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Empowering Youth in Global AI Governance

Mini-Innovation Workshop Report

Official Satellite Event to the India AI Impact Summit 2026
New Delhi | India

February 16-18 2026

The Commonwealth Educational Media Centre for Asia (COL-CEMCA) is an international organisation established by the Commonwealth of Learning (COL), Vancouver, Canada, to promote meaningful, relevant and appropriate use of Information and Communication Technologies to serve the educational and training needs of Commonwealth member states of Asia. COL-CEMCA was granted diplomatic privileges and immunities by the Government of India under Section 3 of the United Nations (privileges and immunities) Act, 1947.

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FOREWORD

The Commonwealth of Learning represents 56 nations. Our role is to help these countries navigate significant changes to our planet, to which AI is now a key contributor. We focus on the word "open", open source, open education, open technologies. We believe in a plus-sum game, where nations contribute to a community working together. This stands in contrast to the zero-sum thinking that often dominates multilateral discourse today. At the heart of our work is inclusion. For too long, we have focused on a small elite while much of our planet remains underserved. AI offers us a chance to disrupt systems that have perpetuated chronic disadvantage. I am up for that challenge, and I hope your thinking will help us all do a bit better in our world.

But it is never the materials that matter. It is the process that causes change. And the process the students engaged in during this workshop, design thinking about the future you want, is what truly counts. Do not let anyone take that responsibility away from you. Be clear, be vocal, and know that your voice needs to be heard.

Prof. Peter Scott

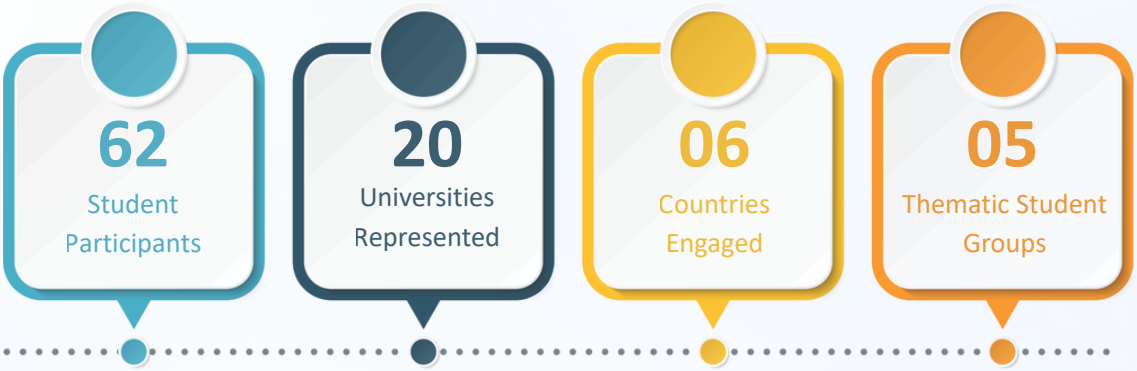
President & CEO

The Commonwealth of Learning (COL)

" Without youth voice, AI conversation is incomplete. And can't be delivered. ... It has to create value for the people who are working in it. ... You are the people that make that work. "

Executive Summary

On 18 February 2026, the Mini-Innovation Workshop on Empowering Youth in Global AI Governance was convened in New Delhi, India, as an official satellite event of the India AI Impact Summit 2026. The workshop was organised by the Commonwealth of Learning (COL) through its South Asian regional centre, the Commonwealth Educational Media Centre for Asia (CEMCA), in partnership with the Expert Centres of the Global Partnership on Artificial Intelligence (GPAI), the Montreal International Center of Expertise in Artificial Intelligence (CEIMIA) in Canada, the Center of Expertise for the International Cooperation on AI affiliated to the GPAI (INRIA) in France, and the GPAI Tokyo Expert Support Center (NICT) in Japan as well as the Council of Europe. The workshop was followed by a landmark event held on 16 February 2026, at Bharat Mandapam, where COL-CEMCA, together with the GPAI Expert Centres, formally launched the Indian Student Community as an official component of the India AI Impact Summit. That launch marked India's entry into GPAI's cross-centre student communities project, a global initiative established in 2021 under the GPAI Future of Work Working Group, designed to build responsible AI leadership among youth through hands-on learning, international exchange, and multi-centre collaboration across three continents. This report documents the full-day Mini-Innovation Workshop of 18 February 2026 and associated activities, which brought together students, policymakers, researchers, and experts from India, France, Canada, Japan, Kenya, Lebanon and Mexico.



The workshop was designed as a structured, one-day Mini-Innovation Workshop applying the Double Diamond methodology, a design-thinking framework that guides participants through problem discovery, critical definition, and solution development. Five thematic student working groups produced concrete proposals spanning AI in education, multiculturalism and multilingualism, access to resources, such as energy or data, the ways to share best practices and field tools, and the training and empowerment of users and developers. These findings were tested against expert perspectives in multiple plenary panel sessions, bringing together institutional leaders and governance practitioners from across the GPAI/OECD ecosystem, the Commonwealth and international organisations such as the Council of Europe.

A post-workshop survey conducted among 55 participants recorded exceptionally strong outcomes. 98% of respondents reported that the programme had a positive influence on their understanding of AI's societal and governance implications; 84% indicated that the thematic group discussions significantly improved their grasp of real-world AI challenges; and 92.7% expressed a strong intention to remain actively engaged with the GPAI Student Community. The report concludes with a set of recommendations addressed to GPAI Expert Centres, Commonwealth of Learning, Council of Europe, OECD and member institutions, centred on establishing structured mentorship, launching student-led policy pilots, creating sustained international collaboration channels, and designing clear research-to-policy pathways for the student community.

SUMMARY OF PRINCIPAL FINDINGS

Five thematic student groups identified AI literacy gaps, cultural and linguistic underrepresentation in AI systems, the environmental costs of AI infrastructure, information integrity risks, and workforce readiness as the most pressing governance challenges. Across all groups, participants converged on the need for localised, context-sensitive solutions that can simultaneously inform global governance frameworks. Expert and Directors' panels affirmed that students demonstrated analytical depth and governance awareness deserving structural and permanent integration into international AI policy processes with Directors making concrete institutional commitments to carry student outputs into GPAI Ministerial Council deliberations and to sustain North-South dialogue through a structured community of communities.

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Acronyms

AI	Artificial Intelligence
CEIMIA	Montreal International Centre of Expertise in Artificial Intelligence
CEMCA	Commonwealth Educational Media Centre for Asia
CEO	Chief Executive Officer
CoE	Council of Europe
COL	Commonwealth of Learning
GB	Gigabytes
GPAI	Global Partnership on Artificial Intelligence
IGO	Intergovernmental Organisation
INRIA	French National Institute for Research in Digital Science and Technology
NCR	National Capital Region
NICT	National Institute of Information and Communications Technology
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
PAG	Meta Policy Advisory Group
SLM	Small Language Model
ToT	Training of Trainers
UNAM	Universidad Nacional Autónoma de México

1. Introduction

1.1 Background and Rationale

The India AI Impact Summit 2026, anchored in the three foundational Sutras of People, Planet, and Progress, convened world leaders, policymakers, and technologists in New Delhi with a singular purpose: to transition global AI deliberations from dialogue to demonstrable impact. Structured around Seven Chakras of multilateral action, including Inclusion for Social Empowerment and Human Capital, the Summit articulated a vision of AI that is equitable, rights-based, and globally collaborative. Yet for such a vision to be realised, one constituency has historically been absent from the table: youth.

Complementing the Summit's ambitions, the Global Partnership on Artificial Intelligence (GPAI), through its associated Student Communities Project, a joint initiative under the three expert centres across Canada, France, Japan, has worked since 2021 to ensure that young people are not spectators but active architects of AI governance. Operating on the principle of reverse mentoring, the project places student voices on equal footing with those of decision-makers. The Commonwealth of Learning (COL) through its South Asian regional centre, the Commonwealth Educational Media Centre for Asia (CEMCA), in partnership with GPAI Centres, anchored this vision in India by formally launching the Indian Student Community, creating a dedicated space to bring youth perspectives into the heart of global AI conversations. With the advent of AI technologies such as Generative AI and Agentic frameworks, there is a greater need to expand technology awareness and deployment capabilities within the student community, which will bear the brunt of the situation over the upcoming years.

Future of Jobs Report 2025 by the World Economic Forum states that by the end of 2026, generative AI skills will shift from a luxury to a requirement, with AI literacy and fluency becoming key determinants of employment generation and wage premiums. Essential skills will include prompt engineering, AI tool automation, data analysis, personalisations and ethical, human-centric decision-making, particularly as AI advances into multimodal, autonomous agents.

Initiatives such as the GPAI Student Community Project exist precisely to close this democratic gap, embedding student voices where policy is made, not merely where it is communicated. When youth participate meaningfully in AI governance, the outcomes are transformative, more inclusive policy frameworks emerge; Global South perspectives challenge dominant narratives; reverse mentoring enriches institutional decision-making; and a new generation of ethically grounded AI leaders is cultivated, ensuring that AI's future is col-designed, not imposed.

1.2 The GPAI Student Community Initiative

The Global Partnership on Artificial Intelligence (GPAI) operates through a Network of Centres of Expertise that includes the Montreal International Center of Expertise in Artificial Intelligence (CEIMIA) in Canada, the Center of Expertise for the International Cooperation on AI affiliated to the GPAI (INRIA) in France, and the GPAI Tokyo Expert Support Center (NICT) in Japan. These nationally funded hubs advance AI research and governance capacity in collaboration with GPAI. The GPAI Student Community is an initiative developed under this network, designed to create a structured international platform through which student communities can contribute to global AI governance deliberations.

The India chapter was established in partnership with Commonwealth of Learning (COL) through its regional South Asian centre, the Commonwealth Educational Media Centre for Asia (CEMCA) as the organising institution for South Asia. The formal launch took place on 16 February 2026 at Bharat Mandapam in New Delhi, on the margins of the India AI Impact Summit 2026. A full-day Mini-Innovation Workshop was held on 18 February 2026, anchored by COL-CEMCA and the three GPAI Expert Centres, convening the 62 student participants including international student representatives from other GPAI student communities.

1.3 COL & The Commonwealth Dimension of Global AI Governance

The Mini-Innovation Workshop and the launch of the India Student Community reflected a strong institutional and intellectual commitment by the Commonwealth of Learning (COL) and its regional centre, the Commonwealth Educational Media Centre for Asia (CEMCA), to place youth at the centre of global education and technology governance. Three dimensions of that commitment shaped the workshop and the future of the India student community: the intellectual leadership that grounded its governance discourse; COL's distinctive capacity to institutionalise and expand the initiative across the Commonwealth; and its ability to act as a strong connective link between Commonwealth nations and the broader GPAI and OECD governance architecture.

Intellectual Leadership

COL's engagement in the workshop was substantive as well as organisational. Its senior leadership established the intellectual and normative foundations of the day's governance discourse, grounding student deliberations in questions of accountability, sovereignty, and equity that are directly relevant to ongoing international AI policy processes.

Prof. Peter Scott, President and CEO, COL, grounded the workshop's governance discourse in a set of principles that reflect COL's four-decade institutional philosophy. Speaking at the opening session, he articulated COL's foundational commitment to openness, open source, open education, and open technologies- as the basis for a plus-sum model of international cooperation, one in which Commonwealth nations contribute to and benefit from shared knowledge commons rather than competing within zero-sum frameworks.

Dr. B Shadrach, Director, CEMCA, established the normative frame for the workshop's deliberations, foregrounding the accountability gap in agentic AI, the transformative potential of AI for underserved populations, cultural sovereignty in multilingual contexts, and the integrity of public knowledge in a post-truth environment. During the Directors' Panel, he positioned the India Student Community as a distinct governance contribution, one grounded in the principles of Dharma, Nyaya, and inclusion by design, rather than a replication of existing models.

Convening and Scaling Up

As one of three intergovernmental organisations of the Commonwealth, COL operates under a mandate that spans 56 member governments across South and Southeast Asia, Sub-Saharan Africa, the Pacific, the Caribbean, and Southern and Eastern Africa, which positions COL with the ability to mobilise national education systems, institutions, and policy actors at a scale that remain underrepresented in global AI governance

The establishment of the India Student Community through COL's Regional Centre CEMCA representing, the first chapter of the GPAI Student Communities initiative in the Global South in partnership with GPAI Expert Centres and COL's commitment for establishing an immediate pipeline for expansion that runs directly through its intergovernmental relationships across the 56 nations reaffirms its ability to scale up the student community project to the pan-commonwealth.

Commonwealth Bridge to GPAI and OECD

Of the 56 member governments in the Commonwealth, only four are OECD members. This structural gap means that the majority of Commonwealth nations, including some of the world's most populous and linguistically diverse societies sit outside the primary frameworks and are often underrepresented in the global AI discourse. COL is the institutional bridge that can connect these nations to the GPAI and OECD governance architecture. The India Student Community operationalises this bridge, channeling Global South perspectives into international deliberation and ensuring Commonwealth countries participate as co-architects rather than recipients of AI policy and discussions.

2. Objectives of the Programme

The Mini-Innovation workshop and associated activities were structured around five core objectives, each reflecting the broader ambition of embedding youth perspectives into global AI governance:

1. Launch and Institutionalise the India Student Community: To formally establish the India Student Community as the first Global South chapter of the GPAI Student Communities Project, integrating it into the international network of student communities across Canada, France, Japan and Mexico.

2. Develop Governance-Ready Youth Perspectives on AI: To equip student participants to critically examine and articulate governance-relevant responses to the most pressing challenges in the global development and deployment of AI, moving beyond awareness to structured, actionable proposals.

3. Bridge Global North and Global South in AI Governance: To create a structured platform for cross-regional peer exchange between established GPAI student communities and the newly launched, Indian community surfacing how governance challenges differ across contexts and how collaborative solutions can inform global frameworks.

4. Amplify Youth Voice in International Policy Spaces: To ensure that student-generated insights on AI governance reach decision-makers directly with outputs presented in the presence of institutional leaders from Commonwealth of Learning, GPAI Expert Centres, the Council of Europe and the OECD.

5. Establish a Research-to-Policy Pathway for Student Engagement: To create a replicable model through which student deliberations grounded in local realities are systematically channelled into ongoing international AI governance discussions, including the GPAI Ministerial Council.

Figure 2.1 Student participants, experts, policy leaders and faculty members during the Mini-Innovation workshop at the Hotel Sheraton

3. Programme Design & Methodology

3.1 Programme Structure

The workshop was designed as a structured, one-day 'Mini-Innovation Workshop' bringing together the student community from across the world to engage substantively with the global challenges surrounding AI development and governance. The scope was deliberately focused and aimed to surface perspectives, map tensions, and generate insights capable of feeding into broader deliberations within GPAI and allied international forums.

Central Workshop Question:

How can local AI solutions address both opportunities and challenges in ways that inform and contribute to global governance frameworks?

3.2 The Double Diamond Methodology

The workshop was structured around the Double Diamond methodology, a proven framework applied across the last three editions of the GPAI Innovation Workshop to guide collaborative, solution-oriented deliberations. Participants engaged across five thematic groups, working through three sequential phases:

Discover: Teams explored and mapped key challenges in their assigned themes, drawing on prior consultations and questions developed with the Meta-PAG, to build a shared understanding of the problem landscape.

Define: Groups critically reflected on the challenges surfaced, prioritising the most impactful and governance-relevant issues to establish a focused thematic direction.

Develop: Teams co-created concrete, strategic initiatives and perspectives, culminating in group pitches presented to all participants, translating deliberation into actionable proposals.

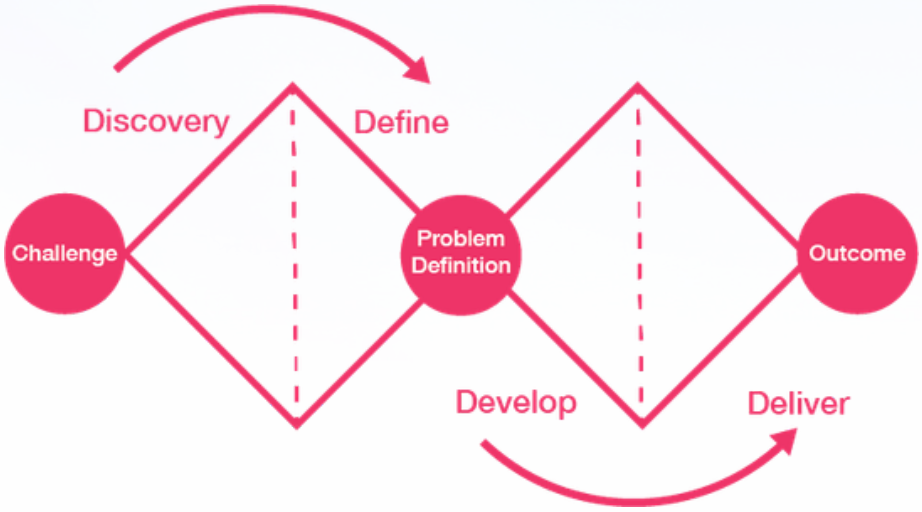

Figure 3.1 Diagram representing the process of Double Diamond methodology

Each working group was supported by two facilitators, a GPAI expert and two Indian faculty members, whose role was to guide structured discussion, ensure inclusive participation, manage time, help organise ideas, and clearly synthesise group outputs. This dual-facilitator model ensured both global governance expertise and local contextual grounding informed each group's process.

The methodology built a collaborative environment where students moved beyond passive engagement, taking ownership of problem identification, analysis, and solution design, thereby embodying the workshop's core principle that youth are active architects, not mere participants, in AI governance conversations.

4. Thematic Findings

The five thematic student groups addressed topics identified in prior consultations with the GPAI Expert Centres as governance-critical dimensions of AI development. The findings presented below synthesise each group's work across the three phases of the Double Diamond methodology, without replicating the sequential structure of that process.

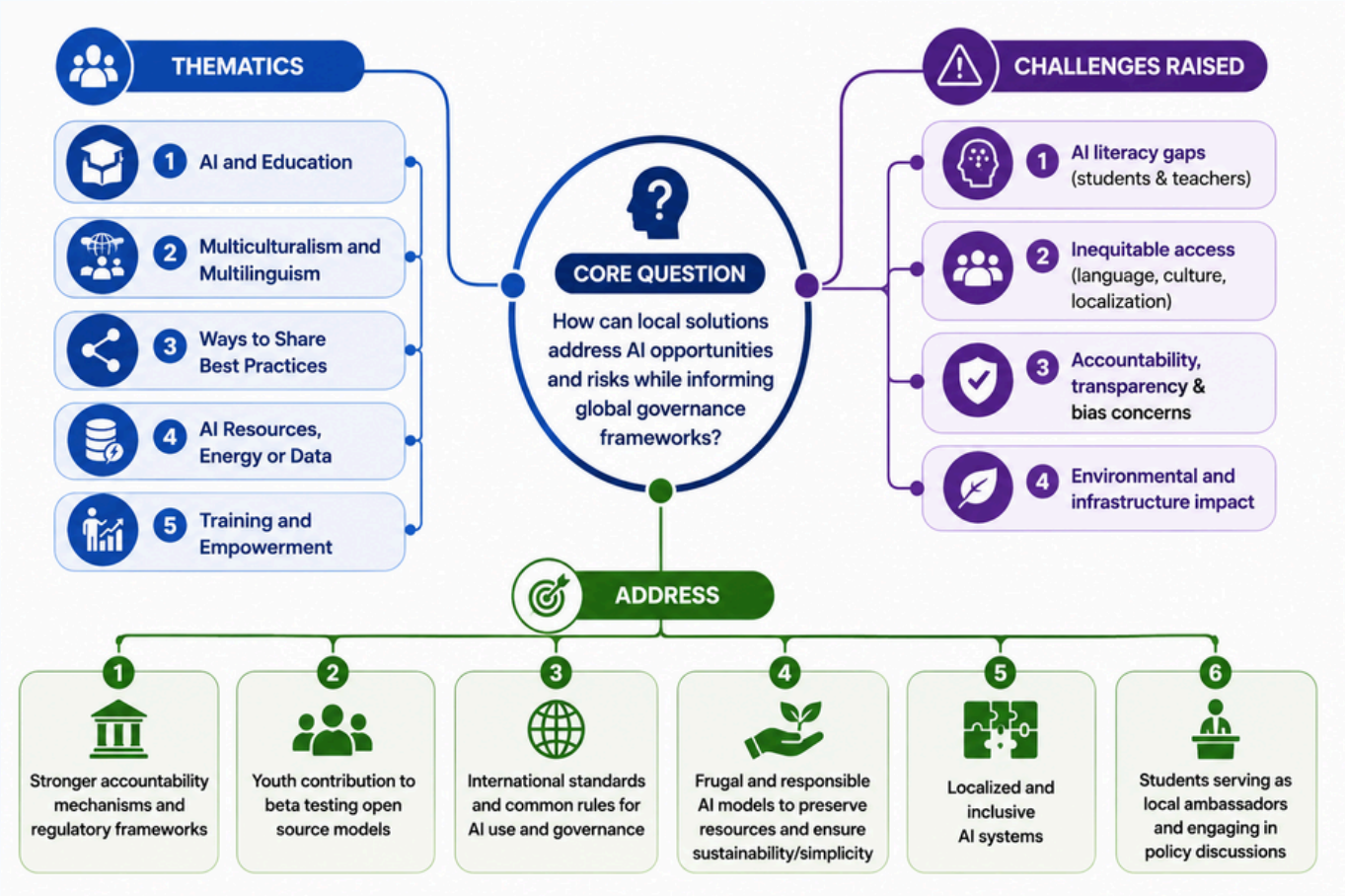

Figure 4.1 Diagrammatic illustration of the student thematic group findings

1. AI and Education

The first student thematic group analysed two interrelated dimensions of the relationship between AI and education, the teaching of AI as a subject of study, and the deployment of AI as an instrument of learning. These dimensions, while distinct, were found to share common governance challenges and to require coordinated policy responses.

"The challenge is not the technology. It is whether the people responsible for education have the capacity and the frameworks to use it in ways that serve learners rather than replace them."

— Student Member, Group- AI and Education

Presentation Takeaways

1. **Foundational Challenge:** AI literacy gap exists without a foundational understanding of AI systems, their ethics, and user rights, educators and learners cannot engage with AI critically or safely.
2. **Root Causes of the Governance failure:** Lack of curriculum reform, updated teacher training, and clear academic integrity standards.
3. **Dependency Risk:** Without teacher support, AI substitutes for critical thinking resulting in long-term intellectual harm.
4. **Empowerment:** With adaptability & support, AI can scaffold & deepen teaching and learning practices resulting in labour market readiness.
5. **Cultural & Linguistic Localisation:** Must be seen as a structural requirement, and not as an optional enhancement.

Group Recommendations

1. Establish a government-led national AI education policy framework that sets standards while enabling localisation.
2. Mandate AI literacy training for teachers across all levels.
3. Develop age-sensitive protocols for student interaction with AI systems.
4. Introduce ethical guidelines governing AI use in schools.
5. Adopt a cascading implementation model resulting, national standards → regional localisation → contextual adaptation for age groups and learning environments.

2. Multiculturalism and Multilingualism

The second student thematic group addressed one of the most structurally significant challenges in the global deployment of AI, the systematic underrepresentation of linguistic diversity, cultural specificity, and non-Western knowledge systems in the training datasets that underpin large-scale AI models.

"In the next hour, somewhere in the world, the last fluent speaker of a unique language will pass away. And with them, a unique encyclopaedia of knowledge will vanish forever... We aren't just building models. We are teaching Silicon to remember. We aren't just preserving languages — we are decoding the human spirit."

— Student Member, Group- Multiculturalism and Multilingualism

Presentation Takeaways

1. **Linguistic Representation Gap:** Predominant reliance on English-language datasets results in the systemic underrepresentation of linguistic and cultural diversity, posing a significant governance challenge in contexts such as India.
2. **Representational Justice and Cultural Risk:** Language in AI is a matter of representational justice; inadequate inclusion risks cultural displacement and disappearance of intangible heritage.
3. **Bias, Consent, and Data Governance:** AI systems reflect entrenched gender, racial, and socio-economic biases, alongside unresolved issues of consent and intellectual property in culturally sourced data
4. **Cultural Integrity and Creative Erosion:** Over-reliance on generative AI risks misrepresentation of cultural practices and the degradation of human creativity and cultural production

Group Recommendations

1. Establish a National Multilingual Data Mission to strengthen inclusive and representative language datasets.
2. Mandatory transparency reporting on dataset composition.
3. Develop and establish mechanisms and approaches for AI-generated content to be tagged and watermarked.
4. Development of cultural-sensitivity protocols as a standard component of AI system design.

3. Access to Resources, such as Energy or Data

The third student thematic group approached the challenge of AI governance from the perspective of physical infrastructure and environmental sustainability dimensions that are often absent from policy discussions focused primarily on data and algorithmic questions, but which have direct and material consequences for communities and ecosystems.

> ***"The next era of power is not military, it's not nuclear — it's data. Just think of an Indian farmer who doesn't have access to groundwater, and all these companies are using the same groundwater to train these models on."***
>
> *— Student Member, Group- Access to resources, such as energy or data*

Figure 4.2 Participants during the Mini-Innovation workshop

Presentation Takeaways

1. **Environmental Footprint of AI:** AI infrastructure entails high energy consumption, water-intensive cooling, carbon emissions, and growing e-waste burdens.
2. **Localised Resource Strain:** Data centres often operate in regions facing water scarcity and energy instability, creating disproportionate impacts on local communities.
3. **Resource Justice Concerns:** The expansion of AI raises equity issues, as communities bear environmental costs without commensurate benefits.
4. **Governance and Regulatory Gap:** Existing environmental frameworks often fail to address the scale and specificity of AI infrastructure impacts.
5. **Lack of Global Standards:** Internationally harmonised regulations on the environmental footprint of AI systems remain underdeveloped.

Group Recommendations

1. Introduce an AI Environmental Disclosure Label mandating reporting of energy, water, and carbon metrics for AI systems above a defined scale.
2. Develop incentive structures to promote green and resource-efficient AI infrastructure.
3. Encourage the adoption of Frugal AI or Small Language Models (SLMs) capable of running on local machines as a lower-resource alternative to large centralised models.
4. Enable international collaboration among Global Partnership on Artificial Intelligence (GPAI) member countries and Commonwealth countries on shared data and AI infrastructure.
5. Promote and support open-source, resource-efficient AI models such as DeepSeek and Sarvam Edge.

4. Ways to Share Best Practices and Field Tools

The fourth student thematic group explored the challenge of information integrity in an environment of rapidly proliferating AI-generated content, alongside the broader question of how responsible AI practices can be shared and institutionalised across sectors and geographies.

"Responsible AI is not a technical specification. It is a social contract, and that contract requires that the people most affected by AI systems have a genuine role in defining its terms."

- Student Member, Group- Ways to share best practices and field tools

Figure 4.3 Participants during the Mini-Innovation workshop

Presentation Takeaways

1. **Synthetic Media as a Governance Risk:** The rise of AI-generated content (deepfakes, synthetic media) poses risks to democratic trust, personal dignity, and epistemic security.
2. **Authenticity and Misinformation Challenges:** Increasing difficulty in distinguishing real from synthetic content is particularly critical in elections and product misinformation.
3. **Labour and Cognitive Impacts:** AI is contributing to job displacement, reduced demand for human creative and cognitive work, and psychological impacts on younger generations.
4. **Limits of Reactive Regulation:** Retrospective regulatory approaches are insufficient to address rapidly evolving AI-generated content risks.
5. **Need for Proactive Safeguards:** Early integration of watermarking, content provenance standards, and public AI literacy initiatives is essential.
6. **Human-Centric AI Design Principle:** AI should function as a co-pilot, reinforcing rather than replacing human reasoning.

Group Recommendations

1. Mandate watermarking of AI-generated content to ensure traceability and authenticity.
2. Establish AI fact-checking infrastructure to counter misinformation and synthetic media risks.
3. Create workforce reskilling funds to support transitions in AI-affected sectors.
4. Adapt international AI ethics standards to national regulatory and cultural contexts.
5. Develop and support networks of practice to promote ethical AI use and institutional accountability.

5. Training and Empowerment of Users and Developers

The fifth student thematic group examined the conditions necessary for different categories of actors to engage with AI systems responsibly and effectively. The group began by disaggregating the category of 'AI users' in a manner that proved analytically productive: developers were distinguished between the technically trained and non-technical actors such as policymakers and regulatory enforcers; users were distinguished between the digitally literate and those without prior digital exposure. This disaggregation shaped the group's approach to both problem definition and solution design.

"The models that we call foundation, are they actually foundation models for us? Or are they the foundation models only for the West? The resources are in the hands of the giants. Offering the rest just 14, 15 GB of compute and expecting them to be challenging the big leaders like OpenAI is not valid on our side."

- Student Member, Group- Training and empowerment of users and developers

Figure 4.4 Prof. Bertrand Monthubert, Dr. B. Lakshmi Priya & Prof. Masafumi Nakano during the Thematic Roundtable

Presentation Takeaways

1. **Systemic AI Literacy Gap:** AI literacy deficits extend beyond education systems to policymakers, regulators, and developers, creating broad governance vulnerabilities.
2. **Governance Vacuum:** Awareness continues to lag behind innovation, resulting in deployment of AI systems without adequate accountability frameworks.
3. **Research–Practice Disconnect:** Limited alignment between academic research and industry practice constrains the application of governance insights in AI design.
4. **Need for Institutionalised Capacity Building:** One-off training approaches are insufficient; sustained, system-level capacity development is required.

Group Recommendations

1. Implement a Training of Trainers (ToT) approach to build national AI literacy capacity through multiplier effects.
2. Promote frugal AI education models with teacher co-design, aligned to resource-constrained contexts.
3. Enable youth participation in AI system beta-testing and governance framework development.
4. Strengthen linkages between academia and industry to integrate governance insights into AI system design.
5. Expand AI literacy initiatives to include policymakers, regulators, and developers.
6. Establish shared “living labs” to enable continuous knowledge exchange, best practice dissemination, and long-term capacity development.

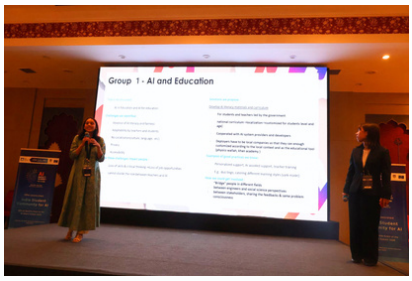

Figure 4.5 Group- AI and Education

Figure 4.6 Group- Multiculturalism and Multilingualism

Figure 4.7 Group- Access to Resources, such as Energy or Data

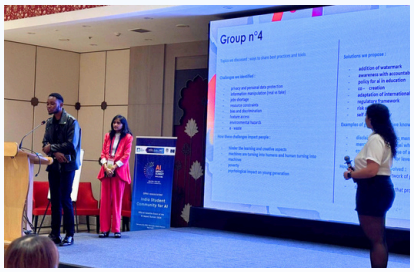

Figure 4.8 Group- Ways to share Best Practices and Field Tools

Figure 4.9 Group- Training and Empowerment of Users and Developers

5. Cross-Cutting Themes From Plenary Deliberations

The four plenary panel sessions, which brought together International student representatives, institutional leaders from GPAI Expert Centres, governance practitioners from the Council of Europe and the OECD, legal scholars, and educators, gave rise to several cross-cutting themes that both complemented and contextualised the thematic group findings. These are not exhaustive records of the panels but an analytical synthesis of the governance dimensions that emerged with particular force.

Figure 5.1 Yuna Nishiyama, Rina Badariotti, Karla Paulina Ventura Garcia, Hriddhi Srivastava, Gabrielle Boily & Benjamin Mpey Kyamoneka during the International students roundtable- Mini-Innovation Workshop

5.1 International Students Roundtable: Past, Present and Future Student Community

The International Students' Roundtable, moderated by Ms. Inzouddine, brought together student representatives from seven countries including Canada, Japan, France, Mexico, Kenya, Lebanon and India to present existing AI-related initiatives across GPAI Expert Community Centres and partner institutions. The session served as a platform to give Indian students visibility into the landscape of student-led work already under way internationally, and to surface, through direct peer exchange, what meaningful student participation in AI governance can look like in practice.

Japan — Student-Led Field Research (NICT)

The two Japanese students Guo and Nishiyama, presented work under the Japanese student community initiative.

- Industry-Focused AI Research: Multi-sector research examining AI's impact on labour shortages, including a case study of Kyoto's publishing industry and student-led fieldwork across companies
- AI Literacy for Schools: Development of high school AI literacy materials in collaboration with the University of Tokyo, addressing gaps in understanding AI's societal implications among students and educators

France — AI Grand Challenge (INRIA)

The French student Rina Badariotti presented work under the French student community initiative.

- The AI Grand Challenge: An initiative focused on education and the future of learning in an AI environment. She described its core concern as preparing students and society not to lose the skills, critical, creative, and analytical, that risk being displaced as AI tools take on more cognitive functions.

Mexico — Future of Work

The Mexican student Paulina Garcia presented work under the Mexican student community initiative and UNAM.

- AI for Labour Market Access: Development of a chatbot to support Latin American workers, addressing information and language barriers, in collaboration with UNAM and Northeastern University.

Council of Europe — Kenya & Lebanon

The student from Kenya, Benjamin Mpey Kyamoneka and from Lebanon, Clara Merheb presented their work through the Council of Europe.

- AI, Rights, and Misinformation Governance: Research on privacy risks and AI-driven misinformation (including deepfakes) in collaboration with Amnesty International Kenya, the Global Rights Alliance, and Globe Sphere, emphasising rights-by-design approaches to responsible AI development.
- Youth and Human Rights in AI: Emphasis on the role of youth in advancing human rights and the rule of law in the evolving AI landscape

Canada — SimuvAction on AI (CEIMIA & OBVIA)

The Canadian student Gabrielle Boily, presented her multidisciplinary work through the Canadian student community initiative and OBVIA.

- SimuvAction on AI: An intensive academic program bringing together university students from diverse fields, institutions, backgrounds, and countries. This serious game simulates a meeting of the Global Partnership on AI (GPAI), allowing participants to experience international negotiations on the ethical development of AI on a global scale.

Figure 5.2 Nancy Gupta, Immanuel David Anand Shadrach, Muskan Joshi, Chelza Inzouddine, Clara Merheb & Karla Paulina Ventura Garcia during the students panel- launch event- India AI Impact Summit 2026

India— India Student AI Community

The two Indian students represented the newly launched Indian student community. Morampudi Jai Ram Chandra and Hriddhi Srivastava shared their work and perspectives, reflecting the emerging need of youth engagement in both AI innovation and governance.

- Youth Engagement and Governance Gap: While the Indian students are engaged in building and training AI models, they have little stake or voice in the governance frameworks that determine how those models are used.
- AI in Healthcare and Multilingual Systems: Jai Ram described his work at the intersection of AI and healthcare, with particular attention to multilingual and multicultural dimensions, reflecting India's need for AI systems that are responsive to its linguistic plurality.
- AI and the Future of Work: Hriddhi working on AI integration in device modelling, expressed a conviction that AI will not simply eliminate jobs but redefine them, and that students have a responsibility to shape that redefinition rather than have it imposed upon them.

5.2 Thematic Roundtable: Crossed Perspectives on Local Solutions and Global AI Governance

The thematic expert roundtable moderated by Dr. Simard discussed three practical mechanisms that were proposed for translating local AI experience into global governance inputs:

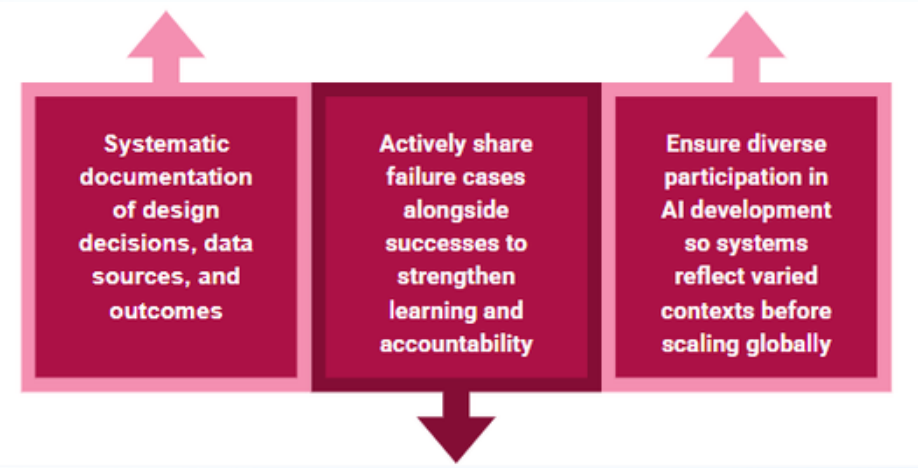

Figure 5.3 The proposed three practical mechanisms for translating local AI experience into global governance

The panel agreed that global governance implementation provides ethical standards and risk frameworks, but execution requires localised auditing systems, regulatory sandboxes and inclusive arrangements. AI is not an external force acting against humanity, but a system designed, trained and deployed by human actors: this notion was agreed upon by the experts who called for AI's trajectory to remain a matter of collective choice and human intelligence.

5.3 Directors' Panel: Institutionalising Youth in Global AI Governance

The Directors' Panel marked a decisive shift in the workshop, from student innovation to governance architecture. Moderated by T Khalid, the session convened institutional leaders from Japan, Canada, France, and India to examine how youth engagement is evolving within the Global Partnership on Artificial Intelligence ecosystem. This panel pursued three interconnected questions:

1	What does the day's student engagement signal about the evolving role of youth in AI governance?
2	How the existing GPAI student community initiatives can collectively support the newly launched Indian student community?
3	What concrete commitments are the organising institutions are prepared to make going forward?

The panellists collectively affirmed the vision of a community of communities not a collection of parallel national initiatives, but an interconnected, action-oriented network where student communities across Japan, Canada, France, Mexico, India, and beyond tackle shared governance challenges from their distinct perspectives. Dr. Harayama emphasised the importance of local-to-global knowledge exchange, with each community contributing its unique context while building toward shared outputs. Dr. Fallaha highlighted the value of structured perspective-taking drawing on the Canadian SimuvAction model as a methodology that deepens governance thinking by enabling students to engage challenges from beyond their own disciplinary and national contexts. Dr. Simard underscored the importance of making the community resilient and long-term, with student voices actively contributing to GPAI expert processes rather than remaining on the periphery. Dr. Shadrach framed the student community's evolving role across three dimensions as rights holders capable of sitting at the global governance table, as advocates for a rights-based approach to AI design, and as institutional change agents within their own universities positioning students not as beneficiaries of AI governance but as its co-architects.

Institutional commitments made

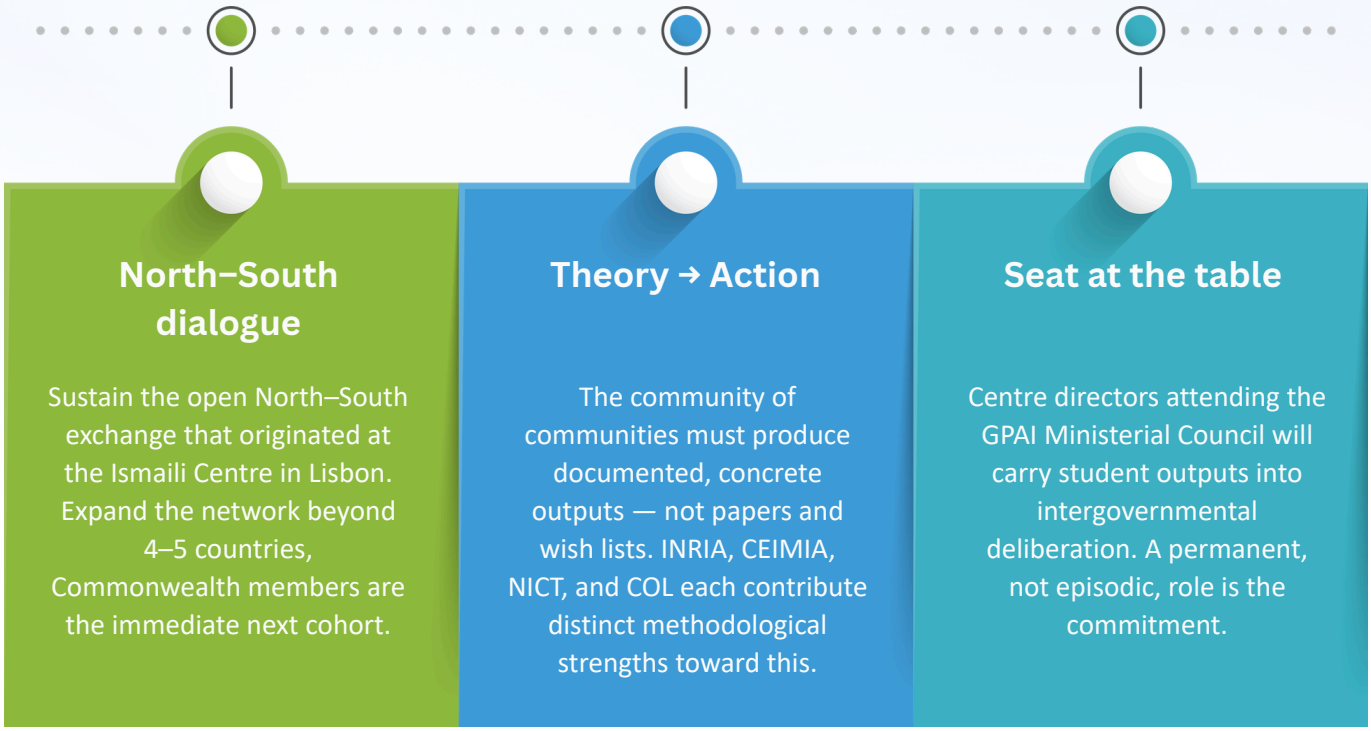

Figure 5.4 T Khalid, Dr. Aurélie Simard, Dr. Sophie Fallaha, Dr. Yuko Harayama & Dr. B Shadrach during the Directors' Panel

5.4 Public Policy Panel: Bridging Student Insight with Governance Practice

The public policy panel moderated by Rentaro Iida, brought together three global policy practitioners, to examine how student-generated ideas travel into real governance systems.

How do student-generated ideas travel into real governance systems?

The panellists strongly appreciated the quality and relevance of the student deliberations. Axel Froissart noted that student findings were independently consistent with the conclusions of the latest OECD Digital Education Outlook. Daniel Pap observed that student proposals on privacy, transparency, accountability, and risk mitigation constitute the substantive foundations of international AI law, and emphasised the need to shift from reactive to preventive governance. Prof. Peter Scott drew attention to the divergent realities of the Global North and Global South, noting that trust particularly among indigenous and marginalised communities remains the central challenge that governance frameworks must address, and affirmed that open standards and collaboration are essential rather than optional.

The panel concluded with collective agreement that AI governance will not be shaped by any single discipline, country, or sector and that the student community is already thinking and speaking in the language of policy, rights, and systems.

> ***"Youth contributions are no longer symbolic, they are compatible with and relevant to international legal governance processes."***
>
> *- Daniel Pap- Legal Advisor, Digital Development Unit, Council of Europe*

The panel resulted in recommending a bridge that translates students' insights and ideas relevant to global AI governance and discussions.

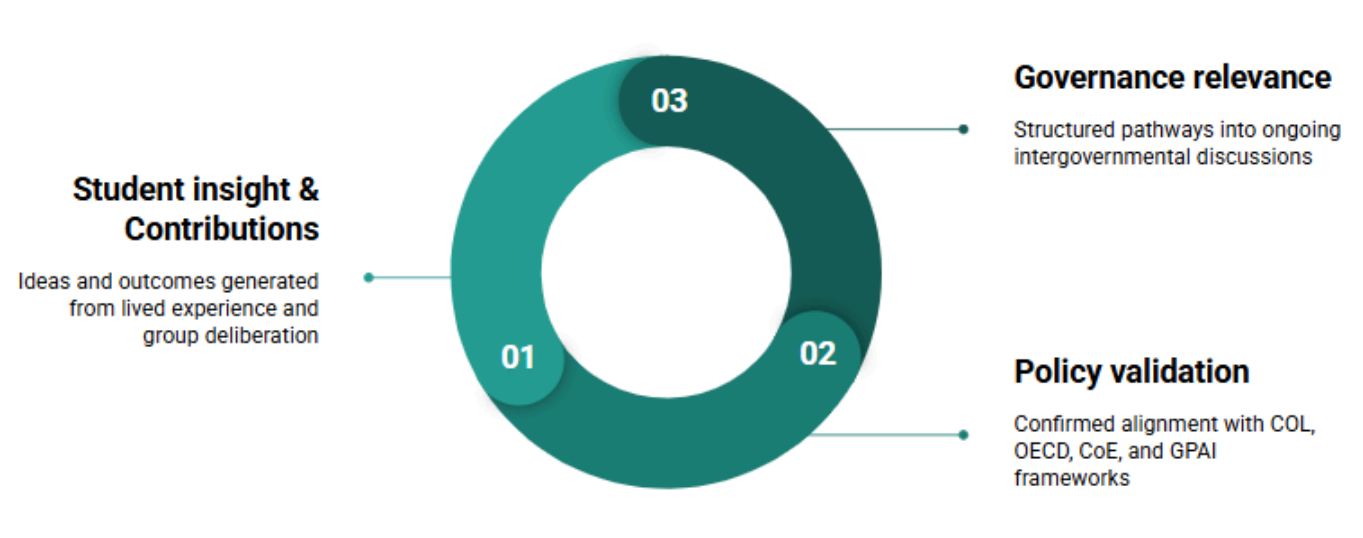

Figure 5.5 Diagram illustrating the policy bridge from student insights into AI governance.

Figure 5.6 Axel Froissart, Daniel Pap & Prof. Peter Scott during the Public Policy Panel

6. Evidence From Participants: Post-Workshop Survey

A post-workshop survey was conducted between 27 February and 11 March 2026 among all the student participants. Fifty-five responses were received with respondents representing more than 20 institutions. The following presents selected findings relevant to the assessment of programme outcomes and future design.

6.1 Programme Outcomes

Survey results indicate strong learning outcomes across all measured dimensions. 84% of respondents reported that thematic group discussions significantly improved their understanding of real-world AI challenges; the remaining 16% indicated improvement to some extent. No respondent reported the discussions as unhelpful. This uniformly positive assessment speaks directly to the effectiveness of the Double Diamond methodology as a mechanism for structured youth engagement in a governance context. 98% of respondents confirmed that the programme positively influenced their thinking about AI's societal and governance implications, with 67% indicating significant influence. Exposure to international perspectives on AI and cross-disciplinary networking were the most commonly cited programme gains, each selected by 82% of respondents, followed by interaction with global experts (73%) and deepened AI governance understanding (69%). These outcomes align closely with the programme's stated objectives.

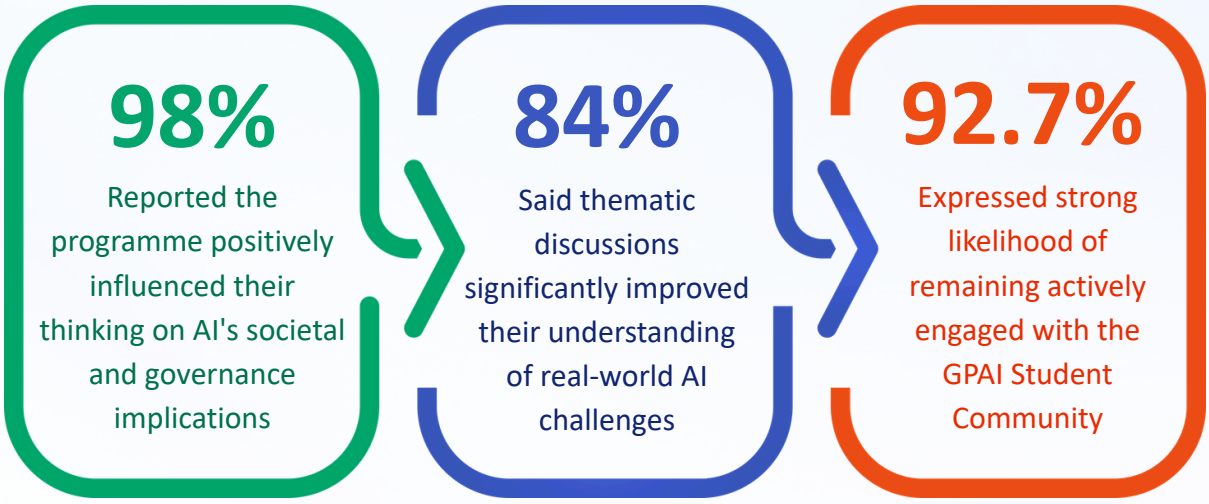

Figure 6.1 Diagram showing the % results from the postworkshop survey

6.2 Thematic Priorities and Shifts

The survey revealed a notable shift in thematic priorities between workshop participation and expressed future interest. AI and Education saw the sharpest increase, with the number of participants expressing interest in contributing to this theme nearly doubling from 11 during the workshop to 20 in post-event responses. Interest in Access to Resources, Energy, and Data also increased, from 10 to 13 participants. These shifts suggest that the workshop experience itself deepened and redirected thematic engagement, with education-focused AI governance resonating particularly strongly among this cohort.

6.3 Future Engagement

92% of respondents reported a strong likelihood of remaining engaged with the India Student Community. Regarding future engagement expectations, international collaboration opportunities ranked highest (76 %), followed by student-led projects or pilots (69%), continued innovation workshops (58%), and structured mentorship from experts (58%). The strong demand for student-led initiatives signals a community ready to move from learning to action.
questions.

Qualitative responses to open-ended questions reinforced this finding. Respondents articulated specific, actionable contributions they wished to make across multiple domains, with policy research and governance emerging as the most frequently cited area. Other areas included technical AI development, knowledge sharing and advocacy, interdisciplinary and inclusive AI, and active community participation.

Students from non-technical backgrounds in law, management, and the social sciences, were particularly articulate about the distinctive governance contributions they were positioned to make, reflecting the programme's success in building cross-disciplinary ownership of AI governance.

Mentorship emerged as the single most requested form of support, with participants asking for structured connections to AI governance professionals, researchers, and policymakers. Regular follow-up engagements both online and in-person were the second most common request, with several respondents proposing specific formats including monthly think-tank sessions, campus visits by experts, and local hackathons. A number of respondents also raised the need for clear communication channels and defined engagement roles within the community.

> ***"To remain actively engaged, structured continuity would make the biggest difference for me. Regular working groups, thematic research clusters, or policy labs focused on specific AI governance challenges would allow engagement to move beyond one-time discussions into sustained contribution."***
>
> *- Survey Respondent*

> ***"I greatly appreciated collaborating with Indian students because the issues are very different in their country. In France, our problems with AI are linked to job losses and energy challenges, whereas in India the challenge is to make the technology accessible to the greatest number of people."***
>
> *- International student participant*

8. Recommendations

The following 13 recommendations under the four categories such as: Student engagement and governance participation, Community building and collaboration, Policy and institutional action, and Structural and systemic change are addressed to the GPAI Expert Centres (CEIMIA, INRIA, NICT), Commonwealth of Learning (COL), Council of Europe (CoE), OECD and member institutions, and are emerged from the students presentations, thematic findings, expert panel deliberations, and post-workshop survey analysis presented in this report.

Student Engagement and Governance Participation

1 Students as Formal Participants in Global AI Governance

The Directors' Panel and the Public Policy Panel both converged on a clear signal that the students have clearly demonstrated the analytical depth and governance awareness to participate formally in international AI governance forums including the GPAI Ministerial Council, ITU-led platforms, and global AI processes. The recommendation is to create a structured, permanent pathway for student representation in these forums, moving beyond one-time workshop outputs

2 Guarantee Students a Seat at the Table

The Directors made an explicit collective commitment to ensuring that students have a permanent seat at the governance table, not an occasional invitation. Centre Directors attending the GPAI Ministerial Council committed to carrying student outputs directly into intergovernmental deliberation within two days of the workshop. The recommendation is to formalise this as a standing commitment across all partner institutions.

3 Rights-Based Design as a Non-Negotiable Standard

Across multiple thematic groups and reaffirmed in the Directors' and the Policy Panel, students consistently called for AI systems to be designed on the basis of human rights frameworks. The recommendation is for GPAI Expert Centres and COL to jointly advocate for rights-by-design as a standard requirement in AI development with students positioned as active advocates and standard-setters within that process.

Community Building and Collaboration

4 Build a Resilient and Actionable Community of Communities

Dr. Harayama, Dr. Fallaha, Dr. Simard, and Dr. Shadrach collectively affirmed the vision of a community of communities not a collection of parallel initiatives, but an interconnected network where student communities across Japan, Canada, France, Mexico, India, and beyond tackle shared governance challenges from their distinct perspectives. The recommendation is to institutionalise this as a structured, cross-community model with joint thematic projects, peer-to-peer learning, and shared outputs.

5 Sustained North-South Dialogue Through Virtual and Physical Convening

The Directors collectively committed to maintaining the North–South dialogue that originated at the Ismaili Centre in Lisbon. Virtual convening was acknowledged as essential, with periodic physical gatherings to sustain the human dimension of the network. The recommendation is for a structured engagement calendar at minimum, quarterly - jointly anchored by all partner institutions.

6 Integrate Perspective-Taking as a Core Methodology

Drawing on the Canadian SimuvAction model, the Directors recommended incorporating structured perspective-taking where students engage governance challenges from the standpoint of other countries, disciplines, and contexts as a standard component of future workshops. This was identified as the methodology most likely to develop the cross-disciplinary and cross-cultural governance capacity that AI policy requires.

7 Establish Peer Mentorship Across Alumni Networks

The existing student community members, as they graduate, transition into mentors to the future cohorts connected with alumni from Canada, France, Japan, Mexico, and future Commonwealth communities. This was identified as the mechanism for sustaining the community's institutional memory and governance continuity. The recommendation is to formalise a peer mentorship structure across different student communities that retains graduating students as active participants in the network rather than allowing their knowledge and relationships to dissipate.

Policy and Institutional Action

8 Move from Theory to Concrete, Actionable Outputs

The Directors were unambiguous that the community must move beyond discussion papers and wish lists. The recommendation is for each partner institution to channel its methodological strengths toward producing documented, concrete outputs such as policy briefs, governance proposals, and technical recommendations that can be directly actioned within GPAI and COL allied governance processes.

9 Co-Design AI Educational Tools with Students and Teachers

The Public Policy Panel converged on this as the most immediately actionable student proposal of the day. Student findings on AI literacy, cognitive dependency risks, and the need for context-sensitive content were independently consistent with the OECD Digital Education Outlook. The recommendation is for national governments and educational institutions to co-design AI tools with students and teachers as active contributors not passive users drawing on COL's open education infrastructure to support localisation and scalability.

10 Build Structured Interdisciplinary Channels Between Legal, Technical, and Policy Communities

The Public Policy Panel highlighted the structural gap between lawyers and engineers as one of the most consequential governance failures in AI development, both communities designing systems that are technically sound but socially incomplete. The recommendation is to establish shared standards, common vocabulary, and structured communication channels across disciplines with the student community, given its cross-disciplinary composition, positioned as a natural vehicle for this integration.

Structural and Systemic Change

11 Champion Inclusion by Design as India's Contribution to Global AI Governance

India's multilingual AI innovation exemplified by Bhashini, which supports 22 Indian languages and is expanding to include international languages beyond the six UN languages and its digital public infrastructure experience position the India Student Community to champion inclusion by design as a model for global AI governance. The recommendation is to work toward an AI Commons built on open, sovereign, and welfare-oriented AI principles grounded in the concepts of Dharma and Nyaya as India's distinctive contribution to reshaping global AI policy frameworks currently driven by profit.

12 Advocate for Democratisation of Compute as a Governance Imperative

With India holding around 38,000 GPUs through national initiatives like the India AI Mission, the USA boasting over one million via leading tech firms and data centers, and the entire African continent managing roughly 12,000 across emerging AI hubs, this compute disparity was identified as a structural governance failure with direct consequences for more than 100 nations that would never independently meet the four imperatives of AI development compute power, energy infrastructure, human capacity, and data. The recommendation is for the student community to formally advocate for GPU-sharing mechanisms and democratised compute access within GPAI and Commonwealth forums.

13 Expand the Community Beyond Delhi-NCR to Pan-Commonwealth

The current India student community was concentrated in Delhi-NCR institutions. The Directors collectively recommended expanding geographic representation to South, East, and Northeast India in the first instance, then to Commonwealth member nations with COL's intergovernmental mandate across 56 member governments providing the structural pathway for that expansion.

8. Conclusion

The Mini-Innovation Workshop and associated programme achieved their core objectives with measurable success. 62 students from diverse disciplinary, institutional, and regional backgrounds engaged actively with some of the most pressing AI governance questions that societies are facing today. The Double Diamond methodology proved well suited to the youth engagement and governance context: it enabled students to move from problem identification through analytical definition to concrete solutions, producing outputs that are not just descriptive of challenges but generative of governance responses.

The most significant finding of the programme is not any single thematic solution but the quality and proven potential of youth engagement itself. Expert panellists with experience across international AI governance forums observed that the deliberations produced governance insights on linguistic representation, sustainability, the accountability gap, and the interdisciplinary conditions for responsible AI that are relevant beyond the workshop context and need immediate integration into ongoing governance discussions. This confirms the programme's founding conviction: that students are not merely observers in AI governance but potential co-architects of its frameworks.

The launch of the India Student Community represents India's structural contribution to global youth engagement in AI governance. The community has demonstrated its capacity to produce governance-relevant outputs and contribute meaningfully to ongoing global AI governance efforts. The challenge and the opportunity is now to provide the institutional support and mentorship through which that work can translate into sustained governance influence. The post-workshop survey results indicate that the community's motivation for its next phase is strong. The recommendations that follow are intended to translate that motivation into a coherent programme of action.

Annexure 1: Programme Agenda

1.1 Programme Overview

Programme Detail	Information
Programme Title	• Empowering Youth in Global AI Governance: Launch of the GPAI-Associated India Student Community • Mini Innovation Workshop
Dates	16 & 18 February 2026
Venue	• Bharat Mandapam (16 February) • Sheraton Hotel, New Delhi (18 February)
Organiser	Commonwealth Educational Media Centre for Asia (COL-CEMCA)
Partner Institutions	CEIMIA (Canada); Inria (France); NICT (Japan), Council of Europe (CoE)
Total Student Participants	62 from both the events including international representatives from Canada, France, Japan, Kenya, Lebanon and Mexico
Universities Represented	More than 20 institutions, predominantly in the Delhi-NCR region

1.2 Mini-Innovation Workshop Agenda

Moderator	Marie-Fleur Simmet, Project Manager, INRIA- Paris Center of Expertise for International Cooperation on AI

09:00 PM- 10:00 PM	**Registration / Tea reception**
10:00 PM-11:30 PM	Introduction, Context setting and explanation of day flow
11:30 PM- 11:50 PM	**Tea break**
11:50 PM- 12:10 PM	Integration of groups
12:10 PM- 01:00 PM	Phase 1 of workshops in groups : Discover
01:00 PM- 02:00 PM	**Lunch break**
02:00 PM- 03:00 PM	Phase 2 of workshops in groups : Define
03:00 PM- 04:00 PM	Phase 3 of workshops in groups : Develop
04:00 PM- 04:15 PM	**Tea Break**
04:15 PM- 06:30 PM	Restitution of workshops in plenary format, including high level officials

Annexure 2: List Of Participants

2.1 List of Students

Sl No.	Full Name	Gender	University / Institution Name	Country
1	Aditi	Female	University of Delhi	India
2	Aman Raj Pathak	Male	Jawaharlal Nehru University	India
3	Anam	Female	Delhi University	India
4	Ankita Pandey	Female	Guru Gobind Singh Indraprastha University	India
5	Aradhya agrawal	Female	University of Delhi	India
6	Arkin Bathla	Male	Apeejay Stya University	India
7	Arnav Singh	Male	University of Delhi	India
8	Arya Jha	Female	Guru Gobind Singh Indraprastha University	India
9	Benjamin Mpey Kyamoneka	Male	Council of Europe Student Representative	Kenya
10	Bhawna Shukla	Female	Jawaharlal Nehru University	India
11	Clara Merheb	Female	Council of Europe Student Representative	Lebanon
12	Deepak Kumar Sharma	Male	Apeejay Stya University	India
13	Dia Khurana	Female	Amity University Haryana	India
14	Eshaan Nanda	Male	The NorthCap University	India
15	Frédéric Pinard	Male	Université de Montréal	Canada
16	Gabrielle Boily	Female	Université de Laval	Canada
17	Guo	Female	The University of Tokyo	Japan
18	Harsha Gampa	Male	Jawaharlal Nehru University	India
19	Hemant Verma	Male	Delhi Technological University	India
20	Himanshu Ranjan	Male	Apeejay Stya University	India
21	Hriddhi Srivastava	Female	University of Delhi	India
22	Hritika Sharma	Female	Apeejay Stya University	India

Sl No.	Full Name	Gender	University / Institution Name	Country
23	Immanuel David Anand Shadrach	Male	Amity University Haryana	India
24	Ishan Chugh	Male	Delhi Technological University	India
25	Karla Paulina Garcia Ventura	Female	Universidad Nacional Autónoma de México	Mexico
26	Kartik Bhatia	Male	Guru Gobind Singh Indraprastha University	India
27	Katyayini Singh Bhadauria	Female	Guru Gobind Singh Indraprastha University	India
28	Krishna Vamsy Kotikalapudi	Male	Jawaharlal Nehru University	India
29	Liannaka Dadi	Female	Apeejay Stya University	India
30	Manas Ranjan Dash	Male	Galgotias University	India
31	Mangal Chanu Nameirakpam	Female	Indraprastha College for Women, University of Delhi	India
32	Manik Chand Singh	Male	Apeejay Stya University	India
33	Md Amjad	Male	Jamia Millia Islamia University	India
34	Md Farooque Hayat	Male	Jamia Millia Islamia University	India
35	Mohd Asif	Male	Jamia Millia Islamia University	India
36	Morampudi Jai Ram Chandra	Male	Jawaharlal Nehru University	India
37	Muskan Joshi	Female	Guru Gobind Singh Indraprastha University	India
38	Nancy Gupta	Female	University of Delhi	India
39	Nikhil Mathew Sam	Male	Jawaharlal Nehru University	India
40	Ojas Yadav	Male	Amity University Haryana	India
41	Om Shree Bhaskar	Male	Amity University, Haryana	India
42	Prerna Gupta	Female	University of Delhi	India
43	Priya Saxena	Female	Guru Gobind Singh Indraprastha University	India
44	Quazi Mariyam Azam	Female	Galgotias University	India

Sl No.	Full Name	Gender	University / Institution Name	Country
45	Rina Badariotti	Female	University Paris-Dauphine (PSL)	France
46	S. Keerthana	Female	University of Delhi	India
47	Sagar Jangra	Male	University of Delhi	India
48	Sakshi Aggarwal	Female	Guru Gobind Singh Indraprastha University	India
49	Sanjay Baskar	Male	Jawaharlal Nehru University	India
50	Saurabh Ranjan	Male	University of Delhi	India
51	Shefali Khera	Female	The NorthCap University	India
52	Shivani Singh	Female	Guru Gobind Singh Indraprastha University	India
53	Siddhi Srivastava	Female	University of Delhi	India
54	Simran Arora	Female	Guru Gobind Singh Indraprastha University	India
55	Sristi Tripathi	Female	University of Delhi	India
56	Suzain	Male	University of Delhi	India
57	Tanisha Sharma	Female	Apeejay Stya University	India
58	Vignesh Prakash	Male	Parisutham Institute of Technology & Science	India
59	Vinay Kumar	Male	Apeejay Stya University	India
60	Vivek Tomer	Male	University of Delhi	India
61	Yuna Nishiyama	Female	Graduate School of Public Policy, The University of Tokyo	Japan
62	Zubiya Shahid	Female	University of Delhi	India

2.3 List of Experts and Facilitators

Sl No.	Full Name	Gender	University / Institution Name	Country
1	Axel Froissart	Male	Permanent Representation of France to the OECD.AI	France
2	Catherine Berbery	Female	Montreal International Center of Expertise in Artificial Intelligence (CEIMIA)	Canada
3	Chelza Inzouddine	Female	INRIA - Center of expertise for the international cooperation on AI affiliated to the GPAI	France
4	Daniel Pap	Male	Council of Europe (CoE)	France
5	Dr. Aurélie Simard	Female	INRIA - Center of expertise for the international cooperation on AI affiliated to the GPAI	France
6	Dr. B. Lakshmi Priya	Female	Jawaharlal Nehru University	India
7	Dr. Chaman	Male	Apeejay Stya University	India
8	Dr. Chandni Rani	Female	Galgotias University	India
9	Dr. Chandra Tiwari	Female	University of Delhi	India
10	Dr. Mohit Srivastava	Male	Amity University Haryana	India
11	Dr. Pooja	Female	Guru Gobind Singh Indraprastha University	India
12	Dr. Sophie Fallaha	Female	Montreal International Center of Expertise in Artificial Intelligence (CEIMIA)	Canada
13	Dr. Srishti	Female	The NorthCap University	India
14	Dr. Yuko Harayama	Female	GPAI Tokyo Expert Support Center	Japan
15	Guillemette Martin	Female	Council of Europe (CoE)	Portugal
16	Marie-Fleur Simmet	Female	INRIA - Center of expertise for the international cooperation on AI affiliated to the GPAI	France
17	Prof. Masafumi Nakano	Male	Toyo University	Japan
18	Prof. Masayo Fujimoto	Female	Doshisha University	Japan
19	Dr. Merve Hickok	Female	GPAI Tokyo Expert Support Center	Japan
20	Mitsuhiro Hishida	Male	GPAI Tokyo Expert Support Center	Japan
21	Noémie Gervais	Female	Montreal International Center of Expertise in Artificial Intelligence (CEIMIA)	Canada

Sl No.	Full Name	Gender	University / Institution Name	Country
22	Prof. Bertrand Monthubert	Male	University of Toulouse	France
23	Prof. Peter Scott	Male	Commonwealth of Learning (COL)	Canada
24	Prof. Shabana Mehfuz	Female	Jamia Millia Islamia University	India
25	Rentaro Iida	Male	GPAI Tokyo Expert Support Center	Japan
26	Unmesh Shukla	Male	University of Delhi	India
27	Yae Hirasawa	Female	GPAI Tokyo Expert Support Center	Japan

Annexure 3: Media Elements