



PARLIAMENTARY QUESTION NO. 30

Answered on 1 October 2026

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**PARLIAMENTARY QUESTION
ASKED BY**

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ELECTED MEMBER BODDEN TOWN EAST**

TO

**HON. ROLSTON M. ANGLIN
MINISTER FINANCE & ECONOMIC DEVELOPMENT AND EDUCATION & TRAINING**

QUESTION:

Can the Honourable Minister say, with his current announcement to ban personal electronic devices and mobile phones in all government schools and in light of the recent declaration by New York City to ban AI in years 2K through grade 8 for one year until it serves students properly, will he launch AI Literacy Lessons for high schoolers?

ANSWER:

Mister Speaker, the short answer is yes.

This Government recognises that artificial intelligence will play an increasingly important role in the world in which our students will live, learn and work. Our responsibility is therefore not simply to restrict access to emerging technologies, but to prepare students to understand and use them safely, ethically, critically and effectively.

The Ministry, working with the Department of Education Services, is progressing two complementary areas of work: an AI Policy focused on ethical use, safety and appropriate safeguards, and a Digital Literacy and AI Education Strategy intended to prepare students for an increasingly technology-driven future. Together, these will provide the foundation for introducing age-appropriate AI literacy education, particularly at the high-school level

Work is already underway through DES Teaching and Learning to provide educators with practical guidance on the safe and purposeful use of AI. Initial resources address areas such as data protection,

professional judgement, responsible prompting, appropriate classroom application and the importance of maintaining the teacher's central role in teaching and learning. DES is also exploring the use of an AI-supported reading tool. Any such technology would be subject to appropriate assessment, safeguards and oversight before being introduced for student use.

It is also important to distinguish the recently announced restrictions on personal electronic devices and mobile phones in Government schools from the purposeful use of technology for education. The intention of that policy is to reduce distraction and inappropriate personal device use during the school day. It does not prevent schools from delivering structured AI literacy education or from using approved educational technology under teacher supervision. Personal and unsupervised access to technology is very different from its controlled and purposeful use as part of teaching and learning.

The recently announced New York City approach also makes this distinction. The one-year moratorium applies to student-facing generative AI tools from early childhood through Grade 8; it is not a permanent or system-wide prohibition on AI education. New York is taking a different approach at the high-school level, including AI literacy education and controlled use of approved tools.

Our proposed approach is similarly cautious, but it will be developed specifically for the Cayman Islands context. AI literacy for our high-school students should extend beyond simply teaching them how to use an AI tool. Students need to understand how AI works and its limitations; how to identify inaccurate or biased information; the importance of privacy and data protection; academic integrity and appropriate use; and, critically, how to maintain their own independent judgement and critical-thinking skills.

Accordingly, the Ministry intends to develop AI literacy opportunities for high-school students as part of the broader Digital Literacy and AI Education Strategy. The timing, content and method of delivery and actual year groups will be informed by the policy-development process, appropriate consultation and the need to ensure that student safety, data protection, academic integrity and educational value remain central.

Further, as part of this work, the Ministry will explore the feasibility of developing a bespoke AI tool for the Cayman Islands Government education system.

Mister Speaker, our objective is not to prepare students simply to use AI. It is to prepare them to understand it, question it, use it responsibly and make informed decisions about when its use is — and is not — appropriate.