

Research Information for the High Commissioner for Human Rights of the United Nations Regarding the Status of Advancement of Digital Education for Youth and Ensuring Their Protection Against Online Threats

Statistics Among Youth Afflicted by the War in Ukraine

Presently, the number of Ukrainian students and pupils abroad due to the state of war, engaged in digital education options provided by Ukrainian secondary and higher education institutions, amounts to 378,617 individuals. Moreover, from abroad, for the same reasons, 7,453 educators are conducting their work in an online format [1].

Within the country, particularly in the South and East of Ukraine, due to military actions and air raid alerts, the majority of educational institutions are imparting knowledge to students and pupils through digital education, relevant programs, assignments, and measures. Their number exceeds one million individuals.

Hence, nearly two million Ukrainian youths, encompassing refugees and residents of the frontline regions of Ukraine, are persistently relying on digital education to fulfill their constitutional right to education – it stands as their only viable option. Since the onset of the full-scale invasion, 3,793 educational institutions have suffered from bombings and shelling, with 365 of them being completely destroyed [2].

Challenges Faced by Ukrainian Youth Abroad

While residing abroad as refugees, Ukrainian students encounter a multitude of diverse challenges, including technical, financial, and everyday living issues. Often, students have to work in order to survive, rendering it difficult for all to engage in distance learning. Consequently, almost from the onset of the conflict, the majority of Ukrainian higher education institutions have offered students the opportunity to pursue their studies within the framework of digital education asynchronously, thereby safeguarding, respecting, and supporting the youth.

Advantages of Asynchronous Learning in Digital Education Options

Asynchronous learning represents a modality within digital education where the exchange of information and interactions among its participants – teachers and students, students amongst themselves, or with digital learning tools – do not occur in real-time, thereby ensuring inclusivity for all involved.

This approach is sanctioned by Ukrainian legislation in light of the martial law. The state is committed to preventing the youth from being swept away by centrifugal processes, thus the strategic measures of the Ministry of Education and Science of Ukraine are aimed at supporting patriotic movements within the student body. This ensures that every student retains the desire to study in Ukraine and maintains a connection with their Homeland.

Personal Example Regarding the Benefits of Asynchronous Digital Education

I am a fourth-year student at the Faculty of Economics of Zaporizhzhia National University (located 30 km from the front line). The administration and faculty members

fully facilitate the students' acquisition of knowledge online, including asynchronously. For this purpose, a special program called Moodle has been developed, which contains lectures, assignments, and tests that students complete according to a set schedule and have communication with instructors through personal chats in the Moodle system and via email. Effective synergy for the sake of science – asynchronous digital education offers students the flexibility to choose their location, manage their time efficiently and mobilely, and independently adhere to the academic plan and deadlines.

Personal Example from the History of Digital Education Development in Ukraine

Like in the rest of the world, digital education in Ukraine experienced rapid development during the COVID-19 pandemic in 2020. Prior to this, the educational process predominantly took place in a face-to-face format. I was attending Zaporizhzhia Gymnasium №11 as a school student until the quarantine was announced in February 2020.

In January 2020, I won a regional English Olympiad and was planned to travel for participation in the All-Ukrainian Olympiad-2020. However, due to quarantine measures, this event was cancelled. At that time, the state education system was not yet prepared to conduct the Olympiad in a digital format.

Personal Example from the Modern Development of Digital Education in Ukraine

Today, the situation has drastically improved for the better. The developed digital education system in Ukraine has enabled me, now as a university student, to take the initiative and independently attend a series of events for academic development. Specifically, in the fall of 2023, I successfully completed five online courses in Ukraine (I attach the corresponding Digital Education Certificates for illustration).

Personal Example from the Development of Digital Education at Harvard, USA

In September-November 2023, while participating in an online course on child rights protection at Harvard, USA, I took part in over a hundred events in English with lecturers from many UN member countries. Additionally, I adopted an active human rights stance in the written discussion of this problematics with scholars in a special communication chat 'student-instructor-students' (I attach the corresponding Digital Education Certificate for illustration).

My First Book in the Development of Digital Education

Upon completing the Harvard course, in November 2023, I accepted a proposal to create an autobiographical Book in English, in collaboration with the Library of Congress of the USA, based on the synopsis: *'The winner of fifty contests, a gold medalist from Zaporizhzhia Gymnasium leads the national ranking of applicants in Ukraine for the legal profession – 2020, and patriotically chooses Zaporizhzhia National University for higher education. Immediately wins a national scientific competition, tops the course student rankings, is elected class president and head of the scientific sector, and, engaging in international human rights activities, systematically promotes Youth Science of Ukraine globally for four years: over 30 academic works, a monograph etc., all in English. She*

allocates her entire scholarship over four years of study (about 100,000 hryvnias, approximately \$3,000) to scientific research in the field of Artificial Intelligence regulation. The project is English-language, of a scientific-journalistic nature, detailing the victories and challenges in creating the AI Constitution, first in the world history. By agreement with a literary agency and publishing house, the Book will be presented for publication and distribution in libraries in Ukraine and worldwide in the first quarter of 2024.

AI Constitution for the Protection of Humanity from Online Threats

I first publicized the AI Constitution in the United States and registered it with the U.S. Copyright Office, henceforth holding the copyright since June 2023. The full text of the Fundamental Law on Artificial Intelligence was posted in August 2023 on an official website dedicated to promoting the implementation of AI in global legislation [3].

In June-August 2023, I informed humanity through media platforms about the creation of the AI Constitution and the necessity of its adoption by the UN. For this purpose, I also sent relevant letters to the UN and the EU.

In December 2023, the esteemed members of the High-Level Advisory Body on Artificial Intelligence, convened by the Secretary-General of the UN for the purpose of analysis and providing recommendations on the international governance of Artificial Intelligence, presented to the world an *Interim Report: Governing AI for Humanity* on the official UN website [4].

The theses and provisions of the UN's Interim Report have been juxtaposed with and analyzed parallel to the AI Constitution. It has been established that, notwithstanding the Interim Report's somewhat divergent structure and variances in the phrasing of certain trends and definitions, its theses and provisions predominantly (in a significant majority of norms) *align with those of the AI Constitution by Polina Prianykova*. This analytical research is currently being systematically published in international conference proceedings, hence below are some theses from the Analysis regarding the protection of educational rights of children and youth in Digital Life.

AI Constitution Protects Youth from Online Threats – A Social Experiment

Ergo, in January-February 2023, while carrying out human rights activities in compliance with the current legislation, ***I conducted a comprehensive social experiment in the European Union.***

During the academic event, in furtherance of disseminating information as well as raising awareness pertaining to human rights and legal enlightenment, I conducted interview lectures and summative surveys in the Republic of Cyprus, the Federal Republic of Germany, the Republic of Estonia, and the Kingdom of Spain.

22 people voluntarily presented themselves as my vis-a-vis, including 18 high school and college students (9 boys and 9 girls), as well as 3 adult women and 1 man – executives in various business fields (who are bringing up a total of 10 children of different ages and, as parents, presented both their own thoughts and the views of their children). Thus, in total, the event covered the worldview of 32 people who are citizens of the EU member states.

The research comprised three stages: a three-question interview, a local lecture, and a final survey after a particular period of time (typically a week).

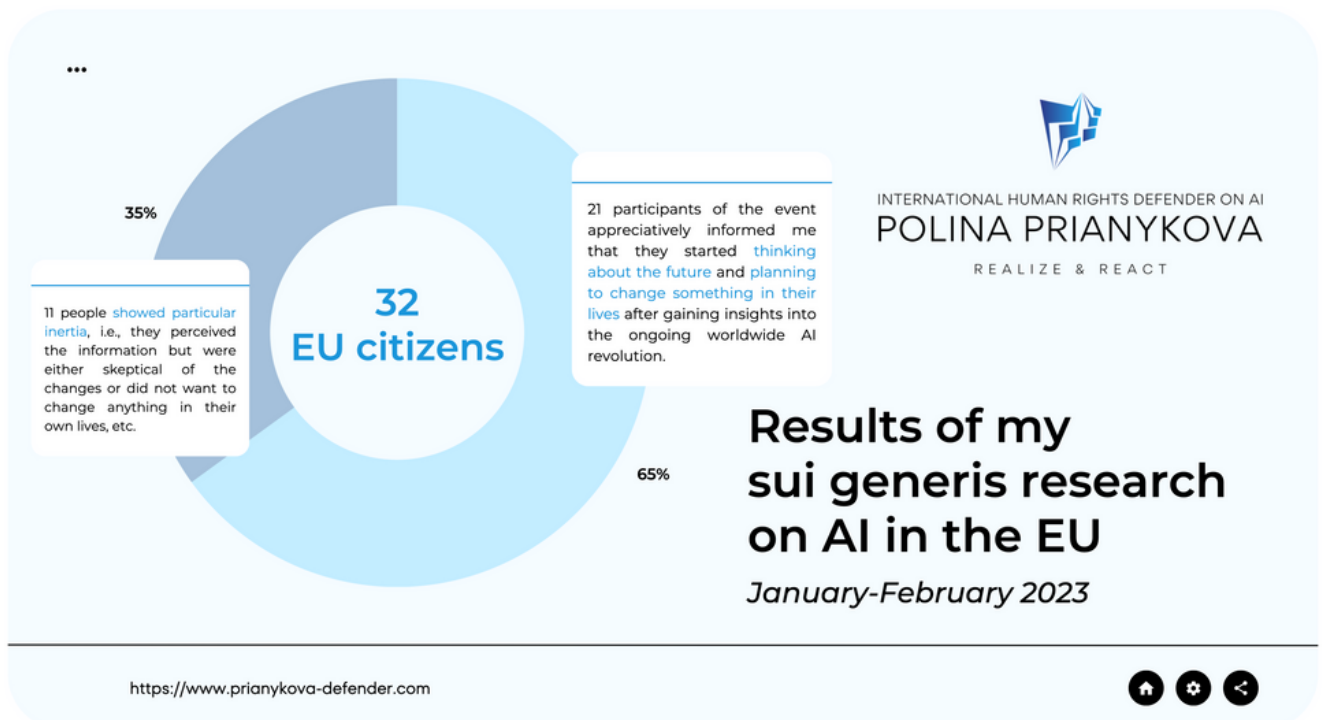
The interview questions were fairly simple:

- 1) What do you know about the AI revolution in the world?
- 2) Which professions, in your opinion, are expected to be significantly downsized both now and in the nearest future (within 3-5 years)?
- 3) How have you taken the AI revolution into consideration when choosing your future occupation and, respectively, obtaining education or (for adults) further re-profiling?

The results of the interviews are striking: none of the respondents of the event had a full understanding of the state of AI advancement regarding such global and critical aspects of our lives as art (painting, poetry, prose, contemporary music, etc.), medicine, sports, transportation and logistics, administration of state and local governance, jurisprudence, judicial proceedings, etc.

The reasons: in EU countries, the relevant information is not conveyed to people of all ages in a centralized and systematic fashion. Personally, I would also add that, alas, this pattern is most likely pervasive. Prior to our discussion, the participants' understanding of the AI revolution was not systematized, which we addressed during my lectures: my interlocutors seemed to become awakened, beginning to fathom the scale of transformations that are already underway in virtually every sphere of life.

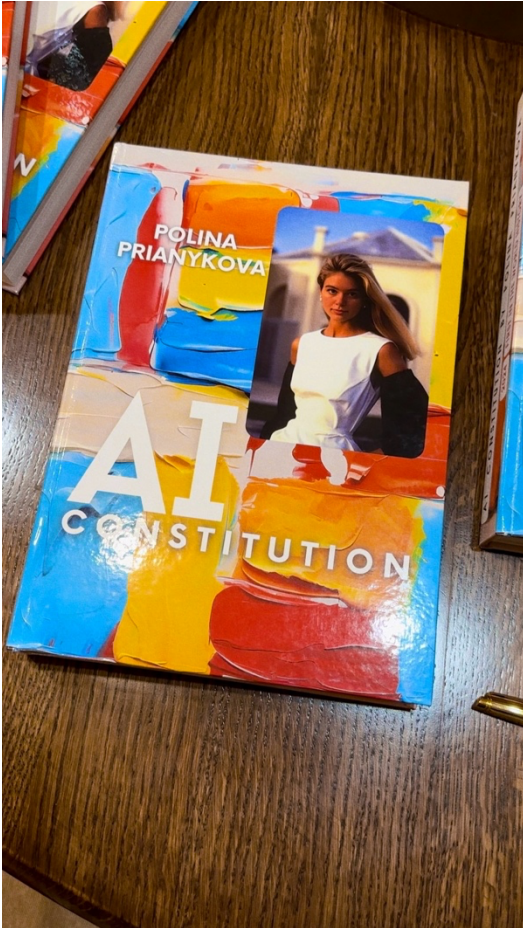
I purposefully gave everyone 5-7 days to reflect, and the situation changed considerably. I should note right away that not everybody reacted from an initiative perspective: 11 people, or 35%, showed particular inertia, i.e., they perceived the information but were either skeptical of the changes or did not want to change anything in their own lives, etc. But the rest – 21 participants of the event (65%) – appreciatively informed me that they started thinking about the future and planning to change something in their lives after gaining insights into the ongoing worldwide AI revolution.



In light of the aforesaid, we face an impartial and evidence-based need to sensitize the people of the globe about the earth-shattering shifts that are happening in the high-tech world. This issue (among others) has been the centerpiece of my human rights-defending

activities in the academic cluster for the fourth year in a row. [5]. I promptly reported the results in writing to the United Nations and the European Union.

Further details about digital events – are comprehensively covered in the specified Comparative Analysis.



Thus, the AI Constitution was not drafted in an office. It was written in harmony with the thoughts of people living in various corners of our planet. The AI Constitution is based on the historical development of humanity and the latest global academic sources. I guarantee that the AI Constitution was authored by a person, deeply concerned about the future of humanity, people's happiness, and well-being. Practice shows that I have many like-minded individuals, including those in the UN.

In January 2024, my Book '*AI Constitution by Polina Prianykova*' was published. The first copy was addressed to the Secretary-General of the UN and was received on January 19, 2024, by a member of the UN's High-Level Advisory Body on Artificial Intelligence in New York, USA. I hope for a fair involvement in the development of the Global Digital Compact and participation in the Summit of the Future-2024.

References:

- 1) *Nearly 400,000 Ukrainian students are abroad – Ministry of Education and Science*. Available at: <https://bit.ly/3SpG35X> (Accessed: February 1, 2024).
- 2) *Education in wartime: challenges and prospects for Ukraine*. Available at: <https://iaa.org.ua/articles/education-in-times-of-war-challenges-and-prospects-for-ukraine/> (Accessed: February 1, 2024).
- 3) *Online Office: International Human Rights Defender on AI Polina Prianykova*. Available at: <https://www.prianykova-defender.com/> (Accessed: February 1, 2024).
- 4) *Interim Report: Governing AI for Humanity. December 2023*. Available at: https://www.un.org/sites/un2.un.org/files/ai_advisory_body_interim_report.pdf (Accessed: February 1, 2024).
- 5) *Prianykova, P. (2023), Prognostication of Future Professions as a Guarantee of Human Rights Protection in the era of Artificial Intelligence*. Available at: <https://www.prianykova-defender.com/prognostication-of-future-professions-ai> (Accessed: February 1, 2024).
- 6) *AI Constitution / Polina Prianykova – Kyiv, «FrancoPak», 2024, – 392 pages.*