

AI Future Skills Policy Considerations

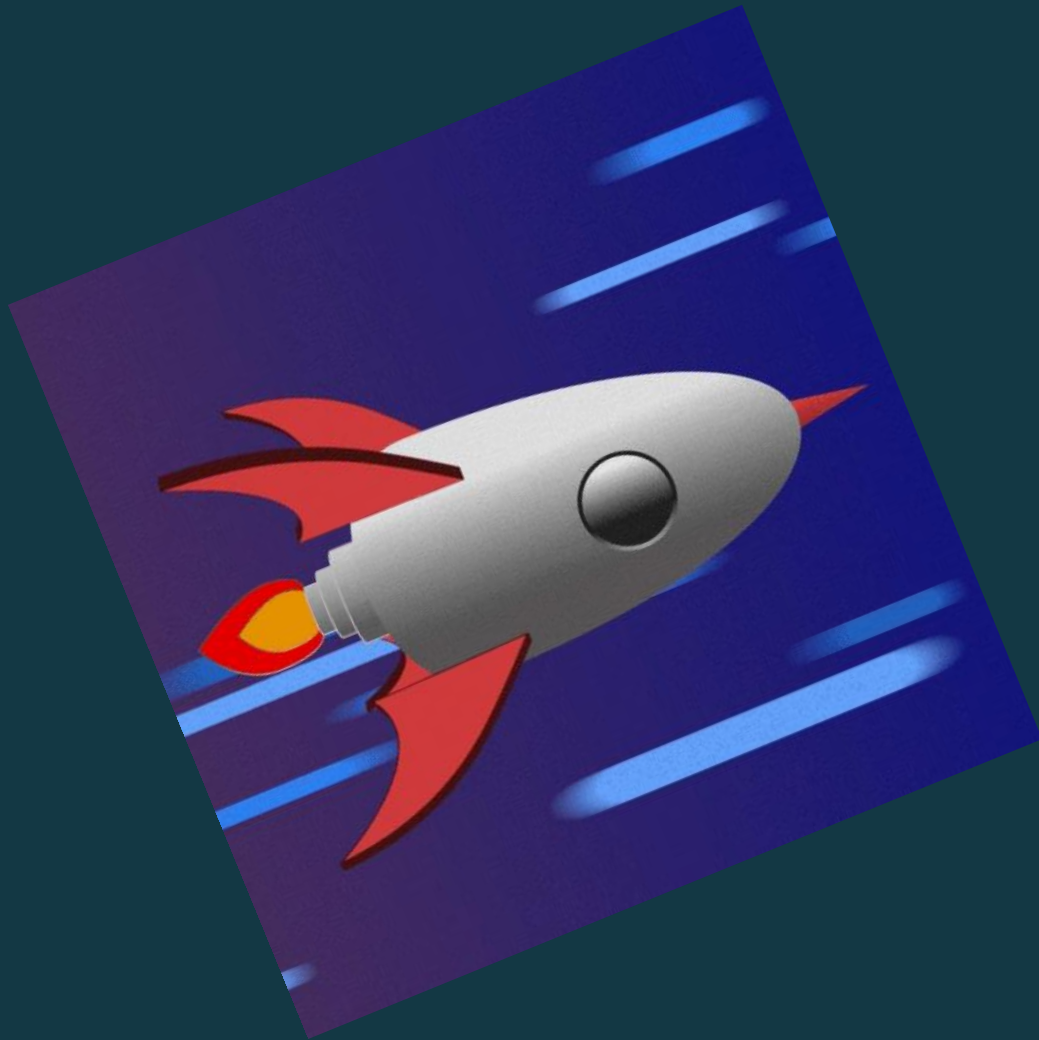
Niall McNulty, Product Lead at Education Futures

Agenda

1. Introduction
2. Advances in AI Technology
3. Implications for Education
4. Policy Considerations
5. Regional Challenges

Introduction

What do we do with all this **Intelligence**?



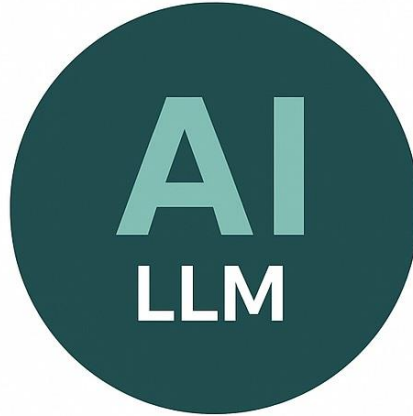
What is Artificial Intelligence?

Computer systems that simulate human intelligence by:

- **Recognising patterns** in data and behaviour
- **Learning** from information and making predictions
- **Generating** new content based on learned patterns
- Solving **problems** and adapting to **new situations**

INPUTS

Prompt
+
Data



OUTPUT



Machine Learning systems

analyse vast amounts of data to identify trends and make predictions, such as forecasting learner performance.



Natural Language Processing tools

enable computers to understand and generate human language, making them useful for virtual tutoring or automated feedback.



Computer Vision technologies

interpret visual information, which can be employed in interactive simulations and digital labs.



Generative AI models can create

original content – from customised learning materials to creative problem-solving activities.



FINANCE

Fraud detection
Predictive analytics



HEALTHCARE

Disease prediction
Diagnostics



RETAIL & MARKETING

Personalized
recommendations



TRANSPORTATION

Route optimization
Autonomous driving



EDUCATION

Adaptive learning
Intelligent tutoring

Cambridge's Approach to AI in Education: Empowering not Replacing

People-focused



Teachers are the most crucial element in delivering a rounded education. We are **working with our community** when exploring & using AI.

Our focus remains on using AI to **empower our teachers** and learners to **elevate learning opportunities**.

AI should **not replace vital skills** such as creativity, critical thinking and social and emotional awareness.

Together, we can help our learners use and interact with AI **safely, responsibly and usefully**.





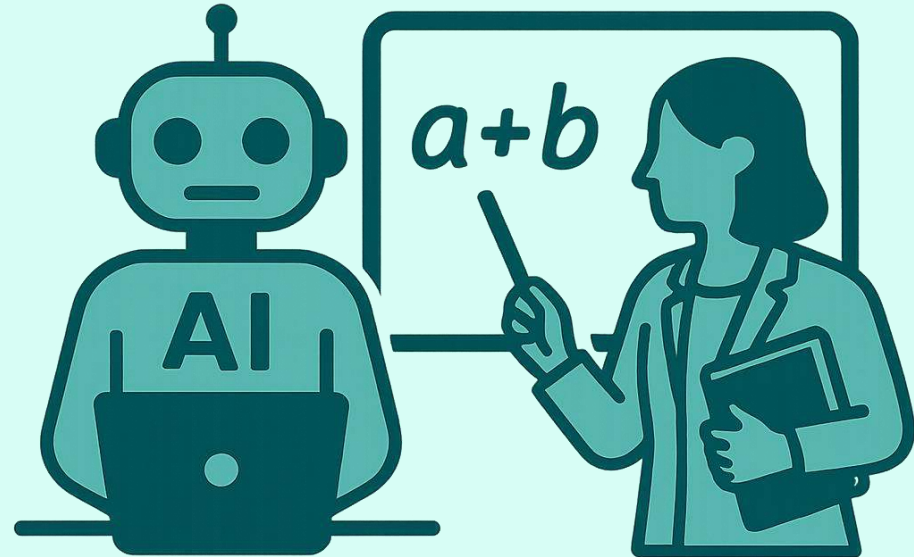
AI for increasing educational impact



- There are **challenges and concerns** around AI that, with the right support, we can navigate and overcome.
- AI has the potential to transform education by making learning more. **personalised, efficient and accessible**
- By starting **small**, using AI to automate tasks, teachers can add to their students' educational experiences.
- With the right **tools and knowledge**, AI can become an invaluable resource in your teaching toolkit.

Current Projects

- Various **RAG-based chatbots** for internal and external use
- **Professional development programs**, including the Getting Started with AI guide, the AI for Policymakers and School Leaders course, the AI for STEM Teachers Training
- **Partnering** with AI companies to explore AI tutors for textbooks (Ludenso) and AI formative assessment generation (Janison)
- Measuring the **impact** of AI tutors in over 500 schools





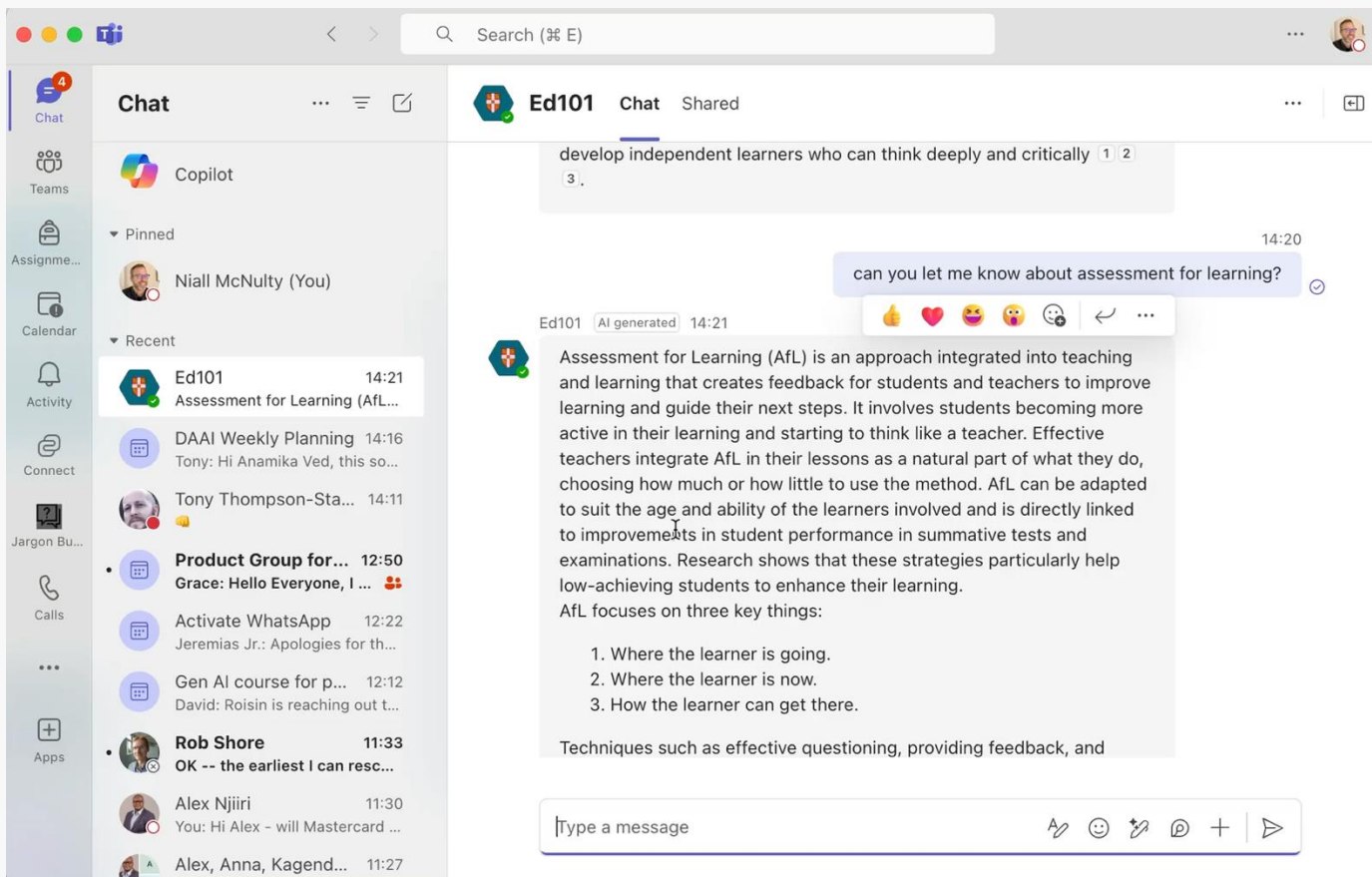
Lesson Planner Chatbot

This chatbot is configured to answer your questions



Type a new question...





The screenshot shows a Microsoft Teams chat interface. On the left is a sidebar with navigation icons for Chat, Teams, Assignments, Calendar, Activity, Connect, Jargon Builder, Calls, and Apps. The main chat window is titled 'Ed101 Chat Shared'. It shows a conversation with a user named 'Ed101' (AI generated). The chat history includes a message about developing independent learners and a detailed explanation of Assessment for Learning (AfL). A new message is being typed: 'can you let me know about assessment for learning?'. The bottom of the chat window has a text input field with the placeholder 'Type a message' and various icons for formatting and actions.

Chat

Ed101 Chat Shared

develop independent learners who can think deeply and critically 1 2 3 .

14:20

can you let me know about assessment for learning?

Ed101 AI generated 14:21

Assessment for Learning (AfL) is an approach integrated into teaching and learning that creates feedback for students and teachers to improve learning and guide their next steps. It involves students becoming more active in their learning and starting to think like a teacher. Effective teachers integrate AfL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AfL can be adapted to suit the age and ability of the learners involved and is directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning. AfL focuses on three key things:

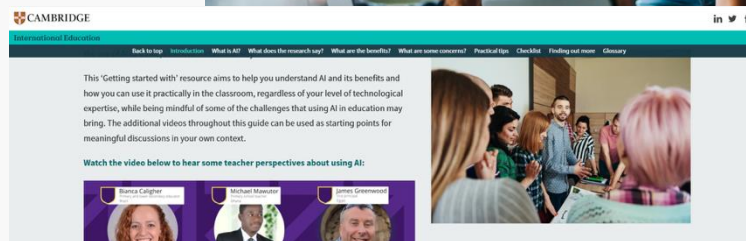
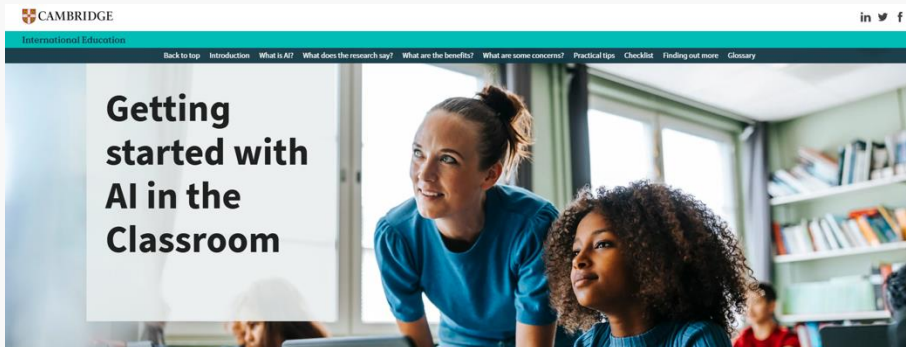
1. Where the learner is going.
2. Where the learner is now.
3. How the learner can get there.

Techniques such as effective questioning, providing feedback, and

Type a message

Our new guide: Getting started with AI in the classroom

- Introduces and develops key areas of **AI teaching practice**.
- Links **research** to what happens in the classroom.
- Includes **practical ideas** to help you get started.
- Developed with members** of our community





CAMBRIDGE

AI for Policymakers and School Leader

To equip **ministry officials and school leaders** with essential **knowledge** and practical **skills** to effectively adopt, manage, and regulate AI in education, balancing potential **benefits and risks**.

STEM AI Teacher Training Program

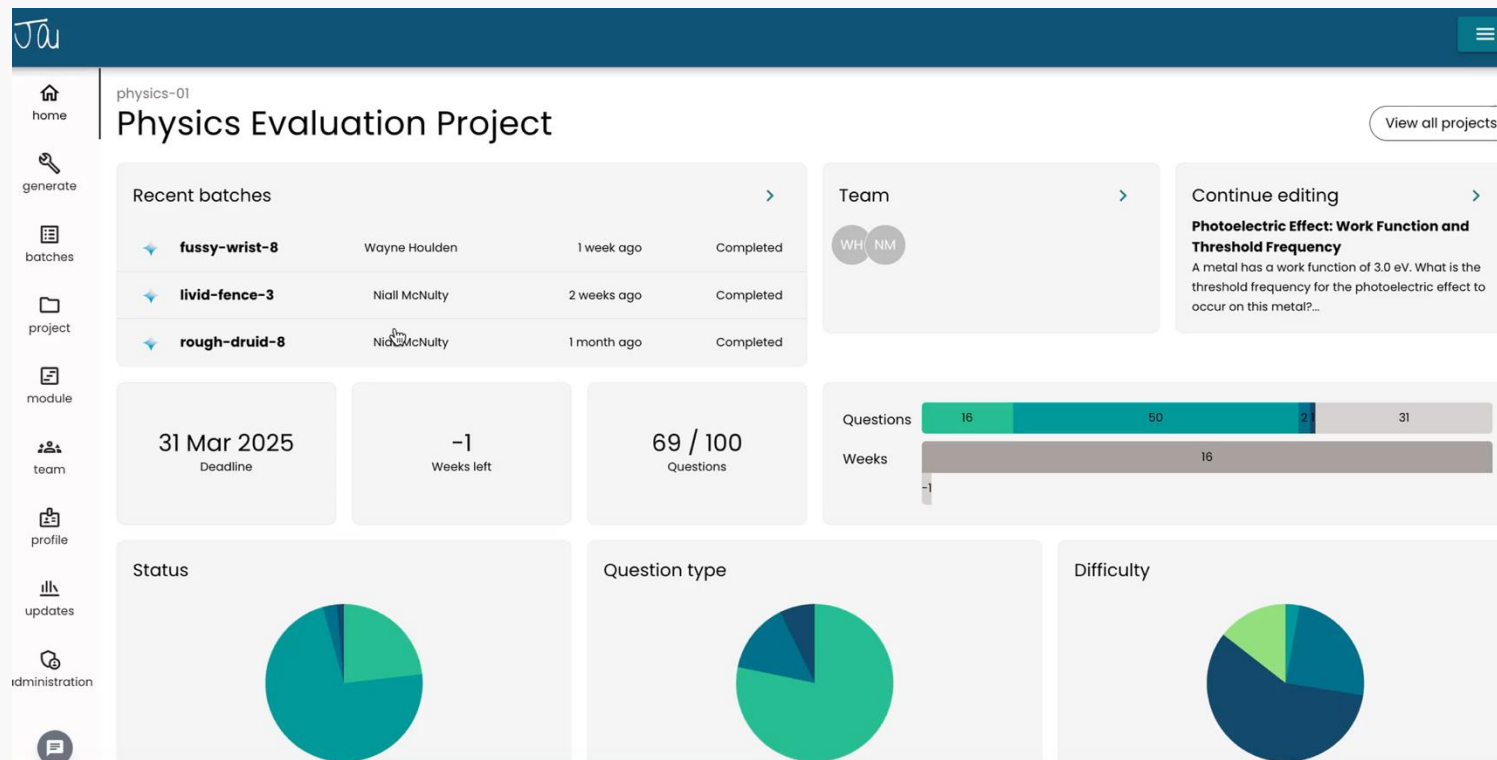
Modules include:

Creative Teaching Methodologies with AI

Leadership and Change Management in Educational Technology

Practical Implementation in STEM Education

Formative Assessment Generation - Janison





Let me help you with Combined Science Trilogy 8464! Here are some suggestions to get you started...

Explain what a mole is

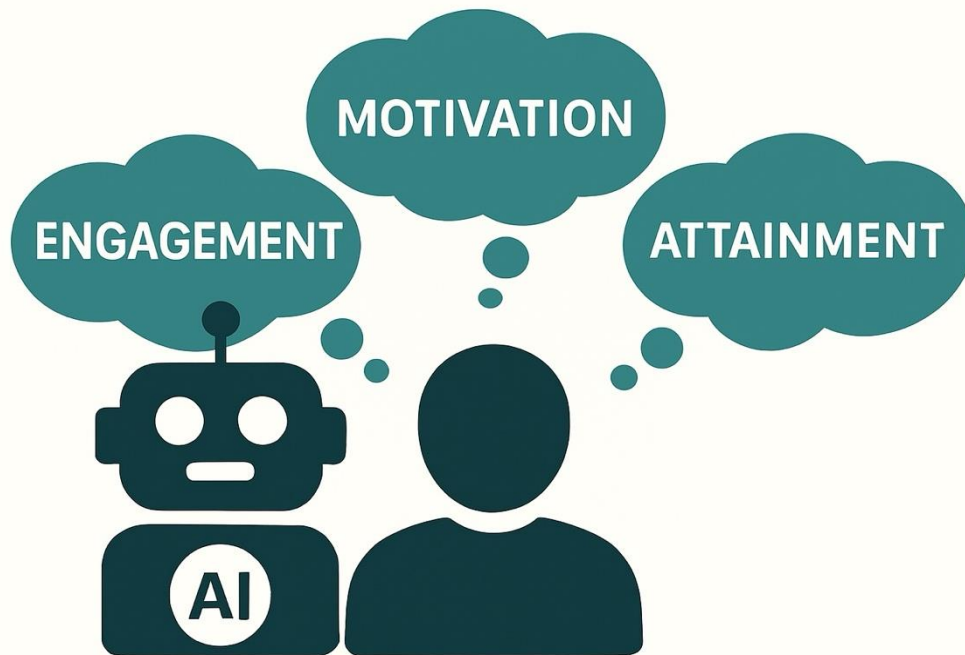
What is an example of sublimation and deposition in real life?

Guide me through Question 1 on page 218 without telling me the answer

Enter your question here...



AI Tutor Impact Measurement



Advances in AI

Large Language Models = Commodities

Chatbots

OpenAI
(ChatGPT)

Anthropic
(Claude)

Google
(Gemini)

xAI (Grok)

Meta (Llama)

LeChat
(Mistral)

Deepseek (V3)

Multimodal Models

MULTIMODAL LLMs

A multimodal LLM can work with different types of inputs



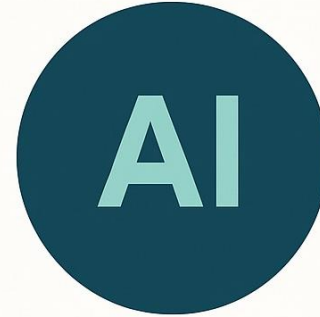
TEXT



IMAGES



AUDIO



The model can
process and generate
content across
these modes.

Activity Generation from Textbook Content

PROMPT

You are an AI assistant helping me create differentiated activities. I am providing screen grabs from a textbook about Computing. Based only on the content in these screen grabs, please generate a set of differentiated activities for a grade 6.

Educational Infographics

PROMPT

Create an infographic for a middle school science class explaining the water cycle.

ChatGPT 4o >



Message ChatGPT



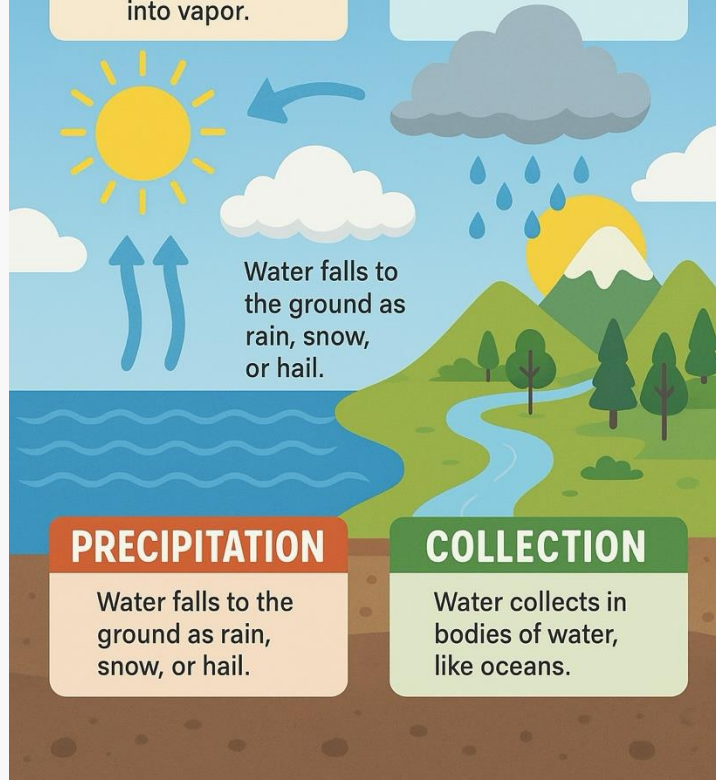
THE WATER CYCLE

EVAPORATION

The sun heats up water, turning it into vapor.

CONDENSATION

Water vapor cools and forms clouds.



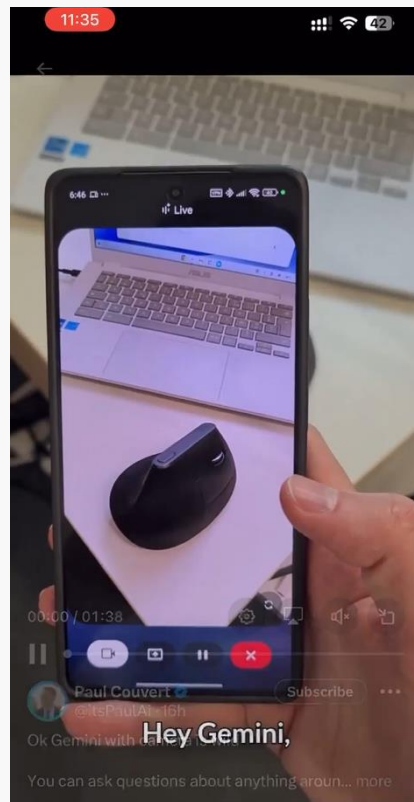
PRECIPITATION

Water falls to the ground as rain, snow, or hail.

COLLECTION

Water collects in bodies of water, like oceans.

Ask AI Anything



Reasoning Models

REASONING LLMS

Language models that solve problems using step-by-step reasoning



How Reasoning LLMs Work:



1 Step-by-Step Thinking

Instead of answering right away, the model “thinks-aloud” through the multiple steps, which improves accuracy

2 Example-Based Learning

If you show the model examples of step-by-step thinking, it learns to use that approach too



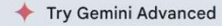
3 Internal Reflection

Some models simulate “thinking twice” by evaluating their own answers before responding



Gemini ▾

2.0 Flash Thinking (experimental)

 Try Gemini Advanced

Hello, Niall

Analyze the ethical implications of implementing a progressive tax system where the tax rate dynamically adjusts based on both income and wealth metrics. Consider:

How would such a system balance concerns about wealth inequality against arguments for economic incentives and property rights?

What computational challenges might arise when attempting to calculate a "fair" tax rate that accounts for both liquid and illiquid assets?



Deep Research



Deep Research

Deep Research in AI Chatbots



Understands the Task

Interprets a complex request and identifies what information is needed.



Breaks It Down

Divides the task into smaller, manageable research questions.



Searches Smartly

Gathers reliable information from online sources and knowledge bases.



Thinks Through It

Analyzes data, draws conclusions, and identifies key insights.



Organizes the Findings

Structures the content into clear, logical sections.

Deep Research

Gemini ▾
Deep Research

✦ Try Gemini Advanced



Hello, Niall

Research AI campaigns
for annual planning

Research battery tech
for a market analysis

Research floor heating
for a bathroom remodel

Ask Gemini



Deep Research



Generative AI → Agentic AI

AGENTIC AI

How an agent works via tools,
plans actions

- 1 Uses tools
- 2 Makes a plan of actions
- 3 Executes the actions
- 4 Evaluates the results



manus Conservation of Momentum Teaching Animations and Pre...

I am a middle school physics teacher preparing to teach the law of conservation of momentum. Could you create a series of clear and accurate demonstration animations and organize them into a simple presentation html?

manus

I'll help you create a series of clear and accurate demonstration animations for teaching the law of conservation of momentum, and organize them into a simple HTML presentation. This will be a great visual aid for your middle school physics class. Let me get started right away!

✓ Create project task list for conservation of momentum presentation ^

Starting to plan the creation of conservation of momentum animations and HTML presentation

Executing command `mkdir -p conservation_momentum && cd conservati...`

Creating a todo list for the conservation of momentum animations project

Creating file `conservation_momentum/todo.md`

Manus is replaying the task...

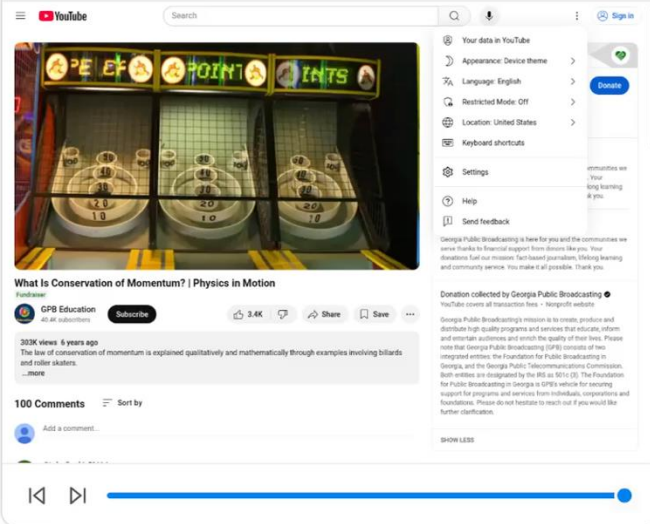
Skip to results

Manus's Computer

Manus is using Browser

Clicking element

<https://www.youtube.com/watch?v=...>



Manus is working: Research fundamental concep...

0:00 Thinking

2 / 8 ^

What is the future of work?

- AI and automation **change job roles** and tasks in the knowledge economy
- Increased demand for **digital literacy and AI skills**
- Importance of **lifelong learning and adaptability**
- Rise of new job categories in **AI solution management** and related fields (ethics, data, etc.)

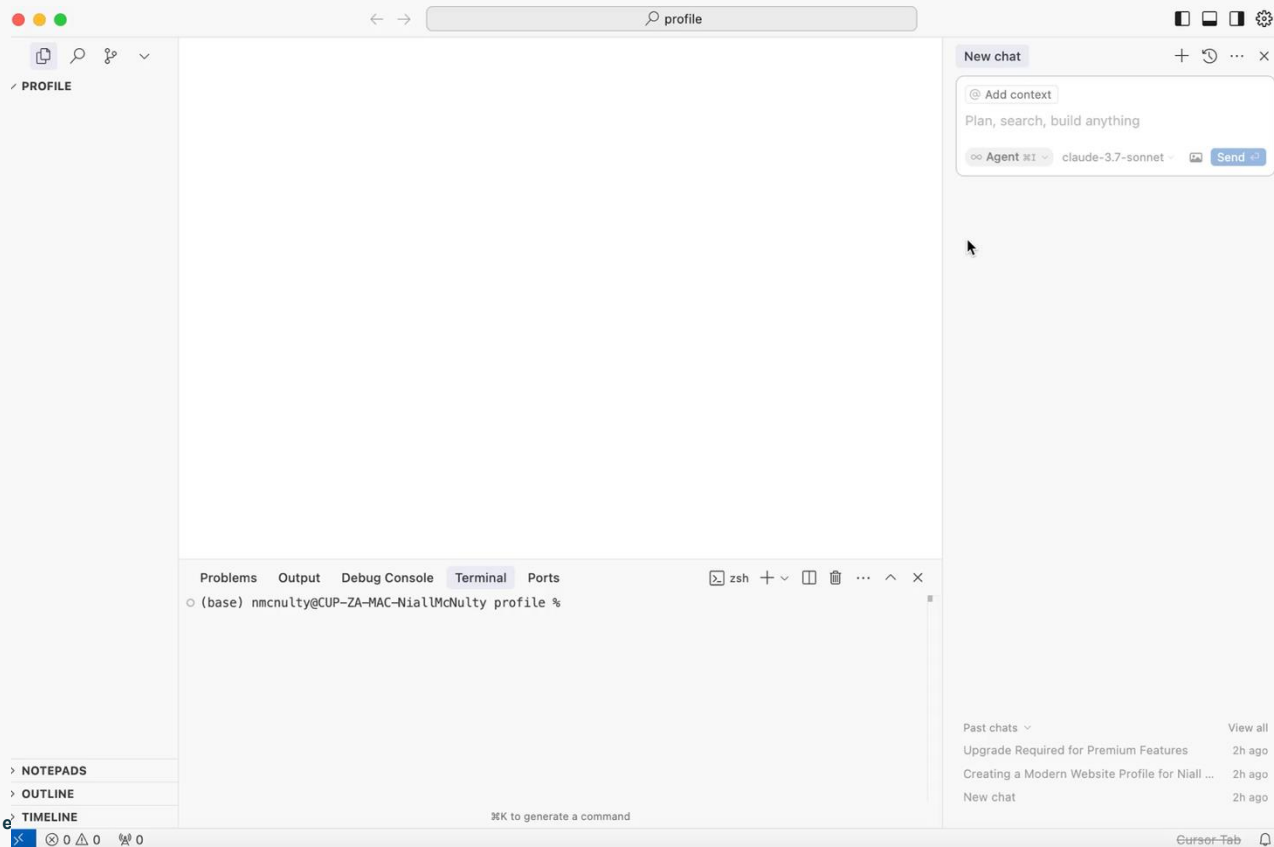
~~Human in the Loop~~

Human Led

AI as Collaborator

- Potential increase in **productivity** and **efficiency** by allowing faster work
- Assists with **repetitive** and **technical** tasks (searching, summarisation, coding)
- Provides data-driven **insights** and recommendations
- Augments human creativity and **problem-solving abilities**

Coding



The screenshot displays the Cursor IDE interface. At the top, there's a search bar with the text "profile". The left sidebar contains a "PROFILE" section. The main workspace is currently empty. At the bottom, there's a terminal window showing the command prompt: `(base) nmcnulty@CUP-ZA-MAC-NiallMcNulty profile %`. The right sidebar features a "New chat" section with a "Send" button and a "Past chats" list at the bottom.

Left Sidebar:

- PROFILE

Main Workspace:

Problems Output Debug Console Terminal Ports

`(base) nmcnulty@CUP-ZA-MAC-NiallMcNulty profile %`

Right Sidebar:

- New chat
 - + Add context
 - Plan, search, build anything
 - Agent claude-3.7-sonnet Send
- Past chats
 - Upgrade Required for Premium Features 2h ago
 - Creating a Modern Website Profile for Niall ... 2h ago
 - New chat 2h ago

Bottom Bar:

25K to generate a command

Cursor Tab

Niall McNulty

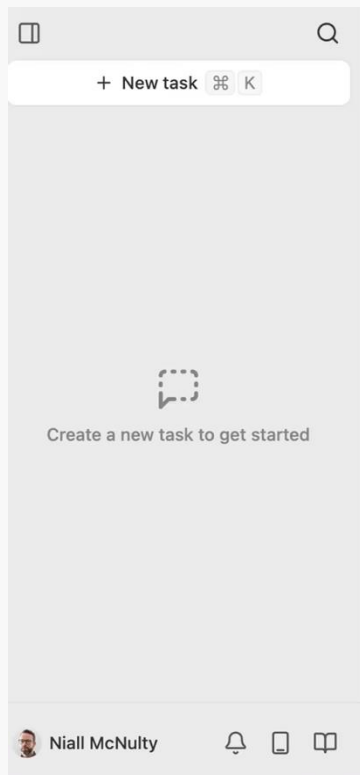
Author and AI in Education Specialist

[Contact Me](#)[Learn More](#)

About

As Product Lead (AI) in Education Futures at Cambridge, I drive product strategy and innovation at the intersection of Artificial Intelligence and education, developing technology solutions that prepare learners and educators for an AI-

Learning Design



Hello Niall McNulty
What can I do for you?

Give Manus a task to work on...

  Standard ▾

 1000 

Featured

Research

Life

Data Analysis

Education

Productivity

WTF

AI Literacy

For High School Students

[Home](#)[Modules](#)[Resources](#)[About](#)

Understand AI in the Modern World

A comprehensive course on artificial intelligence literacy designed for high school students

[Start Learning](#)

Course Modules

1

2

3



Made with Manus

Marketing

PROMPT

Create an image of a photorealistic magazine cover for "CUTE ANIMALS," featuring three impossibly cute and stylishly accessorized pets, with realistic, catchy headlines and teaser text.





create an image of the influencer holding the AG1 product in the same style as the inspiration image with the other influencer holding a goli box and a glass of wine



Image created

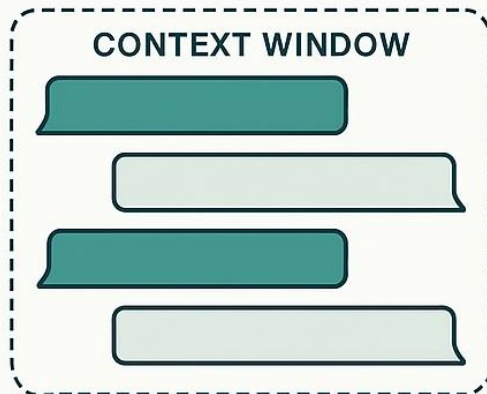


Understanding LLM Costs

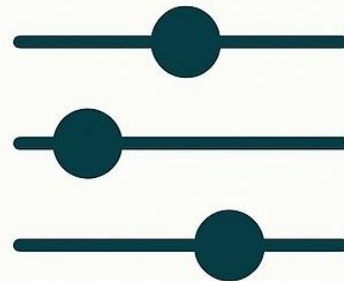
Tokens

Tokens are the
building blocks
roughly 4 char-
or $\frac{1}{4}$ of a word

Conversation Memory

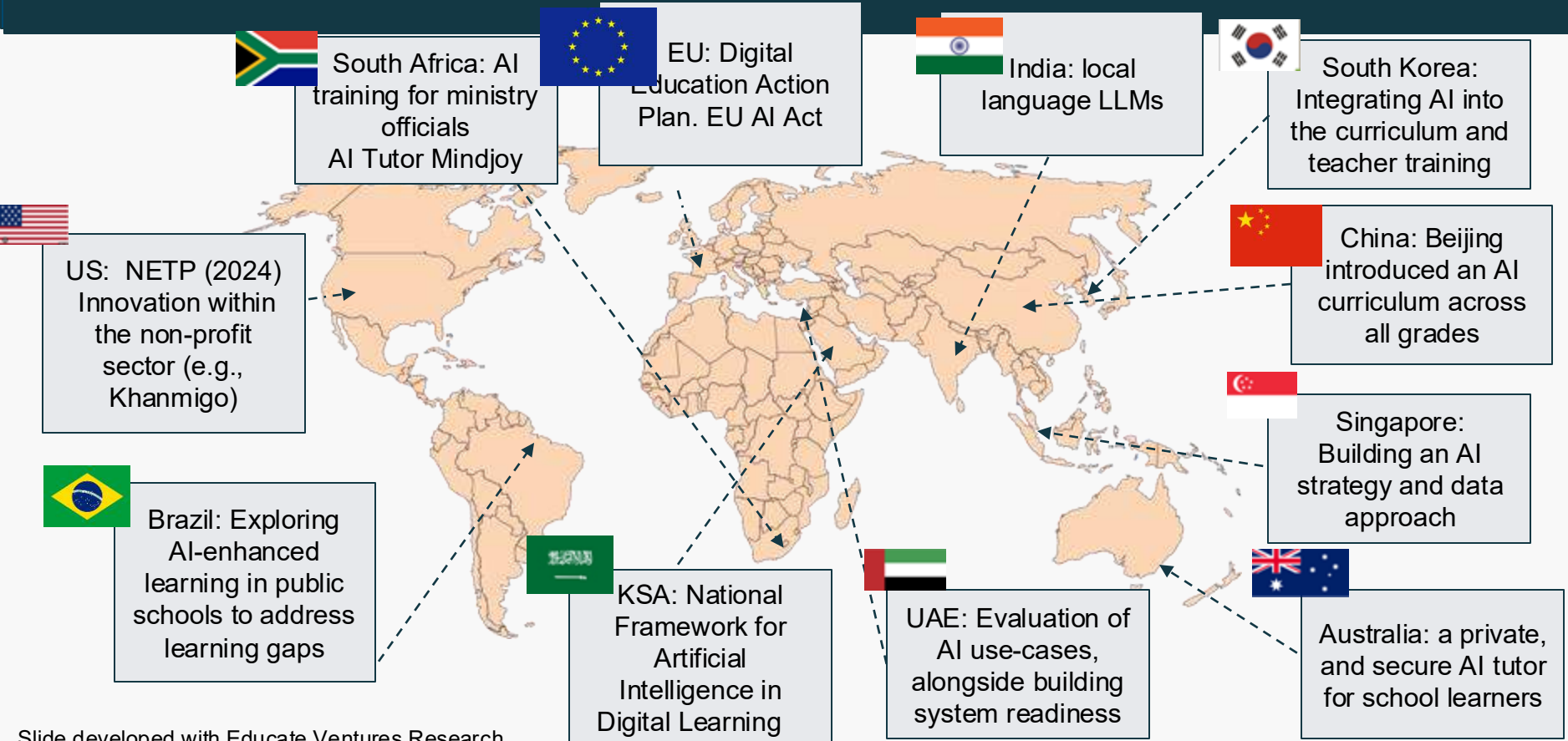


Generation Controls



Implications for Education

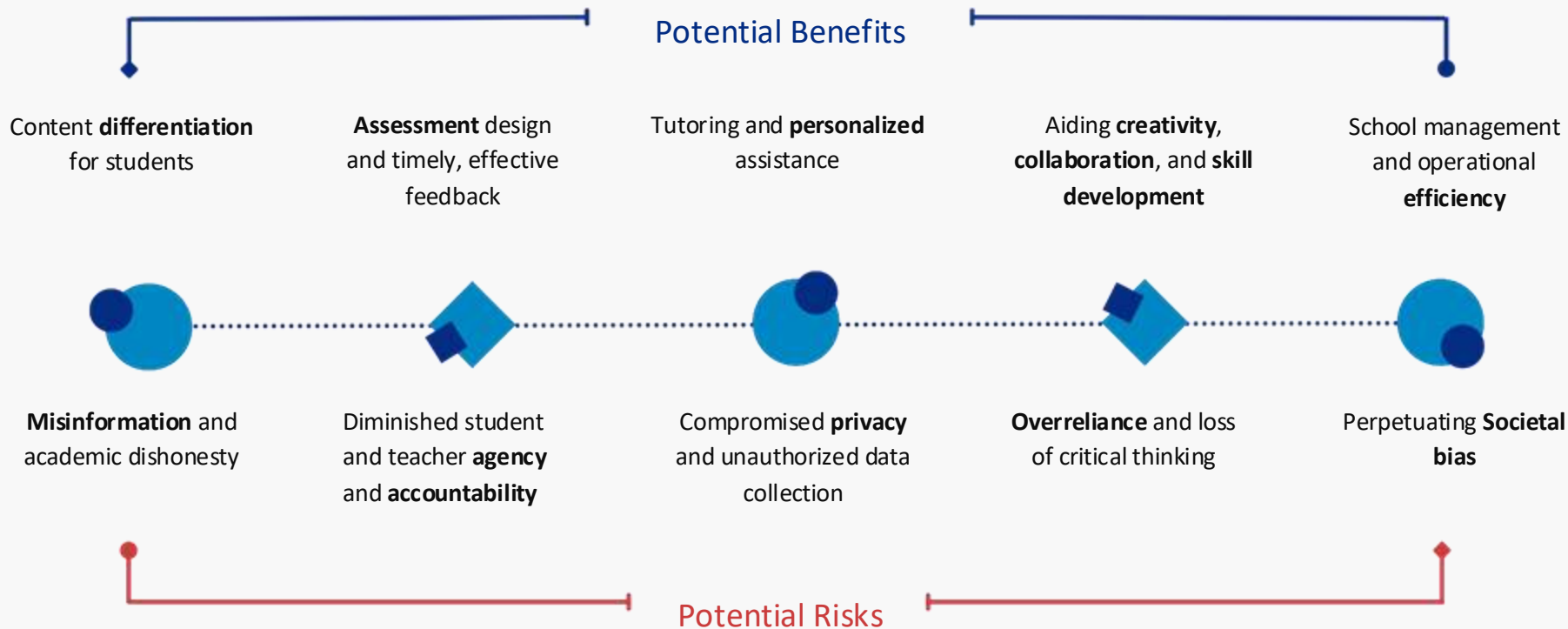
Global Education Snapshot



Examples of AI Use Cases

	Teacher admin	Lesson planning and enrichment	Lesson delivery	Student assessments	Teacher professional development and feedback
Potential AI use-cases	Streamlining administrative processes to boost productivity	Generate lessons in a range of topics, enrich lessons and boost productivity	Support teachers in lesson delivery AI tutoring	Automate assessments, diagnose gaps in learning and recommend tailored interventions	Evidence teacher skills and support mentor-teacher interactions. Identify areas for improvement
Examples of tools					
					

Benefits and Risks



“AI can help educators identify gaps in student knowledge and provide targeted interventions to help students overcome their weaknesses.”

Cambridge Teacher

Are Teachers Prepared?

Teacher AI Readiness Gap

- 60% recognise **AI literacy** as crucial for future employment
- 79% report a lack of clear **AI policies** in their schools
- Only 20% of teachers feel prepared to use Generative AI in their teaching, while just 29% have received any **AI-related training**
- Significant **disparities** exist between urban schools and lower-income districts, showing lower rates of AI professional development
- Primary-grade teachers have **less access** to AI training than their secondary counterparts

Large Language Models = Commodities

- How do AI companies make money? Turn LLMs into solutions for sectors
- How do they access training data? Increase usage in content-heavy sectors

ChatGPT EDU

- Access to GPT-4o, OpenAI's flagship model for advanced text interpretation and coding.
- Advanced capabilities include data analytics, web browsing, and document summarisation.
- Custom GPTs that allow the creation of tailored versions of ChatGPT for specific educational needs.
- High message limits offer significantly higher usage limits compared to the free version.
- Partnership deals with major universities and tokens for research
- (Note – all the above are available with a paid subscription)

Claude Education

- **Learning Mode** engages students with Socratic questioning to foster critical thinking.
- Campus-wide access provides institution-wide integration for students, faculty, and staff.
- **Administrative tools** assist in analysing trends and streamlining communications.
- Research partnerships with universities like Northeastern and LSE for AI integration, **free** access for anyone with a .edu email address.

Gemini in Google Education

- AI Integration in the workspace embeds generative AI across apps like **Docs and Gmail**.
- *Gemini Education Premium*: Advanced features, including AI-powered **note-taking** and **summaries** in Meet.
- **Data protection** and security measures for educational institutions.
- Extensions include OpenStax and Data Commons and guided **practice quizzes**.

What does this mean for education?

- Shift in **curriculum priorities** to include AI skills
- Focus on teaching learners **how** and **why** AI tools are used
- Emphasis on ethics, data literacy and critical thinking
- Teach students to evaluate AI outputs, emphasising verification and awareness of biases.
- Engage learners with AI tools through projects and assignments to enhance practical skills.

Teaching with and about AI

Teaching *with* AI

Practical integration where AI is a tool to:

- Support teachers in planning, assessment and administrative tasks
- Enhance student learning through personalised guidance and feedback
- Assist school leaders with operations and management systems

Teaching *about* AI

Understanding AI fundamentals through:

- Core computer science and data science principles
- Cross-disciplinary connections across mathematics, science and social studies
- Critical examination of AI's societal impact and ethical implications

Skills to use AI

- Prompt engineering and input/output management
- Understanding AI models' strengths and limitations
- Data handling and privacy best practices
- Critical analysis and evaluation of AI-generated content
- Decision-making using AI insights
- Reflective thinking on AI deployment

Students are already using AI



Computer Science

Common Requests

Create and debug C++ programs

Troubleshoot Python code and errors

Teach programming fundamentals with examples

Explain machine learning concepts

Develop and fix data visualization code



Natural Sciences & Mathematics

Common Requests

Solve and explain statistics problems

Work through physics problems with detailed explanations

Answer earth science questions

Tackle calculus problems with step-by-step explanations

Solve chemistry calculation problems



Business

Common Requests

Provide assistance with accounting concepts and problems

Analyze business case studies

Answer finance questions with calculations

Explain project management concepts

Create practical negotiation exercises



Social Sciences & History

Common Requests

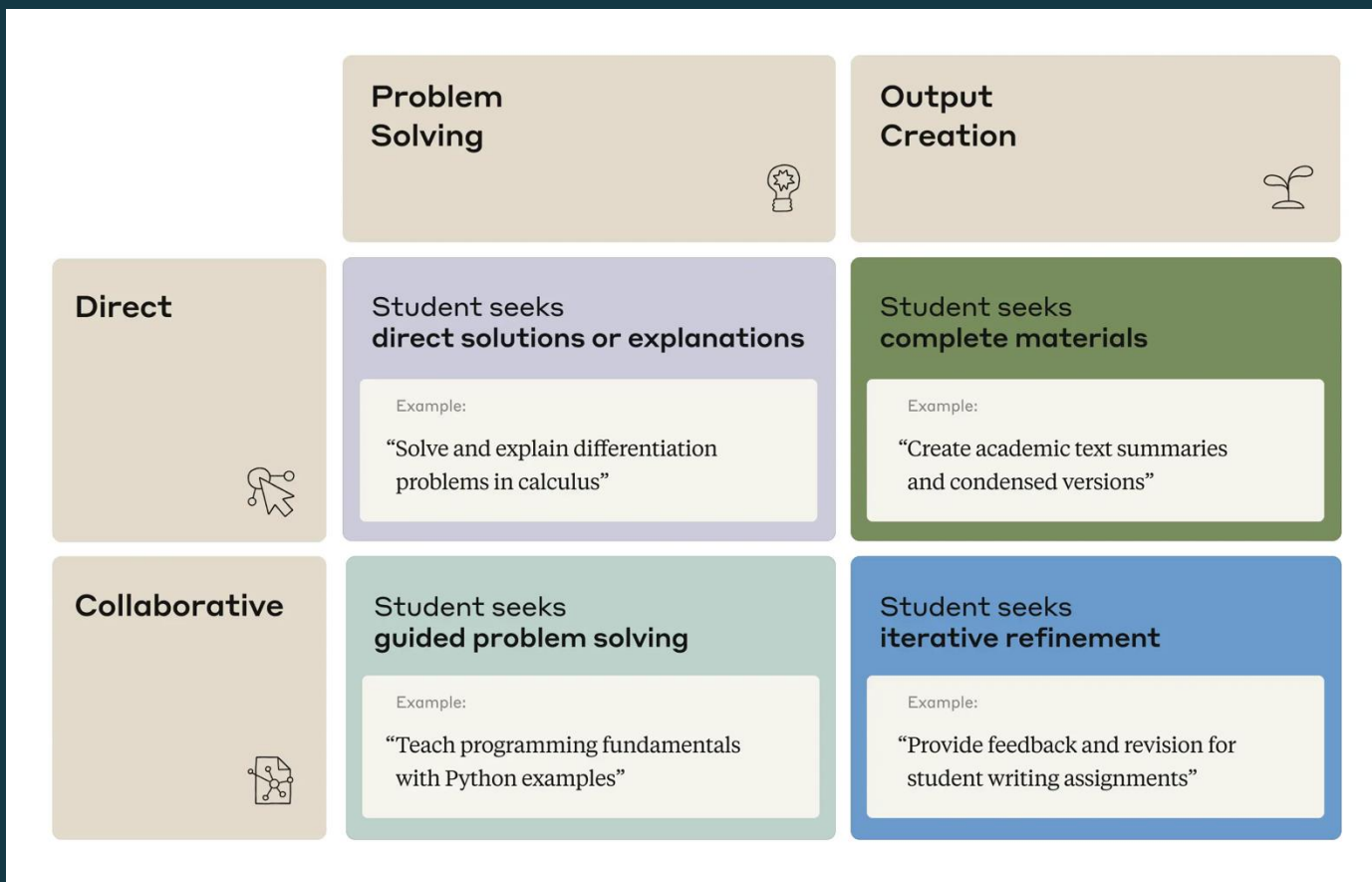
Support academic writing about international relations

Explain social science theories

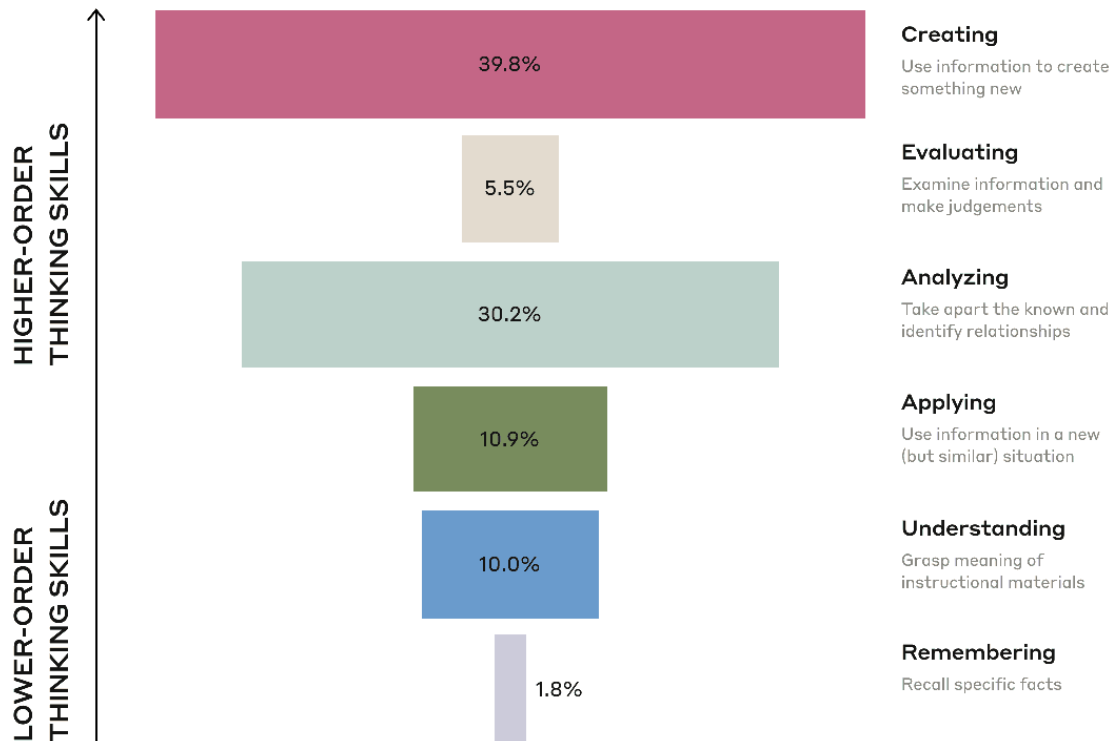
Debug and write Stata code for data analysis

Analyze specific court cases

Solve game theory problems



Claude's skills on Bloom's Taxonomy

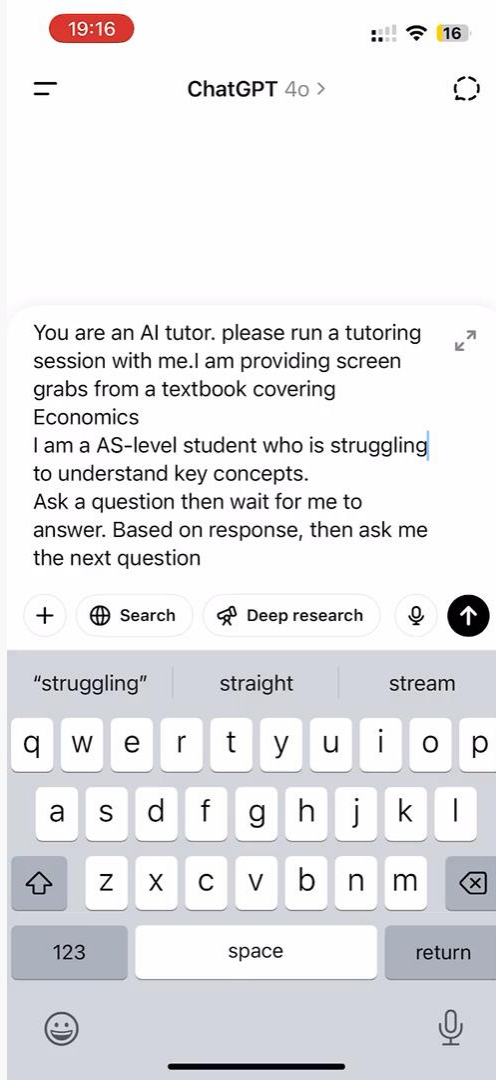


Tutoring

PROMPT

You are an AI tutor. Please run a tutoring session with me. I am providing screen grabs from a textbook covering Economics.

I am an AS-level student who is struggling to understand key concepts.





CAMBRIDGE

Student Essay Writing

(AI Checkers Don't Work)

Gemini ▾

2.5 Pro (experimental)

✦ Try Gemini Advanced



Hello, Niall

Ask Gemini



Canvas



- We view GenAI as a **democratising** tool that can help to **overcome individual limitations**, support diverse approaches to learning, and create more inclusive academic environments.
- We recognise that students **will use AI** irrespective of any restrictions imposed. Therefore, any restrictions on using GenAI should be thoughtfully considered with a clear explanation of the rationale behind such restrictions.
- We acknowledge that GenAI is **fallible**, and large language models (LLMs) primarily draw knowledge from the **Global North**, so its use or importance should not be overstated.

A Student Manifesto for Assessment in the Age of AI

2024/25



Principles for Assessment in the Age of AI

1. Critical Thinking as Core Value
2. Meaningful Learning Experiences
3. Transparency and Ethical Collaboration
4. Personal Voice and Originality Skill
5. Development Over Knowledge Reproduction
6. Adaptive Assessment
7. Approaches Clear Guidance and AI Literacy
8. Equitable Access Staff-Student Partnership

Policy Consideration

Some of the Countries with Guidance



Australia: Framework for Generative Artificial Intelligence (AI) in Schools ([link](#))



Japan: Interim guidelines for the use of generative AI at the primary and secondary education level ([link](#))



New Zealand: Generative AI Guidance ([link](#))



South Korea: Education policy direction and key tasks in the artificial intelligence era ([link](#))



United Kingdom: Generative artificial intelligence (AI) in education ([link](#))



Artificial Intelligence and the Future of Teaching and Learning

Student Use

Generative AI has the potential to **enhance learning**, but all five countries reviewed **prohibit AI-generated work** from replacing a student's original efforts. In Japan and Australia, uncredited AI use is classified as **plagiarism**, while the UK permits individual schools to establish their own ethical AI policies, with a strong emphasis on **transparency** and **teacher oversight**.

Recommendations:

- Set **clear AI policies** – define acceptable vs. prohibited AI usage.
- Integrate **AI literacy** – teach students how and when to use AI responsibly.
- Require **transparency** – ensure students declare AI assistance in their work.

Teacher Professional Development

Effective AI integration depends on **well-trained educators** leveraging AI's benefits while safeguarding academic integrity. In response, Australia, Japan, South Korea, and the UK have introduced professional learning programs covering **AI tools, ethics, and data security**. Some countries, such as Japan and South Korea, have even introduced **pilot AI classrooms** to test best practices before wider implementation.

Recommendations:

- Provide **ongoing AI training** – equip teachers with practical classroom applications and AI literacy.
- Offer AI **teaching models** – guide educators on how to integrate AI without reducing teacher oversight.
- **Pilot** AI adoption in schools – use Japan and Korea's model AI classrooms as a blueprint.

Data Privacy

Protecting student data is a key priority. All five countries have strict AI data privacy laws, with **Australia's Safer Technologies 4 Schools** and the UK's product safety guidance setting national standards. Governments are particularly focused on **vetting third-party** AI tools to prevent misuse of student data.

Recommendations:

- Ensure **compliance** – AI tools must meet national data protection laws.
- Strengthen **student data** safeguards – prohibit personal data uploads to public AI services.
- **Vet AI tools** for security – approve only systems that pass privacy and bias evaluations.
- Adopt best practices – follow Victoria's (Australia) **ban on entering student data** into generative AI tools.

AI Tool Vetting

- AI tools used in schools must meet **strict safety and privacy standards**.
- Some countries developing **government-approved tools** or **local language AI models**.
- Vendors must be transparent about **data usage and content safety**.

Equity

AI does not widen **educational disparities**. South Korea, New Zealand, and Australia are taking steps to make AI-driven learning accessible to all students, particularly those from **under-resourced communities** with disabilities or experiencing **language barriers**. South Korea has pioneered **AI tutors in public schools**, aiming to level the playing field. Meanwhile, New Zealand is ensuring AI tools **respect indigenous languages and cultural traditions**.

Recommendations:

- Bridge **digital gaps** – provide underserved schools with internet access, devices, and technical support.
- Ensure **AI accessibility** – use AI to support students with disabilities and experiencing language barriers.
- Respect **cultural diversity** – follow New Zealand's approach in adapting AI tools for local languages.
- Reduce **AI bias** – ensure AI tools represent all student demographics fairly.

Assessment Design

New Zealand and Australia are shifting away from traditional **take-home essays**, replacing them with **in-class tasks, oral exams, and supervised group work**. While AI detection tools exist, all five countries warn against over-reliance, acknowledging that false positives can unfairly **penalise second-language**. Instead, policymakers emphasise **teacher judgment** and assessment formats that foster genuine student input.

Recommendations:

- Adopt **AI-resilient assessments** – prioritise critical thinking, oral defenses, and process-based tasks.
- Develop **AI misuse protocols** – align policies with existing plagiarism frameworks.
- Use AI detection tools **cautiously** – recognise their limitations and potential biases.

The AI Assessment Scale

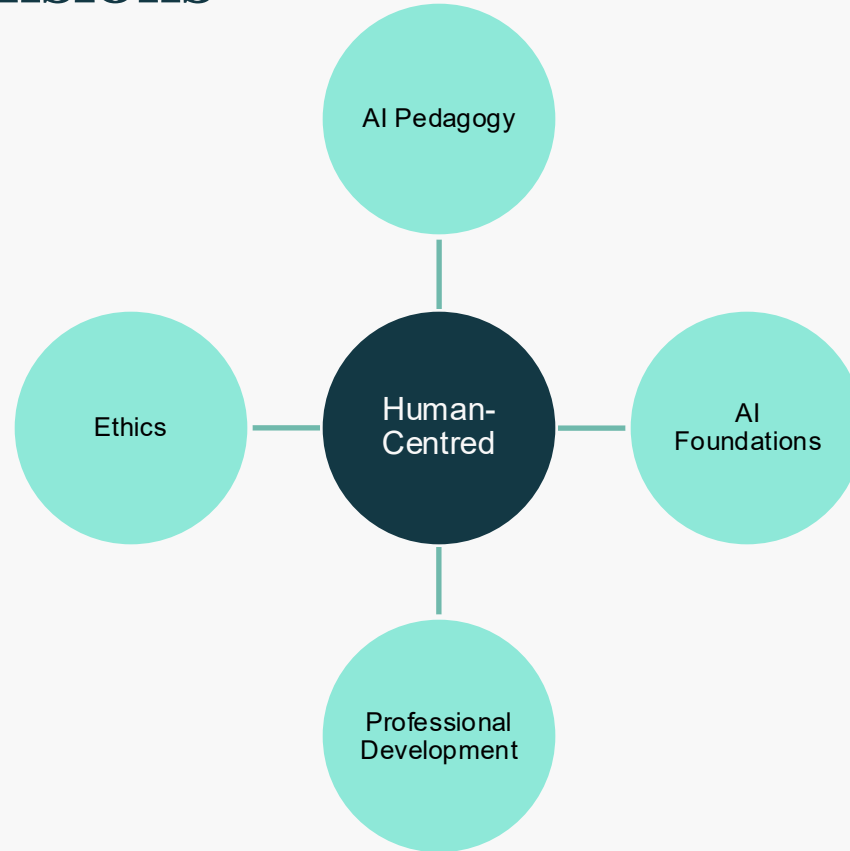
1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

UNESCO AI Competency Framework

Launched during Digital Learning Week, in September 2024.

- The **AI competency framework for teachers** defines the **knowledge, skills and attitudes** that teachers should possess to understand the roles of AI in education and utilise AI in their teaching practices ethically and effectively.
- The **AI competency framework for school students** articulates the **knowledge, skills and attitudes** students should acquire to understand and actively engage with AI safely and meaningfully in education and beyond.

5 Core Dimensions



Progression Levels



Acquire

Basic AI literacy (e.g., tool evaluation, ethical awareness).



Deepen

Advanced integration (e.g., bias mitigation, personalized learning design).



Create

Innovate with AI (e.g., co-develop tools, lead policy discussions).

EU AI Act's Risk Tiers for Education

Risk Level	Examples in Education	Regulations
Unacceptable	Social scoring, facial recognition in schools	Banned outright.
High Risk	Admissions algorithms, exam proctoring	Strict audits and human oversight are required.
Limited Risk	Chatbots , plagiarism detectors	Transparency obligations (e.g., disclose AI use).
Minimal Risk	AI-powered games , spam filters	Voluntary compliance with ethical codes.

What do policymakers need to be aware of?

- Understanding **AI's capabilities and limitations** clearly
- **Ethical and inclusive** deployment of AI tools
- Regulatory and **governance** requirements (e.g., EU AI Act, GDPR, etc.)
- Need for robust policy frameworks addressing **digital sovereignty** and **local contexts**

AI Divide

Unequal access to AI due to:

- **Data scarcity** and lack of **local context and languages**
- Difficulty in AI integration and **solution design**
- **Skills gap** in using AI effectively

Necessity to build **local expertise** to close this gap.

AI Readiness



**Governance &
Leadership**



**Policy Fit for
Local Realities**



**Data &
Ethics**



**Infrastructure-
Aware Design**



**Educational
Integration**

Regional Challenges

Challenges



**Language
Marginali-
sation**



**Cultural and
Contextual
Misalignment**



**Curriculum
Misalignment**



**Data
Sovereignty
Concerns**

Language Inclusion

Double-edged sword - **limited information** and **language quality**:

- National and minority languages are poorly supported by mainstream AI systems.
- Significant risk of regions being left behind technologically.

Connectivity

- Only **16%** of schools in Tajikistan have internet connectivity.
- Mobile connections (**67%**)
- Prioritise **mobile-first solutions** for educational AI.
- Use widely available **smartphones** for broader reach.



EdGPT Approach



Open-Source
Models



Fine-Tuning



Infrastructure
Options



Expertise
Development



Data
Sovereignty

Why Build Local EdGPT Models?



**Digital
Colonialism**



**Inclusion in the
AI Revolution**



**Reflecting
Local
Worldviews**



**Educational
Benefits**



**Data Security
and Sovereignty**

Success Stories

Malaysia's Bahasa LLM

- Developing an LLM in **Bahasa Malaysia** to boost local AI ecosystems.

Masakhane Project (Africa)

- Grassroots collaboration to advance **NLP in diverse African languages**.

UAE's Falcon 40B

- A leading AI model developed independently by a **non-traditional AI country**.

India's Bharat AI

- AI solutions tailored to **Indian contexts and languages**.

South Africa's Lelapa.ai

- AI lab creating models reflecting local cultural and linguistic realities.

"How do we use AI to make sure we stay the most intelligent beings on the planet?"

Professor Rose Luckin





CAMBRIDGE

Thank you

Niall McNulty

niall.mculty@cambridge.org

076 739 1687

TRANSFORMING
SOCIETIES THROUGH
EDUCATION

