ERASMUS+ KA210-SCH | Project #: KA210-SCH-D4E472A7

AI 4 Good

Supporting School Teacher Training in AI

Deliverable D2.3

Implementation Guide

Lead organisation	SABA School (Republic of North Macedonia)
Contributing partners	University of Economics in Katowice (Poland) | ISACA Europe Limited (Ireland)
Project duration	01 May 2025 – 30 April 2026
Programme	Erasmus+ KA210-SCH – Small-Scale Partnerships in School Education

Co-funded by the European Union

The content reflects only the views of the AI4Good Project Consortium. The European Commission and the National Agency are not responsible for any use of it.

Executive Summary

Document D2.3 shows how to use the AI Skills Framework developed in D2.2. It is practical in nature: it supports the design of training modules, the organisation of activities at school level, and the link between WP2 and WP3.

The guide was prepared in a simple way proportionate to the scale of a KA210 project. Its purpose is not to create an extensive institutional policy, but to provide clear guidance for project partners, trainers, and schools that wish to use AI in a responsible and pedagogically justified way.

1. Purpose and scope of the document

D2.3 is directly linked to D2.1 and D2.2. The needs analysis in D2.1 identified the main gaps and expectations of teachers, D2.2 organised them into four competence groups and twelve learning outcomes, and D2.3 explains how to translate this structure into training and organisational activities.

- designing teacher training activities in WP3;
- planning development activities at school level;
- implementing simple principles of ethical and responsible AI use;
- coherent use of project materials by partners and potential external users.

2. From D2.1 to D2.3 – implementation logic

The implementation guide does not create a new diagnosis or a new competence structure; rather, it uses the findings of the two previous deliverables. The implementation logic is simple: teachers' needs were analysed in D2.1, organised in D2.2, and then translated here into practical modules and principles for action.

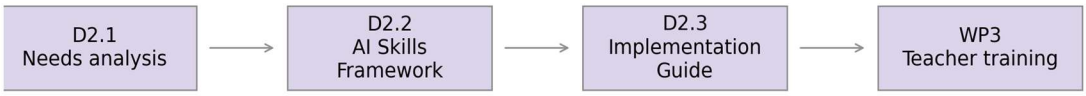

Figure 1. Relationship between D2.1, D2.2, D2.3 and WP3.

This solution ensures the internal coherence of the WP2 package and a clear continuity between diagnosis, competence framework, and practical implementation.

3. Implementation principles

In line with the findings of D2.1 and the assumptions of D2.2 and D2.3, the implementation of AI in school education should be practical, ethical, and proportionate to the school's capacity.

- Hands-on approach: training should be based on practice, work with real tools, and examples drawn from teachers' own practice.
- Primacy of the teacher and pedagogical objectives: AI should support planning, material creation, assessment, and student engagement, but should not replace the teacher's role.
- Ethics and responsibility: implementation must include protecting data privacy, verifying content, and counteracting bias, prejudice, and disinformation.

- Inclusion and accessibility: AI should be used in a way that supports different student needs, including personalisation and elements facilitating participation in classes.
- Proportionality: implementation should be adapted to the school's actual resources and teachers' competences, without creating excessive bureaucracy.

4. Training modules derived from the AI Skills Framework

Document D2.3 organises the training activities into five modules. Their simplified final version is presented below in a format consistent with D2.2 and with the needs identified in D2.1.

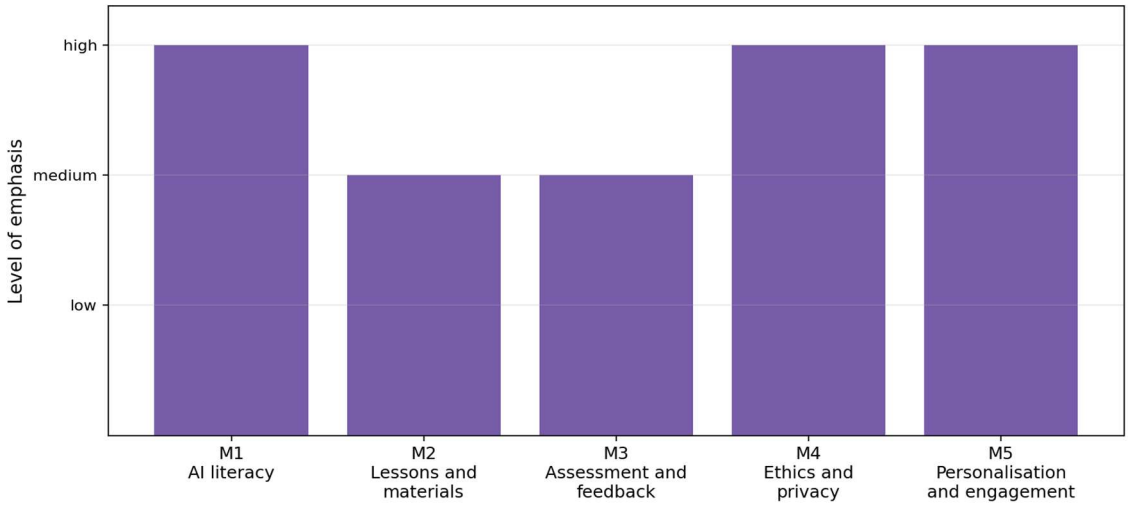

Figure 2. Areas of strongest emphasis in the training modules.

Module	Scope	Link to D2.2	Suggested format and duration	Link to WP3
M1	AI Basics and AI Literacy for Teachers.	LO1–LO3	Online introduction + in-person workshop Suggested duration: 40 hours	Opening module
M2	AI in lesson planning and material creation.	LO4–LO5	Hands-on workshop Suggested duration: 16 hours	Core pedagogical module
M3	AI in assessment and feedback.	LO6 + LO7	Practical session + exercises Suggested duration: 12 hours	Module combining pedagogy and ethics
M4	Ethics, privacy, and responsible use of AI in schools.	LO7–LO9	Interactive workshop / blended format Suggested duration: 16 hours	Safety and responsibility module
M5	AI for personalisation and student engagement.	LO10–LO12	Workshop + peer learning Suggested duration: 16 hours	Implementation module for classroom work

5. Short module descriptions

M1. AI Basics and AI Literacy for Teachers

This module develops a foundational understanding of AI, its possibilities, and its limitations. It also strengthens the ability to critically evaluate content generated by AI tools.

M2. AI in lesson planning and material creation

This module shows how to use AI to prepare lesson scenarios, presentations, exercises, tests, and other teaching materials while maintaining alignment with the curriculum.

M3. AI in assessment and feedback

This module supports teachers in using AI for feedback, question generation, and assessment support in a transparent and responsible way.

M4. Ethics, privacy, and responsible use of AI

This module organises issues of privacy, data security, bias, content reliability, and maintaining the teacher's professional role when using AI.

M5. AI for personalisation and student engagement

This module shows how to use AI to differentiate materials, increase student motivation, and design more interactive educational activities.

6. School-level implementation

The guide may be used not only within project activities, but also as a reference point for schools interested in structuring their own AI-related practices. In a small KA210 project, simple and feasible steps are recommended:

- a brief initial diagnosis of teachers in relation to competence groups A–D;
- selection of one or two modules as a school development priority;
- use of workshops, peer learning, and exchange of practice instead of extensive procedures;
- periodic reflection on whether AI supports pedagogical objectives rather than only technical tool use;
- maintaining basic principles of data protection, responsibility, and critical evaluation of AI outputs.

7. Assessment and Validation

The assessment of the training should be carried out in a simple and proportionate way, directly linked to the objectives of the AI Skills Framework and to the training activities planned in WP3. Its purpose is to verify whether teachers are developing the competences described in the framework, whether their readiness to use AI in teaching practice is increasing, and which elements of the programme require further refinement.

In practice, the assessment may be based on simple PRE/POST tools that allow for comparison of teachers' self-assessment before and after the training. These tools relate to the four competence groups of the framework, as well as to attitudes towards AI, the sense of preparedness to use it in teaching, and the perceived usefulness of particular workshop areas.

Understood in this way, the assessment serves primarily a developmental function. Its results should be used to further refine the training content, modules, and implementation materials in WP3, as well as to support the later verification of the relevance and usefulness of documents D2.1, D2.2 and D2.3 within the Evaluation and Improvements Report.

8. Conclusions

D2.3 translates the AI Skills Framework into practical implementation guidance. The document remains consistent with D2.2 and proportionate to a small KA210 project: it is structured enough to support training and school activities, but not excessively elaborate. Together with D2.1 and D2.2, it forms a logical WP2 package of deliverables that directly prepares the ground for WP3 activities.

9. Appendices

The appendices below complement D2.3 with reference material showing how the survey results were translated into development needs, competence groups, and learning outcomes, as well as which questions and answers formed the basis of the needs analysis in D2.1.

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

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

Appendix 2. Survey questions and summary of responses

Appendix 2 organises the questions used in the survey and the main percentage-based responses. In several cases, the source report provides approximate or incomplete values; this has been indicated in the text.

- **Q1. What is your current level of knowledge about Artificial Intelligence?**

  Intermediate – 48.1%; basic – 26.9%; advanced – 21.2%; none – 3.5%.

- **Q2. Do you use AI tools in your teaching?**

  Almost 71% of teachers used AI tools in their teaching and about 6% wanted to use them but did not know how. The most frequently mentioned tools were ChatGPT, Canva, Gemini, Grammarly, Magic School, and Photomath.

- **Q3. Why do you use AI? (multiple choice)**

  Lesson planning – 35.5%; content creation – 61.3%; student assessment – 32.3%; personalising learning – 16%; administrative tasks – 19.4%.

- **Q4. Do you use ChatGPT in everyday life?**

  Yes – 78.8%; no – 21.2%.

- **Q5. How often do you use ChatGPT for lesson planning, presentations, tests, and exercises?**

  Very often – 48.4%; never – 45.2%; I do not need it – approx. 5%; I do not know how to use it – marginal value; language barrier – 0%.

- **Q6. How interested are you in learning more about how to use AI in teaching?**

  Not interested – 0%; slightly interested – approx. 3–4%; interested – 32.7%; very interested – 36.5%; extremely interested – 26.9%.

- **Q7. What benefits do you expect from using AI in teaching? (teachers could choose two answers)**

  Increase student engagement – 75%; access to creative tools – 59.6%; save time in planning – 44.2%; personalised learning – 28.8%.

- **Q8. What concerns do you have about using AI in education? (multiple choice)**

  Data privacy – 25%; bias/inaccuracy – 42.3%; replacing teacher roles – 19.2%; dependence on technology – 65.4%; the belief that everyone can be a teacher with AI – 13.5%; no concerns – 13.5%.

- **Q9. What skills or knowledge would help you use AI more effectively in your teaching?**

  Understanding what AI can/cannot do – 32.7%; hands-on training – 63.5%; lesson planning with AI – 40.4%; assessing students using AI – 21.2%; ethical and legal issues – 21.2%; helping students use AI responsibly – 65.4%.

- **Q10. What training format would be most suitable for you?**

  In-person training – 48.1%; short videos – 28.8%; live online workshops – 11.5%; written guides – 9.6%. The source report did not provide precise values for one-to-one mentoring and the answer “I am not interested.”