Co-funded by the European Union

GENIE Training Evaluation for External Educators



2026

Lithuania, Italy, Slovenia, Estonia

Content

Context 2
Methodology 2
Data analysis 3
Socio-demographic profile 3
Changes in skills and knowledge 4
Changes in attitudes toward using AI 7
Personal experiences and benefits 9
Future intentions 10
Readiness to share AI knowledge 11
Overall training evaluation 12
Open ended answers 12
Key findings 13
Conclusions 14
Recommendations 14
1 Appendix: Open-ended responses 15
2 Appendix: Questionnaire_GENIE training evaluation for external educators 20

Context

The implementation of the pilot course for external educators was carried out within the framework of the project "GENIE: Generative AI for Inclusive Education and Empowerment," funded by the European Union (Project code: 2024-1-LT01-KA220-ADU-000250871). Each partner (STEP, IFOA, ENAEA, Oak Grow Library, and Robotics School) delivered training sessions lasting 16 hours in their respective countries using the training materials developed during the project. The sessions covered different AI-related topics, including practical AI applications, prompting, ethical and responsible AI use, digital tools, and the use of artificial intelligence in educational contexts.

The training was specifically designed for external educators, including teachers, librarians, school librarians, adult education and training professionals, and other education specialists. In contrast to the training for general learners, the course therefore focused not only on developing participants' own AI-related knowledge and skills, but also on strengthening their capacity to share this knowledge and support others in learning about and using AI.

The project initially planned to train 250 external educators. By the end of the training period, 339 external educators had been trained, exceeding the original target and indicating successful achievement of the planned participation goals.

Methodology

The aim of the evaluation was to analyse external educators' attitudes towards the use of artificial intelligence, their opinions regarding the usefulness and practical value of the GENIE training sessions, their future intentions to apply the acquired knowledge, and their preparedness to share AI-related knowledge and skills with others.

The main objectives of the research were:

- ☑ To evaluate changes in participants' knowledge and skills related to artificial intelligence.
- ☑ To analyse changes in attitudes towards the use of artificial intelligence.
- ☑ To explore participants' personal training experiences and perceived benefits of the training activities.
- ☑ To identify future intentions related to the practical application of acquired competences.
- ☑ To assess participants' preparedness to share AI-related knowledge and skills with others.
- ☑ To identify what kind of support participants would need to apply the acquired knowledge and teach or support others in using AI.
- ☑ To summarise the overall evaluation of the training sessions.

The evaluation was based on a quantitative questionnaire consisting of closed-ended and open-ended questions. The questionnaire included Likert-scale items, multiple-choice questions, rating scales, and open comment sections aimed at collecting both statistical and qualitative feedback from participants.

The target group of this evaluation consisted of external educators who participated in the GENIE training activities. The group included teachers, librarians, school librarians, adult education and training professionals, and other education specialists working in different types of educational and community organisations.

In total, 297 external educators completed the GENIE training evaluation questionnaire (Table 1). The number of completed questionnaires corresponded to 118.8% of the planned target of 250 external educators. Based on the actual number of trained participants (339), the questionnaire response rate was 87.6%.

Table 1. Number of surveyed external educators by partner

Partner	N
Oak Grove library	148
IFOA	30
STEP	32
ENAEA	58
Robotics School	29
All	**297**

Data analysis

Socio-demographic profile

The socio-demographic profile of the external educators shows that the respondent group was predominantly female and concentrated in the middle-age groups. Participants represented a range of educational and professional settings, although libraries were clearly the most frequently reported type of organisation.

Gender distribution

- ✓ 89.6% of respondents were female
- ✓ 9.8% were male
- ✓ 0.7% preferred not to specify

Age distribution

- ✓ The largest age group was participants aged 50–59 (28.6%)
- ✓ 27.9% were aged 40–49
- ✓ 19.5% were aged 60–69
- ✓ 18.5% were aged 30–39
- ✓ 4.7% were aged 18–29
- ✓ 0.7% were aged 70 and above

Type of organisation

- ✓ Libraries were the most frequently reported organisational setting (43.8%)
- ✓ 18.5% worked in NGOs/non-profit organisations
- ✓ 18.2% worked in schools
- ✓ 13.5% worked in adult education/training organisations
- ✓ 4.7% worked in consultancies/educational services
- ✓ 2.7% worked in public administration/international organisations
- ✓ 1.7% selected other types of organisations
- ✓ 1.3% worked in higher education institutions
- ✓ 1.0% worked in vocational education/training institutions

Respondents could select more than one type of organisation; therefore, percentages for organisational settings do not sum to 100%. See Figure 1.

Overall, the socio-demographic profile indicates that the training reached external educators from a variety of organisational settings, with particularly strong representation from libraries, NGOs/non-profit organisations, schools, and adult education/training organisations. Women and participants aged 40–59 were particularly strongly represented in the respondent group.

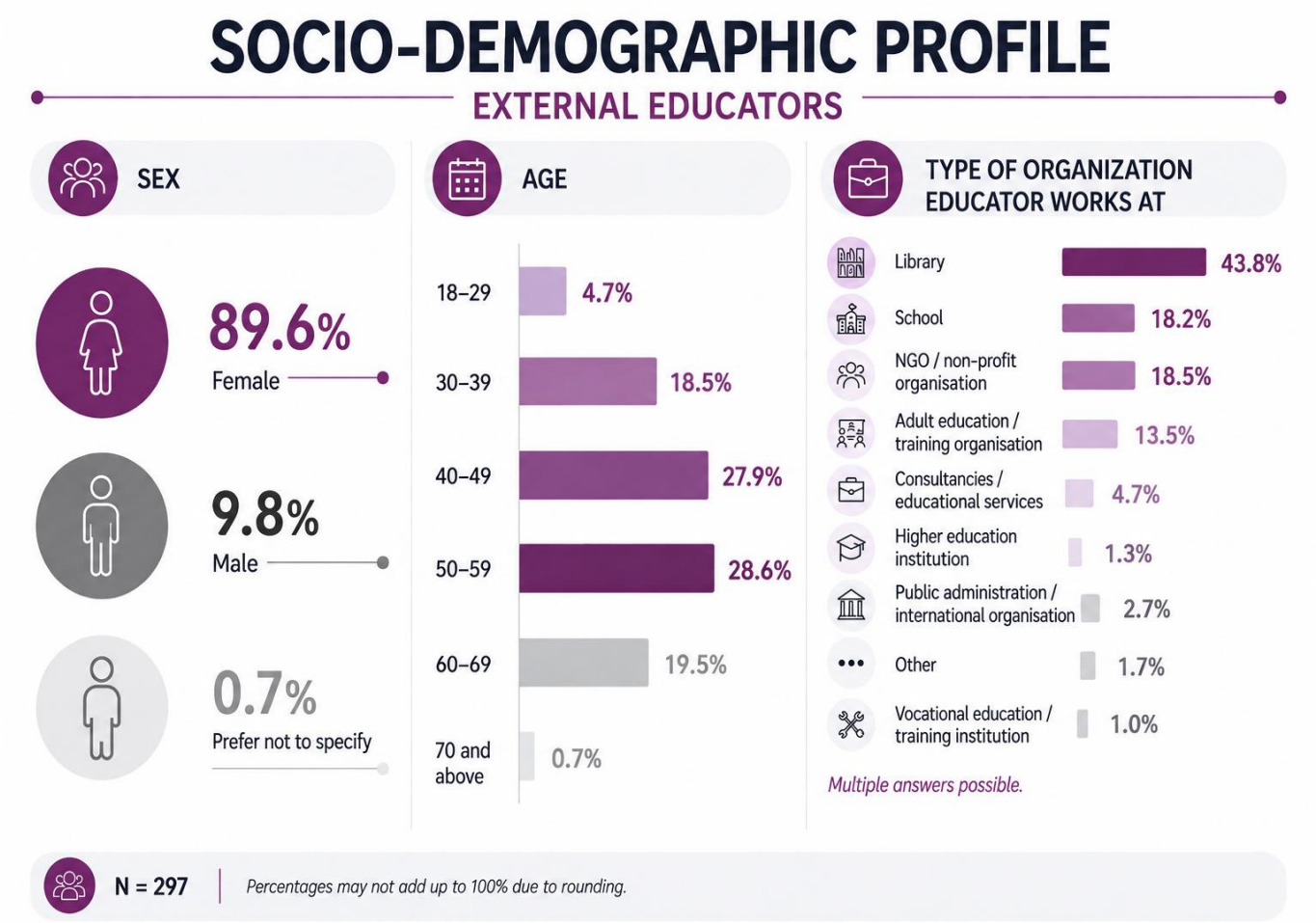


Figure 1. Socio-demographic profile of external educators

Changes in skills and knowledge

The results indicate a consistently positive evaluation of skill and knowledge development across all assessed areas, with **average scores ranging from 4.08 to 4.42 out of 5**. In all areas, a clear majority of respondents reported significant improvement (4–5), ranging from 74% to 88%, while only a small proportion reported little improvement (1–2). The strongest results were observed in ethical and responsible AI use, the use of AI for health, habits and personal development, and the ability to explain how AI works.

Highest-rated areas

- ✓ Understanding of how AI can be used ethically and responsibly – average score 4.42; 88% reported significant improvement
- ✓ Knowledge of how to use AI to support health, habits, and personal development – average score 4.33; 87% reported significant improvement
- ✓ Ability to explain in simple terms how AI works – average score 4.32; 85% reported significant improvement
- ✓ Competence in critically evaluating the reliability of information, images, and videos – average score 4.29; 86% reported significant improvement
- ✓ Understanding of multiple ways to apply AI in self-directed learning – average score 4.29; 87% reported significant improvement

- ✓ Skills in writing prompts that generate useful answers from AI – average score 4.29; 85% reported significant improvement

Comparatively lower-rated areas

- ✓ Ability to create an effective CV, cover letter, and other self-presentation tools using AI – average score 4.08; 74% reported significant improvement
- ✓ The capability to set up simple automation tasks on a computer – average score 4.14; 78% reported significant improvement
- ✓ Proficiency in using AI tools to create texts, visuals, or learning materials – average score 4.27; 84% reported significant improvement

Although these areas received comparatively lower ratings, the results remained strongly positive, with average scores above 4 out of 5 and substantial majorities reporting significant improvement. Overall, the findings suggest that the training contributed to broad development of AI-related knowledge and skills rather than improvement being limited to only a few specific competencies.

Average scores were calculated among respondents who were able to evaluate each area; responses indicating that a skill or knowledge area was not covered during the training were excluded from the corresponding average. See Figures 2 and 3.

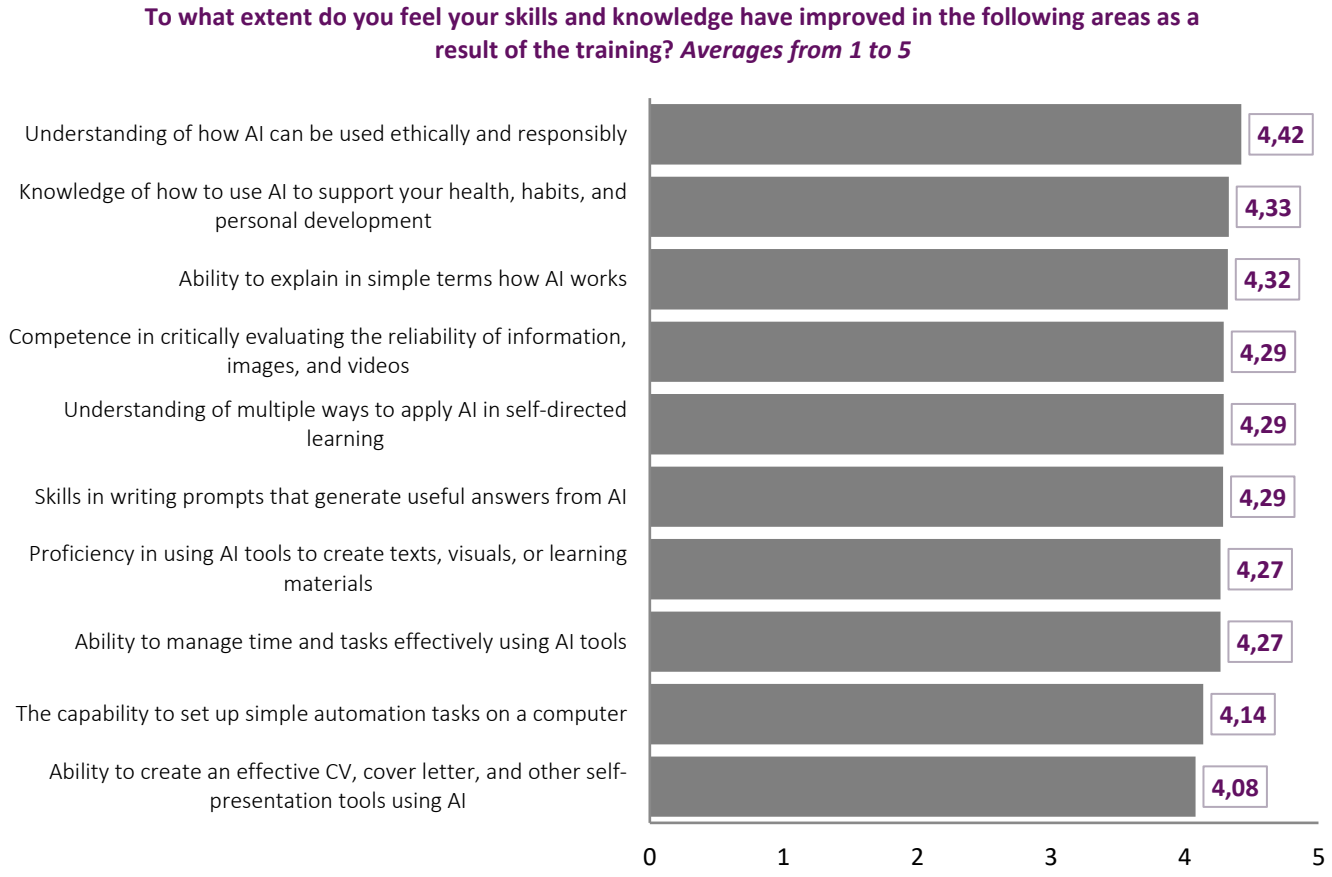


Figure 2. Changes in skills and knowledge – average scores

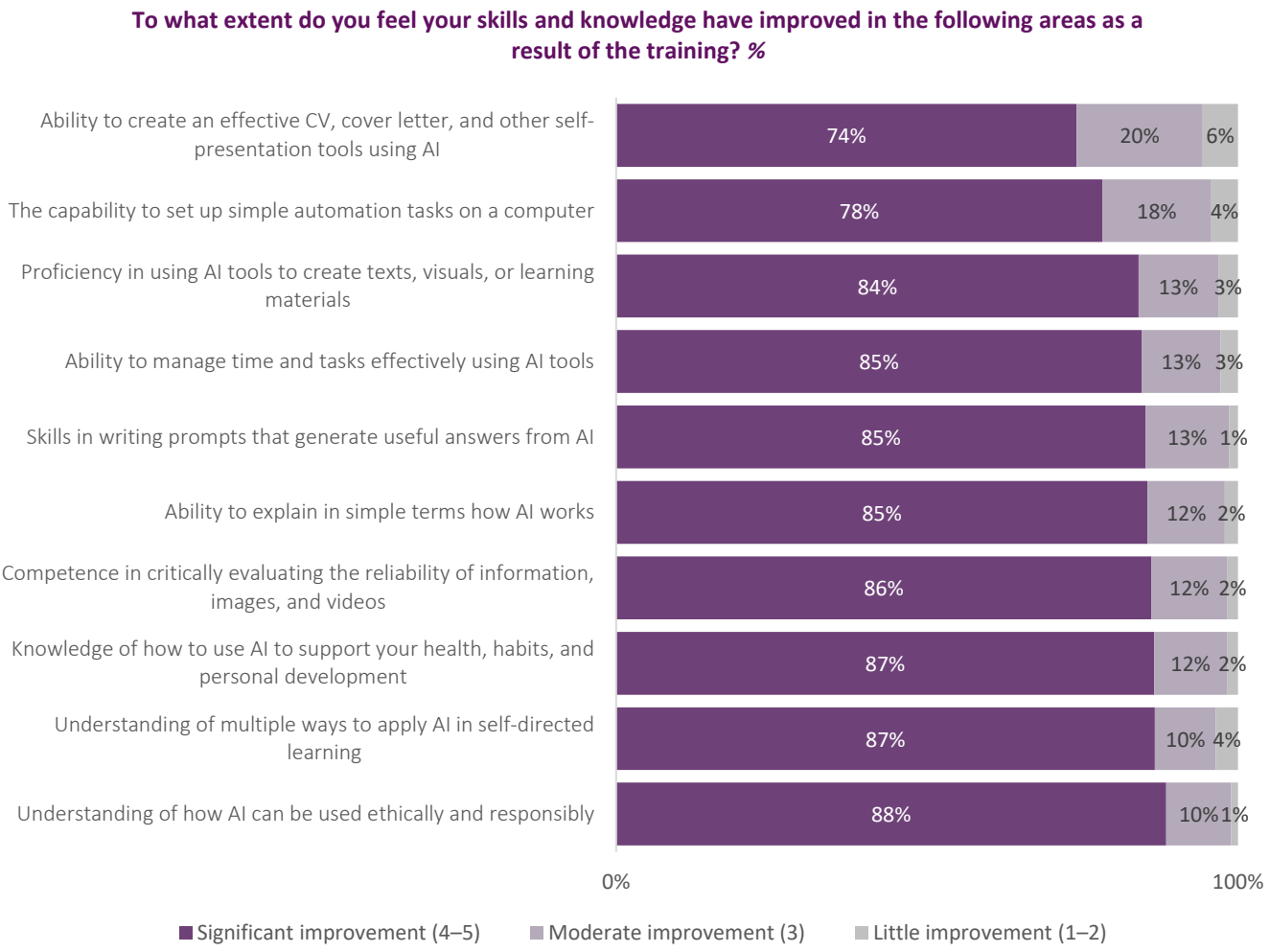


Figure 3. Changes in skills and knowledge – percentage indicators

The results indicate that most skill and knowledge areas were widely covered during the training. For the majority of areas, only **2–6% of respondents** indicated that the topic had not been covered. One area clearly differed from this general pattern: the use of AI for CVs, cover letters, and other self-presentation tools.

Areas least frequently identified as not covered

- ✓ Skills in writing prompts that generate useful answers from AI – only 2% indicated this area was not covered
- ✓ Ability to explain in simple terms how AI works – 3% indicated this area was not covered
- ✓ Proficiency in using AI tools to create texts, visuals, or learning materials – 3% indicated this area was not covered
- ✓ Competence in critically evaluating the reliability of information, images, and videos – 3% indicated this area was not covered

Areas most frequently identified as not covered

- ✓ Ability to create an effective CV, cover letter, and other self-presentation tools using AI – 29% indicated this area was not covered
- ✓ The capability to set up simple automation tasks on a computer – 6% indicated this area was not covered
- ✓ Knowledge of how to use AI to support health, habits, and personal development – 5% indicated this area was not covered

The findings show that coverage was generally consistent across the training programme, while AI-supported CV, cover letter, and self-presentation tasks were substantially less consistently covered than other areas. See Figure 4.

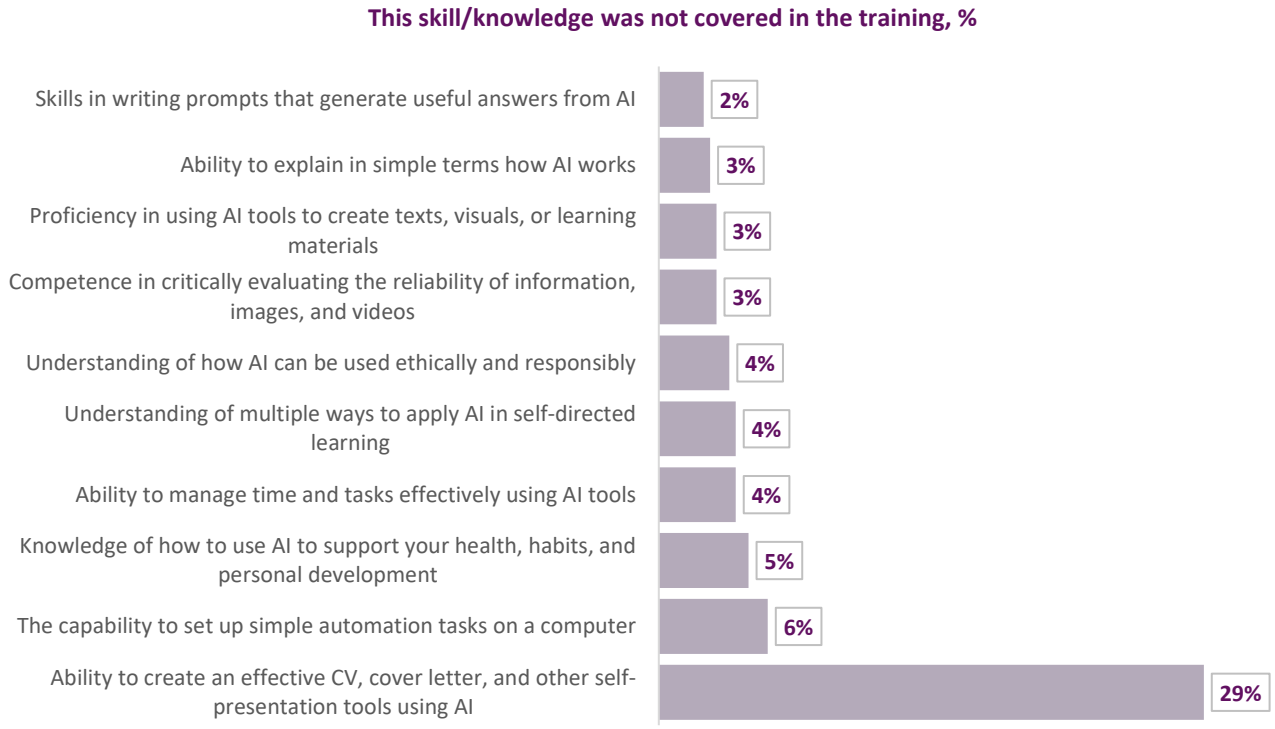


Figure 4. Skills and knowledge areas reported as not covered in the training

The findings consistently indicate that the training was particularly effective in strengthening participants' core AI competencies, including ethical and responsible AI use, understanding how AI works, critical evaluation of AI-related information, and prompt-writing skills. These areas received high average ratings and were also widely recognized as covered during the training. More specialized applications showed somewhat more varied results. In particular, AI-assisted CV, cover letter, and self-presentation tasks were substantially more often identified as not covered, while simple automation tasks received comparatively lower improvement ratings. Overall, the findings suggest that the training provided a strong and broadly consistent foundation in AI knowledge and practical use, while some more specialized applications may benefit from additional targeted activities or follow-up training.

Changes in attitudes toward using AI

The results show that the training had a clearly positive impact on participants' attitudes toward AI. Across most statements, a strong majority of respondents agreed that the training increased their understanding of AI, openness to its use, confidence, and willingness to continue exploring AI tools. Negative responses remained low for nearly all positively worded statements.

Highest-rated areas

- ✓ I believe AI tools can save me time and effort – 79% agreed
- ✓ I now see more clearly how AI impacts my work and daily life – 79% agreed
- ✓ I feel more open to experimenting with AI in my daily life – 78% agreed
- ✓ I've developed a curiosity to learn more advanced AI topics – 76% agreed

Areas showing comparatively lower, but still positive, levels of agreement

- ✓ I feel more confident using AI tools – 70% agreed and 28% partly agreed
- ✓ I feel more capable of explaining to others how AI works – 67% agreed and 29% partly agreed, indicating that confidence in communicating AI knowledge was somewhat lower than confidence in using AI personally
- ✓ I feel less afraid of AI-related technologies – 65% agreed and 31% partly agreed, suggesting a positive shift, although this change was less pronounced than for most other attitude indicators

The negatively worded statement "I still feel unsure about AI's practical value" showed a more mixed pattern. 36% disagreed, while 27% partly agreed and 32% agreed. This indicates that, despite the generally positive changes observed across the other indicators, uncertainty about the practical value of AI remained among a notable proportion of respondents. See Figure 5.

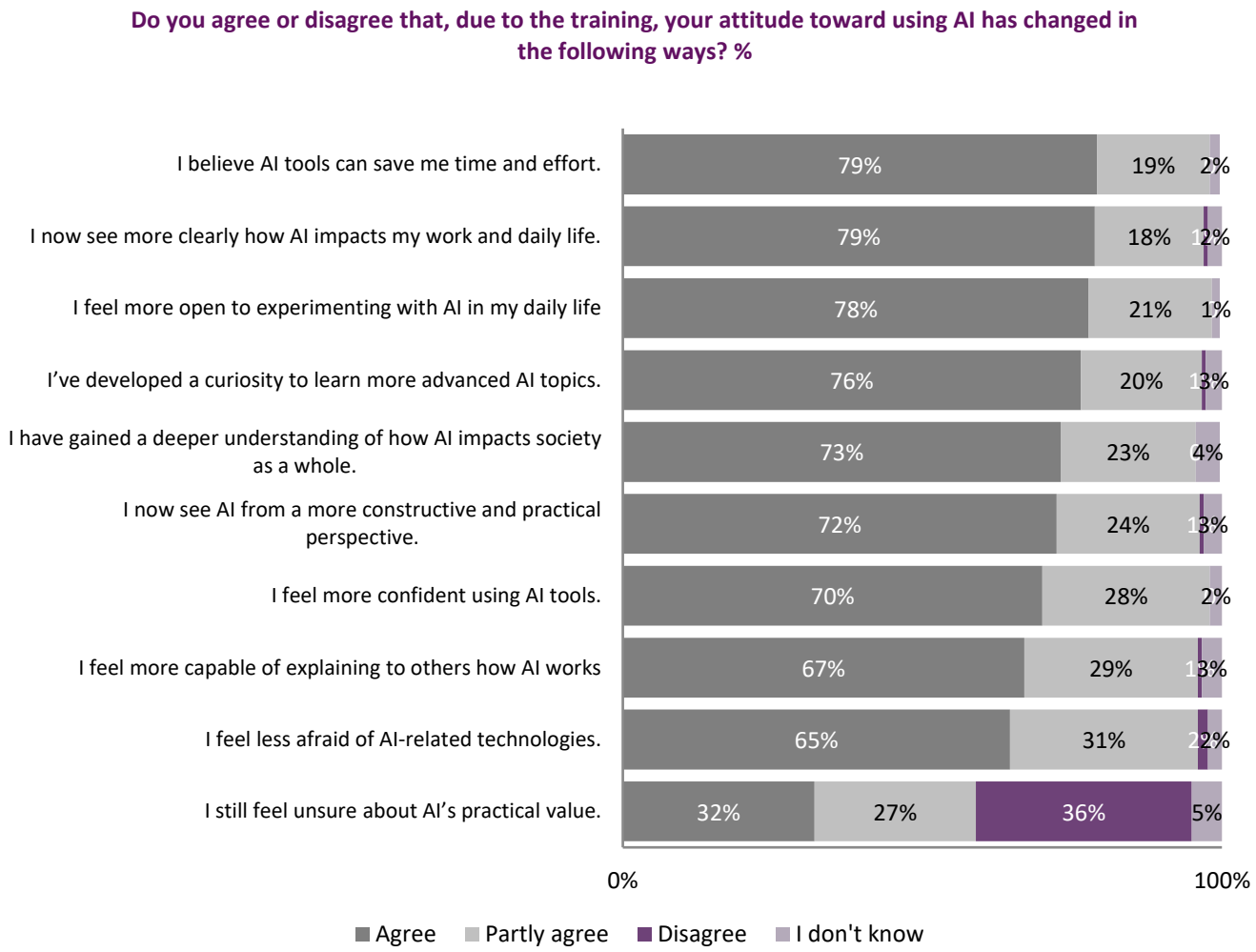


Figure 5. Changes in attitudes toward using AI

Overall, the findings suggest that the training was particularly successful in fostering a more practical, open, and informed attitude toward AI. Participants increasingly recognised its potential to save time, understood more clearly how it affects their work and daily life, and became more willing to experiment and continue learning. At the same time, the comparatively lower confidence in explaining AI to others is particularly relevant for external educators and suggests that transferring AI knowledge to others may require further practice and support. The

remaining uncertainty about AI's practical value also indicates that some participants may benefit from additional profession-specific examples demonstrating how AI can be meaningfully integrated into their work.

Personal experiences and benefits

The results indicate that participants gained a wide range of positive experiences and practical benefits from the training. The strongest outcomes were related to acquiring new AI-related knowledge, effective facilitation, engaging learning experiences, practical examples, and useful hands-on tasks. Only a small share of respondents reported gaining no particular benefit from the training.

Most frequently mentioned benefits

- ✓ I heard information about AI that was new to me – 91.9%
- ✓ The facilitators effectively provided participants with new knowledge and skills – 83.8%
- ✓ I had an enjoyable and engaging learning experience – 78.1%
- ✓ I heard interesting and illustrative examples of how AI can be used – 77.4%
- ✓ I found the practical tasks useful – 76.8%

Less frequently mentioned benefits

- ✓ I learned valuable lessons from collaborating with other participants – 39.7%
- ✓ I gained ideas on how to create practical, hands-on learning opportunities – 46.1%
- ✓ I gained ideas on how to design more learner-centered activities – 52.2%
- ✓ I had a chance to apply the knowledge and skills I already possessed – 54.2%

Only 8.8% of respondents indicated that they did not gain any particular personal experience or benefit from the training. See Figure 6.

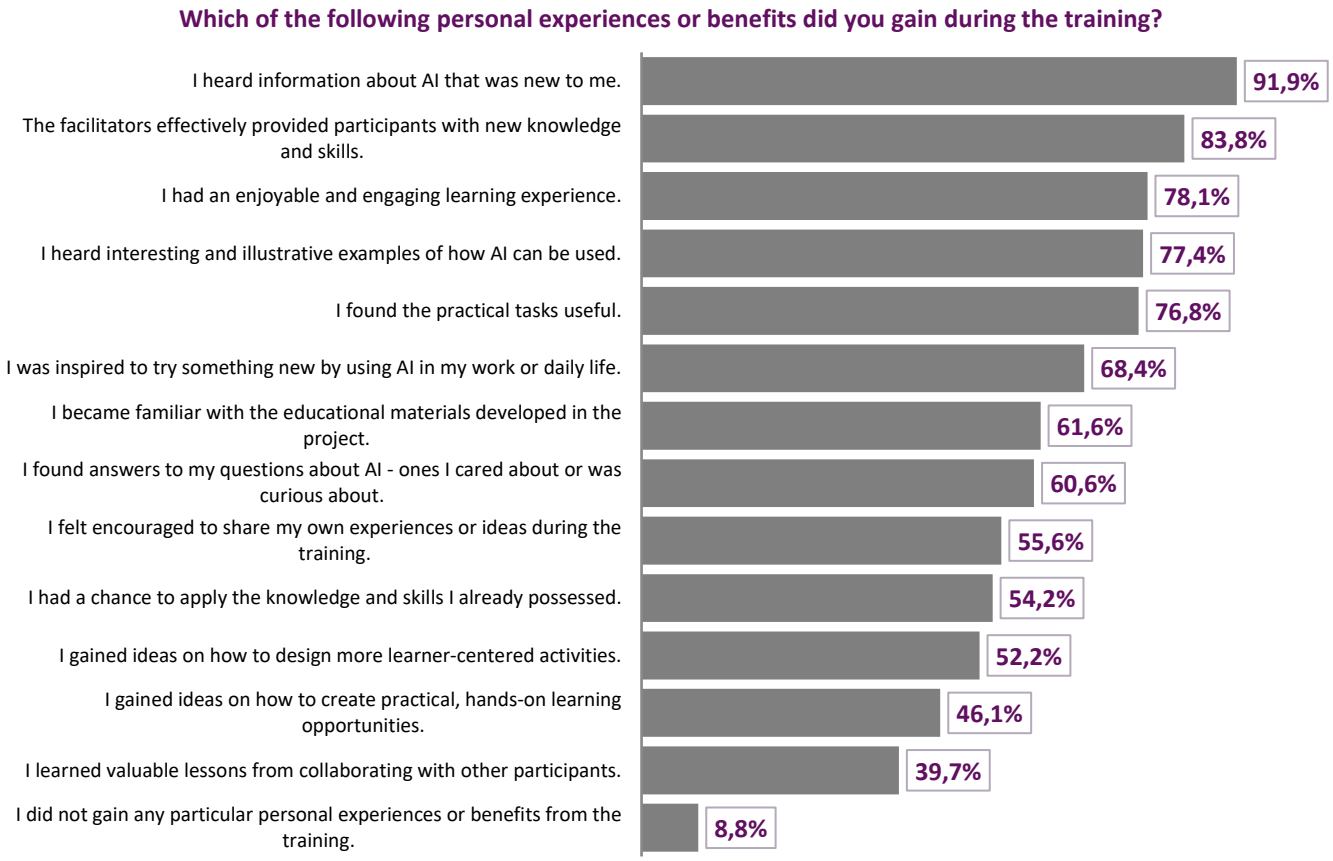


Figure 6. Personal experiences and benefits

The findings suggest that the training was particularly effective in providing external educators with new AI-related knowledge through engaging delivery, illustrative examples, and practical activities. The comparatively lower results for peer collaboration and for gaining ideas on learner-centred and hands-on learning activities suggest that **the training was more strongly oriented towards participants' own knowledge and skill development than towards collaborative learning and the pedagogical transfer of these competencies to others**. This distinction is particularly relevant for external educators, whose role includes not only using AI themselves but also supporting learning among others.

Future intentions

The results show that participants expressed strong intentions to **apply and further develop the knowledge and skills acquired during the training**. Most respondents planned to integrate the acquired skills into everyday life and use them in professional or personal projects, while a substantial majority also intended to continue learning about AI. Only a very small proportion indicated that they did not plan to use what they had learned.

Most frequently mentioned intentions

- ✓ I intend to integrate the skills and resources from this training into my everyday life – 81.8%
- ✓ I want to use what I learned to develop my professional and/or personal projects – 80.8%
- ✓ I plan to continue learning more and exploring the topics covered in this training – 71.7%
- ✓ Sharing the acquired knowledge and materials with others was reported by 49.5% of respondents.
- ✓ Only 3.7% stated that they did not currently plan to use what they had learned in the future.

See Figure 7.

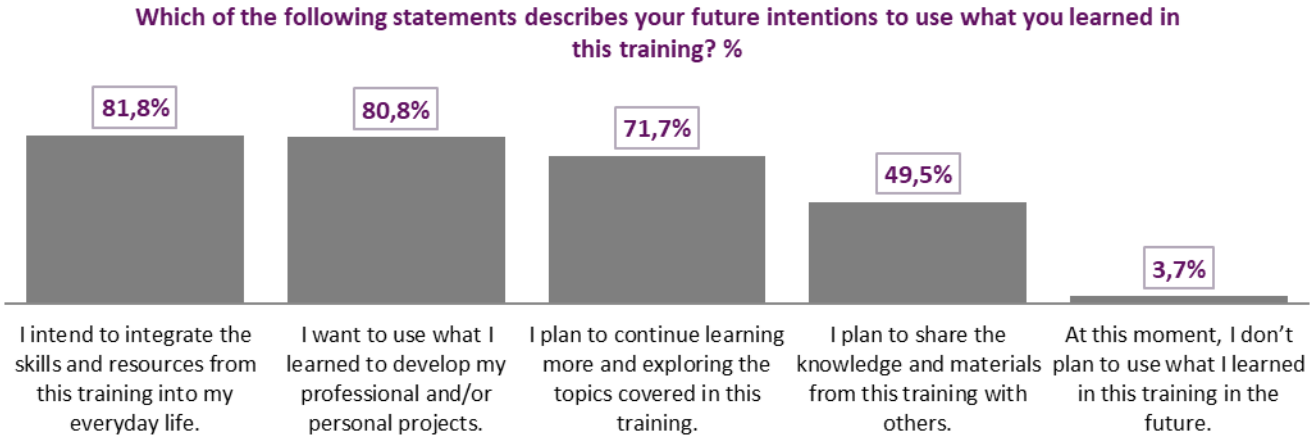


Figure 7. Future intentions

The findings indicate strong motivation to transfer the acquired AI competencies into practical use and continue developing them after the training. Particularly high intentions to integrate the skills into everyday life and professional or personal projects suggest that participants perceived the acquired knowledge as relevant and applicable beyond the training itself. At the same time, the lower proportion planning to share knowledge and materials with others is particularly relevant for external educators. Together with the earlier findings on confidence in explaining AI, it suggests that using AI independently and feeling prepared to transfer AI knowledge to others remain somewhat different levels of competence, with the latter potentially requiring additional practice, resources, and support.

Readiness to share AI knowledge

Participants generally felt well prepared to share AI knowledge with others after the GENIE training. **The average preparedness rating was 7.3 out of 10**, with responses concentrated mainly in the upper part of the scale. At the same time, preparedness was more varied than the overall evaluation of the training.



Highest ratings

- ✓ 23.9% rated their preparedness 8 out of 10
- ✓ 21.9% rated their preparedness 7 out of 10
- ✓ 13.1% felt fully prepared (10 out of 10)
- ✓ 12.5% rated their preparedness 9 out of 10

Lower ratings

- ✓ 10.1% rated their preparedness 5 out of 10
- ✓ 11.1% rated it 6 out of 10
- ✓ Only 7.4% selected ratings from 1 to 4

See Figure 8.

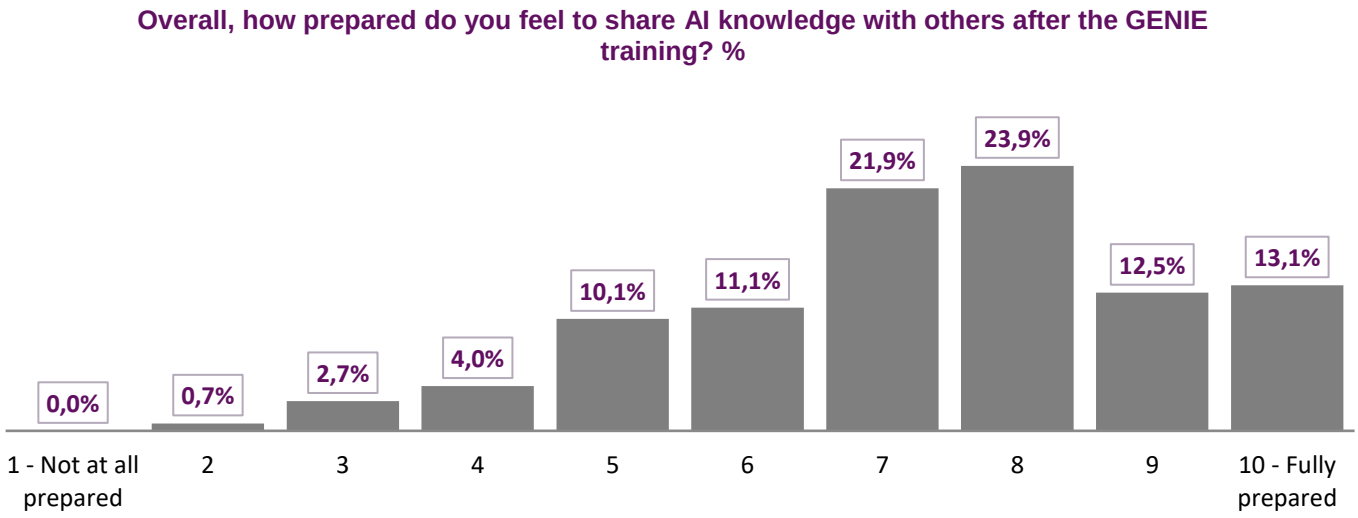


Figure 8. Readiness to share AI knowledge with others

The findings indicate that the training provided a strong basis for external educators to share AI-related knowledge with others, although the results also show **considerable variation in their level of preparedness**. While more than two thirds rated their preparedness between 7 and 10, relatively few selected the highest possible rating. This suggests that many educators had developed a good foundation but could still benefit from additional practice, teaching resources, and support before feeling fully prepared to transfer AI knowledge to others.

Overall training evaluation

The overall evaluation of the training was extremely positive. **The average rating reached 9.1 out of 10**, indicating a very high level of participant satisfaction. More than half of all respondents gave the training the highest possible score, while low evaluations were very rare.



Highest ratings

- ✓ 55.2% rated the training 10 out of 10
- ✓ 21.9% rated the training 9 out of 10
- ✓ 13.1% rated the training 8 out of 10

Together, **90.2% of respondents rated the training between 8 and 10**.

Lower ratings

- ✓ 5.4% rated the training 7 out of 10
- ✓ 2.0% rated it 6 out of 10
- ✓ Only 2.3% selected ratings from 1 to 5
- ✓ No respondents rated the training 1 out of 10

See Figure 9.

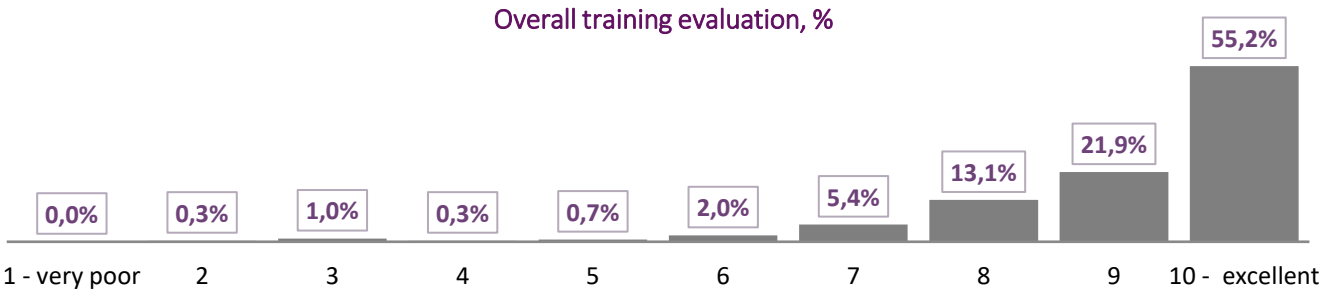


Figure 9. Overall training evaluation

The results demonstrate a **very high level of satisfaction with the GENIE training**. The concentration of responses at the upper end of the scale, particularly the fact that more than half of respondents selected the maximum rating, indicates that the training experience was evaluated very positively across the participant group.

Open-ended answers

The qualitative feedback supports the positive results observed in the quantitative evaluation. Participants frequently described the training as useful, informative, engaging, and professionally delivered. Many reported gaining knowledge of new AI tools and applications and becoming more confident and willing to use AI in their professional and everyday activities.

Main areas of perceived benefit

- ✓ Broader knowledge of AI tools and their practical applications
- ✓ Greater confidence and willingness to experiment with AI
- ✓ New ideas for using AI in education and professional activities
- ✓ Better understanding of AI possibilities, limitations, safety, and critical use

- ✓ Practical experience with tools for presentations, content creation, music, video, programming, and other tasks

Participants particularly valued exposure to tools and functions they had not used before. Several comments also indicated a change in attitudes towards AI: participants described becoming less sceptical or afraid, more confident, and more open to experimentation. At the same time, some emphasised the importance of maintaining a critical and responsible approach to AI use.

The strongest recurring need was for

- ✓ More time for practical exercises and independent experimentation
- ✓ A slower pace and more time to consolidate newly acquired knowledge
- ✓ More in-depth and follow-up training
- ✓ Training differentiated according to participants' previous AI experience
- ✓ More practical examples related to professional and educational contexts

For external educators, an additional theme concerned **preparedness to share AI knowledge with others**. Participants mentioned the need for ready-made teaching materials, practical examples, structured resources, updated lists of AI tools, further training, and, in some cases, access to support from more experienced users. Several respondents also felt that they first needed more personal practice before they would feel confident teaching or advising others.

Participants expressed interest in future training on

- ✓ Advanced prompting and more in-depth use of specific AI tools
- ✓ AI automation, agents, programming, and workplace applications
- ✓ AI safety, data use, scams, and verification of AI-generated content
- ✓ Educational applications, quizzes, games, and learner activities
- ✓ Creative applications such as video, music, presentations, and content creation
- ✓ Profession-specific uses of AI and integration with commonly used digital tools

Overall, the comments indicate that participants valued both the content and the way the training was delivered. The main limitation was **not a lack of interest, but insufficient time to practise and consolidate what had been learned**. The feedback therefore points to a need for more practice-oriented, differentiated, and continuing learning opportunities, particularly for educators expected to transfer AI knowledge to others.

Key findings

- ➔ The respondent group consisted predominantly of women (89.6%), with participants aged 40–59 forming the largest age groups. Libraries were the most frequently represented organisational setting, followed by NGOs/non-profit organisations, schools, and adult education/training organisations.
- ➔ Participants reported strong improvement across all ten AI-related skill and knowledge areas. Average scores ranged from 4.08 to 4.42 out of 5, with the highest result for understanding how AI can be used ethically and responsibly.
- ➔ The training positively influenced participants' attitudes towards AI. Respondents particularly reported recognising its potential to save time and effort, understanding more clearly how AI affects their work and daily life, and becoming more open to experimentation.
- ➔ The most frequently reported benefits were gaining new AI-related knowledge, effective facilitation, engaging learning experiences, illustrative examples, and useful practical tasks.

- Participants showed strong intentions to apply what they had learned: 81.8% intended to integrate the acquired skills and resources into everyday life and 80.8% planned to use them in professional and/or personal projects.
- Overall satisfaction was very high, with an average training evaluation of **9.1/10** and 55.2% assigning the maximum score. Preparedness to share AI knowledge with others was positive but lower, averaging **7.3/10**.
- Qualitative feedback confirmed the positive evaluation but consistently highlighted the need for more practical work, time to consolidate knowledge, slower-paced or follow-up learning, and differentiation according to previous AI experience.
- As external educators, participants also identified specific needs related to transferring knowledge to others, including ready-made or adaptable teaching materials, practical educational examples, updated resources, and further opportunities to practise and receive professional support.

Conclusions

The evaluation indicates that the GENIE training was highly successful in strengthening external educators' AI-related knowledge, practical skills, and confidence. Participants developed a broader understanding of AI tools and their applications and reported more informed, practical, and open attitudes towards using AI in professional, educational, and everyday contexts.

A particular strength of the training was the combination of practical AI use with responsible and critical understanding. Ethical and responsible AI use received the highest skills-related evaluation, while participants also valued learning about AI limitations, reliability, security, and critical evaluation. This is particularly important for educators who may subsequently transfer this knowledge to others.

Taken together, the results reveal an important distinction. **Participants evaluated the training itself considerably more positively (9.1/10) than their own preparedness to share AI knowledge with others (7.3/10).** A highly valued training experience and strong individual learning outcomes therefore do not automatically translate into full confidence in teaching or supporting others. The qualitative feedback helps explain this gap: educators repeatedly requested more practice, time to consolidate their knowledge, reusable educational materials, and follow-up support.

The findings therefore suggest that the next step should be to move beyond strengthening educators' individual AI competence towards developing their **capacity to transfer this competence to learners, colleagues, and communities**. This would require more practice-oriented and differentiated learning opportunities while preserving the accessible, supportive, and practical teaching approach that participants valued

Recommendations

- ☑ **Increase hands-on practice and consolidation time.** Allocate more time to guided exercises, independent experimentation and realistic educational or professional tasks, supported by follow-up workshops or refresher sessions.
- ☑ **Strengthen preparation for teaching others.** Provide ready-to-use or adaptable lesson examples, activity templates, practical guides, presentation materials and other resources that educators can use with learners and colleagues.
- ☑ **Differentiate training by experience level.** Provide adaptable or separate pathways for beginners and more experienced AI users.
- ☑ **Provide continued professional support.** Offer updated resource collections, recommended AI tools, follow-up consultations or access to experienced practitioners after the training.
- ☑ **Maintain ethical, responsible and critical AI use as a core element.** Continue integrating privacy, security, misinformation, reliability and critical evaluation throughout practical training activities.

- ☑ **Expand advanced and profession-specific content.** Future training could address advanced prompting, AI agents and automation, educational activities and quizzes, creative applications, programming, workplace automation and information verification.
- ☑ **Use more educationally transferable examples.** Practical activities should demonstrate not only how educators can use AI themselves, but also how they can teach AI-related knowledge and skills to different learner groups.
- ☑ **Keep content and resources up to date.** Regularly review training materials, recommended tools and practical examples to reflect the rapid development of AI technologies.
- ☑ **Preserve the accessible and supportive teaching approach**. Clear explanations, practical demonstrations, relevant examples and supportive facilitation should remain central to future GENIE training.

1 Appendix: Open-ended responses

Additional skills / knowledge

Partner	Comments
Oak Grow Library	I really liked the presentation of these tools: Gemini, NotebookLM, and ChatGPT Canvas and Quizzes. I will definitely use them, thank you! :) I learned about useful tools I had not known before. Creating music with AI tools. It expanded my list of tools. Very informative and high-quality training. Thank you for the valuable training. I significantly broadened my knowledge, and what I learned will definitely be useful in practice. I learned about many existing generative AI tools, tools for detecting AI-generated products, and many previously unused but very useful functions available in various tools. Thank you! Thank you. The GENIE training contributed to greater self-confidence and motivation to continue improving. AI can be used to communicate with colleagues and share the same information at the same time; the incognito window was new to me. I learned a lot of useful information. I learned about useful websites that I will definitely use. Information verification, AI tools and possibilities. Creating promotional materials for events. Everything was explained very clearly and understandably. Excellent trainers! I learned about more AI tools that I will be able to use and that I had not known about before. Thank you for the informative training. The trainers were very well prepared.
IFOA	Prompt management – AI tools. I should specify that unfortunately I was unable to attend the online meeting on 29 or 30 June, so I based my answers on the previous community meetings. Is it possible to access a recording or any slides that were used? Thank you in advance! The level was too basic, so overall there was little improvement.
STEP	All the tools are very useful and I will use them in my work with both children and adults (Gamma, Lovable, Suno). I learned about new tools that can make work easier. An interesting tool for use in the education of children and adults. I gained many useful skills for using AI in everyday life and education. I learned about many interesting tools for creating presentations, songs and podcasts that I had not known about. These sessions greatly inspired me to deepen my knowledge of AI. I learned many useful skills. Critical thinking. Critical thinking. Critical thinking. New applications. More tools for different types of content.

	Learning about a range of different tools, creating new content, and motivation to start using Claude :) Using AI applications other than ChatGPT. Creating PowerPoint presentations with AI and NotebookLM, as well as creating videos and music.
Robotics School	I saw how programming can be done using AI tools (this was especially useful).

Influence on attitudes towards AI

Partner	Comments
Oak Grow Library	It only confirmed what I had heard in previous training: saving time, assistance, etc. The training was interesting and useful. It gave me more confidence to use AI. It encouraged me to use AI even more in the future. The knowledge gained will definitely be useful in practice. Thank you! Thank you. After the GENIE training, my attitude toward using AI became more balanced and conscious. Previously, I saw AI mainly as a convenient tool for completing tasks faster, but during the training I gained a better understanding of its possibilities, limitations, and the responsibilities associated with its use. People still come first. It was interesting to deepen my knowledge. Personally, I needed more time to absorb some topics. Less scepticism and fear, more critical thinking and empowerment to use AI in different areas. Positively. It encouraged me to use various AI tools more often in both work and everyday life. I will use AI more often now.
IFOA	No influence.
STEP	Observing the work made me much more open to using AI. I am more confident in using AI technologies. I had already used AI before, but I gained more ideas about how to use the tools. For me, it is no longer such a 'scary thing'.
ENAEA	AI is our future. We need to know more about AI platforms. I feel more safe. I need to know more about AI and different platforms. I need more time for learning and practice. I became more confident.
Robotics School	It probably confirmed some of my doubts, but encouraged curiosity and safe experimentation.

Support / resources needed to share AI knowledge

Partner	Comments

Oak Grow Library	More time would be needed to master several AI tools that are used very rarely or not at all yet, such as Canvas and Quizzes. More in-depth familiarisation and opportunities to try things out. More practice related to real needs. More independent practice is needed. More training and practical tasks to consolidate knowledge. More practice. Even better understanding and more practice. More practical skills. Thank you! Thank you. More skills. Training and practical examples. A slower learning pace. More time is needed for hands-on practice. I would prefer more in-person training. Practical skills, experience and confidence. More practical skills. More practical tasks that help explain how AI can be applied in different situations. Since this was my first introduction, to share the knowledge professionally I might need some structured information or ready-made materials. More GENIE training. I think this is an inexhaustible topic nowadays. There is always something new, changing and improving. There was not enough time to develop practical skills. Practice. More personal hands-on experience. Consolidation of knowledge. I need more repetition and experimentation to feel more confident using AI. Time is needed to absorb the knowledge presented. To consolidate the knowledge gained during the training. There was a lot of new information; I need to explore it further myself. Time to try out AI tools. I need time to delve into what I learned today.
IFOA	More in-depth training and gradual practical implementation. Direct practical experience.
STEP	Practical exercises. At the moment I do not need anything beyond what I learned. An overview of AI tools — not necessarily only the most popular ones — and what distinguishes them. Ready-made examples of lesson topics / platforms / publications / tutorials that I could use as a basis when preparing sessions. I need to test the tools independently so that I can feel like an expert in using them. Support from an experienced person. A hotline via an app, email or phone, for example once a month. More use and more training on this topic. More personal practical use. A database of the best current AI tools (for audio, video, presentations, etc.). The slides that we will receive.
ENAEA	Some more trainings or courses. I need more time and courses. I need more time and practice. I need more time to prepare and extra trainings. Maybe some extra courses.

Robotics School	The issue is not a lack of support or resources, but rather an ethical question in itself. It needs to be used every day; since I only use it occasionally, the training was sufficient. I still know too little; I can only encourage others to take an interest.

Comments / suggestions

Partner	Comments
Oak Grow Library	I would suggest spreading the training over three days because it is intensive and very interesting. Excellent training and trainers. Very illustrative examples and interesting tasks. Three hours is too little time to review all the AI tools properly. I would have liked more practical activities, especially on the final day when we learned about prompts. Excellent training. The training could start at 10 a.m., because many employees begin work at 10 or in the afternoon at branch libraries. More extensive training — more sessions and more time. No comments. More online training. The training is useful. The more examples are provided during learning, the easier the topics are to understand. Very good and useful training, which I recommend to all my colleagues. It would be good to have one more practical session like the one led by Rasa, so that we could try more things ourselves. Informative training and excellent trainers. Everything was great for me. I did not have enough time for the practical tasks. The training was very useful and interesting. However, the pace was somewhat tiring. I am afraid I did not manage to remember everything properly. I noticed that trainers lacked time during the online training. It is also more difficult to complete tasks while an example is being shown on screen. This does not mean the online format is unsuitable; more time is simply needed to demonstrate first and then allow participants to complete the task. Overall, the training was excellent in terms of presenting information and developing practical skills. Thank you. There was not enough time for practical tasks. The trainer taught very clearly and understandably, but I still need more time... Thank you! It would be useful to have slides with links to the practical tasks used during the training. It was interesting and very useful. More time should be allocated to completing tasks. Everything was excellent.
IFOA	No. Very interesting; I would need more time to explore the platform independently. Unfortunately, I was unable to attend the training.
STEP	More practical exercises. Excellent trainer. Very open and helpful. The trainer presented the knowledge in a very accessible way. That was great. Professional training. Professional delivery by the lecturer. Professional training, understandable language. Thank you for the knowledge shared and the positive energy. P.S. Smokvica rules! Excellent delivery of knowledge. Thank you, it was useful and encouraging.

ENAEA	More practical works. Maybe we need more time for the training. The educators were very helpful.
Robotics School	The AI training encouraged me to use AI more often not only at work but also in my personal activities, reduced anxiety related to AI 'conspiracy theories', and helped me understand AI's benefits and purposes in greater depth. The training should be differentiated more by users' skill levels, because some topics are no longer relevant to some participants, while others are too advanced. The training starts from the basics; for people who have already used AI, the first lectures are not relevant. If I evaluated only the final session, I would give it a 10. Looking at the training as a whole, the theoretical lectures are much weaker and should receive more attention.

Topics for future training

Partner	Comments
Oak Grow Library	It is always interesting to hear about and try new developments :) I am interested in learning what programs are available; I heard about new things during this training. How to write prompts properly. Automation, AI agents, app development. I would like separate groups: one for beginners and another for people already using AI, focusing on possibilities. For example, there could be a whole topic on Gemini functionality with practical exercises. When everything is covered in only a few minutes, missing those few minutes because of work can mean missing the information that interests you. If use and functionality were explored for longer, it would be easier to understand even after briefly stepping away. I have no opinion. Thank you! Thank you. How to create better videos. Everything is interesting. Security, recognising scams, and data use when working with AI. The training left a good impression and provided useful knowledge. Using AI to create orientation games, educational activities for children and travel routes, including how much the results can be trusted. Working with Canva. Everything is interesting. Organising events in the library. I cannot provide any suggestions. I do not know yet. Everything is developing rapidly, so I think every topic will already have something new. In other words, update everything :) For now, everything is clear. I do not know; this was my first time working with AI. There is a lot I do not know, and I would repeat this training because the pace was dynamic. Personally, I need a slower pace and repetition. I would really like to learn how to create quizzes with the help of AI. Everything about AI is new and interesting to me. Thank you.
IFOA	AI for recruitment / further exploration of effective prompting. More practical skills in a professional context.
STEP	Examples of interactive games and group quizzes created with AI on a given topic that could be used in sessions with adults or young people. No thanks. Preparing seminar papers (as I am also studying alongside work). How to distinguish whether a piece of work was produced by artificial intelligence or by a human alone.

ENAEA	Everything was OK, all topics were relevant. Regarding the educational AI.
Robotics School	Optimising processes in accounting. Text editing and creative writing; programming. Google Workspace automation — Gmail, Excel, Word, Forms.

2 Appendix: Questionnaire_GENIE training evaluation for external educators

Dear participant,

This questionnaire is part of the European project "GENIE: Generative AI for Inclusive Education and Empowerment*" and aims to gather your experiences and feedback following the training. Your answers will help us understand how the training influenced your AI-related skills, knowledge, and attitudes toward using AI, and how we can improve future sessions. The survey is anonymous, and it will take 5-7 minutes to complete.
The abbreviation *AI* used in the questionnaire stands for *artificial intelligence*.

Thank you for your time and valuable input!

**The project "GENIE: Generative AI for Inclusive Education and Empowerment" is funded by the European Union. Project code: 2024-1-LT01-KA220-ADU-000250871.*

I section: Changes in skills and knowledge

1. To what extent do you feel your skills and knowledge have improved in the following areas as a result of the training? Please rate each statement on a scale from 1 to 5, where 1 = not improved at all and 5 = highly improved.

Skills/knowledge	1	2	3	4	5	This skill/knowledge was not covered in this training session
Skills in writing prompts that generate useful answers from AI	☐	☐	☐	☐	☐	☐
Competence in critically evaluating the reliability of information, images, and videos	☐	☐	☐	☐	☐	☐
Ability to create an effective CV, cover letter, and other self-presentation tools using AI	☐	☐	☐	☐	☐	☐
Proficiency in using AI tools to create texts, visuals, or learning materials	☐	☐	☐	☐	☐	☐
The capability to set up simple automation tasks on a computer	☐	☐	☐	☐	☐	☐
Knowledge of how to use AI to support your health, habits, and personal development	☐	☐	☐	☐	☐	☐
Ability to manage time and tasks effectively using AI tools	☐	☐	☐	☐	☐	☐
Understanding of multiple ways to apply AI in self-directed learning	☐	☐	☐	☐	☐	☐
Ability to explain in simple terms how AI works	☐	☐	☐	☐	☐	☐
Understanding of how AI can be used ethically and responsibly	☐	☐	☐	☐	☐	☐

1. If you would like, please add any additional skills or knowledge that you feel have also improved after GENIE training.

II section: Changes in attitudes toward using AI

2. Do you agree or disagree that, due to the training, your attitude toward using AI has changed in the following ways?

Attitudes	Disagree	Partly agree	Agree	I don't know
I feel more confident using AI tools.	☐	☐	☐	☐
I feel more open to experimenting with AI in my daily life	☐	☐	☐	☐
I believe AI tools can save me time and effort.	☐	☐	☐	☐
I feel more capable of explaining to others how AI works	☐	☐	☐	☐
I've developed a curiosity to learn more advanced AI topics.	☐	☐	☐	☐
I feel less afraid of AI-related technologies.	☐	☐	☐	☐
I now see AI from a more constructive and practical perspective.	☐	☐	☐	☐
I now see more clearly how AI impacts my work and daily life.	☐	☐	☐	☐
I have gained a deeper understanding of how AI impacts society as a whole.	☐	☐	☐	☐
I still feel unsure about AI's practical value.	☐	☐	☐	☐

3. If you would like, please share any additional reflections on how the training influenced your attitude toward using AI.

III section: Personal experiences and benefits

4. Which of the following personal experiences or benefits did you gain during the training? (You can select all that apply)

- ☐ I heard information about AI that was new to me.
- ☐ I heard interesting and illustrative examples of how AI can be used.
- ☐ I found answers to my questions about AI - ones I cared about or was curious about.
- ☐ I had an enjoyable and engaging learning experience.
- ☐ I felt encouraged to share my own experiences or ideas during the training.
- ☐ I was inspired to try something new by using AI in my work or daily life.
- ☐ I learned valuable lessons from collaborating with other participants.
- ☐ I had a chance to apply the knowledge and skills I already possessed.
- ☐ I found the practical tasks useful.
- ☐ The facilitators of the training effectively provided the participants with new knowledge and skills.
- ☐ I became familiar with the educational materials developed in the project.
- ☐ I gained ideas on how to design more learner-centered activities.
- ☐ I gained ideas on how to create practical, hands-on learning opportunities.
- ☐ I did not gain any particular personal experiences or benefits from the training.
- ☐ Other (please indicate)

IV section: Future intentions

5. Which of the following statements describes your future intentions to use what you learned in this training? (You can select all that apply.)

- ☐ I intend to integrate the skills and resources from this training into my everyday life.
- ☐ I plan to share the knowledge and materials from this training with others.
- ☐ I want to use what I learned to develop my professional and/or personal projects.
- ☐ I plan to continue learning more and exploring the topics covered in this training.
- ☐ At this moment, I don't plan to use what I learned in this training in the future.
- ☐ Other

Co-funded by the European Union

V section: Readiness to share knowledge

6. Overall, how prepared do you feel to share AI knowledge with others after the GENIE training? Please rate from 1 to 10 (1 = not at all prepared, 10 = fully prepared).

1	2	3	4	5	6	7	8	9	10
□	□	□	□	□	□	□	□	□	□

7. What additional support or resources would help you feel more prepared to share knowledge about AI with others?

VI section: Overall training evaluation

8. Overall, how do you evaluate this training on a scale of 1 (very poor) to 10 (excellent)?

1	2	3	4	5	6	7	8	9	10
□	□	□	□	□	□	□	□	□	□

9. Is there anything you'd like to comment on or suggest regarding the training? (please write)
10. Are there any topics or areas related to AI that you would like to learn more about in future training sessions? (please write)

VII section: Socio-demographic questions

11. Your Age:

□ 18-29
□ 30-39
□ 40-49
□ 50-59
□ 60-69
□ 70 and above

12. Sex

□ Male
□ Female
□ I prefer not to specify

13. Please specify the type of organization you work at (you can choose more than one option)

□ Primary or Secondary School (public or private)
□ Vocational school or college
□ Library
□ Higher education institution
□ Training and Development Organization
□ Nonprofit and Community-Based Organizations
□ Online Education Platforms
□ Government and International Organizations
□ Research Institutions and Think Tanks
□ Consultancies and Educational Services
□ Other

Thank you very much for taking the time to share your feedback.