

Children's Parliament Exploring Children's Rights and AI

Stage 2 (Summary Report)



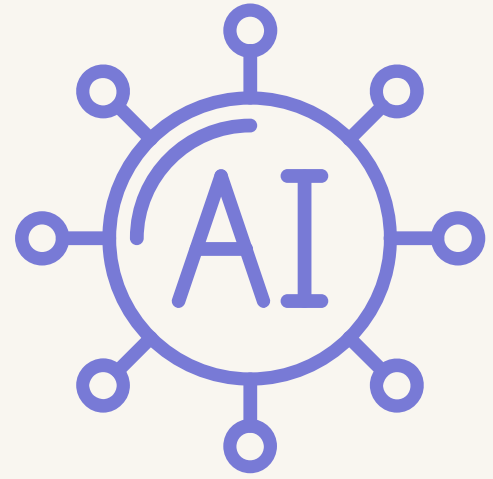
2024

 Children's
Parliament

 Scottish
AI Alliance

The
Alan Turing
Institute

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Introduction

Children's Parliament, in partnership with the Scottish AI Alliance (SAIA) and The Alan Turing Institute (ATI) are developing and delivering a 3-stage project engaging children with artificial intelligence (AI) and exploring the subject through the lens of children's human rights. The findings of this work will feed into the delivery of Scotland's AI Strategy (launched in March 2021) which aims for Scotland

to become a leader in the development of trustworthy, ethical and inclusive AI. Recognising the specific challenges and opportunities that AI represents for children, the Scottish AI Alliance are committed to the adoption of UNICEF's policy guidance¹ on AI for children, and ensuring that the voices of children are heard in the delivery of the strategy's vision. The project is structured in the following stages.

Stage 1: Exploring children's views on AI (funded by The Alan Turing Institute) (June 2022 – March 2023)

Stage 2: Children's investigation into AI (funded by the Scottish AI Alliance) (April 2023 – March 2024)

Stage 3: Mainstreaming children's engagement in AI (funded by the Scottish AI Alliance) (April 2024 – September 2024)

The report that follows is a summary of the progress and findings of Stage 2 of the project and includes a detailed account of the children's exploration of key themes in relation to children's human rights and AI. Through workshops and sessions facilitated by Children's Parliament and with the close involvement of a variety of adult

professionals working with AI, the children developed 12 calls to action which are included here. The report concludes with a consideration of what we have learned about what matters to children when it comes to AI and its relationship with their children's human rights.

¹Policy guidance on AI for children 2.0, UNICEF (2021)

Context

Scotland has now incorporated the United Nations Convention on the Rights of the Child (UNCRC) into domestic law, with the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill receiving Royal assent on 16 January 2024 and coming into effect from July 2024. This legislation provides a strengthened framework for the realisation of children's rights and

drives culture change where children are acknowledged as valuable and equal in our society. Additionally, Scotland's adoption of UNICEF's policy guidance on AI for children aims to ensure that AI policies and systems in Scotland protect children, provide equitably for their needs and rights, and empower them to participate in an AI world by contributing to the development and use of AI.

A children's rights approach

Children's Parliament's work is underpinned by children's human rights. This means that our practice is rights-based, always moving towards realising the rights of every child. In practice, this entails a creative, participatory approach when engaging with children on projects.

A children's rights approach furthers the knowledge, understanding and realisation of children's human rights as laid down in the UNCRC and other international human rights instruments.

A children's human rights approach:

- **Builds the capacity and agency of children as rights-holders to claim their rights.**
- **Supports children to defend their own rights and those of others.**
- **Builds the capacity of duty-bearers to fulfil their obligations to children.**
- **Recognises that relationships based in human rights values are necessary for realising children's rights.**
- **Includes children's knowledge of what it is like to be a child, their ideas and their opinions.**
- **Establishes the environment and support that enables children to advocate effectively for themselves.**
- **Enables adults to benefit from the rich learning intrinsic to these approaches.**

Children's rights and AI

The UNCRC's articles include adults' responsibilities to ensure that children grow up healthy, happy and safe, with dignity at the heart of all their relationships and experiences. In the context of the rapidly growing development and use of AI, this means that children must be directly consulted to ensure that their specific needs are safely met. This includes consideration of the use of AI technologies by children as well as the use of AI technologies by adults in matters that affect children. In the words of one of the children involved in the project, when adults look for ideas in how to build new AI systems that work for everyone, they should **“just ask us [children].”** (Member of Children's Parliament, Stirling)

The incorporation of the UNCRC into domestic law and the fast growth of new AI technologies means children's participation in the development and implementation of new AI systems, including decisions made around the regulation of their use, is critical to ensuring they are kept healthy, happy and safe. Children also have the right to an education on an issue that is becoming intrinsic to the technology they use and the services they access in their daily lives – an education that is vital to the facilitation of their meaningful participation.

Moving forward from Stage 1

Stage 1 of the project engaged four state schools across Scotland (including those in urban, rural and island communities) to find out children's understanding of AI and to explore their views².

During Stage 1, the children outlined four key areas they wanted to explore further, and these became the themes for Stage 2:

- **AI and Education**
- **Fairness and Bias**
- **Safety and Security**
- **The Future of AI**

Image: Members of Children's Parliament warm up with a game.



²The findings can be found in the report [Exploring Children's Rights and AI: Stage 1 \(Summary Report\) \(2023\)](#), Children's Parliament

Stage 2: Children's Investigation into AI

Between April 2023 and March 2024, for Stage 2, Children's Parliament continued to work with the same four schools.

The AI Team and the Investigators

We worked with 93 Members of Children's Parliament³, aged 8 to 12 years, from four schools across Scotland: in Edinburgh, Glasgow, Shetland and a village within the local authority of Stirling. Most of the children from the four schools had been a part of the project in Stage 1. These 93 children formed the **AI Team** – a reference group which ensured a wide range of views and opinions were captured. From this cohort, **12 Investigators** were chosen –

three from each school - to serve as the champions and children's human rights defenders for the programme, leading the investigation and sharing the views, experiences and ideas of the other 81 participating children. When choosing Investigators, we endeavoured to work with children who were enthusiastic about the subject and who would benefit educationally or socially from their participation.

Stage 2 delivery

Mirroring Stage 1, a hybrid approach to delivery was adopted:

- **Regular on-line video calls with the Investigators.**
- **Big Missions: in-person workshops with the AI Teams in each school.**
- **Little Missions: activity packs for the AI Teams to work through with their teachers.**

Stage 2 ended with a residential for the Investigators, and participation at the Scottish AI Summit. Further detail on stage 2 delivery is included on page 46.

6 ³ When children join a Children's Parliament project, they become a Member of Children's Parliament.

Meet the Investigators

Our team of Investigators have done an incredible job of bringing together the views of the AI Team across the four themes and developing their key messages. It was very special being able to bring them together in person for the first time at our residential and they made a huge impact on their audience at the Scottish AI Summit in March 2024.







Image: Members of Children's Parliament meet a robot.
Photograph by Roberto Ricciuti (<https://www.robertoricciuti.com/>)

Children's Calls to Action

Fairness and Bias

1. Children have the right to be included, to have a say, and to be listened to. Adults need to ask children for their views when they are making decisions about designing or using AI. If it is only adults making AI systems, the AI systems won't understand children.
2. Lots of different people, including children, should be involved in AI development. To avoid bias, they need to take everybody's lives into account.
3. Adults must ensure that the use of AI does not have a negative impact on any children's rights, for example the right to appropriate and accurate information, or the right to protection from discrimination.



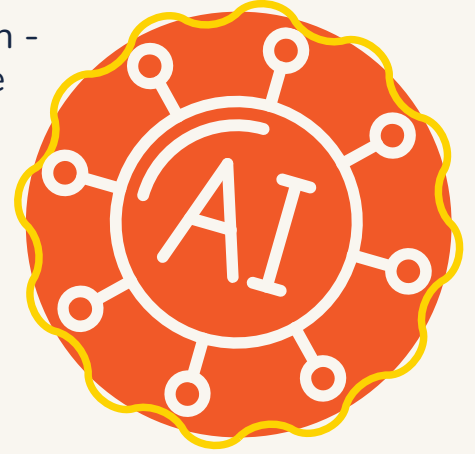
Safety and Security

1. There should be rules about how much and what data companies are allowed to gather about children. Companies should not collect or share data from children unless it is absolutely necessary.
2. Companies should not use children's data to train AI systems without children being asked.
3. Children feel AI can't always be trusted and isn't always safe –more child-friendly information about AI is needed, to help children make informed choices.



AI in Education

1. AI might not understand neurodivergent children and how they learn in different ways. Decision-makers must take this into account when deciding what AI systems can be used in schools. AI systems need to include and support all children and their human rights.
2. Teachers can use AI systems to help make learning fun - children learn better when it's fun. Teachers should be supported to use AI appropriately in class.
3. AI should support, not replace, teachers. Teachers understand children's feelings and children think this is really important.



Learning about AI

1. AI should be in the curriculum. AI will be a part of all children's lives, so they need to learn and understand what it means before they grow up.
2. More children should know about AI so they can understand what's happening when they use it. This will help to make sure children's rights are respected. The more children learn about AI, the more they will know how to keep themselves safe.
3. Teachers should learn about AI and children's rights to support children's learning and help to keep them safe.



Case Studies:

The children's thematic exploration of children's rights and AI

The four case studies that follow present the views and ideas that the AI Teams shared with us through the 'Big Missions' which they completed with AI partners. These workshops provided the children with a focused opportunity to look at each theme in depth. The discussions that the children had during the sessions formed a large part of the evidence that the Calls to Action were based on.

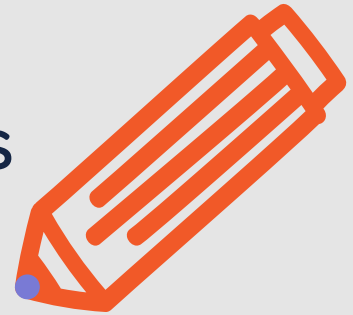




1.

Fairness and bias

Stirling



What we did

In Stirling, Members of Children's Parliament worked with doctors and researchers from the West of Scotland Innovation Hub, a partnership between NHS Greater Glasgow and Clyde and the University of Glasgow, to explore themes around fairness and bias in AI systems. Having earlier identified feelings (and whether AI systems can consider them) as a key concern for Members of Children's Parliament when it came to fairness and bias, the children were keen to share their thoughts on how the use of AI in healthcare made them feel.

Our partners from the Innovation Hub have been developing plans for an AI system which could help with seizure diagnosis in infants. They were interested in understanding how the children felt about AI being used in healthcare more generally, and in this specific instance how they felt about videos of children being used as training data. Children's Parliament facilitated a day of workshops in school to support these conversations. A subsequent sound design workshop co-facilitated with artist Eye Suriyanon allowed the children further opportunities to reflect and express their ideas creatively.

Image (opposite): Members of Children's Parliament engage in a workshop activity.

What the children told us

Trust in AI and AI's relation to human feelings were discussed frequently during the sessions. Overall, Members of Children's Parliament have more trust in human decision making than AI-based decisions. They highlighted the need for humans to be involved in the development and monitoring processes. The children have a strong preference for interacting with humans rather than AI systems when they access services.

"I like speaking to someone who can stop me worrying about things."

Member of Children's Parliament, Stirling

"Doctors are trusted but AI systems can't reassure you."

Member of Children's Parliament, Stirling

While acknowledging that the use of AI in healthcare can be beneficial and can help with diagnosis and treatment, the children remained skeptical about how well AI systems can be trained and raised the question of how useful AI systems would be when new illnesses or diseases emerge.

"You'd expect that if it was being used in a hospital it was properly trained. You'd have to trust it."

Member of Children's Parliament, Stirling

"AI doesn't get everything right – you need a human."

Member of Children's Parliament, Stirling

“What if AI diagnoses you wrong?”

Member of Children’s Parliament, Stirling

“If you program the machine to know all the illnesses, what if you get a new illness – because obviously you put the data into the machine – If you get a new illness, it might not have the data in the machine. So then wouldn’t you need a doctor to be able to understand that one?”

Member of Children’s Parliament, Stirling

Another central issue that the children discussed was how they felt about AI systems in healthcare collecting and using their personal data. The children were aware that medical records contain sensitive data and felt they should be protected. Although some children were not too concerned about sharing their data, especially if it would help other people by allowing AI systems to be better trained, other children highlighted the importance of privacy, particularly relating to their bodies. The children were conscious of body-image issues as well as the importance of having control over information relating to ill health.

“I don’t really mind [sharing data if it helps other people] because it’s an algorithm, it’s not even a person.”

Member of Children’s Parliament, Stirling

“What if there are some parts of your body you don’t want anybody to see or know about? Sometimes you don’t want people to know what is wrong with you. You might be ashamed.”

Member of Children’s Parliament, Stirling

The children in Stirling (and other locations) highlighted the responsibility of adults to keep them safe and to provide child-friendly information on how their data will be used and shared. Most Members of Children’s Parliament in the workshop agreed that children should be asked for their consent. When discussing the use of images for training AI systems, there was a clear preference among the group for any data to be anonymised as much as possible, for example by using avatars or the motion-tracked ‘skeletons’ that the software produces, rather than real images or video footage. Similarly, in a conversation related to AI-generated voices, there was some discomfort from Members of Children’s Parliament regarding the use of their voices and the unsettling impact of these voices being indistinguishable from real human speech.

“Children should decide if they want their voices in datasets.”

Member of Children’s Parliament, Stirling

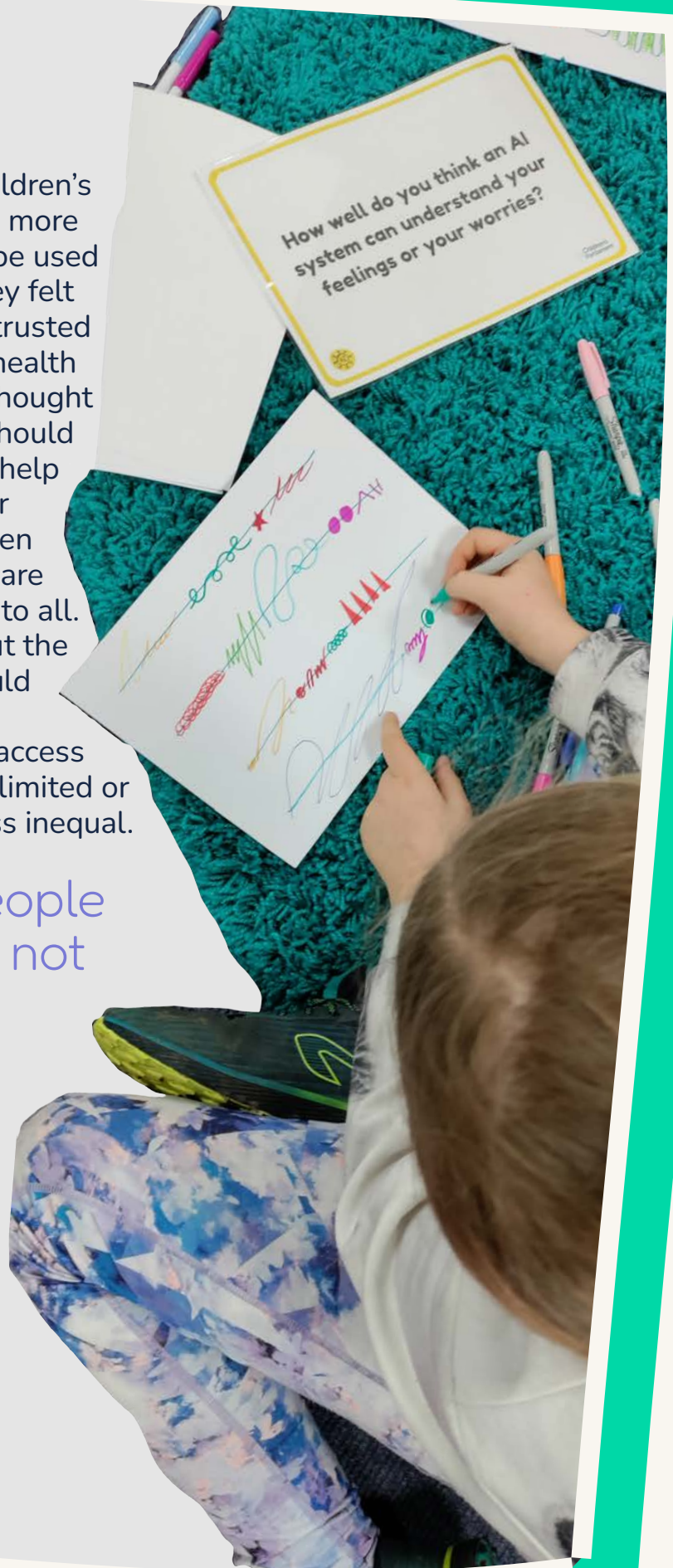
“You need to have children help create the voices and sounds for AI, but it would also be weird if they sounded exactly like children, so you need to change the sound so it is a little more higher or lower than a human voice.”

Member of Children’s Parliament, Stirling

Overall, Members of Children's Parliament tended to be more willing for their data to be used to train AI systems if they felt the AI system could be trusted and would support the health of others. The children thought that new technologies should be shared, and AI could help with making things fairer for everyone. The children were aware that healthcare is not always accessible to all. They felt positively about the idea that AI systems could be used to aid diagnosis globally in areas where access to healthcare was more limited or where costs made access inequal.

"AI lets more people get healthcare, not every country gets free healthcare so AI could make it easier."

Member of Children's Parliament, Stirling



What our partners told us

The workshop provided our partners with a better understanding of how children feel about their video images and data being used for training AI systems in relation to their human rights and enabled them to take children's views into consideration for the further development and employment of these AI systems. Highlighting the importance of involving children in decision making, staff from the West of Scotland Innovation Hub discussed how the Children's Parliament sessions lay the framework for similar approaches in the future.

"The workshop has enabled us to actively start including children further in our research projects, not just within AI but throughout our departmental studies. We are using the views of the children in the workshop to design our current and upcoming AI research and hope to continue this. We would love to host more workshops with children as our research progresses."

Isla Birnie

"The workshop impacted my work by highlighting the importance of stakeholder engagements and having more insights from the research participants' point of view."

Edmond S. L. Ho

"It has made me appreciate the importance of engaging with [children and] young people and developing innovative ways to do this."

Prof. Sameer Zuberi

Our partners expressed their surprise at the children's understanding of AI – especially in relation to their human rights. They noted that children could discuss safeguarding issues, framed by their right to privacy, and how this makes them feel. This will impact how consent for data collected is presented to the children in the future. Indeed, soon after the workshop our Investigators were asked to evaluate and provide feedback on an information text on the proposed AI system aimed at explaining the process to children.

Our partners from the Innovation Hub also highlighted the insight that the children are very supportive of AI that can be used to help others within healthcare settings.

“They are very supportive of research projects that can help other people – they are happy to share their data if that can help the improvement of AI systems designed to help other people.”

Edmond S. L. Ho

“A standout moment for me was when the children stated that the use of AI in healthcare could be used to benefit less-advantaged children across the world and this is a key aim for our research.”

Isla Birnie

Overall, this collaboration was perceived as a meaningful, fruitful and insightful piece of work and a very valuable experience of how children's views can impact research and AI development directly.



2.

Safety and security

Glasgow



What we did

In Glasgow, the AI Team worked with Digital Skills Education (DSE), a technology education company, to explore themes of privacy and security. DSE were interested in the children's insights into a new resource exploring data security and privacy. The resource was designed to look at 'de-anonymising datasets' and encouraged the children to identify patterns of data that could be used by companies to profile them. Children's Parliament co-facilitated the day with activities that explored broader questions around children's data and privacy.

DSE's engagement was followed the next day by a workshop co-designed with local artist Zeo Fawcett. Zeo used rotoscoping animation techniques to further explore the children's feelings about their data security and privacy in relation to themes from the day before.



What the children told us

“We should have the right to privacy. You need to be careful about what you share online about me.”

Member of Children’s Parliament, Glasgow

The children discussed how using their data in AI systems can affect their right to privacy. Children’s Parliament ran an activity that encouraged the children to think about which types of data (name, age, medical information etc.) they would feel comfortable sharing publicly, with those close to them, or keeping completely private. Members of Children’s Parliament spoke about how sharing certain types of data made them feel and how this affects their right to privacy.

“Don’t share my location, that is very important.”

Member of Children’s Parliament, Glasgow

When completing an activity with DSE that asked the children to de-anonymise datasets, they discussed the pros and cons of personalised services in relation to their data. Children expressed feeling shocked at the amount of personal data that can be gathered, and how easily this can be used to identify and profile users of a service. When learning that data could be shared with other companies and actors, conversations centered on matters of safety, use and consent.

“It made us really confused that so many companies can have your data.”

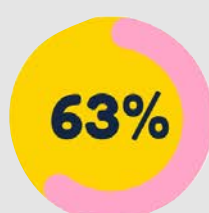
Member of Children’s Parliament, Glasgow

Over half the group was unsure if they were happy with companies collecting data about how they use apps and websites, saying “**sometimes the data collected makes good recommendations, other times not**” (Member of Children’s Parliament, Glasgow). One quarter of the group felt unhappy with this, worried that the data they provide to the company will be “**permanently there**”. (Member of Children’s Parliament, Glasgow).

I am happy with the companies that make the websites and apps I use collecting data about how I use them.



Yes



Unsure



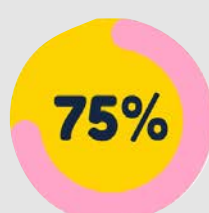
No

Similarly, three quarters of the group felt unsure about websites and apps gathering personal data, saying “**some apps need to know your age**” (Member of Children’s Parliament, Glasgow) and discussing how this differs depending on the type of service. A small percentage of the group were unconcerned by this kind of data collection while the rest felt uncomfortable with it, referring also to their right to privacy. The majority were also unhappy with the idea of companies sharing their data for AI recommendation and personalisation systems.

I am happy that websites and apps gather personal data like my name, DOB, and so on about me.



Yes



Unsure



No

“I am not happy as someone can know a lot about me.”

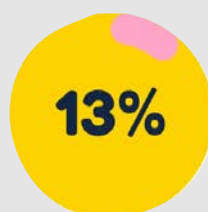
Member of Children’s Parliament, Glasgow

The rest of the children said it depends on the type of data collected – whether it is “**my username or if it’s my real name**” (Member of Children’s Parliament, Glasgow) or saying that they don’t input factually correct information online. This highlights a recurring theme: that the children are more able to understand the consequences of their direct actions (inputting a password or DOB) over the more passive methods of data collection (how often they visit a site, personal preferences, mouse tracking).

I am happy about websites and apps passing on my data to other companies, so I can receive information about things I am interested in.



Yes



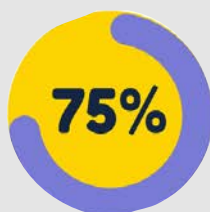
Unsure



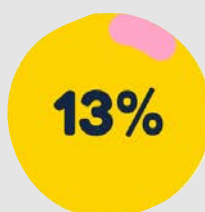
No

Over three quarters of the group felt there should be more rules about what data companies should collect. Although, when asked why they thought this, the children did not confidently articulate reasons.

I think we need more rules about what data companies are allowed to collect.



Yes



Unsure



No

Members of Children’s Parliament felt that data should only be shared if it is necessary for safety, and if data is to be collected and shared by companies or organisations, they should be asked very clearly for their permission.

“Don’t share information without permission.”

Member of Children’s Parliament, Glasgow

When discussing consent, the children said information needs to be clear and understandable, in child-friendly language so they can fully consent to their data being shared. They thought a good way to listen to children’s thoughts and ideas would be through co-design of this information and consent forms. The children wanted to have a say in how AI systems use their data and how companies share it. The ways in which this could happen were expanded on when we asked the children to make flags that had messages for adults. Some of these are highlighted below:

- **Supervise children while online.**
- **Update terms and policies to make sure AI is better understood by children.**
- **Support adults to teach children about internet safety.**
- **Use child-friendly words and let children have a say.**

The children highlighted the responsibility of adults in keeping them safe and secure when using and interacting with AI. They recognised the importance of age restrictions on media and social media platforms that use AI, such as YouTube.

“I don’t think they [companies] think about children’s rights at all.”

Member of Children’s Parliament, Glasgow

Many children found differentiating between online safety (keeping passwords safe, not talking to strangers, opening spam emails) and data safety (how a profile of users can be built based on data about their usage of a service or tool) challenging. The children could discuss the impact of their individual actions,

but the way data is used by companies, both generally and for AI systems, was a new concept that was difficult to separate from their personal actions.



What our partners told us

Craig Steele from DSE, who co-facilitated the workshop alongside his colleague Daniel Devine, highlighted that Members of Children's Parliament had strong feelings about what data should and shouldn't be shared, and how this relates to fairness.

"I learned more about what they [the children] consider "fair" when it comes to storing personal data about people."

Craig Steele

The DSE activity encouraged the children to investigate data sets and identify individuals' data patterns. Children's Parliament found that this practical approach allowed the children to have more of a technical understanding of how different forms of information, such as transaction data and app usage can affect their security and privacy. This approach complemented activities that Children's Parliament facilitated, which then allowed the children space to explore how this makes them feel and how this affects their human rights. Members of Children's Parliament involved in the project have often spoken about their desire to learn more about AI and how this aligns with their right to education and safety.

"The more we learn about AI, the more we'll know how to keep ourselves safe."

Investigator

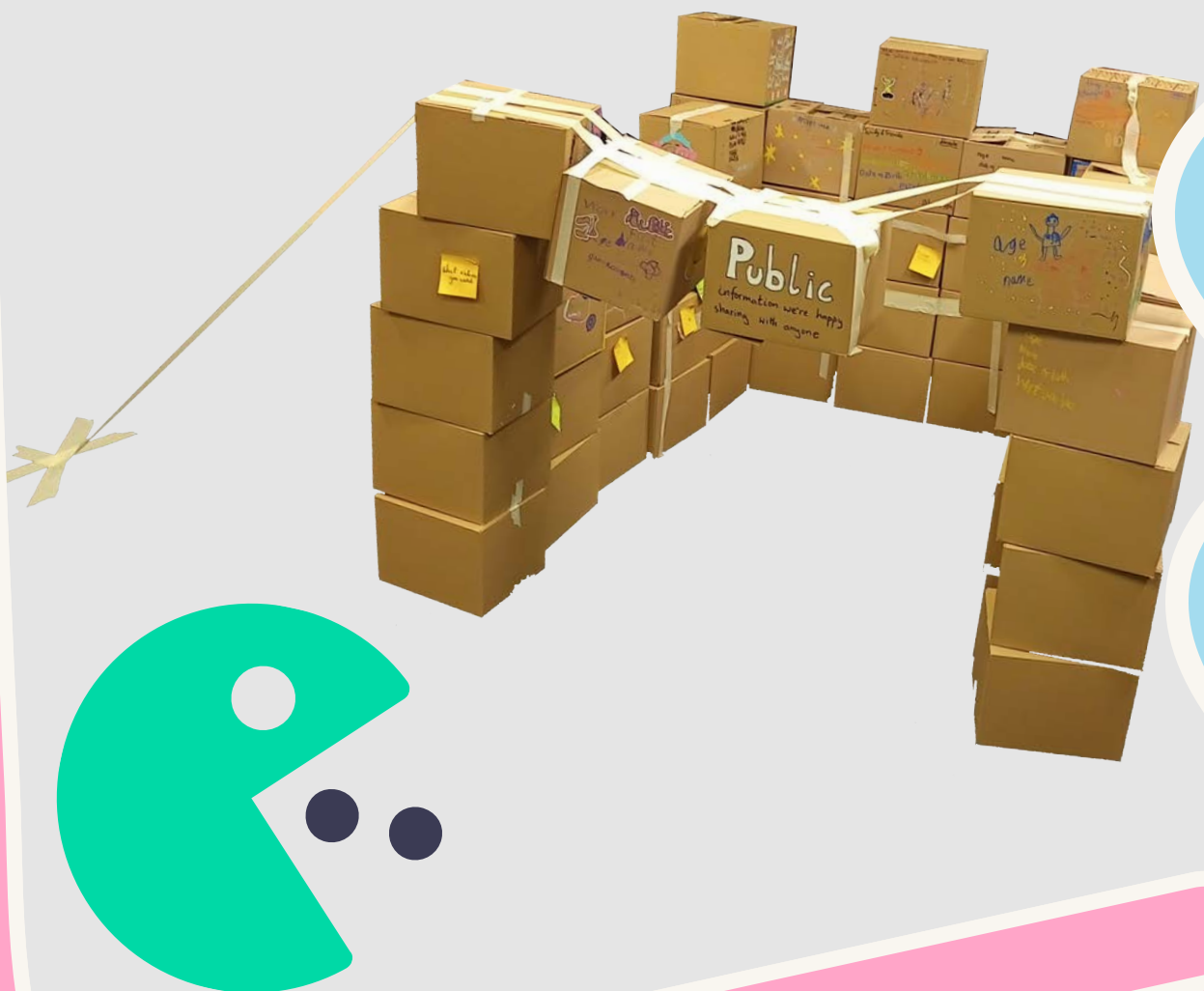
"AI will be in all our lives, so we need to know what it means and how it works before we grow up."

Investigator

The children's enthusiasm provided DSE with further motivation to continue to create new learning materials, especially considering the need to address concerns around safety and security in a proactive manner which promotes children's agency. With popular media often promoting feelings of worry around uses of AI, Children's Parliament have been trying to find a balance when introducing children to varying AI systems by giving space for children to see both pros and cons but also introducing children to systems that are actively aiming to improve their lives.

“This workshop encouraged us to continue to develop learning materials that support young learners to understand how AI apps and tools work, and how they can be used in ways that help us, not harm us.”

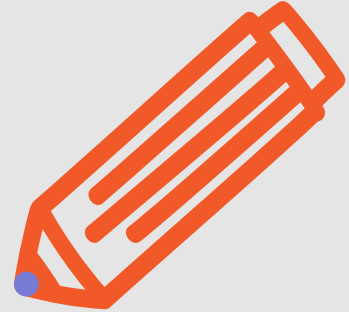
Craig Steele





3.

AI in Education Edinburgh



What we did

In Edinburgh, the Members of Children's Parliament visited the University of Edinburgh to work with our partners from the Centre for Research in Digital Education who have

research interests in participatory design on children's human rights and AI. The activities undertaken invited the children to develop ideas for AI systems that could support both children's rights and learning in the future, as well as gathering their views on a range of possible applications of AI in the classroom.

The following day, Children's Parliament collaborated with Science Ceilidh to explore the children's ideas around the further use of AI in education, with a focus on themes of inclusion in school and the impact of AI on the role of the teacher.



Image (opposite): Box construction.

Image (in box): The Science Ceilidh play for Members of Children's Parliament.

What we did

“AI can be good and bad in school,
so don't always trust it.”

Member of Children's Parliament, Edinburgh

At Edinburgh University, the children were asked to imagine AI systems and tools which could support children's learning and their human rights 100 years from now and were set a design challenge – to create model 'prototypes' out of craft materials. One key theme that emerged from the design process was the children's focus on care and support – many children designed AI systems that provided emotional or mental health assistance, as well as giving thought to differences in learning styles and the impact of factors like language and neurodiversity in learning.

“Jimmy [the AI emotion robot
designed by the Members of
Children's Parliament] helps
children's rights because it helps
children not to be worried and not
feel like they've got a lot of pressure
on them, like exams.”

Member of Children's Parliament, Edinburgh

“If they're like nervous or, like, a bit
upset or that, they can use it [AI] to
just take all of that away.”

Member of Children's Parliament, Edinburgh

Members of Children's Parliament thought about factors that might cause children in school to feel worried or stressed and how AI in the future could be used to alleviate this. Features of the children's designs included providing the children with tips to help them with stress and included a 'hug button'. It is interesting to note that while the children here expressed optimism about the role AI could play in supporting

wellbeing, at numerous other times across the project Members of Children's Parliament have talked about the value they place on human interaction for this same purpose and concerns about humans being replaced. Though they see a role for AI to play in supporting them, they have been clear and consistent in the view that pastoral care is primarily a job for trusted human adults. This was discussed with the Science Ceilidh, where the children explored the question 'How will AI affect the role of the teacher?' Children emphasised the importance of the teacher's role for care and emotional help, explaining that they worry if AI is used too much in their education, then their emotional needs may not be met. Many children discussed how AI could be used to help teachers do other tasks in their role, such as lesson planning, hence giving more space and energy for the teachers to interact and support the children.

"It could make their [teachers] job easier because it could help them make lessons."

Member of Children's Parliament, Edinburgh

On the other hand, the children had many worries about the future of AI replacing the role of the teacher or the possibility of AI teaching lessons without human interaction.

"The AI is only focusing on teaching the class because that's what it's been programmed for. The person who programmed it hasn't made it think about the children's emotions."

Member of Children's Parliament, Edinburgh

Children across the project have also expressed worries about the fallibility of AI, especially those designed to provide recommendations. They pointed out that they learn in different ways and many children discussed feeling worried that AI may not understand individuals' unique learning needs, especially for neurodivergent children. Members of Children's Parliament brought up concerns that AI may provide inappropriate information, either for the children's learning level or for their age.

“So if you’re in school, in the future for example, and the AI is deciding, it could give you a question that’s much more difficult than what you’ve done. Either the coding was wrong, or people didn’t put in enough data.”

Member of Children’s Parliament, Edinburgh

“AI might not understand neurodivergent people.”

Member of Children’s Parliament, Edinburgh

“It [AI] can come up with inappropriate stuff – 18-plus.”

Member of Children’s Parliament, Edinburgh

Consistently across the project the children have raised both hopes and worries about AI in relation to learning styles, identity, disabilities and neurodivergence. For example, during the University of Edinburgh design challenge, one group created a handheld AI translation device that supports children who do not speak English as a first language. They explained that this respects their cultural identities, their right to non-discrimination and to be listened to. Other designs such as ‘Maths World’ – a fully immersive AI maths game – helps children learn in different ways that are suited to individuals and fully accessible for disabled children. The children emphasised that Maths World makes learning fun, supporting the right to both education and play. Making learning fun and engaging was a key theme across all the children’s designs.

“[Our AI translation device] supports non-discrimination and the right to be listened to.”

Member of Children’s Parliament, Edinburgh

“So, it’s to do with, like, maths and ...if people have disabilities. For instance, [if] they can’t write or anything...they can play this game.”

Member of Children’s Parliament, Edinburgh

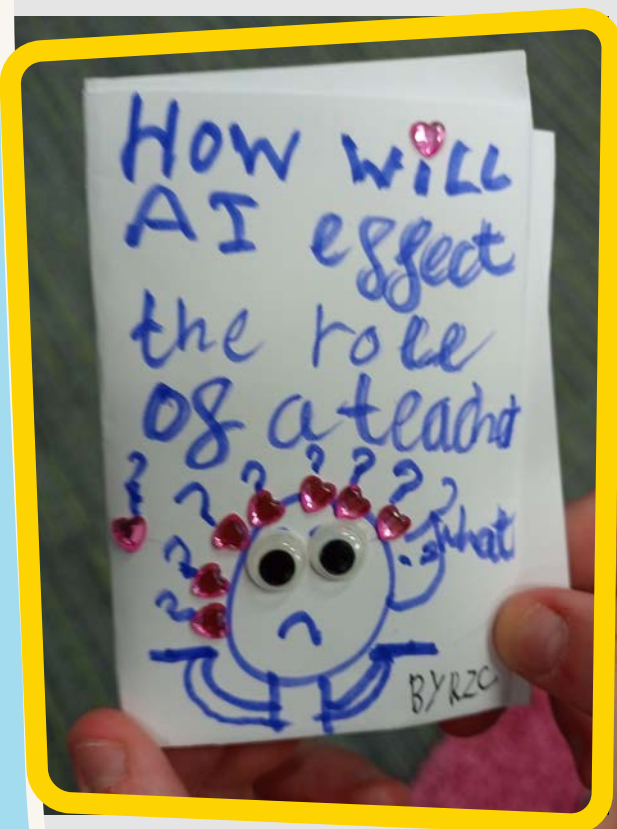
Both Children’s Parliament and our partners at Edinburgh University observed that the children’s ideas often centered around AI systems that currently exist and focused on popular associations such as maths and robots. Across the project this has been a common occurrence amongst the children, as their knowledge of AI before this project was, and often still is, driven by popular cultural and media narratives, suggesting further need for education about AI. Mirroring these popular notions of where AI is found, some of the generalised fears of ‘AI taking over’ frequently found in popular discourse presently were also expressed by Members of Children’s Parliament.

One activity in the Edinburgh workshops focused on several iterations of a fictional maths learning app. Each new version utilised a greater amount of personal data including the use of video and, at the extreme end, brain wave monitoring to assess emotions and attention. Members of Children’s Parliament were uncomfortable with AI systems accessing this level of data and dubious about the accuracy with which they could determine internal emotional states. Most children were broadly happy with their teacher having access to data from learning apps but were less happy with it being shared with parents/carers or external parties like researchers or private companies.

Overall, children in Edinburgh saw both pros and cons of AI being used in their education, both in the present and in the future. With AI already integrated into many classrooms via learning games and apps, the children considered it to be important for them to understand AI’s role, to keep them safe and to allow them to consent to any data being used. They also felt that they should have a say about how AI will be integrated into their education and feel strongly that this implementation should be inclusive of all learning needs.

“Remember to
include others.
Think of all
children no
matter what!
Make sure that
the AI is safe!”

Member of Children’s Parliament, Edinburgh



What our partners told us

The team at the University of Edinburgh's Centre for Research in Digital Education highlighted how the children have a good understanding of their rights, and how this helps them take critical approaches to understanding AI in their education. They were surprised by the children's understanding of AI for translation, suggesting that the children, having taken part in this project, have learned more about AI than other children the department works with.

"They were very engaged in the topic. They know about their rights; some were able to apply their rights when thinking about future scenarios."

Prof. Judy Robertson

"They had a good grasp of their right to play, and the right to inclusion, which I was impressed with."

Jasmeen Kanwal

"It was a good reminder of the importance of AI literacy from a young age, and of how things might be different if technology designers actually listened to what children (and people in general!) want and need out of tech."

Jasmeen Kanwal

Looking to this partnership's impact, partners here emphasised the importance of child-friendly AI education and that children should be consulted in the design of new technologies that affect their education. They plan to use the learnings from the partnership to further develop their workshop design for teachers and school staff around AI and Education.

“Our project is now expanding on its AI literacy work with professional learning workshops for teachers and school leaders – the Children’s Parliament workshop was an excellent starting point for us on this journey, giving us a better sense of what is possible with primary-aged children.”

Jasmeen Kanwal

“It has encouraged me to do more consultations and projects about AI and children in the future.”

Prof. Judy Robertson

Both Jasmeen Kanwal and Kate Farrell highlighted how a children’s rights approach using both creativity and establishing a warm and welcoming space has given them inspiration to take this into their own practice. This is also a reflection we shared: that approaching complex topics around AI with creative activities has offered the children different entry points for understanding and reflection.

“I loved that there were plenty of opportunities for the kids to get creative and hands-on – what an excellent table full of crafting materials!”

Jasmeen Kanwal

“This has certainly made me think more creatively about how we approach workshops with learners in the university and how to set up a creative and relaxed environment.”

Kate Farrell

“It has encouraged me to do more consultations and projects about AI and children in the future.”

Prof. Judy Robertson

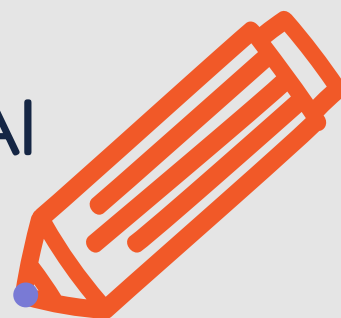




4.

Learning about AI

Shetland



What we did

On Shetland, Members of Children's Parliament worked with Maria Bell from digital consultancy company Mesomorphic and, remotely, Lydia France from the Alan Turing Institute (ATI). As a majority of the class in this location were new to the project this school year, it was necessary to adjust the focus of these sessions to allow more time and space for the children to learn some more general ideas and principles in relation to AI and children's human rights. So rather than launching straight into working on the children's ideas on how and what people should learn about AI, the first sessions focused on an exploration of real-world localised issues and how AI might be utilised to help. Lydia from ATI joined via video call to talk about a collaboration between ATI and the Met Office which aims to use AI to improve weather forecasting. The children on Shetland had recently experienced a period of very heavy snowfall which had had wide-reaching effects, and so the design challenge that Maria set Members of Children's Parliament focused on imagining ways in which AI could be used to help solve the various problems which extreme weather can cause on the islands.

On the following day, Members of Children's Parliament worked with local artist Jono Sandilands, who brought two printing presses into the classroom and led the children through a sign-making workshop. These signs reflected the children's thoughts and feelings on the work of the previous day with a particular focus on what they had learned about AI and why they felt it was important for children to learn about AI and children's rights. Meanwhile, the 'Little Mission' which the other schools also completed around this time focused specifically on the theme of 'learning about AI'. Some of the quotes in this section are from the 'Little Mission' classroom activities.

What the children told us

The Members of Children's Parliament in Shetland (and across the project) have consistently told us that they think it is important for children to learn about AI, that they have valued learning about it alongside learning about their rights, and that it is important to them that this learning is fun and creative. There were a variety of reasons given for why children should learn about AI and their rights. Members of Children's Parliament spoke about the increasing prevalence of AI now and what that would mean for their futures; they referenced the importance of understanding how the technologies work and how to use them for the sake of making informed choices and making the most of the opportunities that AI affords; and they spoke about the importance of education for keeping them safe.

"I like learning about AI creatively
with my friends."

Member of Children's Parliament, Shetland



Image: Members of Children's Parliament work with local artist, Jono Sandilands.

“We think they need to know how powerful [AI is] and what you can do with AI.”

Member of Children’s Parliament, Shetland

“If something goes wrong and no adults are there, children don’t know what to do.”

Member of Children’s Parliament, Shetland

Children’s Parliament observed a preoccupation with issues around AI and safety, and the importance of children learning about AI in order to stay safe. The views and worries expressed mirrored those that we found when talking specifically about safety and security with the AI Team in Glasgow: the concerns often centered on the need for children to ‘keep their data safe’, not give away personal information or passwords, and to be wary of other online risks.

“Children need to know about AI so they can be safe online.”

Member of Children’s Parliament, Shetland

“If you put private information online you put yourself at risk.”

Member of Children’s Parliament, Shetland

That there was not always a specific link made to AI technologies suggests two things. Firstly, the existing focus within Scotland’s Curriculum for Excellence on teaching children about online safety in the context of what they can do individually has been successful in raising children’s awareness of the issue. Secondly, this understanding does not currently extend to broader privacy concerns around the use of children’s data in training AI systems or how AI systems could be used to circumvent existing data protections, as discussed above. It is significant to note that the make-up of this group had a majority of Members of Children’s Parliament who were new to the project this school year and so had not had the same opportunities to learn about these issues as the children in the other three groups (where we did see more engagement with those broader concerns). Results from the Little Mission suggested that some of the children in other groups who were well into their second year of learning about AI and children’s rights had a more detailed and specific view:

“AI is getting smarter and smarter every day. They know what you like on YouTube and that doesn’t give you the right to privacy.”

Member of Children’s Parliament, Edinburgh

The preoccupation with safety is also linked closely to children’s feelings; the concerns they had clearly indicated the value they put on feeling safe. Similarly, there was some recognition of the risk that inadequate or unreliable information could cause more harm than good.

“Children need to know about AI because young kids online can be careless and share personal data and they can get exposed and it can make them anxious and scared.”

Member of Children’s Parliament, Shetland

“Children need to know because just a little bit of info can put them in danger and get them exposed and make them anxious.”

Member of Children’s Parliament, Shetland

The Members of Children’s Parliament in this group viewed learning about AI as important for their futures. They are aware that AI will continue to develop at pace and that when they are adults it will likely play a much greater role than it does already. They therefore saw education about AI as necessary both for the sake of their future success and for the sake of ensuring that the risks of rapid AI expansion were mitigated against.

“Children should have a say in how and what they learn about AI because the future will be AI.”

Member of Children’s Parliament, Shetland

“When they grow up they will give it too much power [if children don’t learn about AI].”

Member of Children’s Parliament, Shetland

In terms of how and where they thought children would like to learn about AI and their human rights, Members of Children’s Parliament were consistent in viewing school as a suitable location (although other suggestions were also made) and stressed the importance of fun and creativity, with several children referencing the approach taken by Children’s Parliament as a factor in them enjoying this learning. The following were written responses the children gave to a question about how and where they thought children would like to learn about this.

“We love the games and children will have fun!”

Member of Children’s Parliament, Shetland

“Children would like to learn about AI the fun way. Children would like to learn AI at school.”

Member of Children’s Parliament, Shetland

“They might like learning with their class and the Children’s Parliament. In a fun way. In class.”

Member of Children’s Parliament, Shetland

There were also some specific ideas on approach and some further thoughts on possible locations.

“They would like to learn about it with AI in front of them. In school or in Children’s Parliament – they should learn about it face to face.”

Member of Children’s Parliament, Shetland

“Children should learn about AI everywhere.”

Member of Children’s Parliament, Shetland

Responses from the larger AI Team provided a range of other views and ideas on what and how children should be taught about AI and their rights. For the ‘Little Mission’, Members of Children’s Parliament created placards declaring their key messages in this area. A clear message across the board is that children want to learn about AI and their rights:

“More AI education in schools.”

Member of Children’s Parliament, Glasgow

“How do I use AI?”

Member of Children’s Parliament, Glasgow

“Can you always trust AI?”

Member of Children’s Parliament, Edinburgh

“AI must protect our rights!”

Member of Children’s Parliament, Edinburgh

“Good AI can help children learn.”

Member of Children’s Parliament, Edinburgh

“Let all children learn about AI!”

Member of Children’s Parliament, Edinburgh



“Children learn about AI, it has to be protected and safe!”

Member of Children’s Parliament, Edinburgh

“Children need to know!”

Member of Children’s Parliament, Shetland

Finally, the workshops in Shetland brought up some more generalised concerns that the children had in relation to AI and the risks of it ‘taking over’ from humans.

“AI will take us over one day.”

Member of Children’s Parliament, Shetland

“I do think it will eventually take over. Because some people are being careless and programing it to do stuff that they’re not bothered ... And I believe that in a few centuries then AI will be so intelligent that it will have personalities.”

Member of Children’s Parliament, Shetland

The children viewed change as necessary to prevent this from happening and, though they were not overly optimistic, Members of Children’s Parliament were clear that it was the responsibility of government to safeguard against the risks of unchecked AI development. Children’s Parliament asked them what they felt should be done:

“The governments actually paying attention to what happens to us. They’re not ... caring about climate change or anything. Why would they be going to pay attention to robots going wrong?”

Member of Children’s Parliament, Shetland

“Maybe you could make a video and you could send it to the government about what we believe might happen within a few centuries.”

Member of Children’s Parliament, Shetland

“You could write a letter to them.”

Member of Children’s Parliament, Shetland

“They’re not going to react to some letter from some nine-year-old. They’re going to need a lot of letters ... Yeah, we could protest.”

Member of Children’s Parliament, Shetland

Exchanges like these demonstrated that the children felt it was important that their views, and their fears, were taken seriously and acted on by adult decision-makers. They also demonstrated a fear that this would not happen – something which decision-makers must take into account - a children’s rights approach requires that children’s views are taken seriously and that they are given feedback on their engagement.



Image: Artwork from the Members of Children’s Parliament.

What our partners told us

With the focus being broader for these workshops due to the cohort of children having had less AI engagement previously, there was necessarily less of an opportunity for the children to feed directly into a specific piece of work that our partners were currently engaged in as the sessions were tailored to meeting the needs of the class at this stage. Nevertheless, both Maria Bell (Mesomorphic) and Lydia France (the Alan Turing Institute) reported coming away from the workshop with useful insights and an enhanced appreciation of the children's capabilities.

“What surprised me was the range of applications the students created for using AI. They easily grasped the basic applications and generated some fascinating ideas that can be applied in their local areas.”

Maria Bell

“I was surprised by their lateral thinking about very different topics.”

Lydia France

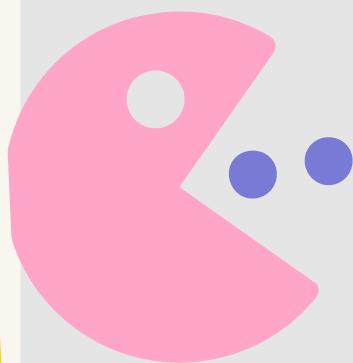


Image: Members of Children's Parliament pose with their A.I placards.



These responses were consistent with what Children's Parliament found across workshops in all four locations: the professionals we worked with were impressed with the children's ability to engage with the subject matter and recognised them as capable of generating useful and relevant ideas. There were further benefits to partners in terms of their thinking around how to communicate effectively with children about AI and the impact it has on their lives.

“It's got me thinking about more hackathon ideas that we can use with students to help them understand the impact of technology. ... The whole event went really well, and I learnt a lot about audience engagement from the facilitators.”

Maria Bell

“It has helped me think about how to communicate AI.”

Lydia France



Stage 2: delivery in detail

Big Missions

The Big Missions took the form of two-day workshops for the AI Team in each of the four schools, each addressing one of the four project themes. The workshops were facilitated by Children's Parliament staff and led by a different AI partner⁴ in each school. Day two took the form of included a reflective workshop facilitated with an artist, in which the children produced an artwork representing their thoughts and feelings about each theme. The aims of the AI partnership work were threefold:

- **for the children to gain an insight into and influence the work of each AI partner's work, further developing their AI knowledge and experience of advocating for change.**
- **for AI partners, to introduce a children's rights approach to their practice and, where possible, direct consultation with children on a current project.**
- **for Children's Parliament, to learn from the experience of facilitating this work within a new sector.**

This report contains case studies on these partnerships alongside key reflections.

Little Missions

Children's Parliament sent 5 Little Mission packs to schools during this stage. The packs consisted of a series of activities, designed to be facilitated by the class teacher, allowing the children to explore a specific concept relevant to the project. The Little Mission enabled the full AI Team to engage with each theme and have their views and ideas included. The Investigators were asked to feedback the Mission findings from their class in online Investigator calls.



Online video calls with the Investigators

In between our various Missions, our team of Investigators met online 15 times across this stage of the project to help us to understand the results of the Missions, discuss issues arising in more depth, and ensure that links between the different schools were maintained – allowing the Members of Children’s

Parliament in each school greater insight into the similarities and differences in views across the project. These calls also enabled the closer involvement of Members of Children’s Parliament, especially those in Shetland, where distance and travel cost might have otherwise inhibited inclusion.

The residential and Scottish AI Summit

In March 2024, 10 of the Investigators⁵ came together in person for the first time for a three-day residential. The focus of the residential was to celebrate the achievements of the children so far, develop their key messages for each theme and prepare and support them to present a plenary session at the Scottish AI Summit 2024, which took place directly after, at Dynamic Earth,

Edinburgh. The Summit, hosted by the Scottish AI Alliance (SAIA), brought together more than 300 professionals working with AI or in relevant fields from across Scotland and beyond. The children’s artworks from the project were displayed, and they had the opportunity to discuss these with conference delegates.



Image (above): Members of Children’s Parliament fill their plates at the A.I residential.

Image (opposite): Members of Children’s Parliament pose with their placards.
Photograph by Roberto Ricciuti (<https://www.robertoricciuti.com/>).

⁵ Of the 12 Investigators, one chose not to attend the residential and one was unable to attend through illness.

“If you find conferences exploring data and AI to be stale, when the Chief Data Officer at the Scottish Government is asked “How safe is my data?” by a 9-year-old, and he has to answer in front of 300 delegates, it definitely adds flavour.”

Calum McDonald, SAIA



Conclusion

A new understanding of what matters to children and their human rights in artificial intelligence

The children's practical exploration of AI in the context of their human rights has made some striking discoveries. It is important to summarise these in order to consider the steps that are required next.

Firstly, although AI literacy is currently at a low level amongst children in Scotland, Members of Children's Parliament involved in this project demonstrated time and again that once equipped with knowledge, they are extremely capable of sharing their views and are keen to do so. These views are vitally important to consider – children will always be best placed to express how matters like these affect them as children. Members of Children's Parliament were also clear that learning about their human rights alongside AI was important to them, and both Children's Parliament and partner organisations observed that doing so equipped the children with a critical framework to evaluate the impact that AI can have on their lives.

The children we worked with were passionate about the need for great care to be taken to avoid AI systems replicating biases. They were clear that they felt as many different people as possible, including children, should be involved in AI development to help to prevent unfair outcomes. They also had serious concerns about data security

and felt children needed additional protections and the power to give or withhold informed consent for their data to be used.

As well as being very supportive of the idea of AI being added to the school curriculum, children were optimistic that AI tools could be used in the classroom to support teachers, both in terms of making learning fun and reducing teacher workload. They cautioned against over-reliance on AI, however, making it clear that the relationship between teacher and child is a vital part of ensuring both educational outcomes and that children feel healthy, happy and safe in school. Inclusion was also a key concern – the children were dubious about AI's ability to take into account not only individual learning styles, but also neurodivergence, disability and personal circumstance.

Members of Children's Parliament approached the project and AI itself with great interest, enthusiasm and, much of the time, optimism. They were full of ideas as to how AI could be utilised now, and in the future, to support their human rights. They were also clear that in order for this to happen, adults needed to take conscious steps to ensure it is developed and used fairly and safely, and with children directly involved in decision-making.

Reflections

The Calls to Action and case studies in this report present the most important outputs from this project: the views and ideas of the children themselves. What follows is a selection of reflections on the project from the adults involved at Children's Parliament and project partners, which provide, in addition to the learnings from AI partners above, a summary of what we have learned from the children, the processes, and each other as a result of the workshops, sessions and events.

Image: Member of Children's Parliament shares their work.



Children's Parliament Reflections on Partnership Work

There were some key learnings relating to the work we undertook with AI partners during this stage of the project which point to further work to be done in the sector. If children's human rights are to be upheld in relation to AI, it is vitally important that the involvement of children in decisions around AI development, use and regulation does not end with the current project but instead becomes a norm across the sector. We have demonstrated the value that such work brings both in terms of supporting children themselves to feel that their views and ideas are valued and will be acted on - an important part of a

children's rights approach in and of itself - and in terms of adding real value to the work of professionals working with AI.

It is worth, however, examining some of the limitations of the current project. The partners we worked with here were self-selecting; they responded to the callout from SAIA and demonstrated, in doing so, a ready-made willingness to engage with a rights-based approach and a base-level understanding of the value to their work of consulting with children. Each organisation also had prior experience of working directly with children in some capacity. The

fact that they each, in various ways, came away expressing surprise at the level of capability of the children and a desire to continue with similar work is testament to the value of the approach, but it does still raise the question of how culture change can be brought about across the full range of organisations working with AI, many of whom will have no experience at all of engaging in processes like this.

Some of the issues we have encountered during this stage of the project have come about as a result of its design. Children's Parliament has been considering the question of how children can become meaningfully involved in decision-making at different stages of AI – its development, use and legislation. To do this, we have sought out partners

who are interested in working with us and tried to fit the model we have been developing to the work that they are engaged in. The ideal we are aiming for is that organisations themselves, upon embarking on a project involving AI, think first of children and their human rights and look to ensure that at any points where they are making decisions which affect children, they are engaging with them as important and equal stakeholders. The work that Members of Children's Parliament have done over the last two years is a starting point for this work. For Scotland to achieve its aim of fostering an AI sector which is trustworthy, ethical and inclusive for all, and for organisations to fulfil their new responsibilities under Scottish incorporation of the UNCRC into law, the sector itself must pick up the reins.

Reflections from the Scottish AI Alliance

Calum McDonald, Engagement & Participation Lead, SAIA

Scotland's AI Strategy aims to put people at the heart of our relationship with Artificial Intelligence technologies—hearing from children on how best to do that has been a wonderful experience for all the adults who have been lucky enough to listen.

It is simple to write down “rights-based approach” and “AI should be inclusive” in bold black ink on policy papers. It is much harder to do the work that makes that happen. The Children's Parliament team and the Members of Children's Parliament (Members of Children's Parliament) make it look easy.

In Phase 1, the Members of Children's Parliament defined the themes most important to children within AI. These themes were prescient of the wider conversations around AI taking place across society in the past year: fairness and bias, safety and security, learning about AI, and the use of AI in education.

The incoming Members of Children's Parliament were tasked with diving deeper into these issues throughout Stage 2. With online sessions peppered with in-person Big Missions, the Members of Children's Parliament were exploring complex themes in engaging ways, with each school's AI Team paired with an organisation actively working on the development of AI projects

or policies. They then responded to working with each organisation through working with an artist to capture the experience creatively.

These AI projects and policies have already been enhanced by having the children's voices woven through them from the workshop, but it is exciting to consider that this learning can be widened and shared through this report and further work.

As a great believer in the power of interdisciplinary practice, I particularly enjoyed the children's work with artists to reflect creatively on the issues around AI. The work heightens the importance of children's rights within AI, leaving a creative legacy that can be shared and enjoyed by all.

Building from the in-class workshops, the Members of Children's Parliament' crowning achievement was being the highlight of our most successful Scottish AI Summit yet. In front of 300 adults, all considering their own approaches to AI, the Members of Children's Parliament made an appeal for attendees to consider their approach: embed children's rights within the world of AI.

As part of their plenary session at the Scottish AI Summit 2024, the Members of Children's Parliament had the opportunity to grill the Scottish Government's Chief Data Officer and Senior AI Policy Officer, as well as the Chair of the Scottish AI Alliance. The adults were more nervous than the Members of Children's Parliament. Deep breaths.

If you find conferences exploring data and AI to be stale, when the Chief Data Officer at the Scottish Government is asked "How safe is my data?" by a 9-year-old, and he has to answer in front of 300 delegates, it definitely adds flavour.

The artwork from the project was exhibited pride-of-place in Dynamic Earth, where simple balsa wood signs shouted, "Children need to know about AI!" and "Use AI safely" in bold kaleidoscopic ink. These protest placards from a print-making workshop in Shetland being a visually striking reminder of the importance of children's voices, and the skill of Children's Parliament's process in championing them.

The Scottish AI Alliance explores issues around trust, ethics, and inclusion within the context of the AI-driven world we are building. Children will inherit what we build. The future we are building with AI is more theirs than ours, and adults need to do more to unlock opportunities for children to learn about it and shape it now.

The next phase of the Exploring Children's Rights & AI Project is to mainstream the learning from the children's explorations. I look forward to doing my part in unlocking opportunities to share their expertise, and I am glad they are here to help.

Reflections from Jono Sandilands, Shetland-based artist and workshop facilitator

Although the weather disruptions caused a more rushed pace to the day of the workshop, I was amazed by the children's ability to articulate their thoughts and ideas about AI. The creative activities provided a unique platform for them to explore complex topics in a tangible and imaginative way. Through art, they were able to express their understanding and concerns about AI in ways that may have been more challenging through traditional discussions alone. I observed moments of genuine curiosity, excitement, and critical thinking as the children delved into the implications of AI. It was inspiring to see how they embraced the opportunity to engage with such complex issues and to witness the depth of their understanding unfold through their artwork.

It was a truly enriching experience - the dedication and passion of the Children's Parliament team shone through. Their commitment to including children in decision-making processes and providing meaningful opportunities for them to voice their opinions is commendable. I appreciated the collaborative approach and the emphasis placed on fostering a supportive and inclusive environment for both children and facilitators. Working with Children's Parliament has not only provided valuable insights into the perspectives of [children and] young people but has also reaffirmed the importance of empowering children to play an active role in shaping their futures. Overall, it has been a privilege to be part of this process and to witness the positive impact it has on children's lives.



Image: Members of Children's Parliament craft to express their ideas.

Thank you

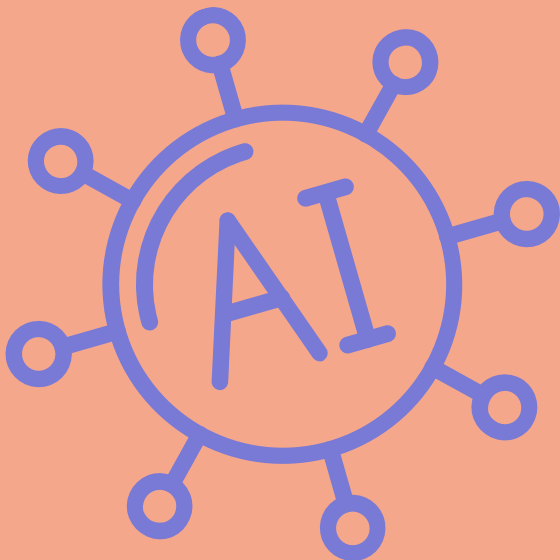
Firstly, and most importantly, a huge thank you to our Investigators and Members of Children's Parliament. They have shown incredible kindness and support to one another, and we would like to congratulate them for being real Child Human Right's Defenders. The thoughtful and compassionate way they have approached such a technically and ethically complex subject has been genuinely inspiring. We would also like to thank the families of all of the children who took part, especially those of the Investigators for their help and support around the residential.

Our four partner schools have taken on a considerable amount of work to support this project and their contributions to the project's successes cannot be overstated. The class teachers for each of the classes we have worked with in particular have been endlessly supportive and often went above and beyond in their facilitation of the Little Mission activities. We would also like to thank every other member of the leadership, teaching, support and

administrative staff of each school – we have been welcomed and supported by the whole school community in each instance.

We would like to thank everyone at the Scottish AI Alliance for not only funding this stage of the project but also lending the full support of the organisation to us. Special thanks go to Calum McDonald for helping to make even our most awkward and unusual requests and ideas happen. Many thanks also to the team at the Alan Turing Institute for continuing to enthusiastically lend their expertise throughout.

Finally, this stage of the project would not have been possible without our various workshop partners, each of whom engaged enthusiastically and, vitally, with a commitment to listen to children and take them seriously. Members of Children's Parliament greatly enjoyed their workshops and they have helped to set a precedent for what a rights-based approach in this field might look like.



About Children's Parliament

Established in 1996, Children's Parliament is dedicated to the realisation of children's human rights in Scotland. Our dream is that children grow up in a world of love, happiness and understanding. Our mission is to inspire greater awareness and understanding of the power of children's human rights and to support implementation of the United Nations Convention on the Rights of the Child (UNCRC).

Through our rights-based practice we provide children up to 14 years of age with opportunities to share their views, experiences, and ideas so that they can influence positive change in their lives at home, in school and in the community.

We use creative, participatory and play-based methods to support children to meaningfully engage in decisions that affect them. We support children to influence policy, practice and legislation, and we build the capacity and win the hearts and minds of adults to realise children's rights.

For more information, please visit www.childrensparliament.org.uk

About The Alan Turing Institute

The Alan Turing Institute is the UK's national institute for data science and artificial intelligence. Researchers at The Alan Turing Institute were involved in a Policy Pilot Partnership with UNICEF in 2020-21, in which they investigated public sector organisations' thoughts and opinions on child-centred AI. The research team piloted UNICEF's

Draft Policy Guidance on Children and AI alongside their existing guidance Understanding Artificial Intelligence Ethics and Safety. They are now seeking to complement this research by engaging with children and young people to inform future approaches to child-centred AI.

About the Scottish AI Alliance

Scotland's national Artificial Intelligence (AI) Strategy was launched in March 2021 and set out a vision for Scotland to become a leader in the development and use of trustworthy, ethical and inclusive AI.

The Scottish AI Alliance is tasked with the delivery of the vision outlined in Scotland's AI Strategy by empowering Scotland's people, supporting Scotland's businesses and organisations, and influencing policy impacting Scotland.

The Scottish AI Alliance is a strategic collaboration between The Data Lab and the Scottish Government, is led by a Minister-appointed Chair, and overseen by Senior Responsible Officers from The Data Lab (CEO) and the Scottish Government (CDO). Its activities are overseen and advised by governance and outcomes focussed advisory groups with representation across society and Scotland's AI community.

www.scottishai.com

Unfearties

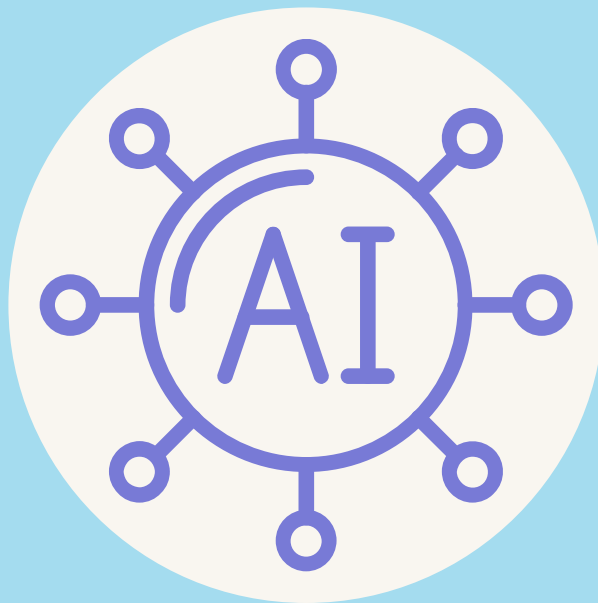
Unfearties are individuals who are courageous in discussing children's issues, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children. This Children's Parliament initiative has attracted more than 1,000 people to join, including doctors, nurses, teachers, parents, carers, civil servants, local authority

workers, third sector practitioners, United Nations deputy high commissioners, and even the First Minister of Scotland.

Visit childrensparliament.org.uk/unfearties to find out more and join the brave band of Unfearties!

“Children should learn about AI everywhere.”

Member of Children’s Parliament, Shetland



“It has helped me think about how to communicate AI.”

Lydia France

 **Children's
Parliament**

 **Scottish
AI Alliance**

**The
Alan Turing
Institute**