Chapter 11
Crafting Education Policies and Governance:
Factoring the Eclipse of Artificial Intelligence

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ABSTRACT

Integrating Artificial Intelligence (AI) into blended learning systems can make education more equitable, personalized, and inclusive. However, this promise can only be fulfilled through coherent, context-sensitive policies that address infrastructure, ethics, curriculum, teacher capacity, and data protection. Examples from across the Global South demonstrate that with the right policy instruments, AI-infused

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blended learning can close the educational gap. The chapter is thus divided into three sections: Section A deals with Rising Interest in AI in Education and Reasons to Address AI in Education Section B covers Policies for AI in Education The Role of AI in Shaping Future Educational Policies and How AI is Transforming Education Systems and Governance Section C talks about Building Ethical, Equitable Policies. Section D unravels The Challenges of Implementing AI in Educational Policy. Finally, a concluding section develops a comprehensive AI governance framework that balances the potential of Generative AI with the ethical considerations of its use.

1. INTRODUCTION

Artificial Intelligence (AI) continues to reshape the educational landscape, offering opportunities to personalise learning, automate administrative tasks, and democratize access to resources. However, to truly harness AI's potential, it must be embedded within inclusive educational frameworks such as blended learning- an approach combining digital tools with traditional classroom methods (Kaur & Singh, 2023; Alharthi et al., 2024). Blended learning provides a natural conduit for AI, enabling flexible pedagogical strategies and enhancing student engagement across various socio-economic backgrounds (Chen et al., 2023; Gupta & Patel, 2023). In regions of the Global South, where infrastructure and teaching capacity are uneven, integrating AI into blended models allows for scalable, context-responsive interventions (Tshabalala et al., 2024; Mendes & Jorge, 2023). This synergy calls for policies that not only regulate AI technologies but also foster ecosystems where blended learning thrives. AI-powered personalisation in blended learning environments can significantly enhance student outcomes by tailoring content to individual learning styles, pace, and proficiency (Johnson & Sato, 2023; Lam et al., 2024). Adaptive learning platforms like Squirrel AI and Century Tech have demonstrated the efficacy of AI in diagnosing knowledge gaps and customising pathways, particularly in STEM education (O'Brien et al., 2023; Narayanan & Luo, 2024). When combined with teacher-led instruction, these tools can bridge gaps in understanding, especially in resource-constrained settings (Mhlanga, 2023; Ahmed & El-Gohary, 2023). However, equity must guide personalisation efforts; without culturally adaptive algorithms and policy oversight, such tools may reinforce existing disparities (Singh & Iyer, 2023; Weller et al., 2024). Blended learning's success hinges on reliable infrastructure and equitable access to technology. While AI can optimise learning experiences, these benefits remain inaccessible to many in under-connected regions (Patra & Kumar, 2024; Zhou & Raj, 2023). Policies must prioritise internet penetration, device availability, and maintenance support to ensure the effectiveness of AI-infused blended models (Srinivasan et al., 2023; Adusei & Boateng, 2023).