human dignity, the following serves as a good starting point for creating the general principle of data ethics.
 - 1.1 **Respect for Persons** – This principle reflects the fundamental ethical requirement that people be treated in a way that respects their dignity, and autonomy as human individuals. It also requires that in cases where people have “diminished autonomy”, extra care be taken to protect their dignity and rights.
 - 1.2 **Beneficence** – This principle has two elements: First, do not harm; second, maximize possible benefits and minimize possible harm.
 - 1.3 **Justice** – This principle considers the fair and equitable treatment of people.
 2. **Data Collection and Usage:** Any data collected or generated through the use of AI technologies in schools must be limited to what is necessary for educational purposes. Personal data should be collected and processed in accordance with applicable data protection laws and regulations, and only with the explicit consent of parents or legal guardians where required.
 3. **Data Security and Confidentiality:** Schools must implement appropriate measures to ensure the security, confidentiality, and integrity of student and teacher data stored or processed by AI systems. This includes encryption, access controls, regular security audits, and adherence to data retention policies to prevent unauthorized access, disclosure, or misuse of sensitive information.
 4. **Data Retention and Deletion:** Schools should establish clear policies and procedures for the retention and deletion of data collected or generated by AI systems. Data should only be retained for as long as necessary to fulfill educational objectives, and should be securely deleted or anonymized when no longer needed, in compliance with data protection requirements.
 5. **Data Transparency and Accountability:** Schools must provide students, parents, and teachers with clear and transparent information about the types of data collected, the purposes for which it is used, and any third parties with whom it may be shared. Schools should also designate responsible individuals or teams to oversee data management practices and respond to inquiries or concerns related to data privacy and security.
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6. **Data Sharing and Disclosure:** Any sharing or disclosure of student or teacher data to third parties, including AI service providers or educational technology vendors, must be done in accordance with applicable privacy laws and contractual agreements. Schools should obtain explicit consent from stakeholders before sharing data, and should ensure that appropriate safeguards are in place to protect data confidentiality and privacy.
7. **Data Ethics and Bias Mitigation:** Schools should proactively address ethical considerations and potential biases in AI algorithms and data sets used for educational purposes. This includes regular assessment and monitoring of AI systems for fairness, transparency, and accountability, and taking corrective action to mitigate any unintended consequences or discriminatory outcomes. The institution should have a committee that will look into a possible appeal.
8. **Data Governance and Compliance:** Schools should establish robust data governance frameworks and mechanisms to ensure compliance with data protection laws, regulations, and industry standards. This includes appointing data protection officers, conducting privacy impact assessments, and providing ongoing training and support to staff and students on data management best practices and legal requirements



• CHAPTER X •

SAFEGUARDING

Take a proactive stance about AI-related safeguarding risks, including but not limited to:

1. **Identity Theft:** Protection against the unauthorized use of individuals' personal information or digital identities to perpetrate fraudulent activities, including identity theft, account takeover, and financial fraud facilitated by AI-generated content or manipulative techniques.
2. **Online Predation:** Measures to prevent the online grooming, manipulation, or exploitation of vulnerable individuals, particularly children and adolescents, by malicious actors leveraging AI technologies to establish trust, exert control, and solicit sensitive information or illicit behaviors.
3. **Cyberbullying Detection and Prevention:** Strategies for identifying, mitigating, and addressing instances of cyberbullying, online harassment, or abusive behavior facilitated by AI-powered communication channels, social media platforms, or virtual environments.
4. **Content Moderation:** Procedures for monitoring, filtering, and removing inappropriate, harmful, or illegal content generated or disseminated through AI-driven applications, services, or online communities, including hate speech, violent imagery, extremist propaganda, and misinformation.
5. **Privacy Preservation:** Safeguards to protect individuals' privacy rights and personal data integrity in the context of AI-driven surveillance, data collection, profiling, and predictive analytics, ensuring compliance with applicable privacy laws, regulations, and ethical guidelines.
6. **Cybersecurity Awareness and Training:** Educational initiatives to raise awareness, promote digital literacy, and empower users to recognize, respond to, and report cybersecurity threats, vulnerabilities, and incidents associated with AI-enabled technologies and online interactions.
7. **Collaborative Partnerships:** Collaboration with law enforcement agencies, child protection organizations, cybersecurity experts, and industry stakeholders to develop and implement effective strategies, protocols, and resources for safeguarding individuals and communities against AI-related risks and threats.

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