Institutional, pedagogical and strategic landscape of AI4Gov-X⋆

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Abstract
An internal survey of the AI4Gov-X project reveals a varying accreditation landscape of AI and public governance education programs in the EU, identifies opportunities for extra-project outreach for AI-education capacity building and marks training gaps and resource disparities as challenges to the project.

Keywords
Artificial intelligence, education, digital transformation, public governance

1. Introduction

The AI4Gov Accelerate project (AI4Gov-X) unites educators and experts from over 20 EU countries to foster talent and share best practices of AI-specific digital transition in public governance [1, 2, 3]. The project is responsible for the design and implementation of a modular, international master program and credentials-based learning, and AI4Engine, a European AI-talent and resource platform.

2. Survey

An internal survey [4, 5] charted the institutional, pedagogical and strategic context that the project is commenced with, with 40 replies from 36 partner institutions across the continent. The results provided inform the project's plan, which is aligned with the consortium's diverse capacities.

3. Accreditation

The survey confirms the consortium partners' broad capacity to deliver various educational programs in AI and public governance, but national accreditation frameworks vary significantly. The modular accreditation architecture planned for AI4Gov-X, consisting of joint degrees and micro-credential options, supports this diversity.

4. Geographic outreach

The project intends to extend its geographic boundaries beyond the countries that the consortium represents, but also beyond the EU. The survey inquired as to which countries could each partner cover for training provision, stakeholder engagement, or strategic outreach, considering linguistic and

regional proximity and institutional relations. The results illustrate a consortium with the capacity to reach into a variety of administrative cultures, legal traditions, and public governance contexts.

5. Training gaps

While the relevant teaching portfolio is strong in general, the survey identified some gaps in the offerings. Interdisciplinary trainings that integrate legal, ethical and technical aspects, are scarce. Training programs are mostly academic, there are few options that focus on practice. There is a lack of programs that target the professional further education of civil servants and legal practitioners. A regional disparity is identified: Western European nations are better served by relevant program than their Eastern European counterparts. The survey uncovered a strong interest of the project partners in developing tools and programs that address these gaps.

6. Access disparities

The survey identified unequal access to research datasets, public sector AI case studies, and proprietary learning platforms, as a recurring issue, potentially limiting institutions' participation in content co-creation. To ensure balanced participation, the consortium should develop shared access arrangements for key datasets, promote the use of open-access resources, and consider centralizing specific infrastructure components.

Acknowledgments

Declaration on Generative AI

The authors have not employed any Generative AI tools.

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