AI 4 Good

Supporting School Teacher Training in AI

Deliverable D2.2

AI Skills Framework

Lead organisation	SABA School (Republic of North Macedonia)
Contributing partners	University of Economics in Katowice (Poland) | ISACA Europe Limited (Ireland)
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Executive Summary

This document presents Deliverable D2.2 – the AI Skills Framework developed within WP2 of the AI 4 Good project. It provides a structured response to the needs identified in D2.1 and translates the findings of the needs analysis into practical competence areas, learning outcomes, and directions for further training activities.

The framework was developed with a small-scale KA210 project in mind: it is simple, useful, and applicable both in the WP3 project training activities and in the further work of schools and teachers. The document remains consistent with D2.1 and with D2.3, which explains how to use the framework in practice.

1. Project context and purpose of the document

The AI 4 Good – Supporting School Teacher Training in AI project is implemented under Erasmus+ KA210-SCH and focuses on developing teachers' competences in the responsible, ethical, and practical use of artificial intelligence in school education.

The purpose of D2.2 is to organise these competences into a coherent framework that: (1) reflects the findings of D2.1, (2) supports the design of activities in D2.3 and WP3, and (3) provides a common language for project partners, trainers, and teachers.

2. Basis for the development of the AI Skills Framework

The AI Skills Framework was developed on the basis of the material prepared in D2.1 – the AI Skills Needs Analysis. Of particular importance were the results of the survey conducted among 57 teachers from SABA schools and the project consultations referring to the real conditions of implementing AI in education.

- 63.5% of teachers indicated the need for practical training in AI tools.
- 65.4% considered helping students use AI responsibly to be a key competence.
- 40.4% indicated the need for support in lesson planning with AI.
- 21.2% highlighted the need for better preparation in ethical and legal aspects.
- The main concerns included dependence on technology, unreliable AI outputs, and data privacy.

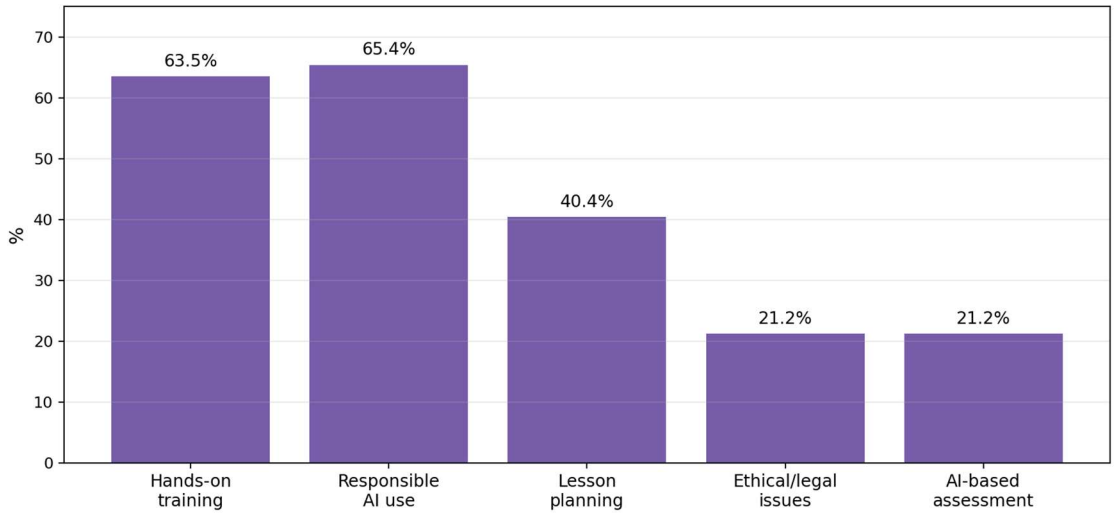

Figure 1. Main training needs identified in D2.1.

The findings of D2.1 indicate that declarations of interest in AI are not sufficient on their own. Teachers need a simple and practical framework that combines foundational knowledge, pedagogical use, safety and ethics, and increasing student engagement.

3. Structure of the AI Skills Framework

The framework is organised into four interconnected competence groups. This division follows directly from the needs analysis and is proportionate to the scale of a KA210 project.

Competence group	Scope	Link to D2.1
A. AI Literacy	Foundational understanding of AI, the possibilities and limitations of AI tools, and critical evaluation of AI-generated content.	Low or intermediate AI knowledge and the need for a better understanding of what AI is and what it cannot do.
B. Pedagogical AI	Lesson planning, material creation, and the use of AI in assessment and feedback.	A strong need for hands-on training and for developing practical uses of AI in teaching.
C. Ethical & Responsible AI	Data privacy, limiting overdependence on AI, and supporting responsible use by students.	Teachers' concerns related to privacy, bias, errors, and dependence on technology.
D. Personalisation & Engagement	Using AI to differentiate tasks, increase motivation, and design interactive activities.	Expectations related to greater student engagement and more flexible teaching.

4. Learning Outcomes (LO1–LO12)

Within the four competence groups, twelve learning outcomes were defined. These outcomes are intended as a simple and practical reference point for training activities rather than an extensive accreditation standard.

Code	Group	Short description of the learning outcome
LO1	A	Explains, in simple terms, what AI is and what its uses and limitations are in education.
LO2	A	Uses basic AI tools for simple teaching tasks.
LO3	A	Critically evaluates AI-generated content for accuracy and suitability.
LO4	B	Designs lesson scenarios with meaningful use of AI.
LO5	B	Creates and adapts teaching materials using AI.
LO6	B	Supports assessment and feedback with AI in a transparent and pedagogically sound way.
LO7	C	Applies basic principles of ethical AI use and preserves the leading role of the teacher.
LO8	C	Protects student data and privacy when choosing and using AI tools.
LO9	C	Guides students towards critical, safe, and responsible use of AI.
LO10	D	Uses AI to personalise tasks and materials for different groups of students.

LO11	D	Uses AI to increase student engagement and participation.
LO12	D	Designs motivating and interactive educational activities with the help of AI.

5. Ethical and pedagogical dimension

The competence framework presented in D2.2 rightly emphasises that the development of AI competences cannot be limited solely to the use of tools. It covers both the practical pedagogical dimension and issues of responsibility, privacy, content reliability, the risk of overdependence on technology, and the conscious support of students.

- the teacher remains the central agent of the teaching and learning process;
- AI tools should be used in a transparent, reflective, and proportionate manner, with appropriate verification of their outputs;
- AI should support, not replace, students' thinking, educational relationships, and teacher responsibility;
- Safe use of AI also includes protecting data privacy, verifying content, and counteracting bias, prejudice, and disinformation.

6. Relevance of D2.2 for D2.3 and WP3

The AI Skills Framework forms a bridge between the diagnosis of needs and practical implementation. D2.3 uses it to build training modules, implementation principles, and suggestions for use at school level, while WP3 translates it into concrete teacher training activities.

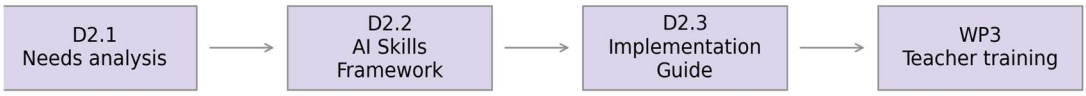

Figure 2. Simple logic chain: from needs analysis to training implementation.

This ensures coherence between the WP2 outputs: D2.1 identifies the needs, D2.2 organises them into a competence structure, and D2.3 shows how to use the framework in practice in training and school work.

7. Conclusions

D2.2 organises the needs identified in the AI 4 Good project into a clear and useful AI Skills Framework for teachers. The document is practical and proportionate to a small KA210 project: it does not create an overly elaborate model, but provides a common point of reference for subsequent project activities, in particular for D2.3 and WP3.

8. Appendix 1. Mapping: survey question → need → competence group → learning outcome

This appendix organises the links between the survey questions used in D2.1, the identified teacher needs, competence groups A–D, and learning outcomes LO1–LO12. This structure is a technical extension of the AI Skills Framework presented in D2.2 and facilitates its later use in D2.3 and WP3.

A. AI literacy

Question	Result / what it measures	Identified need	Competence group	LO
Q1 – level of AI knowledge	48.1% intermediate, 26.9% basic, 3.5% none	Structuring and deepening foundational AI knowledge	A. AI Literacy	LO1, LO2
Q2 – use of AI in teaching	approx. 71% use AI, 6% want to use it but do not know how	Strengthening confidence and basic skills in using AI	A. AI Literacy	LO2
Q9 – understanding the possibilities and limitations of AI	32.7% indicated this need	Better understanding of what AI can and cannot do	A. AI Literacy	LO1, LO3
Q8 – concerns about inaccuracy / errors	42.3% indicated bias / inaccuracy	Developing critical evaluation of AI-generated content	A. AI Literacy / C. Ethics	LO3

B. Pedagogical AI competences

Question	Result / what it measures	Identified need	Competence group	LO
Q3 – purposes of AI use	61.3% content creation, 35.5% lesson planning, 32.3% assessment	Conscious use of AI in planning, materials, and assessment	B. Pedagogical AI	LO4, LO5, LO6
Q5 – frequency of ChatGPT use for lesson preparation	48.4% very often, 45.2% never	Reducing the competence gap between users and non-users	B. Pedagogical AI	LO4, LO5
Q7 – benefit: saving time	44.2% of responses	Better use of AI tools in lesson preparation	B. Pedagogical AI	LO4, LO5
Q9 – training needs	63,5% hands-on training, 40,4% lesson planning with AI, 21,2% assessing students using AI	Development of practical pedagogical skills	B. Pedagogical AI	LO4, LO5, LO6

C. Ethical & Responsible AI competences

Question	Result / what it measures	Identified need	Competence group	LO
Q8 – concerns: dependence on technology / teacher role	65.4% dependence on technology, 19.2% replacing the teacher's role	Setting boundaries for AI use and preserving the teacher's role	C. Ethical & Responsible AI competences	LO7
Q8 – data privacy	25% of responses	Knowledge of data protection principles and safe tool selection	C. Ethical & Responsible AI competences	LO8
Q9 – ethical / legal issues	21.2% of responses	Integrating the ethical and legal dimension into school practice	C. Ethical & Responsible AI competences	LO7, LO8
Q9 – helping students use AI responsibly	65.4% of responses	Developing teacher competences related to educating for responsible AI use	C. Ethical & Responsible AI competences	LO9

D. Personalisation & Engagement competences

Question	Result / what it measures	Identified need	Competence group	LO
Q3 – personalising learning	16% of teachers already use AI for personalisation	Further development of differentiation and personalisation practices	D. Personalisation & Engagement	LO10
Q7 – benefits: engagement, creativity, personalisation	75% student engagement, 59.6% creative tools, 28.8% personalisation	Designing engaging and more individualised activities	D. Personalisation & Engagement	LO10, LO11, LO12