GPE KIX KNOWLEDGE INNOVATION EXCHANGE EMAP HUB

THE UNIVERSITY of EDINBURGH Moray House School of Education and Sport

D+E CENTRE FOR RESEARCH IN DIGITAL EDUCATION

KIX EMAP LEARNING CYCLE ON AI AND EDUCATION

PLEASE DISSEMINATE WIDELY

APPLY NOW

PARTICIPANT PROFILE

- mid- and senior-level education professionals from government, academia or civil society,
- who work directly in AI or EdTech use in planning, policy, research, or education practice,
- and are based in a KIX EMAP country, with access to a computer and a reliable connection to internet.

STARTING ON 16 FEBRUARY 2026

The Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) Europe, Middle East, Asia, and Pacific (EMAP) Learning Cycle on "AI and Education" is a professional development opportunity facilitated by the Centre for Research in Digital Education (CRDE) team at the University of Edinburgh in the framework of the KIX EMAP Hub hosted by NORRAG. This professional development course is proposed to Ministry of Education planners and managers, researchers and civil society representatives of the countries taking part in the KIX EMAP Hub region.

This Learning Cycle focuses on the implications of current and emerging Artificial Intelligence (AI) technologies on practice, curriculum, policy and governance in education, with an emphasis on the challenges and opportunities brought about by the rapid changes taking place in response to AI. The Learning Cycle will equip course participants to understand the promises and realities of AI in education and position themselves to influence and intervene in AI futures.

The Learning Cycle will foster a collaborative learning environment, enabling participants to share insights with and learn from their peers across country-based teams. The formal part of the course will involve one instructional session and one peer engagement session per week for five weeks, with mentoring for individual country groups provided by the instructors team through the formal course and for four weeks afterwards. The mentoring, course content, peer exchange, and local insights will support each team to produce a policy research paper on AI and education in their respective country contexts.

Participants will be able to:

- Demonstrate familiarity with current thinking and research about educational policy, practice and critical issues in AI.
- Critically reflect on the implications of AI in the classroom, educational organisations, curriculum, policy and governance.
- Explore the use of participatory futuring methods to influence the direction of AI in their educational settings.
- Produce a high-quality knowledge product on AI and education within their specific country contexts, which could serve as a catalyst for actionable policy and practice change.
- Foster and cultivate a network of national experts for knowledge exchange, collaboration, and strategy development about AI and education.

The KIX EMAP Hub, with the University of Edinburgh, will issue a digital certificate of completion to participants who meet the minimum attendance requirements and whose team completes and submits a finalised knowledge product.

ELIGIBILITY: PARTICIPANT PROFILE AND PARTICIPATION REQUIREMENTS

Applicants must:

- Be from one of the 38 GPE KIX EMAP countries.
- Have at least three years of prior educational planning, policy analysis, research, or management experience in education.
- Have access to Internet and reliable computer.
- Commit to weekly meetings, group work, and a strong motivation to collaboratively produce a data-based policy analysis.
- Priority will be given to applicants whose work relates closely to AI or EdTech use in planning, policy, research, or education practice.

To draw the full benefits of this course, participating country teams should ideally have access to their national EMIS or other databases to extract statistical information.

COURSE FORMAT

The online Learning Cycle will start on 16 February 2026 and run for nine weeks (from 16 February to 8 May 2026). This Learning Cycle will be offered in English. The KIX EMAP Hub can provide interpretation into Arabic and Russian, if needed.

Instructional Sessions. The participants will meet for Instructional Sessions for five weeks. These synchronous sessions will be held once a week, lasting for 1.5 hours. During these sessions, instructors will discuss core topics, the assigned readings for each session and lead discussions among participants.

Facilitated Peer Knowledge Exchange Sessions. Participants will also meet for Facilitated Peer Knowledge Exchange Sessions during these five weeks. These 1.5-hour synchronous sessions will be organised into two clusters of country-based teams. Discussion prompts and activities will facilitate participants' engagement with weekly content, the application of course concepts to real-world situations, discussions to compare challenges and opportunities across country contexts, and the emerging knowledge product topics.

Country Team Collaboration Time. In addition to the synchronous sessions, country teams will work offline 2-3 hours per week to assemble information, evidence, statistics, policy documents, etc., and draft sections of the knowledge product. Teams will prepare and submit knowledge product topic proposal and presentation assignments to the instructors for review and discussion.

Knowledge Product Support. The instructors will offer each country team support during the four weeks of team collaboration time. These sessions aim to ensure that participants receive ongoing support and guidance to produce high-quality, insightful, and actionable knowledge products.

INFORMATION SESSION

There will be an online Information Session held on 15 January 2026, 12:00 - 1:00 PM (CET/Geneva). Anyone interested in applying is strongly encouraged to attend. Learn more **here**.

COURSE SCHEDULE

	Date	Contents
Instructional & Exchange Sessions	9 February	Orientation (1 hour)
	Week of 16 February	Week 1: AI in the classroom
	Week of 23 February	Week 2: AI in the organisation
	Week of 2 March	Week 3: AI in the curriculum
	Week of 9 March	Week 4: AI policy and governance
	Week of 16 March	Week 5: Influencing and intervening in AI futures
Knowledge Product Work	Week of 23 March	Knowledge Product, Week 1; Proposal due 27 March
	Week of 30 March	Knowledge Product, Week 2
	3 week break	Asynchronous discussions; Teams record and submit their 10-minute policy brief presentations.
	Week of 27 April	Knowledge Product, Week 3
	Week of 4 May	Knowledge Product, Week 4
	May	Finalise knowledge product

COURSE FEES

There are no course fees. The course is funded by a Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) grant. The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, the Global Education Centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.

INSTRUCTORS

The course will be taught by instructors with extensive experience in AI and Education-related work across multiple educational contexts and sectors, and guests.

Lead Faciltators

Jen Ross is Professor of Digital Culture and Education Futures, and Centre co-director (Cultures and Futures). Her research interests include education and cultural heritage futures, speculative methods, AI in education, online distance education, digital cultural heritage learning, open education and digital cultures. Professor Ross has extensive experience in developing online and hybrid courses and programmes, including designing and leading the MSc in Education Futures at the University of Edinburgh, co-developing the Teaching Futures Thinking online course with Professors Without Borders, and leading a team providing consultancy input to the World Bank on the development of their first Massive Open Online Courses (MOOCs). Her recent work on AI futures for secondary education included the production of a teaching resource for doing creative futures work with young people, and a publication aimed at education leaders and policymakers.

Michael Gallagher is Centre co-director (Digital Education in the Global South), Senior Lecturer in Digital Education. He works in digital education in development contexts in collaboration with INGOs and universities largely in Sub-Saharan Africa and South Asia. His research focuses on educational mobilities, how technology structures and manages these mobilities, and the impact of these movements on local knowledge practices and communities, particularly for forcibly displaced populations, with a research and professional focus on digital education in Ghana, Kenya, Nepal, Nigeria, Tanzania, and Uganda.

Co-Facilitators

Sian Bayne is Professor of Digital Education at the University of Edinburgh, where she directs the Centre for Research in Digital Education and leads on Higher Education Futures as Assistant Principal for the university. She has extensive leadership experience in higher education teaching, from setting up the global, online Masters in Digital Education to leading the development of the large portfolio of hybrid programmes as Director of Education for the Edinburgh Futures Institute. She has provided consultancy to the online education platform Futurelearn, to the Higher Education Academy, World Bank and others. She leads on provision of Generative AI Guidance for students at the University of Edinburgh, and also directs the project AI for Teaching Innovation, which works with groups of academics to design, build and evaluate AI applications for use in teaching.

Peter Evans is a Senior Lecturer, and deputy head of School for the Moray House School of Education and Sport at the University of Edinburgh. He previously worked in the community media and cultural sectors (formal and non-formal learning initiatives). His research interests are in social media and workplace learning. He has developed school-level policy on the use of GenAI in assessment practices. He has extensive experience in the design and delivery of professionally focused postgraduate programmes as well as consultancy provision on learning and development and knowledge management for education, medical, energy, professional services and public sector organisations.

Janja Komljenovic is Senior Lecturer in Education Futures and programme director of the fully online MSc in Digital Education. Her research focuses on the political economy of higher education and its digital transformation. She is especially interested in digital markets, EdTech, and datafication in higher education. Her interdisciplinary approach intersects economic sociology, science and technology studies, and higher education research. She recently co-edited the World Yearbook of Education with Ben Williamson, on AI in Education. Her research includes the study of AI capture of education and the political economic, legal and financial impact of AI expansion in education.

Rovincer Najjuma is a Lecturer in Digital Education and the Global South. She works in digital education in development contexts in collaboration with INGOs and universities. Her research focuses on educational mobility with and without digital technology, particularly for forcibly displaced populations; and for using appropriate technology for teacher training. Towards this end, she works on a series of refugee education projects throughout Uganda.

Judy Robertson is Chair in Digital Learning. She has been developing educational technology with children and teachers since 1997. Her work focuses on how technology can help to solve thorny real world problems. Current projects include Data Education in Schools, which aims to educate all children in the Edinburgh city region about data, and Teaching Responsible AI in Schools. She has recently co-developed a draft curriculum for AI in Scottish Schools in partnership with Scottish Government, Education Scotland the Scottish Qualifications Authority.

Ben Williamson is Senior Lecturer in Digital Education. He examines intersections of digital technologies, science, and data with education policy and governance. His current research focuses on the expansion of educational data infrastructures and their integration with AI, practices of future-making in the EdTech and AI industry, and the emergence data-intensive biological sciences in education. He is co-author of the National Education Policy Center report "Time for a Pause? Without Effective Public Oversight, AI in Schools Will Do More Harm Than Good", an editor of the World Yearbook of Education 2024: Digitalization of Education in the Era of Algorithms, Automation and Artificial Intelligence, and an editor of the journal Learning, Media and Technology.

APPLICATION

All applications should be submitted through this Application Form.

Please ensure to check the eligibility and knowledge product requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified. The Hub will select gender-balanced country teams consisting of 4-6 participants.

The deadline to submit your application is 26 January 2026. If you have any additional questions, please contact the KIX EMAP Hub at norrag.kix@graduateinstitute.ch or the KIX National Coordinator in your country.

MONITORING, EVALUATION AND LEARNING

Participants will be requested to fill in pre- and post-course surveys to help the training team and organisers to identify needs, impacts, strengths, and improvement points for future online activities.

KNOWLEDGE PRODUCT [SUBMITTED BY PARTICIPATING COUNTRY TEAMS]

A knowledge product is expected to be prepared progressively by the participating teams throughout the Learning Cycle and culminate into a 3,000 to 4,000 word document in English.

The knowledge product serves a dual purpose:

1. It allows participants to demonstrate their learning of the Learning Cycle content through the application of skills gained to conduct the relevant analysis on the policy context of their own country.
2. It allows participants to contribute with relevant analysis and recommendations aimed at influencing education policy and practice changes in the country.

The knowledge products should be written for an external audience (non-Learning Cycle participants) to help national, regional, and international policy stakeholders understand the policy context of the country.

The knowledge products are relatively short. Teams will be asked to apply the knowledge they are developing to identify:

- Specific policy questions, issues or challenges as they relate to each topic and relevant to contextual needs.
- Approaches and methods that could help groups gather and analyse necessary data, insights and other information to address the questions or issues.
- Initial thoughts about potential options, along with strengths and weaknesses that need to be investigated further.
- Specific risks and best practices relating to AI challenges identified for their context based on learning in a theme

APPENDIX.

KNOWLEDGE PRODUCT OVERVIEW

As an output from the Learning Cycle, each group will produce a policy research paper that focuses on their specific country context. Each group will decide which policy issue(s) or challenges they will focus on for their research paper, and move forward with developing the issue, identifying risks and opportunities, conducting relevant analysis, developing options for policy solutions and constructing policy recommendations.

Example topics could include:

- Improving equity of school or individual access to AI tools.
- Privacy and children's rights in relation to AI adoption.
- Guidance for schools on making and implementing AI policy.
- Open source and ethical AI and EdTech.

Based on their selected topic, each team will develop a 3,000 to 4,000 word policy research paper on AI and Education in their respective country contexts. The policy research paper will serve as a catalyst for actionable policy and practice change and will encompass:

1. Introduction: Overview of selected thematic area along with application to the context and identification of the policy issue/problem and knowledge gap .
2. Situation analysis of education policies: A discussion of national policies and regulatory frameworks relevant to the topic (for example: digital skills and literacies, children's rights, privacy frameworks, EdTech procurement).
3. Literature review: Research evidence overview in the selected thematic area. A synthesis of existing research evidence highlighting the significance of AI in education and the risks and opportunities it presents.
4. Critical review: Analysis of the current policies' strengths and limitations for addressing AI in education.
5. Policy recommendations: Strategic suggestions grounded in course content, peer knowledge exchanges and surfaced country evidence, to address the topic.
6. Areas for further exploration: Identification and discussion of policy areas that warrant future investigation.

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