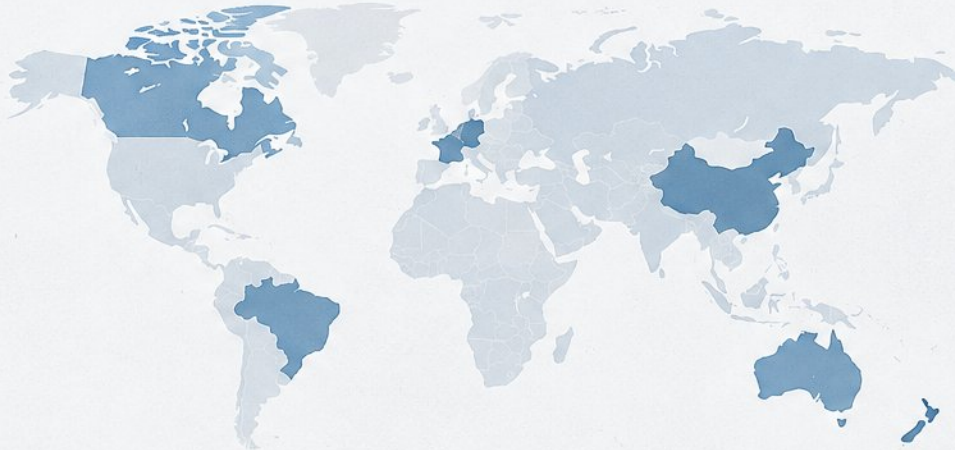
UNESCO AI Literacy Framework: Components and Application

- **Purpose:** understand, teach with, and apply the UNESCO AI Competency Framework for Teachers (AI CFT, 2024)
- **Why now:** generative AI reshapes classrooms into a teacher–AI–student dynamic, raising equity, privacy, and ethics concerns
- **Human-centred vision:** protecting teachers' rights, enhancing human agency, promoting sustainability
- **Session map:** policy context, the 5×3 matrix, five dimensions, progression levels, classroom application
- **Outcomes:** for teachers, teacher candidates, teacher-development leads, and edtech trainers
- **Language note:** a professional-development roadmap, not a compliance checklist or certification instrument



Why a Teacher AI Competency Framework, and Why Now

- 2022: only 7 countries had AI frameworks or training for teachers
- AI CFT launched at UNESCO Digital Learning Week 2024; Open Access (CC BY-SA 3.0 IGO)
- Addresses gaps: undefined teacher roles, unvalidated tools, unprepared institutions
- Builds on ICT CFT (2018), AI Ethics Recommendation, policy guidance, 2023 GenAI Guidance
- Teacher concerns: capacity gaps, ethical ambiguity, tool overload, fear of replacement







Global Policy Context: From GenAI Guidance to Teacher Competencies



- **2023 UNESCO GenAI Guidance:** human-centred regulation and data-privacy protection
- **Age limit of 13** for independent use of GenAI tools
- **Calls for teacher capacity building:** training, continuous coaching, prompt evaluation
- **Shift from ICT skills to AI** competencies that include values
- **Policy themes:** equity, privacy, accountability, gender equality
- **National implication:** define competencies, strengthen training institutions, review roles dynamically

The Framework at a Glance:
Five Dimensions, Three Levels, Fifteen Competencies

- A two-dimensional matrix: five dimensions across three levels, forming 15 blocks
- Dimensions: human-centred mindset, ethics, AI foundations and applications, pedagogy, professional learning
- Levels: Acquire (basic literacy), Deepen (accountable integration), Create (ethical innovation)
- Dimensions are complementary and interdependent — progress in one supports the others
- A developmental roadmap for professional learning, not a compliance checklist or licence

	Acquire (basic literacy)	Deepen (accountable integration)	Create (ethical innovation)
Human-centred mindset			
Ethics			
AI foundations and applications			
Pedagogy			
Professional learning			

Human-Centred Mindset: Human Agency, Accountability, and Social Responsibility



Acquire

Human agency: AI is human-led; assess impacts on learner autonomy and rights

Deepen

Human accountability: examine human–AI decision loops; resist hype about AI replacing high-stakes decisions

Create

Social responsibility: contribute to inclusive AI societies; read AI's effects on social norms

Teacher role shift: from sole knowledge provider to orchestrator and guardian of human oversight

Design principle: AI serves learning — teachers, not tools, stay accountable

Ethics of AI: Principles, Safe Use, and Co-Creating Rules

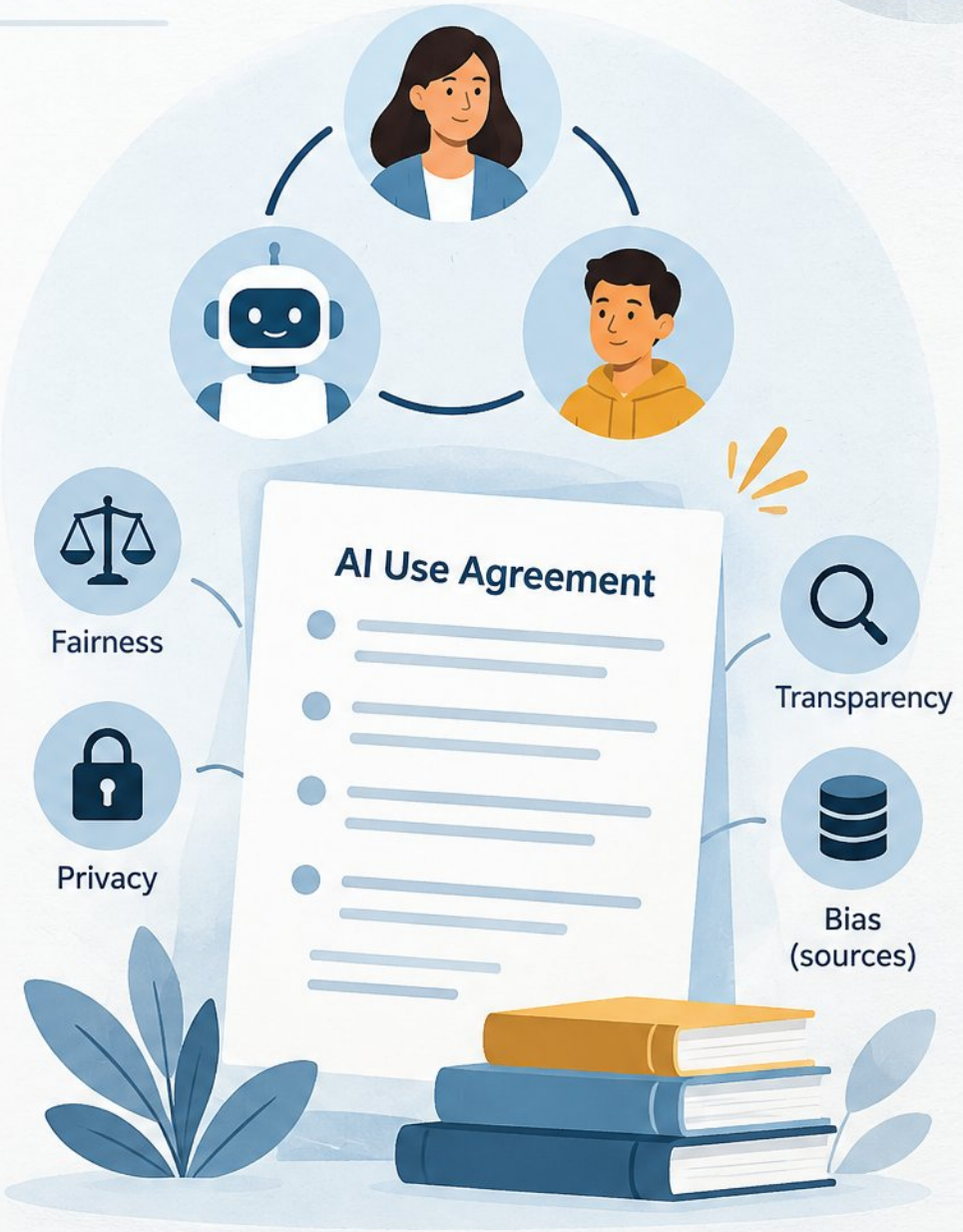
Acquire — Ethical principles: do no harm, fairness, transparency, privacy, inclusion

Deepen — Safe, responsible use: review social and legal consequences; protect learner data

Create — Co-create AI ethics rules with policymakers, researchers, developers, students

Recognize bias from human inputs, training datasets, and algorithms

Classroom practice: co-build an AI use agreement; model transparent AI use



AI Foundations and Applications:
Just-Enough Technical Knowledge

PRACTICAL KNOWLEDGE BRIGHTER LEARNING

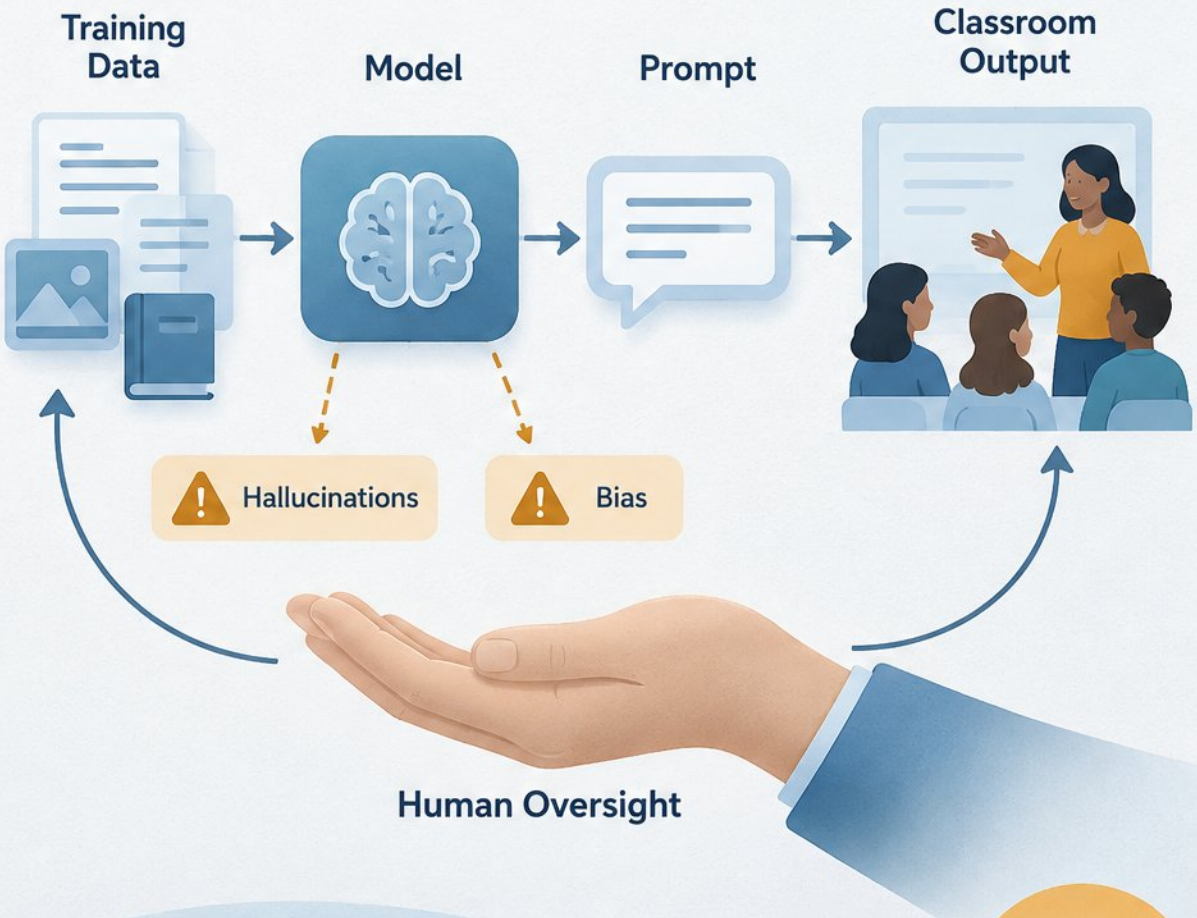
Acquire: Basic AI concepts — machine learning, training data, generative AI, LLMs — in plain terms

Deepen: Identify, evaluate, select, and operate validated tools; trace how data reaches classrooms

Create: Customize or design AI-assisted inclusive learning environments; share trusted tool repositories

Teach critical limits: hallucinations, opacity, context dependence, bias — verify before classroom use

Guiding principle: instructional design plus critical evaluation over deep technical expertise



AI Pedagogy: From Assisted Teaching to Pedagogical Transformation

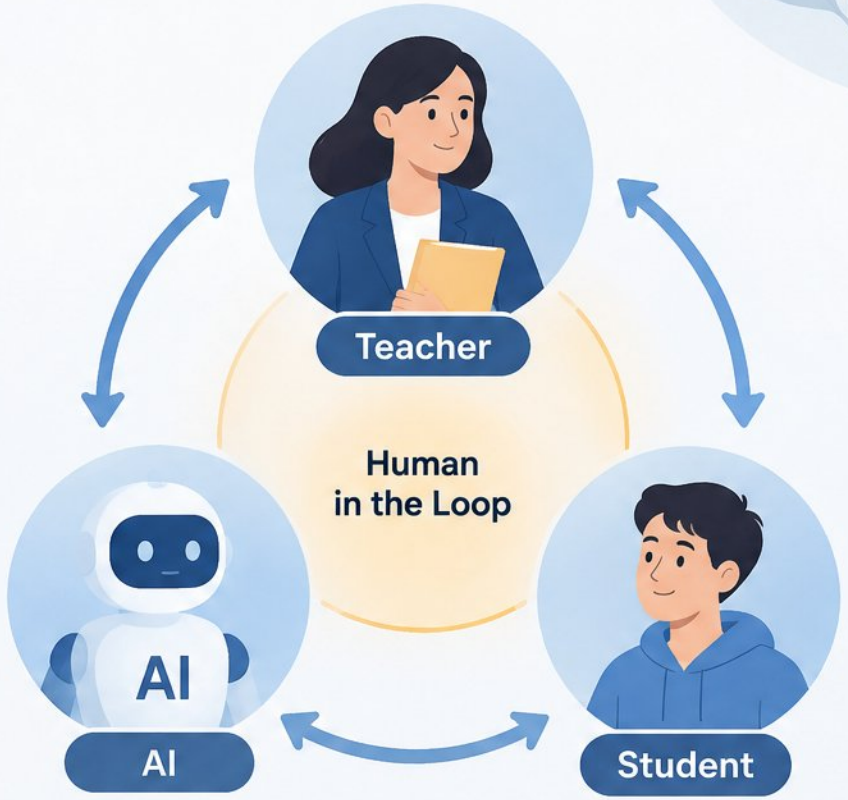
Acquire — AI-assisted teaching: use AI in planning, materials, delivery, assessment; mitigate risks

Deepen — AI–pedagogy integration: design student-centred learning, differentiation, and interaction

Create — AI-enhanced transformation: open, AI-immersed scenarios driven by data and feedback

Assessment: AI-supported formative and summative feedback — weigh validity, integrity, verification risks

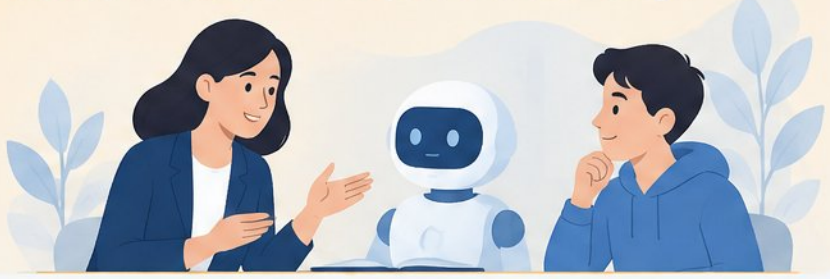
Human-in-the-loop: check AI feedback for accuracy, bias, and accessibility before students see it



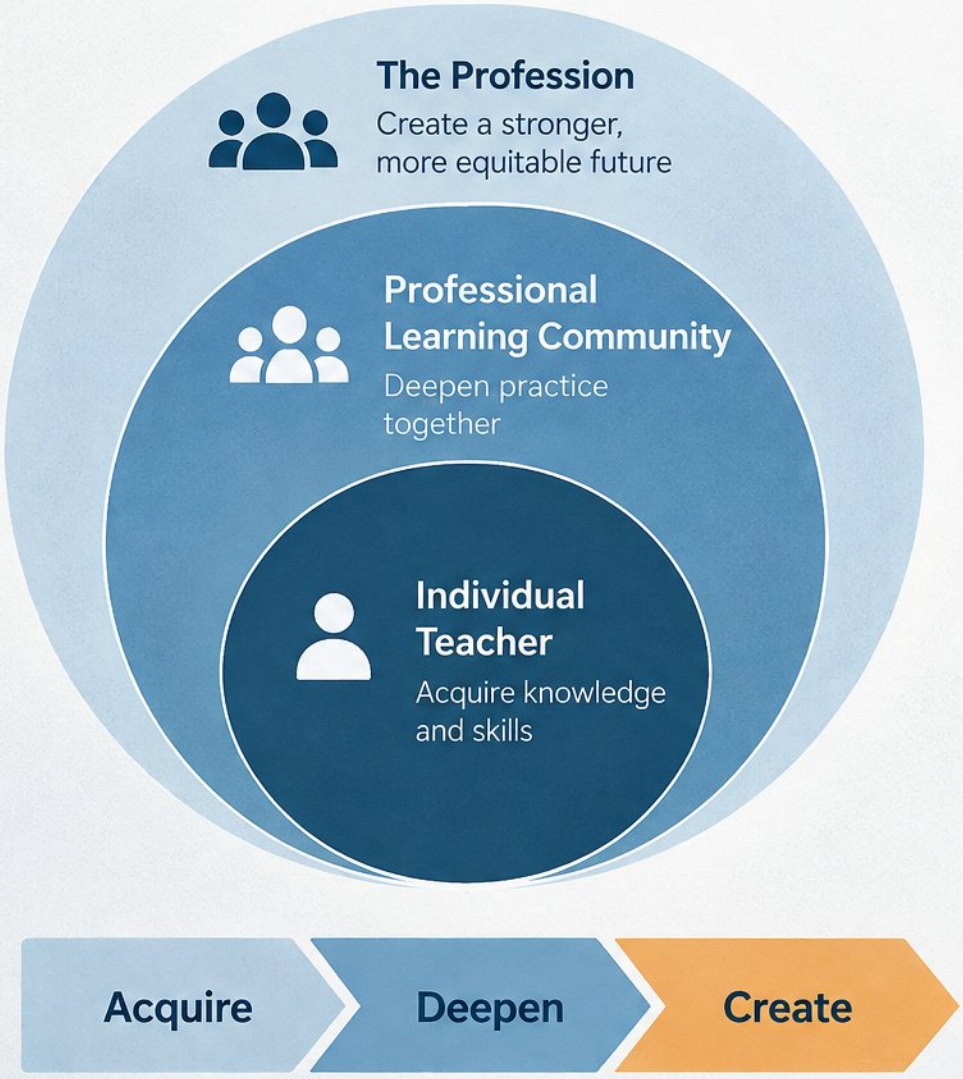
Before: Teacher-only planning



After: Human-in-the-loop AI-assisted design



AI for Professional Learning: Individual, Organizational, Transformative



Acquire: self-assess competency gaps; personalize learning with validated AI tools

Deepen: use AI in peer coaching and ethical-dilemma simulations

Create: co-create trustworthy, accessible, inclusive AI resources for the profession

Pick 1–2 dimensions as **annual goals** against the framework's levels

Institutional support: protected time, coaching, peer-led workshops tied to daily teaching

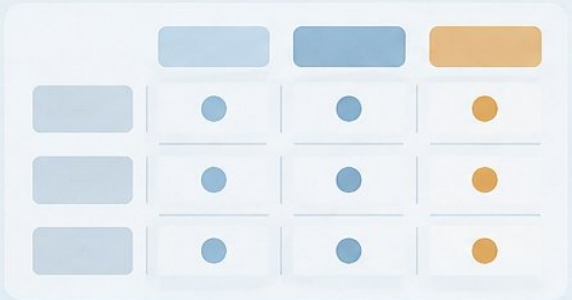
PEOPLE LEARNING
A BRIGHTER TOMORROW

From Framework to Practice:
Models, Case Studies, and Design Choices

LEARNING IN PRACTICE FOR BRIGHTER SCHOOLS

Multimodal programme

- Multimodal programme: each module aligned to five dimensions and three levels



Egypt 2026

- Egypt 2026: nationally contextualized framework built through participatory consultation



Pakistan

- Pakistan: intensive workshop plus on-the-job mentoring; 25 head teachers as Master Trainers



Success factors

- Explicit level alignment
- Tool partnerships
- Reusable architecture

Challenges

- Unequal access
- Training–practice gap
- No shared evaluation mechanisms

Designing Your Own Training:
Backward Design and School Pilots

STRONGER TEACHING BRIGHTER LEARNING

Desired Outcomes

Backward design: outcomes first, then evidence of competence, then activities and tools

Evidence of Competence

Map local needs to framework dimensions and levels before designing modules

Activities and Tools

Three principles: start simple, set a clear goal, evaluate measurable impact

Pilot in a Few Schools

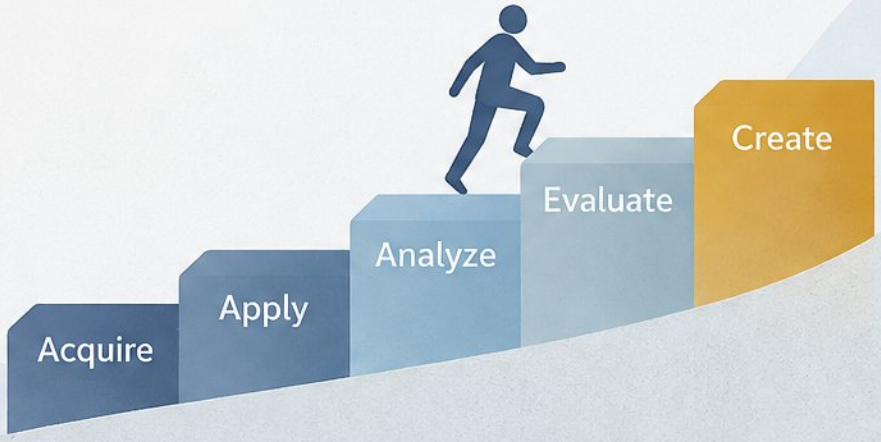
School leadership vets a limited tool set; expand as teacher confidence grows

Phase Rollout

Pilot in a few schools, evaluate teaching quality, equity, and outcomes, then phase rollout

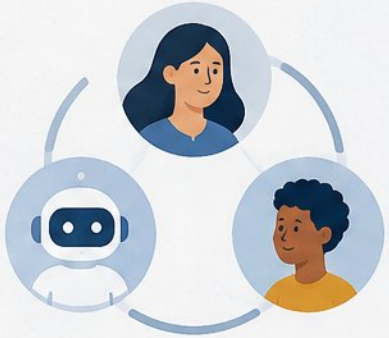


SAME LEARNERS.
BIGGER POSSIBILITIES.



Classroom Activities and Formative Checks for Each Dimension

PRACTICE TODAY. STRONGER TOMORROW.





Ethics

analyze an AI-generated lesson plan for bias and privacy risks, then rewrite with safeguards

Formative Check



Foundations

test a GenAI tool with subject-specific prompts; document hallucinations

Formative Check



Pedagogy

redesign one lesson via backward design — assign AI a role and verification steps

Formative Check



Professional learning

complete a self-assessment rubric; draft one dimension-level goal

Formative Check

Formative checks per dimension gauge readiness before deeper practice.

Assessing AI Literacy Development: Rubrics, Evidence, and Evaluation

FROM PRACTICE TO PROGRESS

Self-assessment:
informal rubrics inspired by the framework — not UNESCO certification

Use scenario and behavioural items; avoid "can you do this?" self-ratings

Evidence:
lesson artifacts, classroom observations, peer debriefs, student feedback

Training indicators:
practice change, equitable access, impact on learning

Treat pilots as learning opportunities — robust AI impact evidence is scarce

Self-Assessment Rubric

	Acquire	Deepen	Create

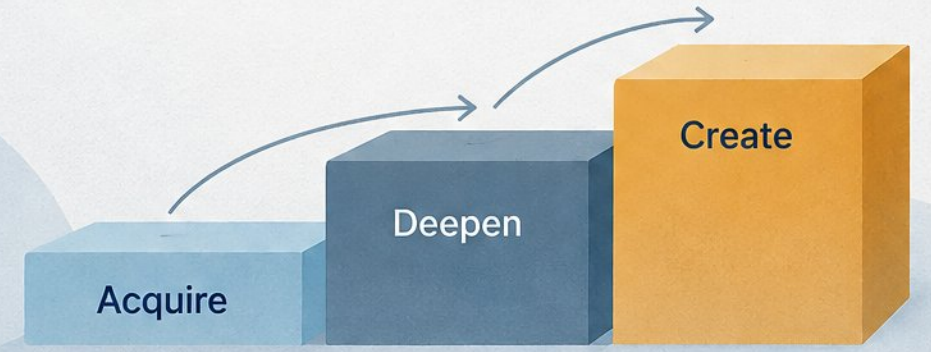
Evidence Sources

- Lesson artifacts
- Classroom observations
- Peer debriefs
- Student feedback

Treat pilots as learning opportunities — robust AI impact evidence is scarce

Reflection, Action Planning, and Next Steps

- Self-assess: rate Acquire, Deepen, or Create on all five dimensions
- Choose one dimension and level; name one action and a review date
- Re-assess in 8–12 weeks and record what changed
- Use UNESCO Open Access resources and independent self-assessment tools
- Sustain change through coaching, peer communities, and master trainers
- Commit to what you will try in the next 8–12 weeks



My Action Plan

Self-Assessment: Five Dimensions

Dimension 1	Acquire	Deepen	Create
Dimension 2	Acquire	Deepen	Create
Dimension 3	Acquire	Deepen	Create
Dimension 4	Acquire	Deepen	Create
Dimension 5	Acquire	Deepen	Create

Chosen dimension and level

My action

Review date (in 8–12 weeks)

REFLECT PLAN GROW

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