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AI in Education for the Whole Country

Policies for Learning, Innovation, and Regional Growth

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This report presents findings from the roundtable held at King's College, University of Cambridge on 13 October 2026.

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Contents

1 Executive Summary 1

2 National Ambition and Everyday Decisions 3

3 Educational Value and Institutional Decisions 4

4 National Commitments and Regional Discretion 6

5 Teacher Capacity, Trust, and Procurement 9

6 Knowledge, Culture, and Equitable Provision 12

7 Evidence That Can Guide Decisions 14

8 Recommendations for Whole Country Implementation 16

9 Conclusions 19

1 Executive summary

On 13 October 2026, LOGOS convened a roundtable at King's College, Cambridge, in partnership with askKira and Keenious, to examine how the United Kingdom could put its ambitions for AI in education into practice across the whole country. Participants discussed government responsibilities, the place of devolved and regional bodies, the contribution of universities and local firms, and the decisions already confronting schools and colleges. The opening and closing discussions returned to the purpose of education. Investment and adoption require educational aims against which their consequences can be judged: knowledge, preparation for work, opportunities to develop judgement, and human flourishing.

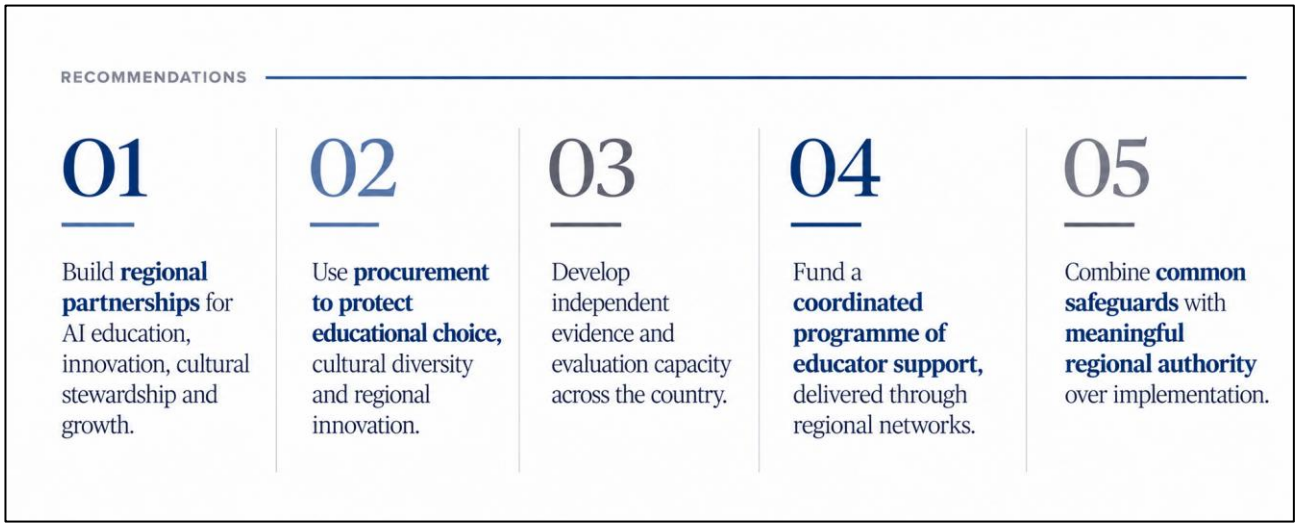
Earlier LOGOS publications have examined educational purpose, agency, teacher expertise, procurement and independent evidence. This meeting concentrated on delivery. Schools are buying products; academics are being asked to adjust assessment and teaching; students are selecting general-purpose systems through consumer channels; and local technology firms are seeking a place in a market shaped by large suppliers. Participants questioned why teachers and learners carry so much responsibility for navigating these changes while suppliers and public purchasers face less visible scrutiny. They called for funded time, intelligible evidence and institutional capacity to challenge poor provision.

Some participants sought stronger national direction, investment and common safeguards. Others doubted whether central government had the expertise or continuity to determine local practice, and some questioned the record of devolution. A second concern cut across this disagreement. Reliance on a small number of general-purpose Big Tech systems could standardise the sources, languages and cultural assumptions through which learners encounter the world. Communities with limited representation in those systems may struggle to make their histories and expertise visible. Centralised purchasing can compound the problem by closing routes to market for regional developers and specialist suppliers. Locally built products can also carry bias. Participants therefore asked who would have the power and expertise to compare providers, protect cultural diversity, and correct unsuitable provision.

Several contributions pointed to a stronger public role in preparing educators for AI. Schools and universities need paid time, clear guidance and networks through which teachers can assess products and learn from one another. Estonia's AI Leap programme was raised as a possible example of coordinated national support with local professional communities; its design offers questions for UK policymakers, not proof that the same arrangements would work across four education systems.

Participants also proposed independent research to inform purchasing, renewal and withdrawal decisions. A whole-country strategy would need to show where research capacity, investment, skilled work and benefits from innovation accumulate.

In summary, the roundtable produced five policy recommendations:



2 National Ambition and Everyday Decisions

AI in Education for the Whole Country: Policies for Learning, Innovation and Regional Growth took place in the Beves Room at King's College, Cambridge, on 13 October 2026. It was convened by LOGOS in partnership with askKira and Keenious under the Chatham House Rule. The roundtable addressed three questions: how national AI ambitions could support growth, skills and learning across the country; what practical policies were needed for implementation; and what evidence should guide future decisions.

The starting point for the discussion was the accompanying briefing, which described a gap between encouragement to adopt AI and clarity about the educational outcomes public investment should support. Participants approached that gap from several directions. They questioned how government could set credible expectations for a changing market, whether regional authorities could coordinate resources without reproducing new centralised orthodoxies, and how schools and universities could evaluate educational claims. They also asked what a region would gain from AI investment.

Participants also observed that universities face pressures that reach well beyond teaching software. Universities are vital regional institutions in this report: they educate skilled workers, support schools and colleges, produce independent research, preserve knowledge, and can help local suppliers test their claims. Individual academics have been expected to take responsibility for AI use and assessment while managing heavy workloads. Participants raised concern about declining engagement with scholarly articles, the growing use of generated summaries, and the place of academic libraries in a changing research environment.

The opening exchange sketched three educational futures. One centred on highly capable human teachers; another used AI to release time for activities that benefit from human interaction; and a third contemplated substantially automated schooling. Participants showed interest in an integrated environment directed by teachers and school leaders. That possibility led back to the purpose of education itself. The room considered learning for work, achievement in assessment, the formation of independent judgement, and flourishing as possible priorities.

3 Educational Value and Institutional Decisions

Educational purposes before purchasing decisions

The roundtable began and ended by asking about the purpose of education. Participants gave different weight to purposes such as preparation for employment, attainment, knowledge, relationships and human flourishing. Some feared that AI could be fitted into existing assessment and productivity measures without questioning whether those measures captured what students ought to learn. Others stressed the continuing importance of disciplinary knowledge and the extraordinary work teachers were already doing through experimentation. Across the board, it was recognised that an institution needs an account of the educational experience it seeks to provide before it can judge whether a proposed system improves it.

Specifying educational value

Participants expressed frustration that schools, colleges, and universities are being asked to approve, purchase and sometimes reject AI systems without settled tests of educational value. Security and contractual compliance give limited guidance about the quality of learning. A general-purpose workplace product may be poorly suited to a particular curriculum; a specialist system may struggle to meet purchasing criteria written around scale and existing suppliers. Participants wanted educational requirements that could be explained to learners, scrutinised by educators, and tested against providers' claims. It was believed that the same tests should apply to local firms and multinational suppliers.

There was also some discussion about how AI was changing what was being taught and the need for AI literacy. Participants questioned curricula already crowded with obligations, and how expectations that schools cover still more material would reduce the time available for reading, sustained enquiry, making, argument and reflection. There was a suggestion for the teaching of "slow skills" and a concern to keep arts and humanities learning central. Time saved through automation was considered to have no predetermined educational destination. Thus, participants emphasised that school leaders and teachers need authority to decide how AI is adopted and used, including when removing an unnecessary task creates more educational value than introducing another technology. Similar concerns were raised in relation to universities, where participants also expressed a need from greater leadership from vice-chancellors and senior managers.

Assessing educational value over time

Questions about student performance and research habits were recurrent themes. Participants repeatedly referred to reports of declining engagement with original scholarship and differences between AI-assisted and independent work. It was highlighted that the longer-term consequences for understanding, independence and access to teaching have yet to be examined in depth and fully comprehended.

4 National Commitments and Regional Discretion

Who holds authority?

The words 'whole country' prompted an extended argument about the distribution of responsibility. Participants sought more public leadership but expressed doubts about central government's technical expertise, continuity and responsiveness. Some recalled disappointing experiences of devolution; others regarded local control as necessary for educational diversity. Moving a decision from Whitehall to a regional body was seen to have little real effect unless the affected educational institution had the means to make and enforce decisions.

One arrangement worth testing would reserve minimum safeguards, public accountability, and shared evidence expectations for national bodies, while enabling regional partnerships to coordinate professional support, research and procurement. Schools, colleges, and universities would still need authority over pedagogy. The roundtable did not settle the boundaries between these responsibilities. Any trial would have to examine funding, expertise, appeals and the ability of local institutions to depart from an unsuitable national or commercial default.

Local knowledge and regional development

Combined authorities were suggested as possible conveners of partnerships spanning procurement, professional support and research in England. The powers and responsibilities of the devolved administrations require a different settlement elsewhere in the UK. Regional universities and further education colleges could contribute independent evaluations and work with employers on skills provision. Small educational technology firms might gain opportunities to pilot and demonstrate products without relying on a national contract. Local libraries, archives, cultural organisations and community groups could help determine which histories, languages and forms of expertise appear in educational resources. Each role requires resources and a place in decision-making, especially in regions with weaker existing infrastructure.

Universities are particularly important to a whole-country approach because their functions are dispersed across teaching, research, economic activity, and cultural stewardship. A regional partnership could connect researchers studying educational effects with schools testing products, colleges offering workforce training, local employers and firms developing tools. University libraries and archives could support work on provenance and scholarly access, while vice-chancellors and academic leaders could take responsibility for the conditions under which staff evaluate and use AI.

The value of such partnerships would have to be measured, including whether additional capacity reaches surrounding communities and smaller institutions.

Local provenance brings its own responsibilities. Small and locally developed models can carry bias, gaps and contested assumptions. Cultural organisations may disagree about what should be recorded or made available. Communities need procedures for deciding whose material enters a system, who can inspect or withdraw it, and how competing accounts will be represented. Local control would be meaningful through those decisions and the power to revisit them.

Participants feared that widespread dependence on a small number of general-purpose AI systems could produce an educational monoculture. Common interfaces, preferred sources, model defaults and moderation choices can repeatedly present some kinds of knowledge as authoritative while leaving others difficult to find. The relative absence of Global Majority voices was raised in this connection. The concern extends to the histories, languages, creative practices and everyday knowledge through which communities understand themselves. As more learners use the same systems to search, summarise, and explain, there is a risk that omissions and assumptions may be reproduced across institutions. These possible effects warrant investigation across different regions and communities.

Participants also highlighted practical choices for regional development. Universities, libraries, archives, cultural organisations, and local developers could help curate or evaluate the knowledge used in educational products, provided communities have a say over permission, representation, and correction. Procurement could require suppliers to explain which local sources and languages a product can handle and how gaps or inaccuracies can be challenged. Independent studies could then examine whether common AI systems widen access to different forms of knowledge or channel learners towards a narrower set of sources. A region's involvement in these decisions matters for cultural participation and for the research, technical work, and intellectual property that educational investment may support.

Educational sovereignty in practice

Participants did not define educational sovereignty but nevertheless acknowledged that it encompassed decisions that institutions can make and revisit. As such, educational sovereignty was seen as imperative to schools, colleges, and universities being able to deliver on their vision of the purpose of education. Specifically, schools, colleges, and universities need to understand whose

sources a system privileges, whether staff can interrogate its claims, and what happens to institutional and community knowledge when a provider changes its terms.

Dependence on a few platforms may limit the scope for regional universities, archives, publishers and developers to set educational priorities or retain value from their work. The question of who can correct a system's representation of local knowledge belongs alongside its price, interoperability and exit conditions.

It was observed that a more diverse supplier market would expand possibilities for local experimentation only if institutions can compare products on independent evidence and decline an unsuitable offer. Participants saw value in interoperability and shared requirements, but did not agree how national scale, regional bargaining power and educational independence should be balanced.

5 Teacher Capacity, Trust, and Procurement

Making professional development possible

Moving beyond the regional or even institutional level, participants observed how much of the expectation and responsibility for AI policies and adoptions still falls on departments, courses, or individual teachers and lecturers.

Participants noted how teachers and lecturers were being asked to lead the AI transformation for which many had received no funded preparation. One contribution called the situation shameful. Others asked why an additional professional obligation had reached classrooms and university departments without changes to workload or job descriptions. Participants discussed the lack of adequate preparation for teachers and lecturers, support for academic staff and leaders, and training across several products so that educators and procurement staff can compare suppliers' claims.

The discussion exposed a difficulty in how responsibility for AI adoption is distributed across education. Teachers and lecturers are increasingly expected to assess technologies, interpret institutional policies and manage their consequences without sufficient time or specialist support. Greater regional autonomy would achieve little if these obligations were simply transferred to individual institutions and educators. Regional partnerships could instead pool procurement expertise, independent evidence and professional development resources, allowing schools and universities to exercise informed discretion over the technologies they adopt. Public authorities and technology providers would retain responsibility for the conditions under which those choices are made.

Public coordination and local professional support

Participant's referenced Estonia's AI Leap programme as a concrete example of public coordination to address the issues regarding AI adoption set out above. It was considered that the Estonian approach of collaboration and protection of local language illustrated how support for teachers, lecturers, and educational institutions could be achieved on a national scale.[1]

[1] AI Leap Foundation, 2026; https://tihupe.ee/en/ Estonia's AI Leap programme was raised as an example of nationally coordinated support for educators. Its approach includes structured professional development, school-based learning communities and collaboration across public institutions. The programme also illustrates some of the tensions discussed during the roundtable. Developed through a public–private partnership involving OpenAI and Google, AI Leap depends on major commercial providers for aspects of its technological provision. National coordination can therefore expand access to professional support whilst also

Participants' interest in Estonia reflected a wider demand for intentional state involvement. Government can set expectations for professional preparation through reliable guidance available across regions. Regional training partnerships can then respond to local curricula, labour markets, languages, and institutional needs. Clear public responsibilities would reduce the pressure on individual teachers to assess competing technologies with little support. If adopted as a national programme, it should provide independent scrutiny of any commercial training materials, so that guidance does not become captured by one or a small number of suppliers' products.

Participants also recognised that teachers were also developing inventive approaches through their own experimentation. Participants called for arenas to test these approaches, share failures, and revise practice without disproportionate inspection or career risk. Participants described the risks staff face when changing teaching or assessment. A teacher might see a better approach and still fear adverse consequences at inspection or promotion. While it was thought that such professional initiatives would be valuable, it was also highlighted that these alone cannot sustain a national strategy while schools, colleges, and universities lack time, budgets and credible institutional policies.

The closing message was unequivocal on one point: teachers cannot be expected to solve every problem created by technological change. Employers and public authorities should provide the time, guidance, permissions, and review processes needed for experimentation. Product developers must carry responsibility for the claims, design choices and faults of the systems they sell.

Trust and the right to question

The roundtable also acknowledged that teachers and lecturers need dependable information before putting a product into their classrooms and lecture halls. Institutional policies and rules must be explained to learners and students. Institutional leaders need enough confidence in evidence and support arrangements to authorise change. These needs arise especially in institutions where experiences of AI vary greatly. Some learners use the tools extensively already, while their teachers may have received little formal preparation. Clear procedures for advice, challenge and review would help make institutional rules intelligible and workable.

concentrating technological dependence. The Estonian experience offers an opportunity to examine these competing considerations, particularly how public educational objectives, local language requirements and independent evaluation can be maintained within commercial partnerships.

Procurement decisions shape education

There was considerable concern regarding procurement of AI tools, products, and systems. Participants warned that integrated product bundles could displace a careful comparison of educational needs. They argued for procurement procedures that can test providers' claims and assess suitability for the learners and settings involved.

It was suggested that a formal procurement assessment should cover intended pedagogical purposes, independent evidence, price and renewal conditions, staff development, data access, interoperability, and exit arrangements. It should also test cultural representativeness, including regional and minority languages, the quality of locally relevant sources, and the options for correcting misleading accounts of community knowledge. Institutions would need to identify the evidence required before procurement, the indicators to review during use, and the remedies available when performance falls short. A claim that a model is locally developed should receive the same scrutiny as a claim made by a multinational provider.

Participants objected to what they saw as a tendency to blame users for difficulty in using AI systems when AI vendors were the ones responsible for design, defaults, evidence, and marketing. Some participants considered that unclear public expectations made it harder for AI developers to invest in appropriate educational products. It was argued that AI product vendors seeking public educational contracts should provide testable claims, disclose known limitations, cooperate with independent evaluation, maintain accessible reporting routes, and correct problems within agreed timescales. Responsibility should become visible in contracts and review decisions, including those involving the roundtable's wider EdTech sector.

6 Knowledge, Culture, and Equitable Provision

Bias and the provenance of knowledge

Bias meant different things to different participants. Some discussed measurable statistical distortions that might be mitigated through testing and changes to training. Others pointed to cultural assumptions, choices made in content moderation, and the representation of particular communities. Participants also disagreed about whether local models would improve matters. Participants discussed the need to account for different linguistic and cultural settings. It was also believed that platforms and vendors should be held responsible for making their sources more visible. Participants linked this to the ownership and provenance of training material, the work of artists and writers, and the credibility assigned to synthetic answers. It was argued that policies for education will need to examine these decisions within the wider legal and cultural context.

Tacit, embodied and creative knowledge

When discussing how to evaluate and document teaching, participants spoke about not just the acquisition of facts, but also the development of artisanship and the value of intuitive judgement. Libraries, archives, arts organisations and research institutions may have a role in preserving these practices and their histories. It was recognised that questions of consent and control become pressing if the resulting materials are incorporated into commercial AI systems. Participants expressed concern that documentation, permission, attribution and the ability to withhold material required careful treatment.

Learning beyond institutionally approved systems

Students' technological lives extend across social media, consumer platforms, advertisements and tools acquired without institutional procurement. Participants described students turning to general-purpose AI because it was familiar, cheap or immediately available, even when institutions provided specialised alternatives. Social media was also a source of practical advice about AI and a space shaped by persuasive and potentially addictive recommendation systems. The room questioned whether schools and universities were paying sufficient attention to these influences. Institutional policy and public evaluation will miss a substantial part of learners' experience if they study only the products schools buy.

Regional differences may matter here too. Young people have unequal access to trusted adult guidance, qualified teachers and suitable local opportunities. Participants called for direct

engagement with students, especially at ages 16–18, and wanted their experiences reflected in national decisions. Research that follows learners across formal and informal settings could help identify which educational supports are missing and whether product adoption changes that distribution.

Educational inequalities and the provision of human support

Participants drew attention to 16–18-year-olds, neurodiverse learners, students with special educational needs and disabilities, and children facing socioeconomic disadvantage. Product trials may conceal the settings in which these groups learn or the support on which they depend. Learners and teachers need direct opportunities to shape evaluations and challenge unsuitable uses. LOGOS's forthcoming proposal for a Learner Epistemic Rights Charter was raised as a possible source of principles.

A particularly strong warning concerned automated tutoring for disadvantaged children. One contribution argued that these learners may have the greatest need for sustained relationships with human teachers and specialist support. The room did not adopt a general prohibition. The issue warrants a clear evaluative test wherever AI tutoring is proposed: which students receive access to human teaching, how does that provision change, and who has the power to challenge a poorer offer?

7 Evidence That Can Guide Decisions

Evaluating effects in context

Participants asked for evidence that a headteacher, local authority, governing body or minister could use when deciding whether to procure, renew, or discontinue a system. The discussion covered learning, independent performance, staff workload, engagement with scholarly sources, and access to human teaching. Participants questioned short trials, usage statistics, and headline attainment measures, especially where these concealed variation between regions, institutions and learners. There was concern that the evidence schools receive often reflects what AI vendors can easily measure, leaving public authorities without a clear picture of what educational value has been produced.

Research is needed to document operational performance, educational outcomes and effects that only become visible over several years. Participants proposed work involving universities and independent organisations, with attention to ethical data collection and consent. It was also considered important to record differences in conditions for use. An AI tool may help in one subject, school or age group and prove less effective elsewhere. Recording variation would help institutions understand whether a reported benefit could reasonably apply to their own circumstances.

An evidence service for institutions

Proposals for research maps, AI knowledge repositories, and knowledge-brokering arrangements could potentially address problems of practical access. It was noted that evidence should be available to smaller AI vendors and to independent reviewers. A shared service could collect published research and reports of implementation, including unsuccessful trials, and explain where findings may transfer between settings. Universities from different regions should help lead this work and make the service available beyond institutions already well supplied with research capacity.

Comparability would require common descriptions of settings, participants, methods, costs, implementation conditions and results. Unsuccessful trials should be visible. Evidence would also have to be interpreted, since the same intervention may have different effects in a rural school, a university department or a specialist college. Yet, while this was recognised, the roundtable was not able to resolve issues of stewardship, as an accountable body would be needed to maintain records, assure quality, adjudicate disputes, and decide whether any mandatory procurement consultation duties should apply.

Building revision into policy

The roundtable ruefully acknowledged that educational policy often persists long after the technology it regulates has changed. Nevertheless, participants called for review dates, accountable re-evaluation and the practical ability to improve, renegotiate or withdraw from an AI system. Trials would need clear safeguards, consent and limits on the risks borne by learners. Institutions should also have a defensible route to alter their practice when evidence warrants it. These arrangements would give policy a means of correction over time.

8 Recommendations for Whole-Country Implementation

The roundtable discussion can be summarised in the following five recommendations to national policymakers:

1. Build regional AI education and innovation partnerships

It was believed that combined authorities in England, appropriate devolved regional public bodies, universities, colleges, and schools could establish innovative partnerships with researchers, libraries, cultural organisations, community representatives and local technology firms to identify educational priorities and economic opportunities in their regions. These partnerships should include institutions in rural and under-resourced areas, where limited research support and a weak supplier market can restrict meaningful choice.

Pilot schemes to develop shared procurement expertise and assessments linked to local skills provision could unleash innovation. Local archives and cultural organisations should have a formal role in advising on language, history, and cultural representation. These pilots should have named leadership, budgets, review dates and a clear route for reporting to national policymakers, and be evaluated against educational objectives, cultural participation, and lasting regional capability. Measures should include local and specialist SME participation, staff expertise, skilled employment, research capacity, learner access, the representation of community knowledge, and the locations where investment accrues. Regional partnership is a proposal for testing, with governance suited to each nation's institutional arrangements.

2. Make procurement a means of educational quality and regional innovation

The Department for Education (DfE), relevant public procurement authorities, and devolved education bodies should work with independent evaluators and procurement departments to ensure that use of AI leads to educational quality and regional innovation.

Specifically, the DfE should take the lead in developing a common educational procurement specification that requires AI vendors to demonstrate how they meet learner needs. These specifications could also include evidence of effectiveness, conditions of use, known limitations, accessibility and cultural assumptions and, where appropriate, include local and minority-language support, provenance and representativeness of sources, and methods for disputing inaccurate or reductive descriptions of communities. Procurement decisions should also pay regard to issues of interoperability, data governance, contract renewal, and routes for changing supplier.

The specification should ensure that the same evidence and quality requirements are applied to regional suppliers as to Big Tech vendors. This should include reporting whether procurement improves supplier diversity and regional investment alongside educational quality.

Every public contract should establish supplier duties to cooperate with independent evaluation, disclose material product changes, provide accessible routes for complaints, remedy verified faults and meet agreed standards of educational performance. Procurement bodies should be able to withhold renewal or terminate deployment where contractual obligations are not met.

3. Distribute independent evidence and evaluation capacity

UK and devolved research funders, universities and public education bodies should establish a connected evidence service drawing on universities, colleges and independent researchers in different regions and nations.

Regional partners could evaluate products in schools and institutions serving diverse learner populations, languages, cultural settings and local economies. A shared, independently stewarded repository would make methods, educational findings, costs, reported failures and limitations available to purchasers and policymakers. Knowledge-brokering support would help schools and regional bodies interpret what a study means for a particular contract, renewal or policy decision.

This service should also fund longitudinal work and direct accounts from students, teachers, academic staff and community organisations, subject to appropriate data safeguards. It should study independent understanding, access to qualified teachers, curriculum experience, scholarly research habits and the institutional costs of adoption. It should also examine whether widely used systems reproduce a narrow range of cultural sources across regions, which communities are overlooked, and whether local participation changes the results. Whole-country evaluation must track where research grants, evaluation expertise, technical employment and commercial benefits are concentrated. Findings should be accessible to regions with less established research infrastructure, with uncertainty and contested methods made clear.

4. Fund locally responsive skills and professional development

Central and devolved education authorities, initial teacher education providers, schools, universities, colleges and regional partnerships should establish a publicly coordinated support programme with dedicated funding, paid time and clear minimum expectations for responsive skills and professional development.

National and devolved bodies should make independent guidance and shared resources available, while regional networks and university-school partnerships organise continuing professional learning. Training should equip teachers, academics, leaders and purchasing staff to compare products, test claims and redesign practice where justified. AI vendors should provide implementation assistance under contracts without controlling independent evaluation or the public training programme.

Educational authorities should also make provision at regional level in collaboration with colleges, universities and employers so that they are able to respond to local labour markets, educational needs and opportunities for innovation. Students aged 16–18 need particular attention as they move between school, further education, higher education and work. AI literacy should develop alongside disciplinary knowledge, the humanities, arts, reading and reflective practice. Measures should include access to paid training, the capacity to apply it, time available for human teaching, and whether skills investment creates durable opportunities in local economies. Central educational authorities should also be required to publish differences between regions so that areas with weaker provision can receive additional support.

5. Set shared safeguards while preserving regional decision-making

Baseline requirements should be established for evidence, data protection, accessibility, public procurement transparency, learner challenge, qualified human support and provider accountability.

Regional partnerships should be given discretion to commission evaluation, organise professional communities, involve cultural institutions and adapt provision to local language and educational needs. Educational institutions and staff should retain authority over pedagogy with funded support and clear means of reviewing unsuccessful decisions.

Every publicly funded deployment should have review dates, procedures for complaints and correction, and a practicable route to renegotiation or withdrawal. Learners, parents, teachers, researchers and communities should be able to challenge the representation of their knowledge and the effects of provision on access to human support. Pilots should test the unsettled balance between national direction and regional discretion, including who determines cultural standards, pays for training, receives investment and can hold suppliers to account.

9 Conclusions

The roundtable began with competing images of education and closed by returning to its purpose. Teachers, academics, local authorities and providers are already making consequential choices about the knowledge learners encounter, the time they spend with people, and the opportunities regions have to build their own expertise. Those decisions are unevenly distributed across the United Kingdom. AI education policy therefore needs evidence of the educational and economic consequences of adoption in the places where it happens.

Participants disagreed about the balance of national direction and local discretion, the merits of local models and the forms of evidence that should guide policy. They were more insistent about the practical burdens falling on teachers and learners and the need for closer scrutiny of supplier claims. The proposals and recommendations in this report place that burden within a wider public arrangement. Government can establish common safeguards; regional institutions can organise research, professional support and trials; purchasers can demand evidence and remedies; and providers can be held to the commitments made when their systems are sold.

A next step would be to test these arrangements in regions with different economic circumstances, institutional resources, linguistic and cultural contexts, and educational needs. Success should be judged by what learners understand, the quality of human support available, communities' opportunities to shape how their knowledge is represented, and the capacity of regional firms, researchers and skilled workers to contribute. A whole-country AI strategy will need to show who benefits, where those benefits accrue, and what can be corrected when results fall short.


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