



Graduate Women International (GWI)

International Day of Education 2025

GWI Discussion Network



United Nations
International
Day of
Education
24 January

2025 THEME

The theme for UNESCO's 2025 International Day of Education, celebrated on 24 January, is **"AI and Education: Preserving Human Agency in a World of Automation."**



For context:

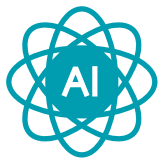
As computer and AI-driven systems become more sophisticated, the boundaries between human intention and machine-driven action often blur, raising critical questions about how to preserve, redefine, and ideally, elevate human agency in an age of technological acceleration.

Generative AI is increasingly used in education, with over two-thirds of secondary school students in high-income countries employing it for academic tasks. AI is shaping learning pathways, assessing student work, and influencing higher education processes like admissions and certification. It also impacts workforce skills by aiding career guidance, resource allocation, and dropout projections.



As AI reshapes education, it is critical to develop systems designed and implemented to avoid bias, particularly bias against women and girls, ensuring fairness and equity across diverse contexts. Education systems must equip teachers and students with AI competencies, including technical, critical, and ethical awareness. These competencies empower individuals to determine which tasks should remain human-led, navigate ethical implications, address potential biases in AI use, ensuring human agency in an increasingly automated world.

UNESCO's frameworks guide this effort, emphasizing the importance of AI literacy for preserving intention, fairness, and accountability amidst technological advances. Organizations like Graduate Women International (GWI) can play a key role in influencing these frameworks by advocating for critical and ethical AI education that prioritizes gender equality and inclusivity.



For discussion:

For the 2025 International Day of Education Graduate Women International Discussion Network, we pose the following questions:

- How can educators and institutions ensure that the integration of AI in education preserves human agency, aligns with human values, and maintains accountability for decisions made by machines, while addressing and reducing gender bias?
- What suggestions do you have for how GWI can help drive the development and use of responsible, unbiased AI globally, with a particular focus on promoting gender equality and inclusivity in education?

To take advantage of the benefits of AI, as well as mitigate any harmful effects, we will need to develop our ability more fully to critically acquire and interpret information, analyze, evaluate, and reflect on the sources of the information, collect data, check facts, hone problem solving skills, and view information from multiple perspectives. At the same time, we will need to develop an awareness of our emotional or affective responses to information and new situations and identify bias, including self-bias, propaganda, self-deception, distortion, and misinformation.

It is important to remember that 60% of today's workers are in jobs that did not exist in 1940. Many future jobs have not yet been created. This means we need women and girls to have skills they can transfer to new learning. It also implies that teachers will have to be lifelong learners, developing new skills and remaining current with technological changes in such a manner that AI compliments or augments their teaching skills rather than displacing them (Autor; 2023). In terms of the classroom, techniques such as dialogue, anchored instruction, collaborative learning, and mentoring can facilitate students' ability to think critically. However, this is not enough. Education must be reimagined such that AI and critical thinking skills are fully integrated into the curriculum for all students beginning early in their school years.

Globally there are two populations that are at significant risk in the age of AI. These populations are people living in low-income countries and the aging. We already have a digital gap by income. Twenty-six percent of people in low-income countries are connected to the internet while 95% of people in high-income countries are. Failure to remove barriers for girls and women in low-connectivity countries means that a generation already digitally disadvantaged will fall even further behind. People are living longer; there are demographic shifts occurring in multiple societies. Many in the aging population, especially low-income elders in rural and urban communities, currently have less facility with technology. As AI becomes more essential for successful living, this population will be left further and further behind. For both above groups to benefit from AI and technology, the right incentives, governance, and accountability must be in place. This means we need to ensure equitable access, an inclusive and transparent framework, and robust regulation (UNICEF; 2024). Unfortunately, there is no policy to date currently creating the future we will live in – the guard rails are not up.

Maureen Byrne, PhD, GWI United Nations Representative, New York

“ This theme/topic of AI in education is very current and relevant to learning and society. The contributions to this discussion group have been so excellent and well informed starting with Maureen Byrne PhD, GWI United Nations Representative, New York, clear and backed up by research, making it hard to follow. So I will just contribute a personal note: that of attending the 31st international conference on learning in Utrecht July last year where in the final keynote session the expert spoke on the role of AI and in particular GBTchat. The main conclusions were that AI is a powerful tool and here to stay. They talked about the actual physics of the GBTchat model and that education will have to change and teachers retrain to think differently about learning however that will still ultimately require human intelligence and emotional sensitivities.



In fact their conference this year is *"Human Learning and Machine Learning Challenges and Opportunities for Artificial Intelligence in Education"* which shows the importance and relevance of this topic. Finally, as an educator and teacher myself still in the classroom I am seeing some input of AI with GPTchat and there are big issues for example: bias, privacy, possible ethics and accountability. Some of these could relate to the relevance and role of gender and gender issues as described in previous posts. Interestingly I just consulted GPTchat on the topic of AI and "it" was a very informative and clear teacher! And I am registered with OTTER: AI which wrote the minutes for a ZOOM meeting for another board I am on recently!

Dr Shirley Gillett,
GWV Vice President Education



Integrating AI in Education has become inevitable. It has become the dragon that needs to be tamed, trained and befriended instead of being attacked and slain. Both con and pro arguments are justified, but the advantages of this integration outweigh the disadvantages. The direct human involvement and supervision are the only factors that guarantee that all partners (educators, students and administrators) will benefit from the ethical, unbiased and accountable integration. As for GWV's two questions, kindly, find below my ideas

- GWV can start a Think Tank of its expert members in the fields of AI, education and law to study the topic and write recommendations to share with UNESCO, UN Women, ITU and other entities.
- GWV can call for volunteering Independent, Young and NFA Members to research specific aspects related to the integration of AI in education depending on the needs and priorities of its Think Tank.
- GWV can ask NFAs to conduct pilot studies experimenting how to ensure the responsible and unbiased use of AI to promote gender equality and inclusivity in education. Successful examples can, then, be shared globally through the entities mentioned above.
- GWV can collaborate with educational institutions advocating the topic and encouraging research as well as graduate studies (MA/ PhD).

This discussion is just a first step and together we can make a difference when we keep going one step after the other.

- Educators and Institutions need to urge legislators to set binding laws to govern the production and use of AI in formal, informal and non-formal education.
- Terms like *human values*, *accountability*, and *bias* need to be clearly defined and consensually agreed on.
- Educational institutions need to train educators to monitor the employment of AI in the educational process.
- Integration needs to be gradual, inclusive, sensitive to all sectors of vulnerable students.
- Integration must also be checked and evaluated regularly to ensure its success and detect any negative effects.

Sahar Gamal, GWV Convenor
Independent Members Network

AI is playing a major role in today's life in education, development, security, and many more. AI could not be ignored in this world. It holds significant potential to transform education in low-income countries by addressing challenges such as teacher shortages, resource constraints, and gender disparities. AI-powered tools can provide affordable and scalable solutions, including virtual learning platforms, language translation for communities, and personalized educational content. For gender equity, AI can empower girls and women by offering flexible learning opportunities, overcoming cultural and logistic barriers that often limit their access to education.

Janaki Parajuli, GWI Independent Member

I see the danger in AI in its ability to spread misinformation. It will require strong guardrails to keep out bias. This will require government regulation but at the moment I do not see this happening. AI is in private hands.

**Marianne Singh-Waraich,
Canadian Federation of University Women**



AI can be a source of great help to women empowerment addressing gender disparities, improve access to education and healthcare, empower women economically, and promote gender equality. UNESCO reports that the global female literacy rate has risen to 83% in 2020, up from 76% in 2000, partly due to increased access to digital education. In India, the Digital India initiative has significantly impacted women's education. In this century, AI if managed carefully will help solve issues related to education of women especially in the low income countries

Education being the best tool for empowerment, AI can focus on personalized learning experiences that accommodate each student's distinct learning style and speed can be offered by AI-powered adaptive learning platforms. Language development as the best communicator of ideas will help women and girls to learn a new language through interactive lectures and practice exercises with the help of AI-powered language learning apps. AI-enabled educational games and simulations can make learning enjoyable and interesting, which can support female students' motivation and interest, which in many situations gets affected owing to preferential treatment for boys in education than for girls. AI-driven online tutoring systems can give women and girls access to excellent tutoring services

**Ranjana Banerjee ,
International Federation of University Women's Associations.**

Artificial Intelligence can help education through:

- Personalized learning.
- Administrative efficiency: AI can automate tasks, freeing up teachers' time.
- Improved educational outcomes.
- Breaking down barriers: AI can support students with different learning styles and needs.
- Enhancing teaching and learning: AI can complement human expertise and creativity.

AI must be that everyone can take advantages of the technological revolution under way and notably in terms of innovation and knowledge.

Koutelkloub Abdelmegied,
Egypt Association of University Women



I think the fundamental answer lies in awareness and competency building, as well as improving universal access to the technology (I'm aware the second part is a huge challenge). Awareness includes not just understanding the basic practical uses, but also a general understanding of what powers AI including deep learning and the different roles humans have in supervised, unsupervised, and reinforcement learning. We must be aware that AI is trained on large amounts of human generated data, and the biases present in that data and in the training process itself are reflected in that. One aspect is recognizing the role we all can have in generating quality unbiased data for training, as well as developing skills at a young age for future leaders who can potentially develop new algorithms and training approaches that correct existing biases. Another aspect of human agency is at the user end, recognizing that AI augments but does not replace human intelligence, and that through skilled prompt engineering and the ongoing interchange with emerging AI agents we can shape the outputs. Teachers must develop an awareness of this to support students to be educated users (and even developers) of this technology. Teachers can also recognize the potential use of technology to create customized learning pathways that follow each student's unique journey. Finally we must recognize what AI cannot do - empathy, relationship building, deep understanding of the personal context of each student, creativity, joy, and connection.

GWI could support funding for technology access and training in underdeveloped regions, as well as scholarships for women and girls who want to be at the forefront of shaping this technology in the future. We can also help with research and educating the public of the ethical risks and biases of existing AI. We can also help compile and produce unbiased data that can be made available to those training AI to help counterbalance what they use from other sources. We can also engage in policy advocacy at national, regional, and international levels to promote gender equity as a priority in all its forms.

Rachel Malek,
GWI Independent Member

“Educators and institutions must ensure AI integration in education preserves human agency, aligns with our values, and maintains accountability while addressing gender bias. GWI can drive responsible, unbiased AI development globally, promoting gender equality and inclusivity by actively participating in research, academia, and discourse. AI can be a tool to democratize education, provide multiple adaptive methods for students with disabilities, and offer more accessible education with more efficient choices and informed feedback. Girls with disabilities face the biggest challenge in education, often facing gender-based discrimination and violence, while disabled women have a 75% unemployment rate and a wider pay gap (UNESCO). As members, we can lobby for students' rights, and accessible technology, while fostering critical thinking. We can also be involved in creating policies that ensure more equality in the distribution of technology and address our SGDs by joining in collaborative efforts to impact education and thus promote gender equality and inclusive education.”

Veronica N. Eugenio,
GWI Independent Member

The integration of AI in education offers significant opportunities to enhance learning outcomes, but it must be guided by principles that preserve human agency, uphold human values, and maintain accountability. Educators and institutions should promote Ethical AI Design and Deployment, Strengthen Teacher Training, Implement Gender-Sensitive AI and Establish Accountability Mechanisms.

GWI's leadership in promoting gender equality positions it uniquely to influence the ethical integration of AI in education globally. By driving conversations, Capacity-Building Initiatives, fostering collaborations, and empowering women educators and students, GWI can help ensure AI serves as a force for inclusivity, equity, and human development.

Damaris Mulwa,
GWI Independent Member

AI is a great tool when the inbuilt complexities considered are used with care. The clever graduates of today who have completed studying and researching high level quantum computing and AI are now studying for higher degrees in Law because they recognise a need for very soundly developed frameworks to be prepared for the inevitable litigations ahead.

They are saying that the technology used now has already hit capacity and plateaued until there are future solutions reached in actual computing power. Sam Altman, CEO of "OpenAI" has moved on and is now investing in micro NewBeat Power Tools. Yes, ownership remains in private hands. But that is another story.

Dalma Jacobs,
Australian Federation of
Graduate Women,
B.Econ University of Queens

The theme used by UNESCO'2025 for the International Day of Education is interesting and crucial to be pondered. As it had some unfortunate impacts on individuals and communities all over the globe, covering: 1) fake videos and audio recordings that damage reputations and lead to misinformation, but it picks up millions of viewers that yields profit for the offenders; 2) the discriminatory algorithms that led to wrongly accusation; 3) the fake emergency calls that using AI-generated voices to make the calls sound realistic and convincing that deceiving law enforcement to believe there is a serious threat at a specific area. These three examples of unfortunate impacts of AI can be extremely dangerous, leading to traumatic experiences, or even deadly point. It is reasonable that reinforcement of the importance of developing and using AI responsibly to prevent such crimes above and ensure fairness. AI technology is able to lead the increase of efficiency and productivity by automation; however, it has the potential to significantly impact the job market for job displacement. AI technology provide personalized learning experience and resources to students from marginalized communities, bridge educational gaps, access to opportunities. Such problems are like two-surface sides in a coin.

The first question launched by GWI is exactly correct as education is the first-front pillar to teach ethical and moral, preventing the wrong doing using technology, and to put AI technology as one complement of human capabilities, rather than replacing it entirely. Preserving human agency can be achieved through policies that promote reskilling and upskilling, as well as creating new job opportunities in emerging fields.

Educators and institutions can take several steps to ensure that AI integration in education preserves human agency, human values, maintains accountability, and addresses gender bias. To preserve human agency is started first from the educators as they should understand to use AI tools effectively. They leverage AI to enhance rather than to replace their teaching. There should be review and standard to control over the content of education. To align with human values may use AI to foster creativity, empathy, critical thinking, personal development, and empowerment. Thus, the AI system is developed based on moral ethical considerations. To maintain accountability requires ability to understand how decisions are made and what data is used by the educators. It includes data privacy and ethical consideration. To reduce gender bias needs bias-free data in AI system, control over the system, and gender-bias AI team to ensure different perspectives consideration.

The complexity of AI use, both fortunate and unfortunate impacts call stakeholders to think about it wisely. Answering the second questions, GWI should take part to drive the development and use of responsible, unbiased AI globally, promoting gender equality and inclusivity in education by:

- Involving in policy and regulation decision makers to create and to ensure that AI is developed based on moral ethics, transparent, accountable and bias-free.
- Proposing guidelines specifically to address gender equality and inclusivity.
- Promoting education for global stakeholders, students, policy makers about AI Literacy, AI biases and how to mitigate it.
- Developing research and development to detect biases in AI systems.
- Standing on marginalized groups that vulnerable from unfortunate use of AI.

- Fostering collaboration among governments, educational institutions, technology companies, NGOs for responsible AI development.
- Promoting gender equality, inclusivity through AI.
- Supporting advocacy efforts for ethical AI practices.

Addressing the challenges may bring all of us towards a future where AI benefits for everyone inclusively. Keep optimism and stay struggle for better future.

Ariani Narwastujati,
GWI Independent Member

“ While advances in AI technologies offer tremendous opportunities, they also present significant risks, particularly in how information is created, consumed, and amplified. These risks have direct implications for education, health, and daily activities. To mitigate these challenges and preserve human agency in education:

1. Institutions must provide training for educators and students on the responsible and critical use of AI tools. It can focus on empowering individuals to recognize and challenge biases, ensuring that AI supports learning rather than limiting critical thinking. For instance, AI can suggest diverse bibliographies for students to explore rather than simply providing direct answers, encouraging learners to engage with the material and develop their own insights.
2. AI systems often function as "black boxes," offering solutions without explaining how they were derived. Institutions should demand transparent algorithms, traceable decision-making processes to maintain accountability, regular audits of AI systems to detect potential biases and protect ethical standards.
3. To reduce gender bias in AI, it is crucial to diversify the training datasets used in AI development. This includes incorporating the voices and perspectives of women, particularly from underrepresented regions like Latin America, to ensure that AI reflects global gender diversity. Although this is challenging due to the prevalence of biased data and limited representation, taking these steps is essential for inclusivity and equity.
4. While AI holds potential to revolutionize education by personalizing learning experiences and expanding access to knowledge, its deployment must be carefully managed to avoid exacerbating existing inequalities or diminishing human agency. Institutions must find a balance, using AI to improve education while safeguarding critical thinking skills for learning. By addressing these priorities, educators and institutions can harness the benefits of AI in education while safeguarding human values and promoting inclusivity.

GWII can play a pivotal role by leveraging its global network and mission to promote inclusivity and gender equality:

1. GWII can strengthen its worldwide network to advocate for national and international policies prioritizing ethical AI development, emphasizing gender equity and inclusivity in education, collaborating with policymakers and AI developers to establish standards for responsible AI use, by partnering with women from diverse regions, such as Latin America, to offer workshops that empower local leaders and promote representation in leadership roles. These efforts ensure inclusivity and greater representation across all fields. Local groups can work to identify and address biases in AI educational tools, tailoring global initiatives to regional contexts.
2. GWII can offer workshops and resources to equip women and educators with skills to develop, evaluate, implement AI tools responsibly. International education and training initiatives reduce inequalities and expand opportunities. GWII can invest in research initiatives that examine the intersection of AI, education, and gender equity, particularly in low- and middle-income countries. These insights can guide AI development and usage to better reflect diverse educational needs globally.
3. By partnering with organizations focused on health, technology, and education (AAUW or UNESCO), GWII can amplify its reach and create programs addressing gender inequities in AI and education.

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Mariana a Laranjo Gonçalves,
GWII Independent Member

This discussion was created, moderated, designed, and published by the GWII office, consisting of: Stacy Dry Lara, Executive Director and, Elena Bauchiero, intern.

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