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Article:	Artificial Intelligence Impact on Legal, Education and General Rights of Children
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ABSTRACT

The science of Artificial Intelligence (AI) has a wide range of methodologies, breakthroughs in machine learning, deep learning, and encourages a paradigm change in almost all areas of the IT sector. AI is utilised in towns for traffic management and safety of the people; in the infirmaries, through applications in equipment that help doctors diagnose diseases; through the application of algorithms in education, which allow for individualised learning. The emergence of AI is a global phenomenon linked to what is frequently referred to as the 4th Industrial Revolution. Children are also impacted by the increasing integration of artificial intelligence-based technologies into modern life. The possible influence of AI on children warrants special consideration. We already know that artificial intelligence will affect practically every part of our life, despite the fact that there are still many unsolved questions about it. However, children will be more affected in many ways due to factors such as how they are born, the resources and learning techniques that are available to them, as well as the jobs that they will be trained for. This truth carries enormous opportunities and peril. The issue is that when AI hurts children, the harm will follow them into adulthood and last for a very long period. However, AI for kids has enormous potential for enhancing learning, development, safety, and opportunity. All of these conversations must start right away since children's healthy development is essential to the future prosperity of every country, and disappointing our children's generation would be extremely costly. The purpose of the current article is to examine how AI may, indirectly or directly, affect the lives of children and their educational processes.

Keywords: Artificial Intelligence, Deep Learning, Education, Children Rights.

Introduction:

The idea of imitating "intelligent" behaviour in machinery is often referred to by the phrases deep learning, machine learning, and artificial intelligence indiscriminately. In general, the term "artificial intelligence" mentions about a branch of information technology that focuses on creating tools and programmes that can imitate such behavior (Jain. A, 2022). Giving computer systems the capacity to learn from data is the main goal of the artificial intelligence subfield of machine learning. A kind of machine learning well-known as "deep learning" makes use of neural networks to learn how to organize and interpret data. The usage of artificial intelligence technology can have a negatively or positively impact on children at play, school, and home (UNICEF, 2022). Machine learning and deep learning techniques have a variety of effects on children's life, education and other rights. Aside from interacting with household objects powered by AI, automated decision-making systems are already included into kid-targeted goods and services like video games, virtual assistants, and even toys like the Hello Barbie doll.

Theoretical framework:

Artificial Intelligence Impact on Children

It must be made clear that the provision, development, and design of AI that have indirectly or directly impact on children should always put their best interests and rights at priority. This argument has been supported by innumerable researches and philosophies from around the world (Caroline. B & Diogo. C, 2020). According to national legal standards and CRC, children go through a special stage of social, physical and psychological development with changing aptitudes. As a result, they require special protection to ensure that their rights are upheld under all circumstances, whether they come from the family, the state, society, or businesses (Henriques. I, & Hartung. P, 2021). Algorithms are presented to kids at school, home and during playtime. Algorithms have a huge impact on how people live, access services, and use their leisure time. The existence of AI in the life of children raises a lot of issues. Is it moral to use approval algorithms with a child who can't understand that they are communicating with a computer or to offer them an interactive toy? How should paternities be told about the possible consequences of artificial intelligence (AI) toys on a child's cognitive development? When should a child be given the authority to decide whether to give the necessary assent? How long the data must be retained? (Jain. A, 2022). As UNICEF and other organisations emphasise, we must pay particular attention to children and the advancement of AI technology in order to recognise the special rights and needs of children.

AI Indirectly or Directly Affects Children

Even though children are a sizable portion of the population affected by AI systems—they make up one-third of all Internet users globally (without taking into account the extensive use of AI in cities, schools, and additional settings). The overwhelming majority of AI policy efforts that are now in existence throughout the globe barely ever reference children, or when they do, they only do so in generic terms without going into greater detail or taking into account their particular situations (Henriques. I, & Hartung. P, 2021).

They do not address, for instance, the potential applications of prognostic analysis or other sorts of algorithmic modelling that could make predictions about children's futures and have unpredictable effects on them. This establishes an urgent need to broaden the research of

how AI affects different types of childhoods around the world, including those of kids in the Global South, whose access to the internet is frequently restricted by commercial exploitation models, such as Brazil's zero rating system for some applications and services, all of which are rife with automated decisions (UN IGF, 2016).

Problems and Solutions:

Children and Social Media Platform

The way that both adults and kids consume media content is being revolutionised by social media platforms that use streaming technologies. Platforms put a lot of effort into making sure users get the most out of their time on these websites. Particularly when it comes to the youth of today, YouTube stands out as the leading player in this market. In order to give kids age-appropriate, safe content, YouTube decided to establish a special platform named YouTube Kids in 2015. Machine learning algorithms are employed on YouTube and YouTube Kids to suggest material and adjudicate its suitability. For those parties who are interested, it is challenging to comprehend the distinction due to a lack of transparency regarding the input data employed in algorithms (LaFrance. A, 2017).

It is troubling, even disturbing, how the YouTube algorithmic scenario has affected so many young children. First, automatic advertising, many of which are unsuitable for younger viewers, regularly cut short the transmission of child-oriented content (YouTube, 2018). Furthermore, a new study on the safety of kids on YouTube reveals that, while watching kid-friendly videos, kids are not very far from adult content.

The Convention on the Rights of the Child: Legal Perspective

The international legal basis for children's rights is provided by the “United Nations Convention on the Rights of the Child (CRC), which was adopted by the UN General Assembly on November 20, 1989” (UNCRC, 1989). The CRC is the most complete legal framework for safeguarding children, who are considered to be people who are under the age of 18 and are entitled to certain rights (Struensee. V & Susan, 1995). The CRC was deemed to have a manifest defect since, up until a few years ago; there was no genuine enforcement mechanism. The Convention could not be put to the test in particular circumstances by the courts, and minors were not allowed to make complaints. However, the “Optional Protocol on a Communications Procedure” was approved in 2011, permitting particular teenagers to register objections against specific abuses of their rights under the Convention and its first two optional protocols (Spronk. I, 2012).

In April 2014, the Protocol became effective. The ‘UNCRC’ also holds an emblematic purpose and exerts a powerful moral influence (Spronk. I, 2012). The “UN Committee on the Rights of the Child” supervises the UNCRC's operation and makes suggestions. The national governments are then responsible for considering these (Jain. A, 2022). The CRC aspires to guarantee States' equal treatment of Kids. The ‘UNCRC’ is the primary global document on the rights of children.

AI in Education

Without ever displacing interpersonal interactions with teachers and peers, artificial intelligence is a welcome addition to educational processes. Incorporates knowledge and values in an interactive manner in the education is the right of children (Henriques. I, & Hartung. P, 2021)..

AI has the potential to be a significant tool for improving all aspects of a child's right to and participation in education, including availability (number of openings, financial allocations, teachers' skills, diversity, etc.), accessibility (financial and legal barriers, elimination of administrative, as well as discriminatory denials), acceptability (minimal standards, parental choice, freedom from censorship, language, etc.), and adaptability (indigenous, migrants, for children with disabilities and minority, children etc.), (Tomaševski, K, 2001).

For instance, AI can encourage the customization of educational and study materials to each student's unique abilities and the employment of machines by teachers for jobs that don't require human expertise. Nevertheless, there are a lot of risks associated with it, depending on how the algorithms are programmed: the invasion of privacy through the widespread use of personal data and the little to no control of the owners of those data in this regard, for example, the growth of prejudices and inequalities.

In conclusion, AI in education should never be used to violate children's rights or act against their best interests. It should also maximise opportunities for availability, acceptability, adaptability and accessibility while removing barriers. It should also never be used to commit crimes or to profit from the personal data it collects.

Results and Discussion:

Benefits of AI applications in education

Following AI applications have the potential to help both students and teachers in a number of ways. In educational contexts, machine learning systems and algorithms are being used to power personalised learning systems, facial recognition systems, automated assessments, chatbots and social media sites.

Personalised learning systems

Personalised learning systems is a most effective and prominent application of AI that can help teachers and students in learning through intelligent tutoring systems or adaptive learning platforms. Students are given access to a number of different materials for education (IEAIE, 2020). For instance, learners may use interactive and adaptive multimedia version of the course curriculum rather than reading or learning chemistry on worksheets. Research demonstrates that personalised learning system-based education produced greater test scores than conventional teacher-led instruction and examinations system.

Facial recognition systems and predictive analytics

The facial expressions of the kids are recorded and tracked using face recognition software (IEAIE, 2020). These systems give teachers information about the behavior of the students during education processes so they may adopt such techniques that are learner-centered and raise student engagement. These identifications allow teachers to step in and aid pupils who need it

Automated assessment systems

An automated evaluation system is one of the most prominent machines learning system in education for children in the contemporary era. Such algorithmic scoring systems are helpful to score student's assignments, papers and tests along with such duties performed by the teachers (Murphy, R. F., 2019) These methods should enable students to receive various degrees of assistance as their writings may be rapidly graded. In order to evaluate the writing of hundreds of students, the top open online course providers, as well as, EdX and Coursera,

have implemented automated scoring algorithms into their learning platforms. On the contrary, above 500 colleges have utilised an expertise called "Grad escape" to create and expedite scoring and assessment (Blumenstyk, G, 2018).

Chatbots and social media sites

Through social media platforms, Social Networking Sites (SNSs) link students and professors. Researchers have stressed the significance of utilising SNSs (like Facebook) to enhance student-teacher relationships, monitor students' wellbeing, and increase learning opportunities outside of the classroom (Krutka, D, et al., 2019). Various researchers have explored how social media affects learning in schools, documenting how it affects student and teacher learning as well as intellectual communication. In terms of their capacity to answer organically and in a conversational tone, chatbots are useful. For instance, Georgia State University employed a text-based chatbot system called "Pounce" to assist students with the financial assistance, application, admissions process and other administrative tasks.

In short, AI applications may enhance the educational experiences of students and teachers with a support in resolving issues or obstacles related to instruction. AI, however, cannot take the place of interpersonal communication.

AI may also be helpful for instructors to save their time and also improve their cognitive skills; it is only one tool in their arsenal. To maximise the paybacks of AI and reduce expenses, it is crucial that teachers and students are aware of the constraints, potential hazards, and moral issues associated with its applications in the classroom.

Conclusion and Recommendations

In conclusion, it can be argued that from the beginning of the construction of any AI system that may have an impact on children, either directly or indirectly, to their effective usage, ethics, human dignity, and children's rights must be advocated and enforced. According to the CRC, the protection of children's best interests is to be viewed as a basic notion and always be given precedence over any other concern, particularly financial concerns. They deserve to be treated worldwide and in a way that is increasingly governed by ethics and human rights. This means paying attention to the unique characteristics of many childhoods and the fact that children are individuals with developing abilities.

It is feasible to claim that there are four forces at play today that can work in unison or even individually to bring about some equilibrium in the regulation of AI. These forces include the law, AI system architecture and design, market regulation, and ethical and moral standards. All AI must, in this sense, always put the rights and interests of children first when it comes to systems that relate to children, particularly those used by or for them in educational settings. Additionally, as was previously shown, the majority of the present materials focus on societal and ethical challenges of AI that are related to privacy and bias. Additionally, workshop creators and curriculum makers should think about culturally centering.

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