

16TH ITU ACADEMIC CONFERENCE

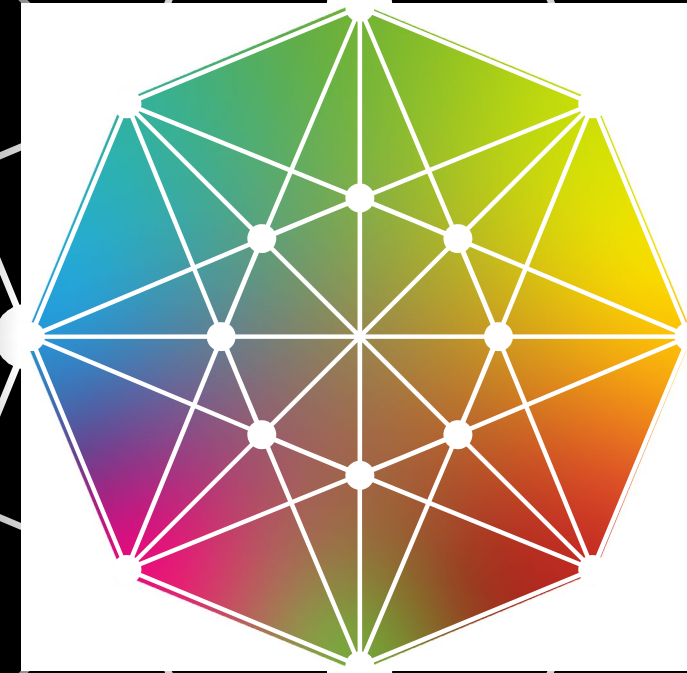
ITUKALEIDOSCOPE

GENEVA2026

*AI and frontier
technologies for good*

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Hosted by  **AI for Good**
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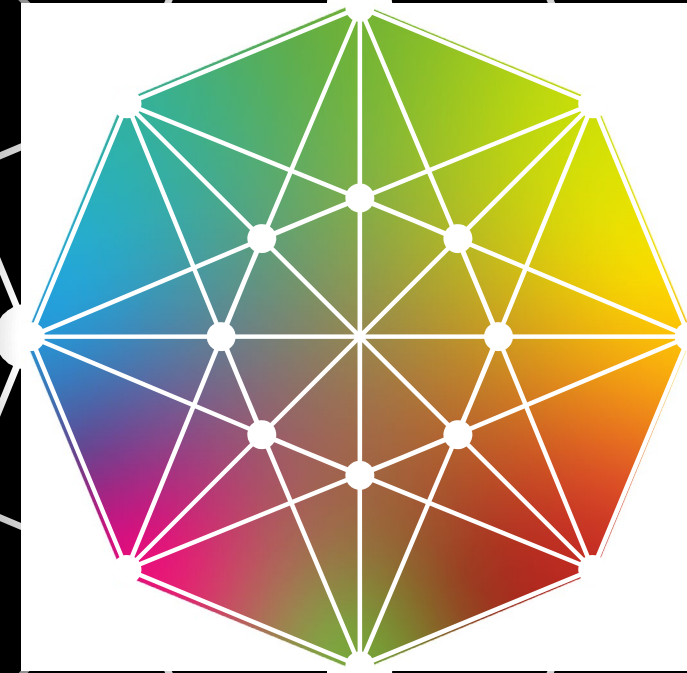


You cannot govern what you cannot access

Intersectional AI governance
for higher education in
Colombia: Toward ethical and
sovereign digital futures in
Latin America

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Session 1 – Global AI
governance, sovereignty, and
policy frameworks



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Everyone says AI
will transform
education.

**In parts of
Colombia, the
electricity still
decides if there's
class.**



Field research • Orinoquía, Colombia • 2022–2024

What I found in the field

17 universities

Across Meta, Casanare, Arauca, and Vichada

228 surveys

26 in-depth interviews

78%

of AI-in-education research
comes from the Global North

<5%

comes from
Latin America



Most AI governance frameworks were not built with places like these in mind.

“They ask me to join committees after decisions are made. I am an ornament , my voice is not asked, not recognized.”

Woman educator – occasional contract- Arauca , Colombia

“Every year we fill surveys for new plans. The language changes , now it says AI instead of ICTs. Nothing else does.”

Educator Meta , Colombia

AI Washing (Ruiz, 2025)

- Symbolic modernization without infrastructure investment.
- Strategic plans declare AI readiness. Conditions stay the same.

They built their own governance.

No funding. No recognition. No policy framework counts it.



What the region reveals



Women in titular rank

2.75%
vs 7.46% men



Training barrier reported by women

59.6%



Motivation to innovate

49.1%



Faculty relying on peers for technology help

68%
vs 23% institutional support



Arauca
Women in occasional contracts

<5%
committee participation

93%
reliance on personal devices

Territorial variation

 **Meta**

64% of regional telecommunications funding

 **Vichada**

8% of regional telecommunications funding



Meta shows **28%** more stable internet access than Arauca.

“ These conditions do not appear separately. They reinforce one another.



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A governance framework shaped by the field

Intersectional AI Governance (IAIG)

01

Recognition

Make inequality visible

Track how gender, geography, contract status, and care responsibilities shape access and participation.

02

Relationality

Support networks that strengthen professional practice

Teachers already rely on peers, not institutions. Governance should strengthen those networks instead of ignoring them.

03

Reflexivity

Let policy learn from practice

AI strategies should be revised through feedback from educators living the conditions they are meant to address.

04

Sovereignty

Give territories a say in their digital future

Decisions about tools, infrastructure, and standards should not be imposed without local participation and capacity.

“ AI governance begins with the conditions under which people actually teach, learn, and decide.

What should travel from territory to standards

Already happening in Orinoquía

- Peer governance networks
- Collaborative tool adaptation
- Care work that keeps digital continuity going
- Local knowledge about what AI tools actually do

What should scale

- Recognition of that labor in accreditation systems
- Public gender-disaggregated data
- Faculty voice before policy decisions are made
- Territorial consortia with real decision-making power

What standards can lock in

- Equity indicators with consequences
- Review clauses for policies that reproduce exclusion
- Structured Latin American input in ITU working groups
- Regional co-authorship in global standards

What already keeps digital education going locally should inform what becomes standard globally.



When the light goes out, the class ends.

That is where AI governance begins.

Access, infrastructure, and local voice shape who can participate,
who can decide, and whose knowledge enters policy.

Recognition • Relationality • Reflexivity • Sovereignty



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Thank you!

