GENIE Training Impact Assessment (Oak grow Library)



Follow-up survey of learners and educators trained by Oak Grow Library, Lithuania, Kaunas | October 2026

1. Context

The GENIE: Generative AI for Inclusive Education and Empowerment project (2024-1-LT01-KA220-ADU-000250871), co-funded by the European Union, supports accessible, practical and responsible use of generative AI.

- ✓ Across all project partners, 485 adult learners and 339 external educators were trained.
- ✓ Oak Grow Library in Lithuania trained 157 adult learners and 152 educators.

The preceding international training evaluations included 358 learner questionnaires (average training rating: 9.06/10) and 297 educator questionnaires (average training rating: 9.1/10; readiness to share knowledge: 7.3/10). They reflected immediate training experiences. In contrast, this report examines respondents' reported application and perceived benefits after training. International findings are background only and are not combined with the Oak Grow Library impact survey results in this report.

**This follow-up study concerns only the library's trainees.*

2. Aim and methodology

The aim of the follow-up assessment was to evaluate how GENIE participants applied the knowledge and skills acquired during the training and what changes they experienced approximately 4–5 months afterwards. Two anonymous online questionnaires were developed for two target groups:

- ➔ Adult learners: The questionnaire focused on the frequency and purposes of AI use, self-reported improvements in AI-related skills, practical benefits, and the perceived contribution of GENIE training. Participants were also invited to provide examples of how they applied their knowledge.

- Educators: The questionnaire examined the integration of AI into teaching practices, improvements in professional competences, the application and sharing of acquired knowledge, the number of people reached, observed changes among learners, and preparedness to share AI-related knowledge.

Both questionnaires included closed-ended questions, multiple-choice items, five-point rating scales, and optional open-ended questions.

The target population consisted exclusively of participants trained by Oak Grow Library in Lithuania. Of the 157 trained adult learners, 27 completed the questionnaire (response rate: 17.2%). Among 152 trained educators, 36 responded (23.7%). In total, 63 questionnaires were completed, representing an overall response rate of 20.4%.

Group	Trained	Follow-up responses	Response rate
Adult learners	157	27	17.2%
Educators	152	36	23.7%
Total	309	63	20.4%

3. Follow-up findings

3.1. Adult learners impact assessment

Frequency of AI use

The final learner questionnaire comprises 27 responses (response rate 17.2%). All respondents reported using AI after training. 18/27 (66.7%) used AI at least weekly; 10 used it daily or almost daily. The frequency question does not establish whether use increased compared with before training (see Figure 1).

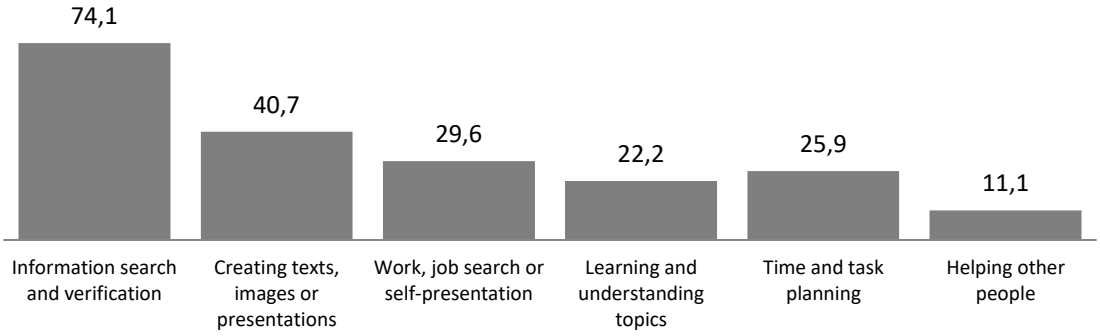
Figure 1. How often have you used artificial intelligence (AI) tools since the GENIE training?
Frequency (%)



Purposes of AI use

The most common uses were information search and verification (n=20, 74.1%), creating texts, images or presentations (n=11, 40.7%), work, job search or self-presentation (n=8, 29.6%), learning and understanding topics (n=6, 22.2%), time and task planning (n=7, 25.9%) (see Figure 2).

Figure 2. What have you used AI tools for since the training?
Purposes / applications (%)



Self-reported competence improvements

Respondents generally assessed their abilities positively, although explaining how AI works received a lower mean than practical independent use. Across the five competences: The corresponding average ratings are presented in Figure 3.

- ✓ Explaining AI: 3.27/5 (n=26; 9/26 or 34.6% rated 4–5);
- ✓ Prompt formulation: 3.77/5 (n=26; 16/26 or 61.5% rated 4–5);
- ✓ Critical evaluation: 3.81/5 (n=26; 18/26 or 69.2% rated 4–5);
- ✓ Ethics and personal data: 3.79/5 (n=24; 16/24 or 66.7% rated 4–5);
- ✓ Independent AI use: 3.88/5 (n=24; 15/24 or 62.5% rated 4–5).

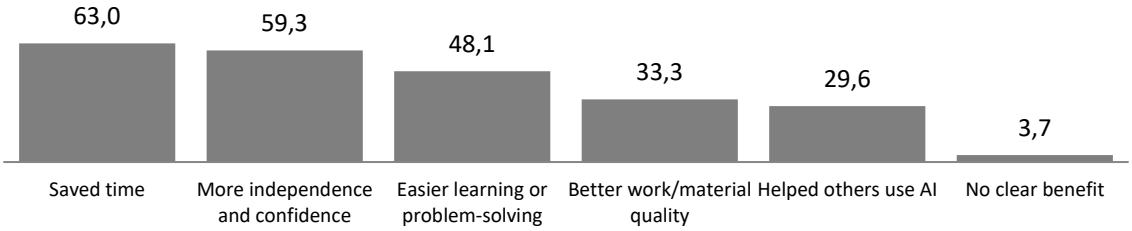
Figure 3. Compared with the period before the GENIE training, to what extent have the following skills improved?
Competence mean (1–5)



Practical benefits

The most frequently selected practical benefits were saved time (n=17, 63.0%), more independence and confidence (n=16, 59.3%), easier learning or problem-solving (n=13, 48.1%), better work/material quality (n=9, 33.3%), helped others use AI (n=8, 29.6%). Additional free-text benefits were retained separately and not recoded into standard response categories. The distribution of reported benefits is shown in Figure 4.

Figure 4. What practical benefits have you gained from using AI since the training?
Benefits (%)

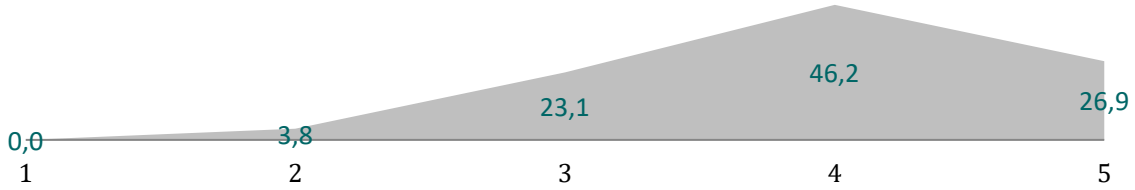


Perceived contribution of GENIE training

The findings indicate that adult learners generally associated the changes they experienced with GENIE training. Among respondents who provided a numerical rating, 46.2% rated the contribution at 4 and 26.9% at 5, while 23.1% selected a moderate rating of 3. The average score was 3.96 out of 5, suggesting that participants perceived GENIE training as an important contributor to their subsequent use of AI and the benefits they experienced. See Figure 5.

**Note: Percentages are calculated based on 26 respondents who provided a numerical rating (1–5), excluding one respondent who selected "Unable to assess".*

Figure 5. To what extent do you attribute the changes described above to the GENIE training?
Attribution to GENIE: scores (%)



Adult learners: open-ended responses:

The open-ended question invited participants to provide concrete examples of how they had applied the knowledge acquired during GENIE training and what results they had achieved. Of the 27 respondents, 11 provided written responses.

The responses indicate that participants applied AI in a variety of everyday, professional and learning-related contexts. Several recurring themes emerged.

- ✓ **Information searching and time efficiency.** One of the most frequently mentioned benefits was faster access to information and more efficient information processing. Participants described using AI to search, organise, summarise and edit information, as well as to support everyday decision-making.

  "Information gathering has become much faster."

"I save time when searching for information."

- ✓ **Content creation and practical problem-solving**. Respondents provided examples of using AI to create texts, visuals, greetings, promotional materials and documents. AI was also used for more specific practical tasks, including preparing a preliminary property purchase agreement and developing educational activities.

  "AI helped me create birthday greetings, both videos and cards, as well as flyers for work and improve images and photographs."

  "With the help of AI, I prepared a preliminary purchase agreement for a house and land plot."

- ✓ **Critical thinking and responsible AI use**. Some responses highlighted not only practical applications but also greater awareness of AI limitations. Participants described checking AI-generated information against other sources and being more cautious about sharing personal data.

  "I always double-check the information received from AI against other sources and provide as little personal information as possible in my prompts."

  "I have noticed mistakes as well. This did not surprise me because critical thinking was emphasised during the training."

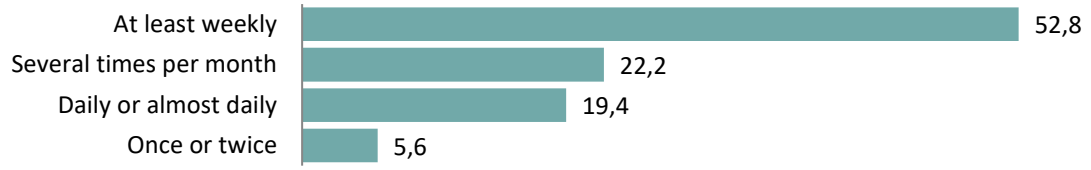
Overall, the qualitative findings suggest that the perceived benefits of GENIE training extended beyond acquiring technical knowledge. Respondents described integrating AI into everyday routines, improving efficiency, exploring creative applications and developing more critical approaches to AI-generated information. The examples illustrate diverse ways of applying acquired knowledge, although they do not establish how widespread these experiences were among all trainees.

3.2. Educators impact assessment

Frequency of AI use in teaching

The final educator questionnaire comprises 36 responses (response rate 23.7%). 26/36 (72.2%) reported using AI for teaching at least weekly, including 7 using it daily or almost daily (see Figure 6).

Figure 6. How often have you used AI in your teaching or training work since the GENIE training?
Frequency (%)

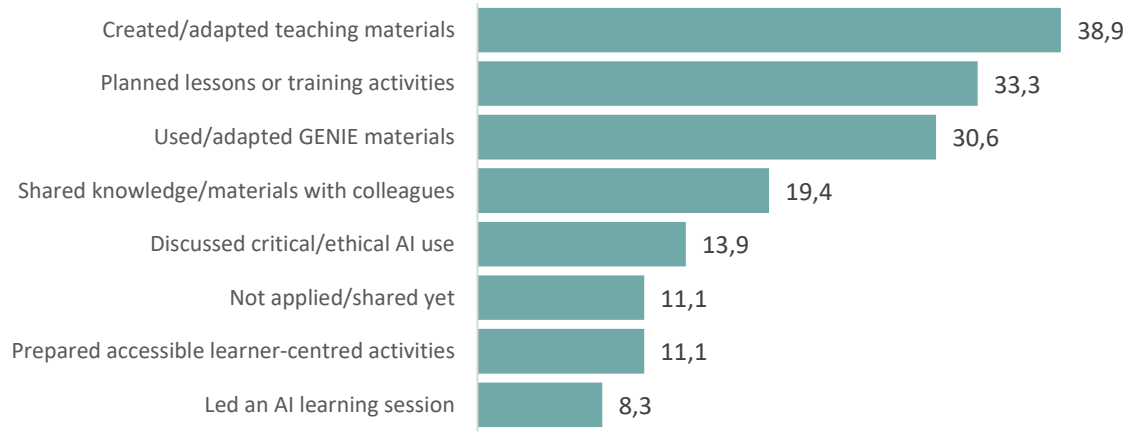


Application and sharing of acquired knowledge

The most common reported applications were: The main applications are summarised in Figure 7.

- ✓ Created/adapted teaching materials (n=14, 38.9%),
- ✓ Planned lessons or training activities (n=12, 33.3%),
- ✓ Used/adapted GENIE materials (n=11, 30.6%),
- ✓ Shared knowledge/materials with colleagues (n=7, 19.4%),
- ✓ Discussed critical/ethical AI use (n=5, 13.9%),
- ✓ Prepared accessible learner-centred activities (n=4, 11.1%).

Figure 7. How have you applied or shared what you learned since the training?
Purposes / applications (%)



Self-reported competence improvements

Ethics and human oversight received the highest mean among the six competence items, while planning inclusive learning activities was rated somewhat lower. Detailed results: Mean competence ratings are presented in Figure 8.

- ✓ Prompts and AI use: 3.66/5 (n=35; 21/35 or 60.0% rated 4–5);
- ✓ Critical evaluation: 3.56/5 (n=36; 22/36 or 61.1% rated 4–5);
- ✓ Create learning materials: 3.68/5 (n=31; 19/31 or 61.3% rated 4–5);
- ✓ Inclusive learning activities: 3.54/5 (n=28; 16/28 or 57.1% rated 4–5);

- ✓ Ethics and human oversight: 3.82/5 (n=34; 22/34 or 64.7% rated 4–5);
- ✓ Share AI knowledge: 3.69/5 (n=32; 20/32 or 62.5% rated 4–5).

Figure 8. Compared with the period before the GENIE training, to what extent have the following skills improved? Competence mean (1–5)



Knowledge-sharing reach and learner outcomes

Learners reached, as reported by respondents: **159 contacts across 35 valid numeric reports.** These counts can contain overlapping recipients and are not verified counts of unique people.

Colleagues or fellow educators reached, as reported by respondents: **28 contacts across 35 valid numeric reports.** These counts can contain overlapping recipients and are not verified counts of unique people.

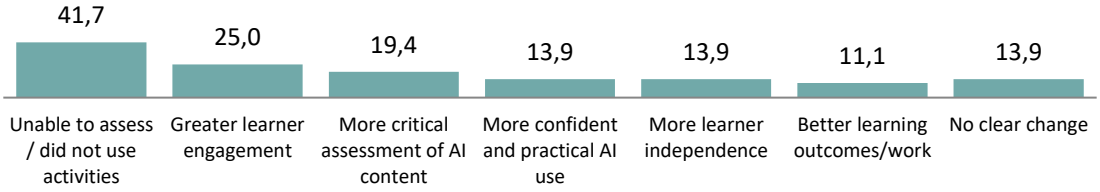
Educators were asked what changes they had observed among learners after using AI-supported learning activities or GENIE materials. The following responses were reported:

- ✓ 41.7% (n=15) had not used AI-supported activities with learners or were unable to assess their impact.
- ✓ 25.0% (n=9) observed increased learner interest or participation.
- ✓ 19.4% (n=7) reported that learners assessed AI-generated content more critically.
- ✓ 13.9% (n=5) observed that learners used AI more confidently and for practical purposes.
- ✓ 13.9% (n=5) reported greater learner independence and self-directed learning.
- ✓ 11.1% (n=4) observed improvements in learning outcomes or the quality of learners' work.
- ✓ 13.9% (n=5) did not observe any clear changes.

Note: Multiple responses were possible. Percentages are calculated based on all 36 educators surveyed.

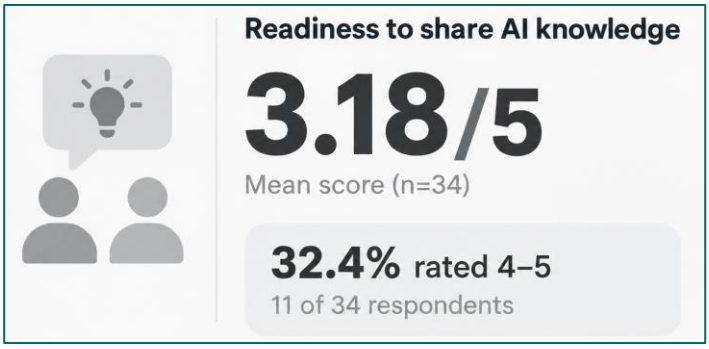
The findings indicate that some educators observed positive changes in learner engagement, critical thinking and practical AI use. However, 41.7% were unable to assess the impact or had not implemented AI-supported activities, indicating that the wider educational effects of the training remain difficult. The response distribution is presented in Figure 9.

Figure 9. What changes have you observed among learners after using AI-supported activities or GENIE materials?
Learner outcomes observed (%)



Readiness to share AI knowledge

Educators rated their readiness to share AI-related knowledge with others at an average of 3.18 out of 5 (n=34). Nearly one-third of respondents (32.4%, 11 out of 34) reported a high level of readiness (scores of 4–5). These findings suggest a positive foundation for knowledge sharing, while also highlighting opportunities to further strengthen educators' confidence through additional practice and support.

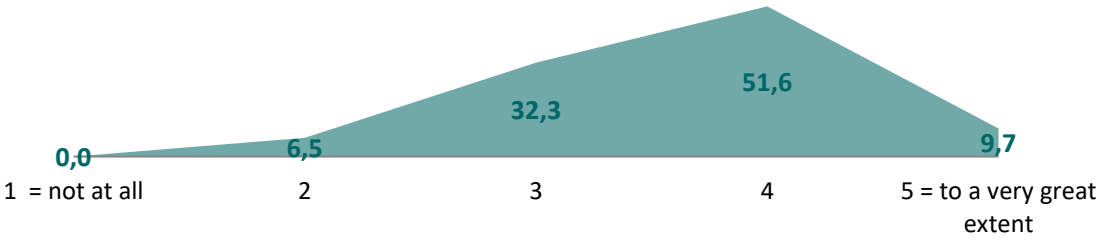


Perceived contribution of GENIE training

The results indicate that educators generally recognised the contribution of GENIE training and learning materials to the changes they experienced. Among respondents who provided a numerical rating, 51.6% rated the contribution at 4 and 9.7% at 5, while 32.3% selected a moderate rating of 3. The average score was 3.65 out of 5, suggesting that educators perceived GENIE training as a meaningful contributor to their professional development and application of AI-related knowledge. See Figure 10.

**Note: Percentages are calculated based on 31 respondents who provided a numerical rating (1–5), excluding 5 respondents who selected "Unable to assess".*

Figure 10. To what extent do you attribute the changes described above to the GENIE training and materials?
Attribution to GENIE: scores (%)



Educators: open-ended responses

The educators' open-ended question explored how GENIE training influenced teaching or training practices and why some participants had not yet applied their knowledge. Of the 36 respondents, 20 submitted written entries, although some provided only very brief or non-specific answers. The responses revealed several themes.

- ✓ **Improved efficiency in preparing educational activities.** Educators frequently described using AI to save time when preparing lessons, searching for information, creating teaching materials and developing educational content.

> *"It reduced the time needed to prepare lessons, made information searching easier and helped create creative assignments."*

- ✓ **More creative and learner-centred teaching practices**. Some educators reported incorporating AI into educational activities to make learning more engaging, visually appealing and responsive to learners' needs.

> *"AI tools help me prepare engaging tasks and visual materials more quickly and adapt activities to students' needs."*

- ✓ One educator provided a particularly relevant example of transferring newly acquired knowledge into teaching practice:

> *"I use similar tasks in my own training sessions. Participants find them genuinely interesting and engaging."*

These examples suggest that GENIE training supported not only educators' individual use of AI but, in some cases, the integration of AI into learning activities delivered to others.

- ✓ **Greater awareness and willingness to explore AI**. Several respondents mentioned discovering new applications of AI, improving prompt-writing skills and becoming more motivated to experiment with different tools.

> *"The training encouraged me to explore more ways of benefiting from the opportunities offered by AI."*

- ✓ **Limited application in teaching contexts.** Importantly, not all respondents had opportunities or reasons to transfer their knowledge into educational practice. Some participated primarily for personal or professional development, while others did not currently teach or train learners.

> *"I applied the knowledge for my own purposes, but I have not had the opportunity to teach others."*

Other respondents simply indicated that there had been no need to apply the knowledge in teaching.

Overall, the responses reveal different levels of knowledge transfer. For some educators, GENIE training contributed to concrete changes in lesson preparation, educational materials and learner-centred activities. For others, its benefits remained primarily individual or work-related rather than directly connected to teaching. This distinction is particularly relevant when assessing the project's broader educational impact.

4. Main findings

- **GENIE training contributed to the continued practical use of AI.** At least weekly AI use was reported by 66.7% of adult learners and 72.2% of educators, indicating that AI tools remained part of respondents' everyday or professional activities several months after training.
- **Adult learners reported tangible benefits in everyday life and work.** The most frequently reported outcomes included time savings (63.0%), greater independence and confidence (59.3%), and easier learning or problem-solving (48.1%). Open-ended responses illustrated how AI was applied to information searching, content creation and practical tasks.
- **Participants reported improvements in AI-related competences.** Adult learners gave particularly positive ratings to independent AI use (3.88/5) and critical evaluation of AI-generated content (3.81/5). Among educators, ethical and responsible AI use received the highest average rating (3.82/5).
- **GENIE training supported the integration of AI into educational practice.** Educators reported creating or adapting teaching materials (38.9%), planning learning activities (33.3%) and using GENIE resources (30.6%). Qualitative responses provided examples of more efficient lesson preparation and creative, learner-centred activities.
- **The impact extended beyond individual participants through knowledge sharing.** Educators reported reaching 159 learners and 28 colleagues through the application or sharing of acquired knowledge. Some also observed increased learner engagement (25.0%) and more critical evaluation of AI-generated content (19.4%).
- **Participants recognised GENIE's contribution to the changes they experienced.** The average perceived contribution was 3.96/5 among adult learners and 3.65/5 among educators, suggesting that respondents associated a substantial part of their reported progress with the training.
- **Transferring acquired knowledge to others remains an important area for further development.** Educators' average readiness to share AI knowledge was 3.18/5, while 41.7% had not implemented AI-supported activities with learners or could not assess their impact. The findings highlight the value of continued practical support and opportunities to apply acquired competences in educational settings.

5. Conclusions

Conclusion 1 — Adult learners. Among responding learners, AI was regularly applied to information searching, creative work, learning and everyday tasks. Reported improvements were strongest for independent and responsible use, while explaining AI concepts remained a comparatively less-developed area. Respondents generally recognised GENIE training as contributing to these changes.

Conclusion 2 — Educators. Responding educators reported regular AI use in lesson preparation and educational materials, with some examples of application in learner activities. Further opportunities for practice, knowledge sharing and reflection on learners' outcomes would help extend the benefits from individual competence to educational practice.

6. Recommendations

- ✓ Provide short, practical follow-up sessions tailored to everyday uses for learners and teaching tasks for educators.
- ✓ Offer reusable prompts, teaching materials and examples that reinforce ethical use and critical assessment of AI outputs.
- ✓ Encourage peer exchange and supported opportunities for educators to try AI-based activities and reflect on learner feedback.
- ✓ Continue concise follow-up evaluation to document practical application and outcomes over time.