Thank you, Alessandra, ADG Ramos and dear Minister for hosting me in Slovenia and inviting me to join this panel. It is an honour to be here with these impressive women for ethical AI.

I do believe the pedagogical fabric of education systems has indeed been challenged by AI and personally I am grateful for that. For me, education is the beating heart of our society, and we cannot envisage a transformation of this scale without keeping education at the centre of the conversation.

Many teachers are familiar with the proverb that says, we work to plant the trees whose shade we will never sit under. By the nature of our endeavour as teachers, we are altruistic and future focused. Constantly looking to what’s next and how to best prepare our young people to be the leaders of the future and thrive in the world.

Sitting here in this forum, we are facing the same challenge as teachers around the world. Together we are planting the seeds of governance and ethical use that will serve to shade us and protect us in the future. And that’s really exciting. It is a challenge full of promise!

As we work together to explore how humans can ethically use AI to create tech that is for good and for all, I am reminded of a question I used in my daily work as a teacher and school leader. When faced with a problem and exploring potential solutions I would ask myself, “**Is it good for ALL the children?**”.

In terms of actionable outcomes from this forum I would invite you to take that question to your policy making tables. As you make policy decisions or design new technologies have that question in mind, **“Is what I am building/implementing/sharing good for ALL the children? Am I representing in my data and in my outputs, the thoughts, needs and lived experience of everyone?”**

Whilst at first this may appear as an oversimplication, if we can put this at the forefront of our minds when solving problems, I believe we will see decisions being made that benefit and better represent **every** member of our society. And women will therefore be better represented.

In terms of what this means for participation in STEAM and the broader representation of women, this is really important. **Our children cannot be it if they cannot see it.**

As a teacher I have taught amazing children from across the world. Children of all languages, cultures, backgrounds, economic status and learning ability. No matter who they are, when they enter my classroom, **they are my children.**

As technologists, governments and policy makers invested in AI for the future, I hope this sentiment is echoed in the work that you do too. Are we all here working for every child?

To do this, we have to start by addressing our own positions of privilege and the inherent biases we each bring to our work. I know this an uncomfortable task. But a necessary one.

At Oxford I work on the Learning for Families through Technology team with a group of 8 other phenomenal women. As part of that research group, I have been leading the research on a collaborative AI research project with men and women from three global tech and industry partners. The research resides at the intersection of technology, policy and literacy in 18 languages.

As the arbiter of quality for the AI output, the first step I took when we launched the project was to recognise my own privilege and inherent biases as a researcher. I addressed this by adding to the cognitive and cultural diversity to my team. Answering the call to participate were two fabulous women, both talented researchers – a specialist in the field from South Africa and another from Singapore. Instantly, our research team more closely reflected the geographic, linguistic and cultural diversity that is representative of the world we seek our research to impact.

For me, this choice was critical in ensuring that the work we are doing is more globally representative and aligned with the UNESCO ethical framework for AI that has formed the foundation of our work. In fact, the first deliverable for the project was to align the goals for the project with the ethical guidelines. Setting the guiding ethical principles that would steer us was fundemental to the launch, not simply a nice to have.

In summary, as my time ends, I have three key take aways for you:

Firstly, let’s work to recognise our own privilege and biases, as uncomfortable as that may feel and actively work to mitigate for them.

Secondly, of every decision, whether about the supply chain for trade or energy consumption, ask yourself, “Is this decision good for ALL the children?”. Then we know we will be making critical decisions that represent the needs of all.

Thirdly, if you look around the decision-making table and it doesn’t reflect the same diversity as your local school playground, it’s time to pause and rethink the formation of your decision-making committee.

Everyone has an equal right to a voice for the future.

Thank you.