AI GLOBAL GOVERNANCE COMMISSION

GLOBAL NETWORK OF TASK FORCES

AI GLOBAL GOVERNANCE

TASK FORCE EVENT

FUTURE VISION: SECTORAL FORESIGHT

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FUTURE VISION: Sectoral Foresight Report: Government & Public Sector

Global Impact Framework	Goals	People	Systems	Products	Services
Understand: changing landscape analysis (x1 per sector)	1. How does *deepfake* influences our processes and trust in government? 2. How do we rate governments' agility and ability to act and think in the age of transformation?	1. In what way technology transforms the way governments interact with citizens? 2. What is the level of the right expertise of civil service and politicians?	1. What is a change rate towards smart cities with AI-enabled traffic management, data-driven transport and housing systems, demand waste collection?	1. What are user-centric products offered by the government today? 2. What is a demand for greater efficiency and effectiveness in the world of Uber, Airbnb and Deliveroo?	1. What does digitisation of processes for voting, healthcare, welfare, urban planning, traffic management, security look like? 2. How does the government stay in touch with needs and wants of citizens for public services?
Design: reinvent sectors (5 x sets of protocols)	1. What should the role of government, politicians and public institutions be in the new age? 2. What can democracy mean in the age of social media and bots? 3. What can an intrapreneur government look like? 4. What can an entrepreneur government look like? 5. How can we reinvent national politics in the age of global economy, ecology and global citizenship?	1. What form of political engagement is right for the digitised government? 2. Can we design a collaborative ecosystem inclusive of universities, start-ups, technologists and politicians?	1. How can AI and blockchain help a smarter use of public datasets? 2. What new institutions and political practices can we envisage for the 21st century with collective governance? 3. How the right to data portability can promote interoperability between systems and what is the role of government?	1. What could a global digital Single Market look like with urban robotics, public cloud services, electronic identification? 2. What can a smart digital identification system look like with biometrics for safety and security?	3. How can e-government and e-services improve citizens participation? 4. How can we change analogue legal system to explore technologies such as electronic document management system? 5. How to ensure AI-enabled case assessment do not hold bias? 6. How can smart contracts improve transactions? 7. What would the police service look like with drone face recognition?
Alignment with Global Framework	TRUST - SAFETY - ETHICS (JUSTCIE) - PURPOSE - SUSTAINABILITY				

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GLOBAL POLICY: DATA

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FUTURE GLOBAL POLICY: Data & Digital – Open Data and Digital Identity & Control

Global Impact Framework		Trust	Safety	Ethics (Justice)	Purpose	Sustainability
Goal: **Data access and control**	Understand: changing landscape analysis	1.What are the legal mechanisms and business agreements that can address issues of data ownership raised today and how do they support the fair transfer and trade of data? 2.How will human and machine data in an open ecosystem be governed?	1.How is the data ecosystem and open access/flow affecting society? 2.What controls, rights and ownership do we expect and want as individuals from data "about us"?	1.What could be the impact, positive and negative, on data driven innovation of taking forward a concept of data ownership, and what are the alternatives?	1.What is the basis on which data ownership is dealt with today by organisations that trade and transfer data?	Transfer of data accounts for 0.2% of global CO2 emissions. An increase of speed of data sharing raises the amount of data shared and increases the CO2 emission globally by 3 billion tonnes annually. Bots alone are responsible for 52% of web traffic and with the development in AI systems, the average increases daily, impacting not only the CO2 emission to the atmosphere but also water usage for cooling down servers, especially for a very energy intense blockchain technology transfers. What must be done?
People: **Digital Identity**	Design: reinvent and bridge policies	1.How is privacy and data identity perceived by next generations?	1.How will our identities change in a self-sovereign digitised model?	1.Is it ethical to commercialise (assign a monetary value) pieces of individual identity (personal data)? 2.How to derive a value from personal data?	1.Are current business and market models appropriate for selling personal data privately (do individual pay taxes for gains? In what form?)?	

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				3.How will human relationships change if we become commodities? 4.Can we function in a society where each transaction is economic?	2.How should the market-oriented economy change to allow for data-driven society?	
System: **Open data**		1.How can data sharing be supported while protecting the interests of individuals?	1.What could be the potential risk and how could it be addressed? 2.With advances in Big Data analytics, who is liable for misuse?	1.Is it fair to allow the private sector to use public data for commercial gain? 2.Would access to public sector data be unfair to private firms that have invested heavily in their own databases?	1.Would a concept of data ownership help to encourage or hinder the sharing of data for research and for the public good? How would it work in practice?	
Product: **Sharing platform**		1.How would a concept of data ownership work in practice- through legal, commercial and technological means?	1.How do you deal with data fraud, data forging? 2.Would it provide any more benefits than	1.What would the consequences on individual psychology and societal behaviour be?	1.How do we valuate data and what new business and market models do we need for data trade?	

			what individuals currently have?			
Service: **Data Trust**		1.Can we have an opt-in/opt-out approach? 2. What would it mean for individual rights?	1.To what extent are public entities responsible for coordinating the open data to ensure that privacy is protected from the mosaic effect?	1.Is it ethical to access public and individual data by companies for R&D/AI training?	1. Can a Data Trust ensure open access to data while retaining trust of anonymity? 2. How can it ensure personal control?	
Alignment with Global Framework and Countries		Protocols for implementation and global alignment 1. Infrastructure: 1.1 **Global Data Trust** for open data access and retaining of anonymity; 1.2 **Digital sharing data platform** for digital identity and data control 2. Legislation: 2.1 **Blue-print** for global legislation for de-centralised data governance 3. Education				

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FUTURE GLOBAL POLICY: Education and Jobs Bridge Policy: Skills for Yesterday

Global Impact Framework		Trust	Safety	Ethics (Justice)	Purpose	Sustainability
Goal: A bridge policy: Skills for Yesterday	**Understand:** changing landscape analysis **Design:** reinvent and bridge policies	1.What roles do public and private sectors play in the digital society? 2.What role should the public and private sectors play in meeting the challenges of the digital society?	1. How do we assess impact of A/IS; VR/AR on our safety (e.g. bots cyber-bulling; deepfake influence on our understanding of the realities and processing of information)? 2.How can the right skills support our ability to deal with negative behaviours on digital platforms?	1.What is an impact of *digital social engineering* on our lives? 2.How do we develop the right skills policy to raise children with A/IS and de-centralised global digital identity? 3.How to maintain imagination and creativity in the era of assistance living?	1.How to enable an environment on a job market to solicit and develop the right skills (push & pull strategy)? 2. What roles should education, training systems and skills policy play?	1. How to reprioritise labour market goals from productivity and income growth to sustainability and well-being so the right skills are in demand?
People: Social and emotional lifelong learning and communication		1.To what extent are the current skills of the population meeting the new demands?	1.What is an influence of current technologies on our mental health and social structures and relations (e.g. gambling, gaming, instant gratification, tech addictions)?	1.How to adapt for cultural and language interaction with AI? 2.How to preserve varieties in cultural identity and behaviours, and language when	1.Is the demand the right one for what is needed in the digital society? 2.What are the digital skills and what's the goal?	1.What governance systems could better involve all key actors, inside and outside government, to tackle sticky skills issues, such as improving the recognition of skills developed informally over the life-cycle?

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			2.What aptitudes do we need for changing environments and dealing with uncertainty?	training systems? Do we want to maintain variety, or shall we prepare for monolithic culture and language? 3.Should we develop A/IS with emotions and empathy or adapt to a new human raised by systems that lack it?	3. What policies do we need to strike the right balance between formal and "front-loaded" education and training system?	
System: **Digital Social Structure:** Relations and behaviours for co-existence with technologies		1.How much do we trust technologies to help us develop healthy mechanisms to form relations? 1.How do we learn behaviours and develop relations with technologies to form the basis for problem-solving in technology-rich environments?	1.How to teach and learn forming relations and empathetic and non-aggressive communication to maintain human-centric social structures? 2.How do we learn and teach mechanisms that allow for embracing the new living with technologies vs defence mechanisms against them?	1.What are human behaviours: networks, emotions, thoughts, communication, imagination and how to juxtapose them to interact with A/IS: data, computation, past patterns and algorithmic decision-making, rationality, optimisation?	1.How to design a skills policy to bridge education and jobs based on a portfolio: -*education (early to high);* -*training; -employment; -science & innovation; -economic development; -social and environmental development; -digital agenda*?	1.What policies do we need for skills to manage emotions, showing concerns for people and the planet, making responsible and fully-aware decisions and forming positive relations?

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Product: **Curriculum, Legislative blue-print:** A/IS; VR/AR; Blockchain/DLTs; quantum computing; robotics; biotech		1.What curriculum do we have now at different level of schooling and professional training and who is responsible for delivery?	1.What STEAM curriculum coupled with social and emotional learning to ensure safe development, application and use of technologies?	1. How to ensure no-bias and accountability? 2.Can we use tailored non-biased data-sets to develop just A/IS? 3.Do we develop an accountability system for AI or do we need to re-invent our judicial and penitentiary systems for non-human accountability?	1. What are the goals for implementing and using technologies in education and employment? 2.How can technologies help in a classroom and what are the risks?	1.How to reprioritise goals to ensure skills-based workforce for needs other than efficiency and productivity from automation?
Service: **Lab, Incubator, Bootcamp:** Skills monitoring, blurring linear system; reinventing jobs and purpose					1.How to design personalised learning while ensuring social integration? 2.How to reinvent employment for purpose and self-fulfilment?	

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Alignment with Global Framework and Countries		Protocols for implementation and global alignment: DELIVERABLES
		1. Infrastructure: 1.1 **Lab** for monitoring skills and behaviours developed in interaction with A/IS, VR/AR, and de-centralised systems; 1.2. **Incubator** to merge schooling with university with entrepreneurship (blurring linear system); 1.3. **Bootcamp** to re-invent human's purpose (new form of a "job")
		2. Legislation: 2.1 **Blue-print** for a global legislation; recognition of qualifications; sharing of results
		3. Education: 3.1. **Curriculum** for schools and universities (STEAM); 3.2. Re-skilling **training package** for companies and organisations; 3.3 **Engagement campaign** for disabled, retired and unemployed