EXChange AI

ERASMUS+ · KA210-ADU
ADULT EDUCATION · 2025

PLAYBOOK FOR ORGANISATIONS · FOR EDUCATORS

AI Transformation for Adult Education.

A concise guide for NGOs, adult education centres and training organisations that want to bring learning content, teaching practice and organisational workflows into the AI era.

5
ROADMAP STEPS
FROM PILOTS TO STRATEGY

30
DAY STARTER PLAN
FOR SMALL TEAMS

3
COUNTRIES COLLABORATING
BG · DE · IT

PROJECT

Expeditions for Change: Navigating the Skills & AI Landscape · **EXChange AI**
2024-2-BG01-KA210-ADU-000296153 · exchangeai.eu

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INTRODUCTION

Why this playbook?

Artificial intelligence is already changing how adults search, learn, write, communicate, create and work. For adult education organisations, the key question is not *whether* to use AI, but **how** to use it safely, pedagogically and sustainably.

This playbook aims to aid educators in their quest to adapt to the realities of adult education: limited budgets, diverse learners, small teams, non-formal learning contexts and the need for trust. The EXChange AI project focuses on digital transformation, AI and data usage, digital content and pedagogical practices, and new learning and teaching approaches.

THE ROADMAP

Five steps to bring AI into your organisation.

Move from **small pilots** that show value, to **internal ownership**, then **literacy**, **governance** and finally **communication** that builds trust.

01	02	03	04	05
Pilot projects	**AI change cell**	**Broad training**	**Strategy & governance**	**Communication**
Show practical value	Create ownership	Build AI literacy	Scale safely	Build trust

AI is a tool, not a destination.

The primary audiences for this playbook are adult educators, trainers, experts and organisations that want practical methods for integrating AI into learning while preserving human judgement, inclusion and learner agency.

BEFORE YOU START

Guiding principles.

Five commitments to keep at the centre of every AI decision in your organisation.

01 **Start with learning value, not technology.**

Use AI where it improves access, feedback, creativity, practice, reflection or efficiency — not because a tool is new or trending.

02 **Keep humans responsible.**

Educators remain accountable for learning design, inclusion, assessment, moderation and final quality. The machine drafts; the educator decides.

03 **Protect learners.**

Avoid entering unnecessary personal data, sensitive learner information or confidential institutional content into AI tools.

04 **Treat AI as a thought partner, not an authority.**

Outputs must be checked for accuracy, bias, cultural fit and pedagogical relevance — fabricated citations and plausible-looking errors remain a known risk.

05 **Make adoption visible and evidence-based.**

Small pilots, documented results, shared examples, clear rules and continuous improvement — over big-bang launches.

PILOT PROJECTS

01 Execute learner-centred pilots to gain momentum.

For adult education organisations, the first AI projects should be **useful, safe and visible within 6–12 weeks**. They do not need to be technically advanced — they need to demonstrate that AI can make learning more accessible, personalised, engaging or efficient.

WHAT TO DO

Pick 2–3 small pilots

An AI-supported lesson redesign; a multilingual learner support workflow; a formative feedback assistant; a prompt-based simulation; or an AI-supported content localisation task.

Select pilots with a clear owner, a small learner group, a measurable goal and a *before/after* comparison.

QUALITY CHECK

Pilot must satisfy

Aligned with learning outcomes; no sensitive learner data is used; educator reviews all outputs; learners understand when AI is used; feedback is collected from both educators and learners.

EXPECTED OUTPUT

What you keep

A one-page pilot brief, sample prompts, screenshots or outputs, learner/educator feedback notes, and a short decision: **stop, improve or scale.**

> Pilots create proof. Proof creates permission. Permission creates the runway to scale.
>
> EXCHANGE AI · FIELD NOTE

SUGGESTED PILOT EXAMPLES

- AI literacy warm-up
- Lesson adaptation assistant
- Feedback coach
- Simulation creator
- Prompt improvement clinic
- Multilingual support

AI CHANGE CELL

02 Build a small internal cell, not a large AI department.

Small NGOs and adult education centres rarely need a full AI department. They need a cross-functional **"AI change cell"** that connects pedagogy, digital tools, safeguarding, data protection and communication.

WHAT TO DO

Nominate 3–5 people

An education lead, a digital/tool lead, a data-protection or safeguarding lead, a communications lead, and one motivated trainer.

Give the group a clear mandate: curate tools, support pilots, draft rules and maintain a shared repository of prompts and examples.

QUALITY CHECK

The cell works when…

It has senior support, a monthly meeting rhythm, a shared folder, a simple tool-approval process and a way for trainers to request help.

Avoid becoming a "tech club" detached from teaching practice.

EXPECTED OUTPUT

What you keep

AI change-cell charter, role list, tool register, prompt repository, risk checklist and a monthly learning log.

FIVE ROLES, ONE TEAM

ED — Education lead
Owns pedagogical fit and learner inclusion.

DT — Digital / tool lead
Evaluates tools; runs the prompt repository.

DP — Data & safeguarding
Privacy review, GDPR fit, learner-data boundaries.

CM — Comms lead
Turns lessons into stories for staff and learners.

TR — Motivated trainer
First user. Brings frontline learner reality.

BROAD TRAINING

03 Provide broad AI literacy and role-based training.

Research on AI in education highlights both benefits and risks: personalised instruction, faster feedback, accessibility and engagement — but also bias, privacy risks, academic-integrity concerns, overreliance and digital divides. Training must cover **practical use** and **responsible judgement**.

WHAT TO DO

Layered training paths

All staff — 2-hour AI literacy intro.

Educators — 6–8 hours on prompting, lesson adaptation, feedback and verification.

Managers — 3–4 hours on governance, risk and strategy.

Pilot owners — practice-based coaching.

QUALITY CHECK

Each session must include

Hands-on exercises with real educational tasks; localised examples; comparison of AI outputs; and a privacy, bias, copyright and inclusion check.

EXPECTED OUTPUT

What you keep

Role-based training plan, slide deck or handout, attendance evidence, classroom AI agreement template, and a shared list of *"approved prompts for teaching."*

TRAINING-TIME AT A GLANCE

AUDIENCE	DURATION	CORE COMPETENCIES
All staff	~2 hours	AI literacy basics; vocabulary; what AI is and isn't; risks and red lines.
Educators & trainers	6–8 hours	Prompting; lesson adaptation; feedback drafting; assessment design; output verification.
Managers	3–4 hours	Governance, EU AI Act, risk, tool approval, organisational strategy.
Pilot owners	Ongoing	Coaching sessions, peer review, prompt iteration, learner feedback loops.

STRATEGY & GOVERNANCE

04 Develop a strategy *after* initial learning.

Do *not* start with a long strategy document. Start with pilots and training, then turn the lessons into a practical AI strategy. The strategic question for adult education is: **"Which learning and organisational capabilities should AI strengthen, and under what safeguards?"**

WHAT TO DO

Map four areas

Learning design · learner support · educator productivity · organisational administration.

For each use case, identify **value, risks, data used, human oversight, owner** and a success metric. Align with the EU AI Act's risk-based approach — especially for high-risk uses such as systems that determine access, progression or assessment outcomes.

QUALITY CHECK

The rules must say…

Human review is **mandatory** for any learner-facing and assessment-related use. The organisation has rules for personal data, copyright, tool selection, accessibility, AI acknowledgement and incident reporting.

High-risk or unclear cases are paused until reviewed.

EXPECTED OUTPUT

What you keep

AI strategy canvas, approved use-case list, risk and data checklist, tool register, responsible-AI classroom agreement, and a review schedule.

EU AI ACT · RISK LENS

Low risk

Productivity assistance

Drafting, summarising, brainstorming — reviewed by a human before publication.

Limited risk

Learner-facing tools

Chatbots, feedback aides, simulations — disclose AI use clearly to learners.

High risk

Assessment & access

Anything that determines progression, certification or admission — pause until formally reviewed.

COMMUNICATION

05 Communicate internally and externally — to build trust.

AI adoption creates enthusiasm, fear and confusion. Adult learners may worry about job displacement, surveillance, unfair assessment or being left behind. Trainers may worry about loss of professional identity. Communication should explain **purpose, boundaries and benefits** in plain language.

WHAT TO DO

Two audiences, two channels

Internally — short demos, FAQs, pilot stories and trainer peer exchange.

Externally — website updates, social media, blog posts, community events and learner-friendly guidance.

Explain that AI **supports** educators and learners; it does *not* replace human teaching, empathy or responsibility.

QUALITY CHECK

Messages must be…

Accurate, transparent and inclusive. AI use is acknowledged. The organisation invites feedback and reports improvements — not hype.

EXPECTED OUTPUT

What you keep

Internal FAQ, learner-facing AI use statement, dissemination posts, example stories from pilots, and a short impact summary for partners and stakeholders.

> **AI doesn't replace the educator. It hands you better tools — to plan faster, personalise more, and free up the human moments that matter.**
>
> EXCHANGE AI · POSITION

TALKING POINTS · LEARNER-FACING

- **We will tell you when AI is involved** in lesson materials, feedback or assessments — so you can ask, adapt or opt out.
- **We will not feed your personal details** into public AI tools without a clear lawful basis.
- **You can always reach a human** — trainer, mentor, or coordinator. AI is a draft; we make the call.

FOR ADULT EDUCATION ORGANISATIONS

30-day starter plan.

Four weeks. One small team. One realistic outcome. Use this as the rhythm for your first cycle — then repeat with a wider group.

WEEK	FOCUS	ACTIVITIES	EVIDENCE TO KEEP
01	**Set direction**	Appoint the AI change cell; choose 2–3 pilots; define learner groups, benefits and boundaries.	Change-cell charter; pilot briefs.
02	**Prepare people**	Run an AI literacy session; introduce privacy, bias, copyright and verification rules; collect staff questions.	Attendance; FAQ; AI use principles.
03	**Run pilots**	Test prompts and tools with educators; adapt lesson materials; trial with a small group or internal reviewers.	Outputs; feedback notes; risk checklist.
04	**Decide & communicate**	Review evidence; improve or stop pilots; publish a short internal/external update; plan the next cycle.	Pilot evaluation; dissemination post; next-cycle plan.

One realistic outcome — not five.

The point of the 30-day cycle is to make decisions visible. After week 4 you should be able to answer one question for each pilot: **stop, improve or scale?**

Tip 01

Keep the team small.

3–5 people, meeting weekly. Anything larger slows the loop.

Tip 02

Pick boring pilots first.

Boring = clear value, low risk, fast learning. Save flashy for cycle 2.

Tip 03

Document as you go.

A bad outcome with a good record is more useful than a good outcome with none.

FOR MANAGERS & COORDINATORS

Minimum governance checklist.

Eight areas every adult-education organisation should cover before scaling AI use. Use as a self-assessment at the end of each pilot cycle.

Area	Minimum standard
Learning value	Every AI use case is linked to a learning outcome, a learner-support need or an organisational efficiency problem.
Human oversight	A named educator or manager reviews AI outputs before learner-facing or public use.
Data protection	No unnecessary personal, sensitive or confidential data is entered into AI tools; staff know what not to upload.
Equity & access	Alternatives exist for learners with low digital access, low language confidence or accessibility needs.
Assessment integrity	Rules explain when AI is allowed, how it must be acknowledged, and what remains the learner's own work.
Copyright & licences	Materials are checked for reuse rights; project outputs use open licensing where appropriate.
Tool register	The organisation records which AI tools are used, for what purpose, by whom and with what limitations.
Evidence	Pilots keep outputs, feedback and reflection notes so the organisation can report quality and impact.

WHERE TO START · WHAT TO AVOID

Suggested pilots — and red lines.

A pilot portfolio

Pick two or three to begin. Each one is small, observable and reversible.

Pilot · A

AI literacy warm-up for adult learners

Helps learners connect AI with everyday work and life — reducing anxiety and misconceptions.

Pilot · B

Lesson adaptation assistant

Converts existing materials into more accessible, multilingual and active-learning formats.

Pilot · C

Feedback coach

Drafts formative feedback on learner work — always reviewed and contextualised by the educator.

Pilot · D

Simulation creator

Builds role-play scenarios for workplace communication, digital skills, entrepreneurship or civic participation.

Pilot · E

Prompt improvement clinic

Teaches educators and learners to make prompts clearer, more contextual and easier to evaluate.

Red lines · uses to avoid

These uses are paused by default — they require formal review before any rollout.

High-stakes decisions

Do not use AI to make **final decisions** about admission, progression, certification or high-stakes assessment without formal legal, ethical and pedagogical review.

Sensitive data uploads

Do not upload learner personal data, special-category data, confidential organisational documents or unpublished partner data into *public* AI tools without a clear lawful basis and an approved process.

Unverified outputs

Do not present AI-generated text, images, references or analysis as verified fact without checking. Fabricated citations and plausible-looking errors remain a known risk.

Replacing human judgement

Do not replace educator judgement, mentoring, safeguarding or learner support with automated responses.

TEMPLATE · PHOTOCOPY AND FILL IN

One-page AI pilot brief.

One A4 page per pilot. Keep it short — if it doesn't fit, the pilot is too big.

Pilot name	Short, descriptive title.
Learning problem	What learner or educator need does this address?
Target group	Learner profile, level, language, digital access and barriers.
AI use	What will AI do? What will the educator do?
Data used	What content is entered into the tool? Confirm that sensitive data is **not** used.
Success metric	Examples: preparation time saved, learner engagement, quality of feedback, accessibility, confidence.
Risks & safeguards	Bias, privacy, accuracy, overreliance, copyright, exclusion — and the mitigation steps you'll take.
Evidence	Outputs, observation notes, short survey, reflection from educator and learners.
Decision	Stop · revise · scale to more trainers · or convert into an organisational practice.

TIP

Sign off before you start.

Get a one-line approval from the AI change-cell sponsor before the first learner is involved. It costs nothing — and gives the pilot air cover.

TIP

Review after, not during.

Resist mid-pilot redesigns. Run the cycle, gather evidence, then decide. Improvisation kills comparability.

TIP

Default to open.

Where possible, share your brief and findings under CC BY — other educators benefit, and you build a track record of practice.

BY ORGANISATIONAL FUNCTION

Practical use cases.

Four areas where adult-education organisations are already getting value — with examples specific enough to start tomorrow.

FUNCTION · 01

Learning design

Generate activity variants; adapt reading level; create examples; design quizzes; build simulations; translate and localise drafts.

Activity variants · Reading-level adapt · Quiz design · Localisation

FUNCTION · 02

Learner support

Plain-language explanations; practice dialogues; self-check quizzes; multilingual support; orientation to course expectations.

Plain-language · Practice dialogues · Self-checks

FUNCTION · 03

Educator productivity

Draft feedback; summarise session notes; create rubrics; prepare slides or handouts; improve prompts; check clarity.

Draft feedback · Session notes · Rubrics · Slide prep

FUNCTION · 04

Management & dissemination

Draft posts; analyse feedback themes; prepare reports; support website descriptions; maintain repositories; plan events.

Dissemination · Feedback themes · Reports

> Useful AI is boring AI: it removes drag from the work an educator already does, so the human moments get more time, not less.

IMPRINT

Project details, licence & disclaimer.

Project

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AI-use disclaimer

AI tools may produce inaccurate, biased, outdated, incomplete or culturally inappropriate outputs. Educators and organisations should review, verify, adapt and moderate AI-generated content before using it with learners. This publication is an educational resource and does not constitute legal, professional, technical or institutional policy advice.

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SOURCES & FURTHER READING

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A note on sources.

Several entries cite systematic reviews — start there if you want the broadest picture before diving into primary studies. Where AI was used to help search or summarise, those drafts were verified by hand.

An expedition, not a destination.

"AI as a tool, not a barrier. Empowerment through AI-driven education — **capacity, inclusion, and trust** at the centre of every adult learner's journey."

CONSORTIUM

A KA210 partnership delivering transnational learning expeditions, an open methodology, and a digital toolkit for adult educators across Bulgaria, Germany and Italy.

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