



IDEAL FUTURE

Integrated Digital Educational
Leadership for the Future

DELIVERABLE - **DEM**

D6.1 Piloting of Content and Learning Activities

Lead: University of Latvia (P3)

Language: English



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D6.1 Piloting of Content and Learning Activities (DEM)

EDITORS

Linda Daniela • University of Latvia • Latvia

Arta Rūdolfā • University of Latvia • Latvia

AUTHORS

Emma O'Brien • Mary Immaculate College • Ireland

Ciara O'Driscoll • Limerick and Clare Enterprise and Training Board • Ireland

María Ángeles Gutiérrez García • Universidad Autónoma de Madrid • Spain

Nuria de Pablo Sánchez • Fundación Siglo22 • Spain

Anthi Karatrantou • University of Patras • Greece

Didier Perret • University of Rennes 2 • France

GRAPHIC DESIGN

Anna Marija-Ansone

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COORDINATOR OF THE PROJECT

Mary Immaculate College • Ireland

PARTNER ORGANISATIONS OF THE PROJECT

Limerick and Clare Education and Training Board • Ireland

University of Latvia • Latvia

Universidad Autónoma de Madrid • Spain

Fundación Siglo22 • Spain

Université Rennes 2 • France (beneficiary until 22 September 2025)

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D6.1 DEM - What is demonstrated

D6.1 is submitted as a DEM deliverable. It demonstrates that the IDEAL Futures professional-development content, learning activities and Digital Hub environment were piloted with educators in national implementation settings. The demonstrator focuses on what existed and was used in practice: the Hub learning environment, the piloted course content and activities, participant access and support, traceable engagement and completion evidence, representative outputs, and the adjustments made during live piloting.

Demonstrated components

- IDEAL Futures Digital Hub used as the principal environment for national content piloting.
- Professional-development content and learning activities piloted in Latvian, Greek, English and Spanish.
- National implementation pathways in Latvia, Spain, Greece and Ireland, with participant recruitment, onboarding/support and course activity.
- Course and activity evidence, including structured materials, H5P/self-check activities, tests or quizzes, reflections/forums, practical tasks and completion records, depending on course design.
- Traceable participant-flow and completion evidence retained in WP6_D6.1_MASTER_ALL_COUNTRIES and partner evidence packages.
- Iterative platform/content corrections documented during live piloting.
- Planned-versus-actual implementation and deviations.

Digital Hub Content-Piloting Demonstrator

The Digital Hub was the principal environment through which the wider national pilot was delivered. It hosted the WP4 professional-development content and learning activities and provided the operational setting in which the WP3 pedagogical approach was tested through self-paced learning, reflection, interaction, practical activity and course completion. The Hub evidence retained for D6.1 includes course enrolment/assignment data, activity logs, gradebooks or completion records, participant text contributions and reflections, submitted activities and issue/correction records. Digital Hub link: <https://hub.ideal-future.eu/my/>

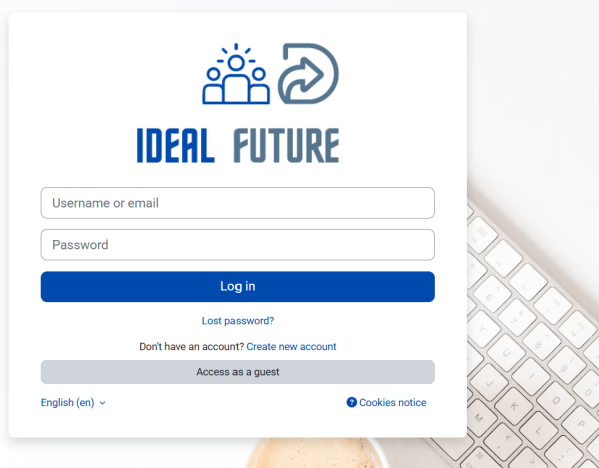


FIGURE 1: IDEAL Futures Digital Hub
Link: <https://hub.ideal-future.eu/login/index.php>

The Home page shows the current number of users registered on the IDEAL Future Hub and the countries they come from. At present, **1211 users** are registered on the Hub - Greece 132, Ireland 139, Latvia 691, Spain 157, France 15, plus 77 other countries.

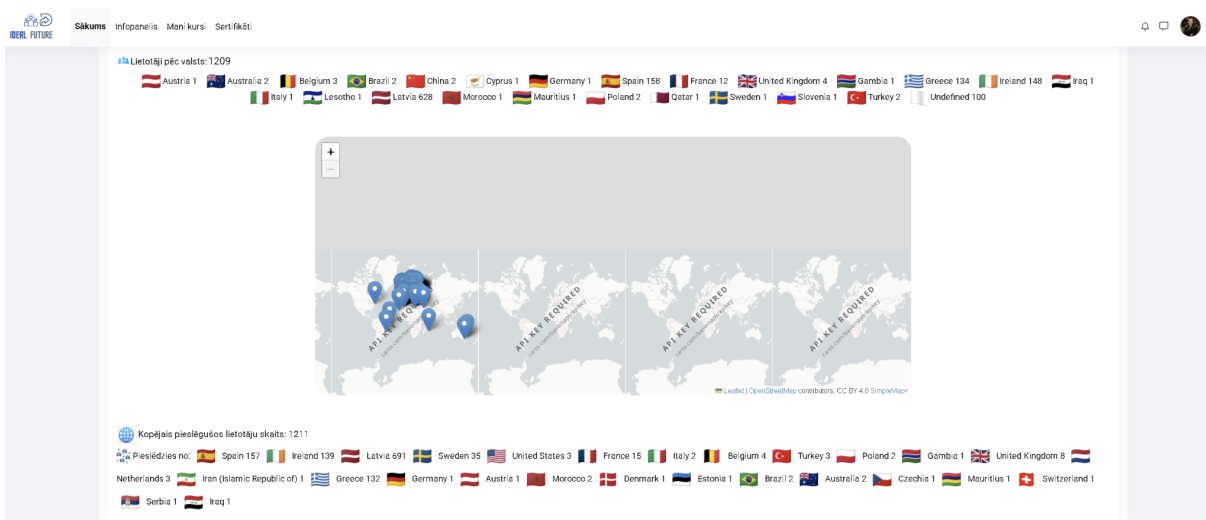


FIGURE 2: Digital Hub home page - registered users

The **Home page** also provides access to the course selection in all project languages: Latvian, English, Spanish, and Greek.

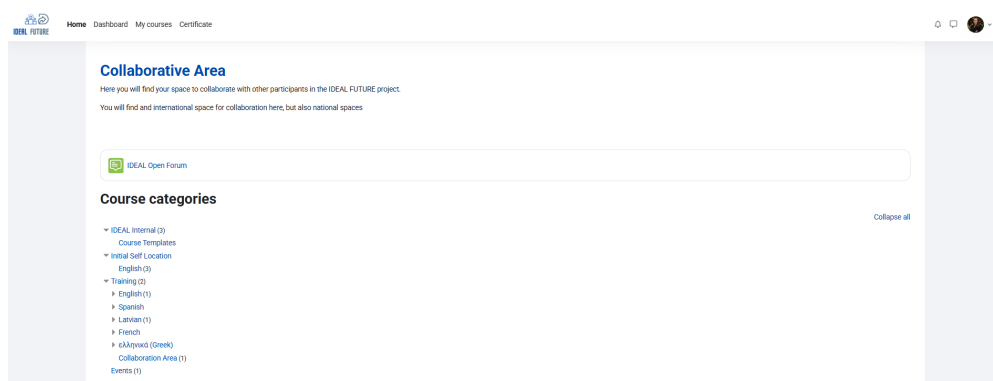


FIGURE 3: Digital Hub language selection

A user guide has been developed to support getting started with the **IDEAL Future Hub**, explaining how users can register for courses and obtain certificates. The guide was created as an interactive resource using **Genially**. It is embedded in the Hub and is also available separately at the following link: <https://view.genially.com/69c84f6a518e61191b4a1299>

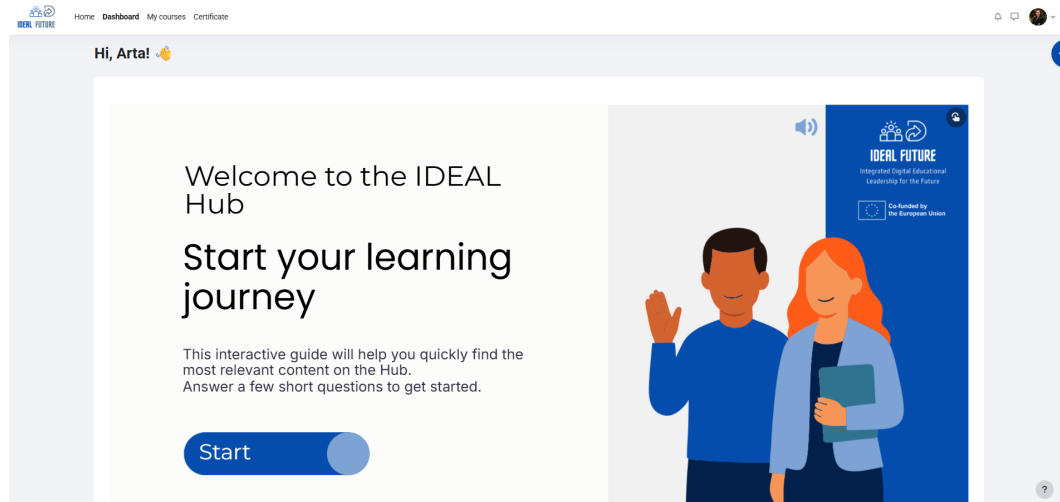


FIGURE 4: Digital Hub dashboard

The **course catalogue** used for the national pilot is available after selecting the preferred language. For example, when opening the courses in **English**, users can view all **DigCompEdu areas** and select the course or area that best matches their learning needs.

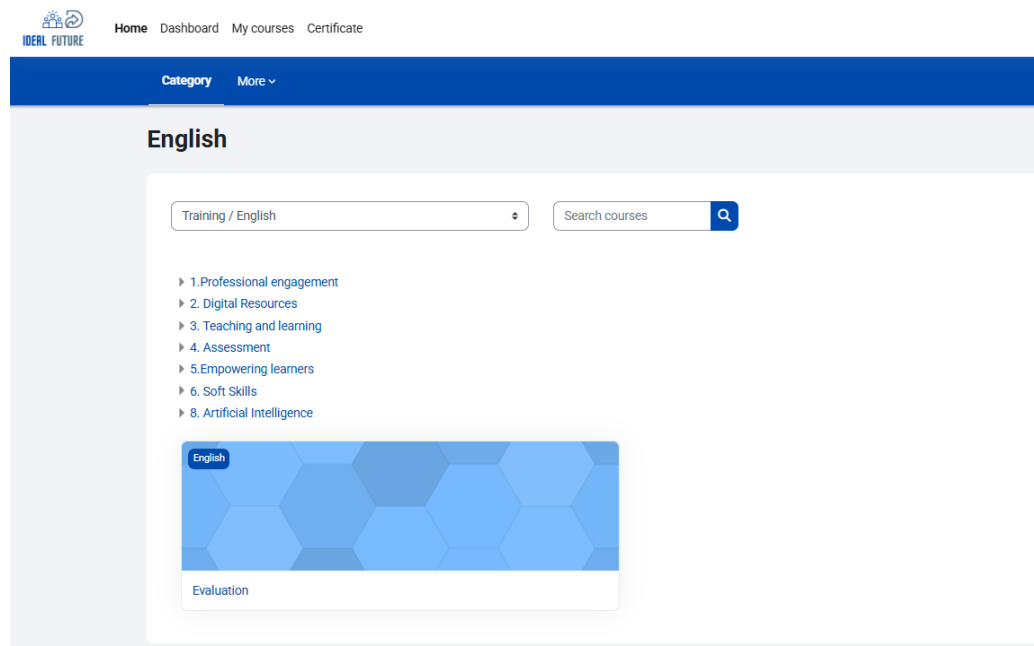


FIGURE 5: Course catalogue - DigCompEdu areas

When opening a specific DigCompEdu area, users can see all available courses within that area, including the different course topics and learning levels.

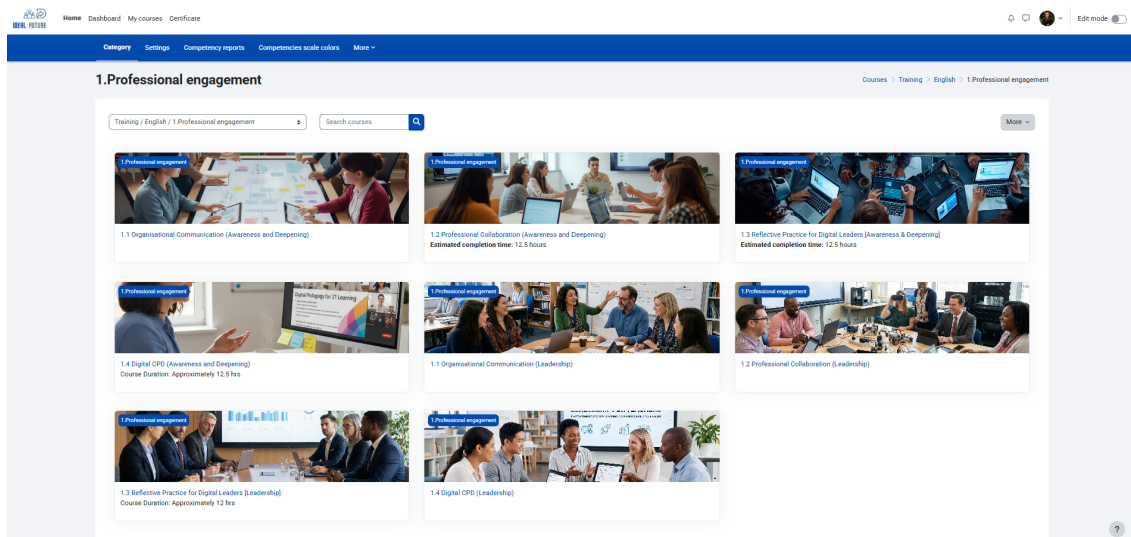


FIGURE 6: Course catalogue - DigCompEdu Area 1

Each course includes a Welcome section with a detailed overview of the course, including its learning objectives, expected learning outcomes, glossary, references and recommended literature, descriptions of the thematic blocks, and available forms of learner support.

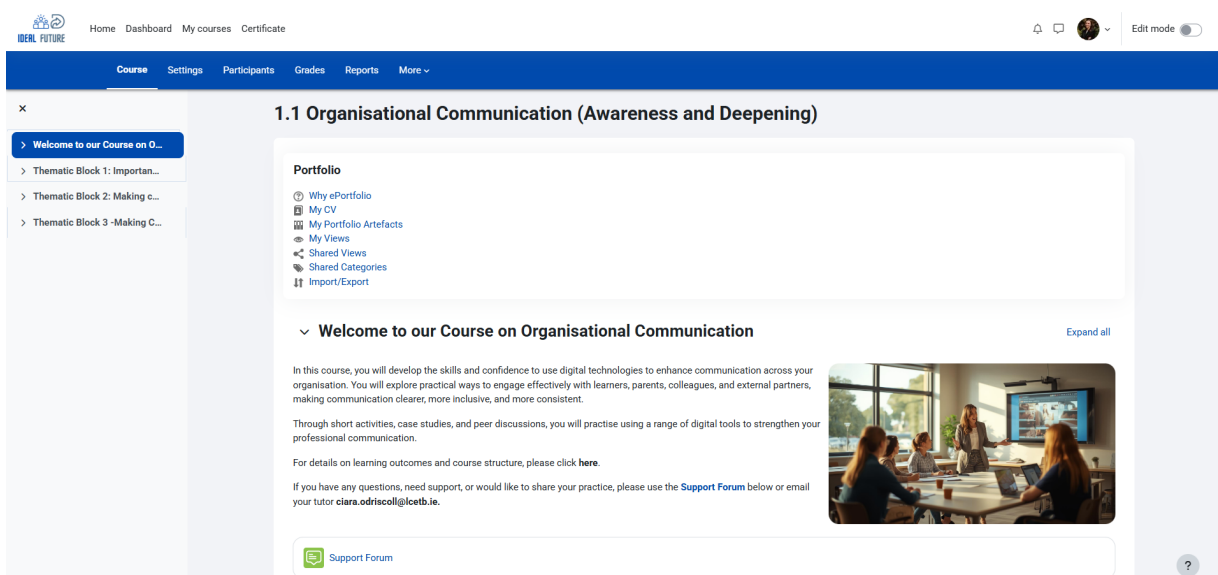


FIGURE 7: Example of course structure

Each **thematic block** includes a course description outlining the **expected learning outcomes, estimated duration, and covered topics**. This is followed by a **theoretical and interactive learning section** containing learning materials, **H5P activities**, audio and video resources, **self-assessment activities**, and **knowledge assessment tests**.

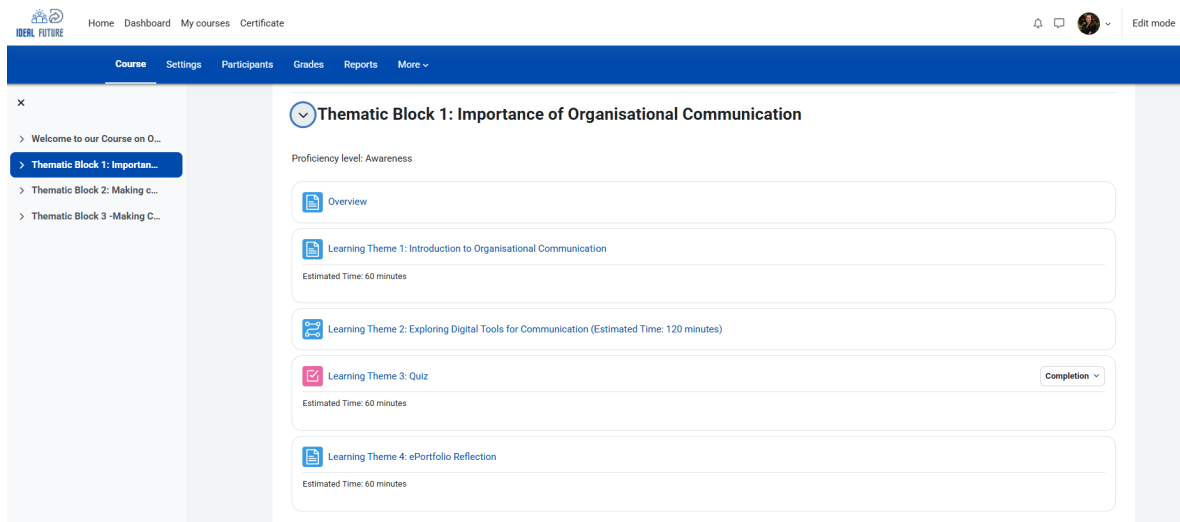


FIGURE 8: Example of thematic block structure

Piloted content and learning activities

The national pilot did not consist of one identical course delivered in every country. Partners piloted course areas and language versions appropriate to their national cohorts while retaining the common purpose of testing the Hub, the professional-development content, the learning activities and the participant-support process.

Latvia: six Latvian-language Area 2 course variants at A1-B2 and C1-C2 levels, covering digital-resource selection and implementation, creation/modification and AI integration, and management/protection/strategic implementation.

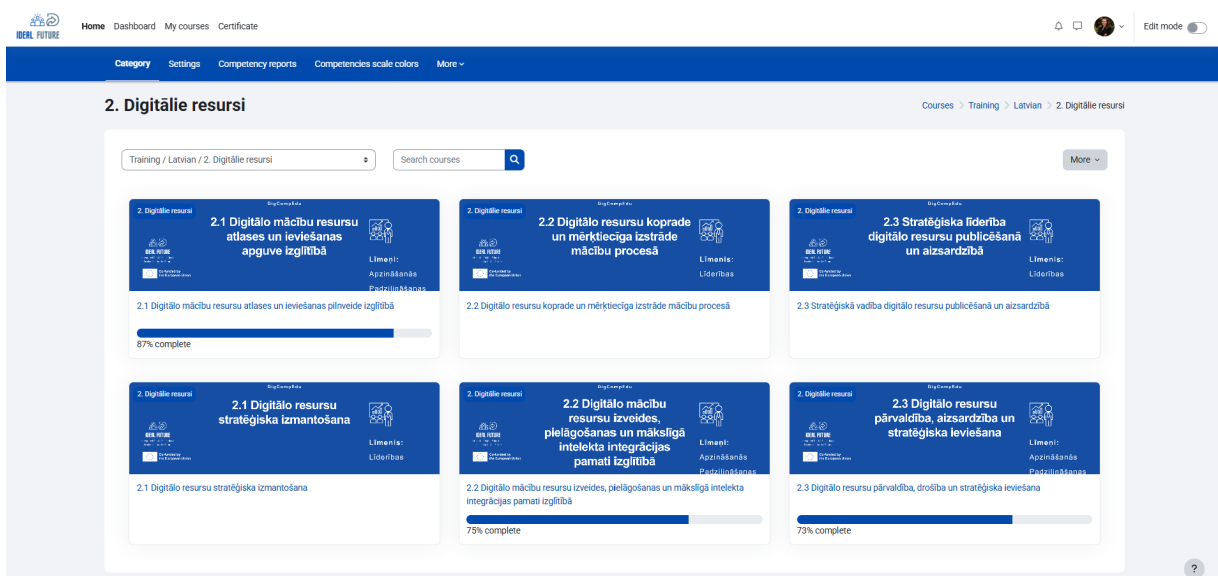


FIGURE 9: Latvia piloting content

Spain: a multi-course model using English and Spanish course versions, including 2.Digital Resources, 4. Assessment/collaboration-related content and the Spanish-language Inteligencia Artificial en Educación course.

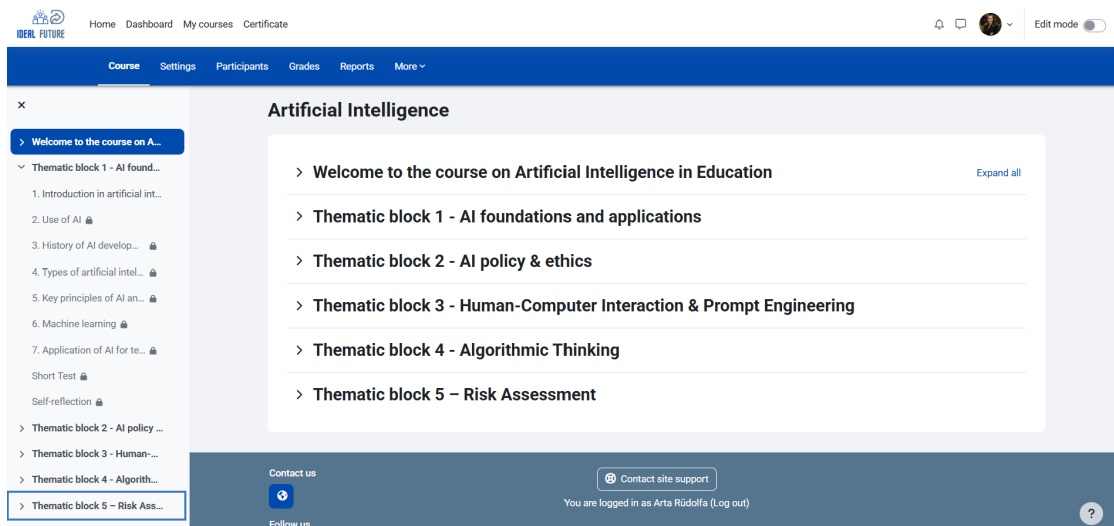


FIGURE 10: Spain piloting content 1

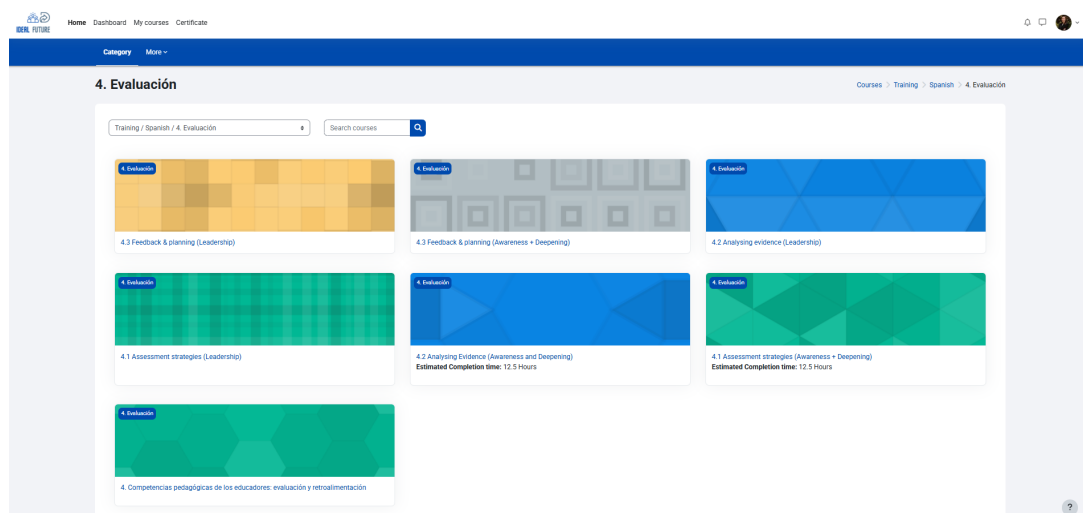


FIGURE 11: Spain piloting content 2

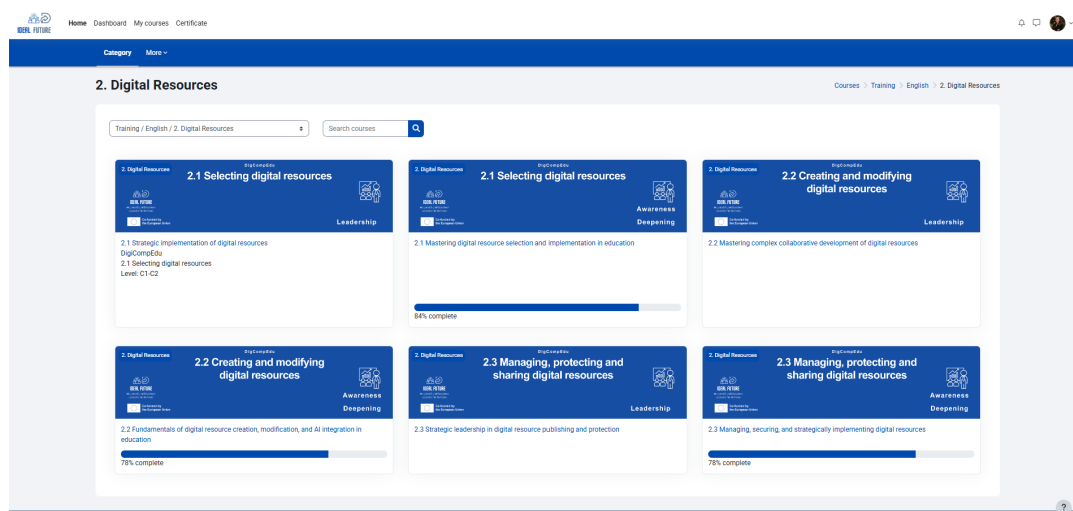


FIGURE 12: Spain piloting content 3

Greece: Greek-language versions of courses 2.1 and 2.2 were used after the consortium amendment.

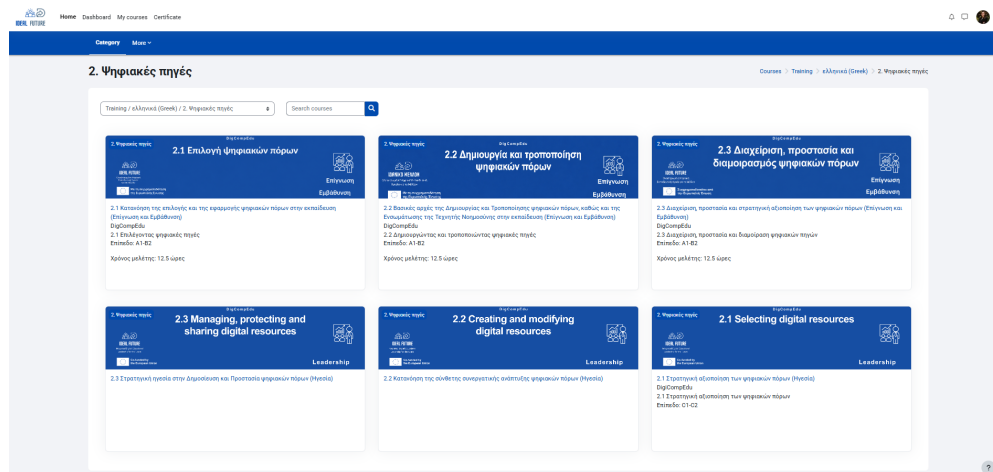


FIGURE 13: Greece piloting content

Ireland: MIC and LCETB moved from broad open recruitment towards a targeted four-week Hub course and mentoring/support model.

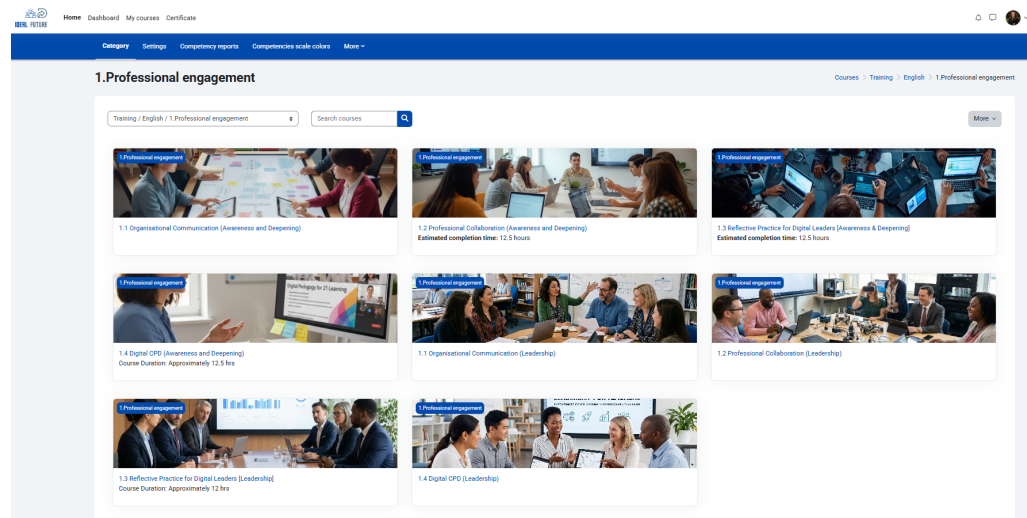


FIGURE 14: Ireland piloting content 1

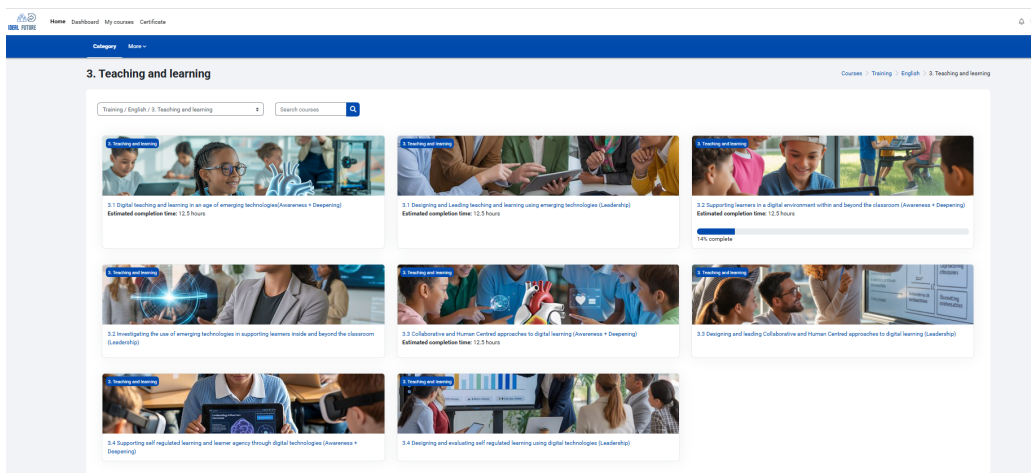


FIGURE 15: Ireland piloting content 2

Participants, implementation process and demonstrable outputs

The common implementation sequence was recruitment or assignment to the national pilot, orientation and access to the Hub, engagement with the selected learning pathway, access to pedagogical or technical support, completion of course-specific activities and assessment, and retention of completion/evidence records. The exact support model varied by country:

- Ireland used targeted communication and mentoring;
- Latvia used three group support seminars plus email and individual guidance as needed;
- Spain used group sessions, email and individual consultation;
- Greece used the national partner support model alongside the common Hub pathway.

Across Latvia, Greece, Spain and Ireland, **601** unique participants were recruited or assigned to national content piloting. Of these, **415** had a technically verifiable learning activity in the Hub and **257** completed at least one course according to the applicable verified completion rule. **By country, recruited/assigned participants were Greece 110, Ireland 88, Latvia 249 and Spain 154.**

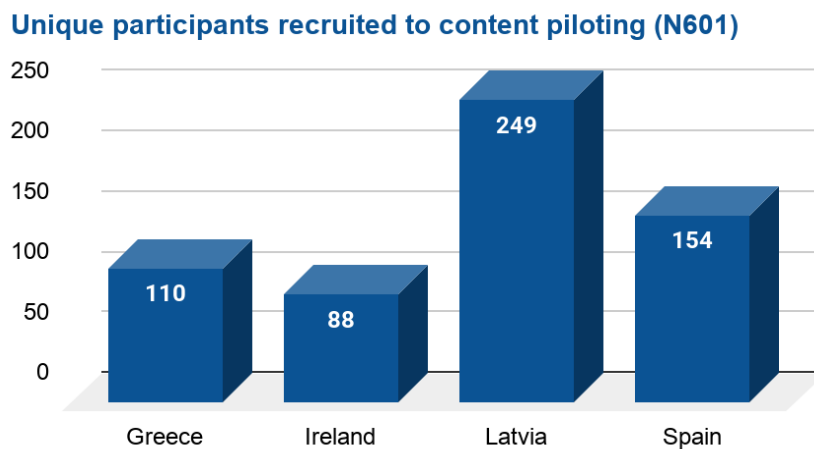


FIGURE 16: Content-piloting participant flow

Representative outputs retained in the evidence base include course completion records and gradebooks, activity logs, participant reflections and forum contributions, uploaded activities, issue/correction records and institutional recognition records. The following figures provide **representative examples** of the piloting activities and the evidence generated during implementation:

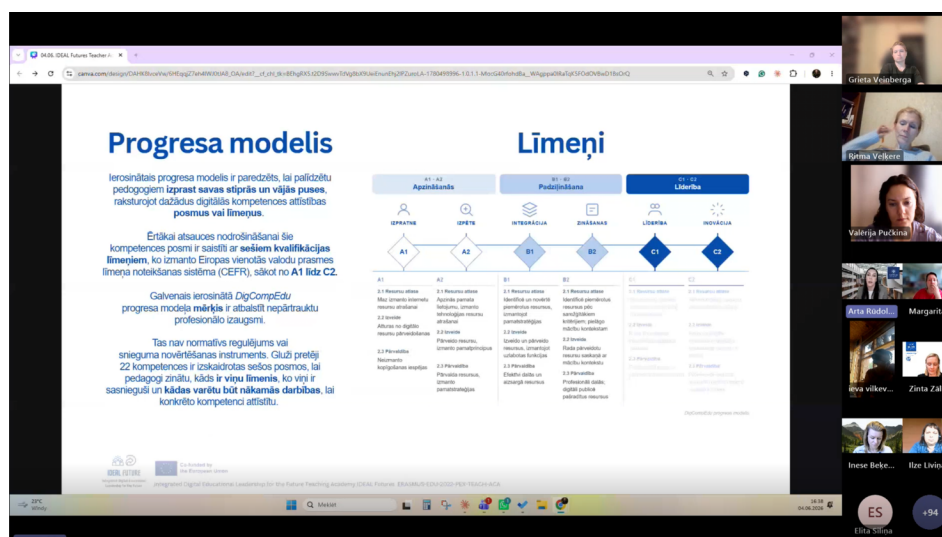


FIGURE 17: Latvia piloting support seminar in MS Teams (example)

Why This Session Matters

Successful AI integration in schools depends fundamentally on people, relationships, and shared practices—not merely on platforms or digital tools. While technology provides the infrastructure, it's the human elements of collaboration, trust, and collective learning that determine whether AI becomes a transformative force or another underutilised resource.

"AI should enhance and not replace human led teaching and learning, with the teacher overseeing any output and acting as the final checkpoint."

— Secretary General Bernie McNally, Dept. of Education & Youth

Leadership Drives Culture

School leaders actively shape how collaboration happens, creating the conditions for meaningful engagement with AI tools and practices.

Collective Capacity Building

Sustainable change emerges when professional learning is shared across teams rather than siloed in individual practice.

Grounded in National Guidance

The Dept. of Education & Youth's Guidance on AI in Schools (2025) affirms: 'When used responsibly, in a planned and informed way, AI has the capacity to support teaching and learning.' This session puts that principle into leadership practice.



FIGURE 18: Ireland piloting - Professional Engagement: Considering AI in Education (example)

Interview 1 – (Adult Education Teacher)

Q1. Tell us about your overall experience in participating in **IDEAL Future**.

My overall experience was very positive. Participating in IDEAL Future gave me the opportunity to reflect on my own teaching practice and learn from educators working in very different educational contexts. As an adult education teacher, I found it particularly interesting to discover approaches that could be adapted to learners with diverse backgrounds, motivations...

Q2. Describe which types of learning activities you engaged with and what impact it had on you.

I participated in forums, self-paced learning activities, self-evaluation activities. The variety of formats kept me engaged and allowed me to learn at my own pace. I especially appreciated the practical examples shared by other teachers because they encouraged me to try new methodologies.

Q3. Who did you collaborate with? Describe how you met them and why you chose to work with them.

I mainly collaborated with teachers from Spain, Ireland and Latvia whom I met during the Limerick meeting. We discovered that we were facing similar challenges related to learner engagement, so it was easy to exchange ideas and resources.

Q4. Give an example of how you applied **learning** from the teacher academy in your own context. What impact did it have?

After the training, I introduced more collaborative activities where adult learners worked together to solve real-life problems. This increased participation in class and encouraged students to share their own experiences, making learning more meaningful. Some colleagues also became interested in using similar approaches.

Q5. What did you enjoy the most about engaging in the **teacher** academy?

The opportunity to connect with teachers from different countries and learn about innovative teaching practices.

Q6. Tell us a little bit about what you found the most challenging aspect of the teacher academy.

Finding enough time to complete all the activities while balancing my teaching responsibilities.

FIGURE 19: Spain piloting - anonymised participant feedback (example)



FIGURE 20: Greece piloting - inclusive teaching and learning strategies (example)

2.1 Digitālo mācību resursu atlasē un ieviešanas pilnveidē izglītībā

Grader report

First name / Last name	Email address	2.1 Digitālo mācību resursu atlasē un ieviešanas pilnveidē izglītībā	Tests	Tests	Tests	Tests	Course total
Inde	inde@edu.jumala.lv	✓	10.00	✓	10.00	✓	40.00
Mārg	Mārg@gmail.com	✓	10.00	✓	10.00	✓	40.00
Art	u.ripa.lv	✓	10.00	✓	9.39	✓	39.39
Kārlis	viket@gmail.com	✓	10.00	✓	9.39	✓	38.89
Kārlis	g@inbox.lv	✓	10.00	✓	9.39	✓	38.64
Anna	madona.edu.lv	✓	10.00	✓	9.39	✓	38.64
Vilnis	viket@vrt.lv	✓	10.00	✓	9.39	✓	38.64
Inga	vs.lv	✓	10.00	✓	9.39	✓	38.14
Inde	edu.pikadipils.lv	✓	9.75	✓	9.39	✓	38.14

FIGURE 21: Latvia piloting - anonymised course gradebook (example)

The screenshot shows the IDEAL FUTURE platform interface. The top navigation bar includes 'Home', 'Dashboard', 'My courses', and 'Certificate'. The left sidebar lists course components: 'Welcome to our course on ...', 'Course Overview', 'Reference list', 'Glossary', 'SUPPORT FORUM', and '5 Thematic block - Digital...'. The main content area displays a 'Conclusion' section about metadata and a 'Reflection' section with three questions. Below the reflection questions is a 'Self-check' section with a 'Check' button. On the right, there are buttons for 'free keyword', 'controlled vocabulary', 'preferred term', 'tag', and 'thesaurus'.

FIGURE 22: Representative learning activity - H5P/self-check

The screenshot shows the IDEAL FUTURE platform interface with the 'Forum' tab selected. The left sidebar lists course components: '1 Thematic block - Funda...', 'The introduction', 'Exploring search engin...', 'Finding Digital Resourc...', 'Work with search engin...', 'Using links and recom...', 'Finding open educatio...', 'Conclusions', 'Self-reflection', 'Take the test to demon...', '2 Thematic block - Advanc...', 'The introduction', 'Mastering Advanced S...', 'Optimizing Search Stra...', 'Filtering and Managing...', 'Identifying Suitable Re...', and 'Applying Advanced Se...'. The main content area displays a list of forum posts titled 'Reflexión sobre lo aprendido' and 'Self-reflection'. Each post shows the user's name, profile picture, and a '0' next to a toggle switch. A large grey rectangular area is overlaid on the right side of the forum posts.

FIGURE 23: Representative learning activity - reflection/forum

The screenshot shows the IDEAL FUTURE platform interface with the 'Learning theme 4: Creating your own chatbot (required)' section. The left sidebar lists course components: 'Welcome to our course on: L...', 'Announcements', 'SUPPORT FORUM', 'Scenario', 'Thematic Block 1: Analyse h...', 'Learning Theme 1: Parents a...', 'Learning Theme 2: Analysing...', 'Learning Theme 3: technolo...', 'Block 2: Develop new digital...', 'Learning theme 1: What are ...', 'Learning theme 2: Simple pr...', 'Learning theme 3: Advanced ...', 'Learning theme 4: Creating y...', 'Block 3: Test and gather evl...', 'Learning theme 1: Evaluating ...', 'Learning theme 1: Guided ...', 'Learning theme 2: Critiquing ...', 'Learning theme 3: Creating a ...', and 'Upload your test plan here...'. The main content area displays the 'Learning theme 4: Creating your own chatbot (required)' section, which includes a 'Purpose' section, 'Tasks and time' section, and 'Instructions' section. The 'Instructions' section provides detailed guidance on creating a customised chatbot. At the bottom, there are navigation buttons for 'Previous activity' and 'Next activity'.

FIGURE 24: Representative learning activity - practical task

Translations of D6.1 into the project language versions have been published on the IDEAL Futures project website.

English - <https://ideal-future.eu/index.php/en/category-blog/37-wp6>

Latvian - <https://ideal-future.eu/index.php/lv/category-blog/37-wp6>

Spanish - <https://ideal-future.eu/index.php/es/category-blog/37-wp6-es>

Greek - <https://ideal-future.eu/index.php/el/category-blog/37-wp6-el>

1. Executive Summary

D6.1 Piloting of Content and Learning Activities is the public WP6 implementation deliverable led by the University of Latvia. Under the amended Grant Agreement, it is classified as a DEM (Demonstrator, pilot, prototype) and is due in Month 36. Its substantive purpose is to demonstrate that the outputs developed in WP3, WP4 and WP5 were piloted in practice: the pedagogical model, professional-development content and learning activities, and the IDEAL Futures Digital Hub.

The deliverable is intentionally limited to implementation. It summarises the T6.1 piloting methodology, documents how T6.2 was implemented across the participating countries, reports participation and completion indicators, and records practical adjustments made during piloting. It does not analyse change between PRE and POST questionnaire results. Detailed Study Visit implementation and results are reported in D6.2 Piloting of Study Visits. The matched PRE-POST analysis, qualitative impact synthesis and academic-publication pathway are reported in D6.3 Report and Academic Publications.

The planned WP6 pilot scale was approximately 200-250 learners. The final D6.1 master records **601** unique participants recruited or assigned to content piloting across the four active national content-piloting countries: Latvia 249, Greece 110, Spain 154 and Ireland 88. Of these, **415** participants had a technically verifiable learning activity in the Hub and **257** completed at least one course.

Scale of national recruitment and the transition to verified completion

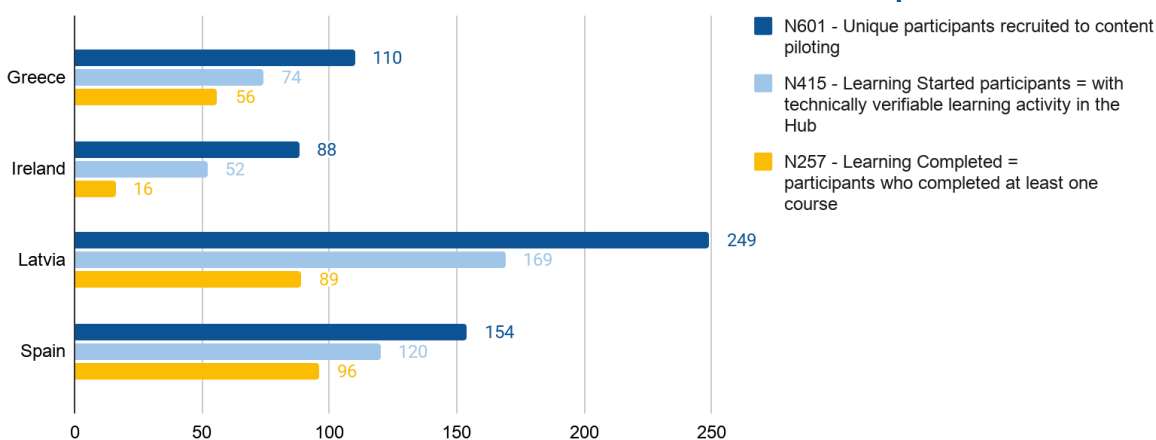


FIGURE 25: Content-piloting participants by implementation stage

A separate chart (below) is used for course-completion instances because one participant could complete more than one course. The final D6.1 summary records 61 verified course completions in Greece, 17 in Ireland, 262 in Latvia, and 133 in Spain, for a total of 473 verified course-completion instances. Ireland also operated a targeted four-week 3.2 Leadership-level course within its wider pathway; 18 teachers registered for that course, 12 had a technical course start, and 12 completions were locally verified. These figures demonstrate that the project exceeded the planned cross-country implementation scale while retaining national differences in recruitment, support and completion patterns.

Course-completion instances (N473)

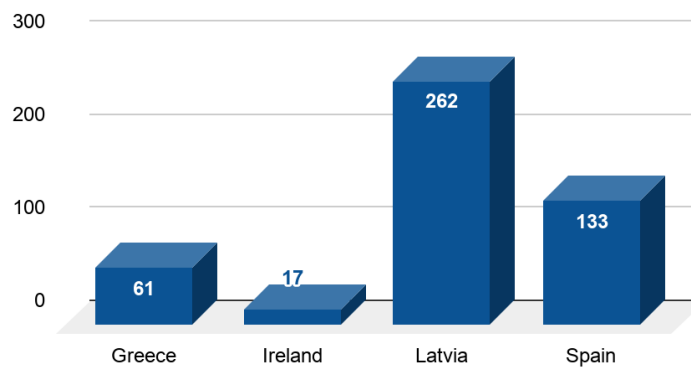


FIGURE 26: Verified course-completion instances by country

Piloting was not implemented as one identical intervention in every country. The common framework required voluntary recruitment, use of the Hub and piloted learning content, access to participant support, traceable learning activity or course completion, and collection of the evidence required for later evaluation. Partners adapted recruitment, onboarding, mentoring, language, delivery format and course-level completion criteria to their context. This flexibility was especially important in Ireland, where an initial open Hub recruitment approach generated limited self-study engagement and was followed by a more targeted course and mentoring model.

The implementation evidence also demonstrates the iterative function of WP6. Participants and partners identified platform-access, navigation, translation, course-unlocking, forum-permission and completion-tracking issues. Corrections and guidance were introduced during the pilot, including revised H5P and test settings, restored or clarified access, step-by-step navigation support, forum support routes, and correction of language or content-display problems. These are implementation findings rather than claims about learning impact.

Accordingly, this deliverable answers a practical set of questions: what was piloted, by whom, in which country and language, how participants were recruited and supported, how many participants entered and completed the piloting pathways, which implementation problems were identified, and what adjustments were made.

Overall, D6.1 demonstrates that T6.2 was implemented at scale across multiple national contexts and languages, with traceable participation, course-level evidence, partner support and documented iterative improvement. The evidence generated through this process provides the implementation base for the separate Study Visit report (D6.2) and for the final cross-country impact analysis (D6.3).

2. Piloting Approach in Brief

The final T6.1 Piloting Strategy established common methodological requirements while allowing national implementation choices. This was necessary because the piloted courses, languages, institutional recognition arrangements and participant-support environments differed across partners.

Table 1. Common T6.1 piloting framework

Element	Common requirement
Cohort model	National content piloting kept separate from the smaller Study Visit cohorts; partial participation and attrition retained transparently.
Learning environment	IDEAL Futures Digital Hub hosting WP4 content and learning activities and implementing the WP3 pedagogical approach.
Support	Orientation plus an identifiable support route; mentoring, seminars, email, facilitator or peer support could be adapted nationally.
Completion	Course-specific completion rules applied consistently within each course; institutional certification could use additional criteria.
Implementation evidence	Enrolment/assignment, course start and completion, PRE and POST submission status, course/activity evidence and partner verification where required.
Flexibility and reporting boundary	Language, recruitment, delivery, support and assessment could vary by context. Study Visit analysis belongs to D6.2; PRE-POST and impact analysis belong to D6.3;
Target group and scale	Pre-service and in-service teachers, educational leaders and teacher educators; voluntary participation; wider national pilot approximately 200-250 learners overall, operationalised as about 50+ per piloting country.
Evaluation	After each Study Visit, which also formed part of the piloting process, participants completed an evaluation questionnaire. (Reported D6.2)

The strategy was phased. Earlier Study Visits provided smaller international settings in which preparation activities, collaborative learning, professional exchange and follow-up tasks could be tested. Wider national piloting then extended the Hub and learning-content testing to larger cohorts. The two strands are connected methodologically but are not merged for participant counting. Study Visit evidence and results are reported in D6.2.

The strategy also distinguished WP6 implementation from WP8 dissemination. Learning Events and webinars could support recruitment or participant orientation.

3. What Was Piloted

3.1 Courses, content and learning activities

The national pilot used the IDEAL Futures Digital Hub as the principal learning environment. The Hub hosted professional-development content derived from WP4 and implemented the reflective, collaborative and applied-learning principles of the WP3 pedagogical model. Depending on the course, participants engaged with structured learning materials, Open Educational Resources, H5P activities, self-checks, quizzes or tests, discussion forums, guided reflections, practical tasks, and course or competence progress indicators.

Course completion was not defined through one universal consortium rule. Each course used the learning and assessment elements appropriate to its design. This was particularly important during the pilot because some course versions had technical completion flags that did not fully reproduce locally verified completion. Such cases are documented rather than retrospectively forcing all courses into one technical rule. Within the project, successful completion of a C1-C2 course is treated as achievement of the corresponding Leadership-level competence because completion required the course-specific final test or assessed task.

Table 2. National course/content map used for D6.1 implementation reporting

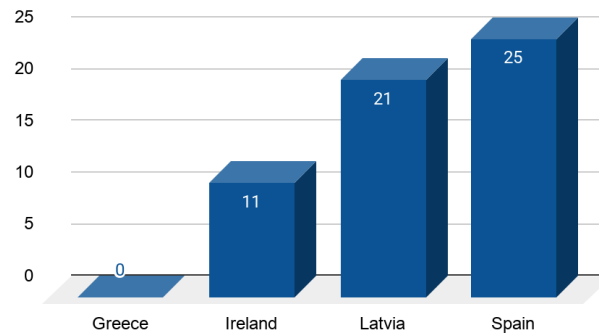
Country	Partner	Course code	DigCompEdu area	Course title	Level	Language	Verified course completers (unique participants per course)
Latvia	University of Latvia (LU)	2.1	2. Digital Resources	Digitālo mācību resursu atlases un ieviešanas apguve izglītībā	A1-B2	LV	65
Latvia	University of Latvia (LU)	2.1	2. Digital Resources	Digitālo resursu stratēģiska izmantošana	C1-C2	LV	37
Latvia	University of Latvia (LU)	2.2	2. Digital Resources	Digitālo mācību resursu izveides, pielāgošanas un maksīgā intelekta integrācijas pamati izglītībā	A1-B2	LV	59
Latvia	University of Latvia (LU)	2.2	2. Digital Resources	Digitālo resursu koprade un mērķtiecīga izstrāde mācību procesā	C1-C2	LV	41
Latvia	University of Latvia (LU)	2.3	2. Digital Resources	Digitālo resursu pārvaldība, aizsardzība un stratēģiska ieviešana	A1-B2	LV	36
Latvia	University of Latvia (LU)	2.3	2. Digital Resources	Stratēģiska līderība digitālo resursu publicēšanā un aizsardzībā	C1-C2	LV	24
Greece	University of Patras (UPatras)	2.1	2. Digital Resources	Mastering digital resource selection and implementation in education	A1-B2	GR	45
Greece	University of Patras (UPatras)	2.2	2. Digital Resources	Fundamentals of digital resource creation, modification, and AI integration in education	A1-B2	GR	4
Greece	University of Patras (UPatras)	2.1	2. Digital Resources	Mastering digital resource selection and implementation in education	A1-B2	EN	12

Ireland	Mary Immaculate College (MIC) + LCETB	3.2	3. Teaching and Learning	Investigating the use of emerging technologies in supporting learners inside and beyond the classroom	C1-C2	EN	12
Ireland	Mary Immaculate College (MIC) + LCETB	2.1	2. Digital Resources	Mastering digital resource selection and implementation in education	A1-B2	EN	3
Ireland	Mary Immaculate College (MIC) + LCETB	1.2	1. Professional Engagement	Professional Collaboration (Awareness and Deepening)	A1-B2	EN	2
Spain	UAM + Fundación Siglo22	2.1	2. Digital Resources	Mastering digital resource selection and implementation in education	A1-B2	EN	72
Spain	UAM + Fundación Siglo22	2.2	2. Digital Resources	Fundamentals of digital resource creation, modification, and AI integration in education	A1-B2	EN	17
Spain	UAM + Fundación Siglo22	4.1	4. Assessment	Assessment strategies (Awareness + Deepening)	A1-B2	EN	17
Spain	UAM + Fundación Siglo22	1.2	1. Professional Engagement	Professional Collaboration (Awareness and Deepening)	A1-B2	EN	2
Spain	UAM + Fundación Siglo22	8	Artificial Intelligence	Inteligencia Artificial en Educación	no Level	ES	25

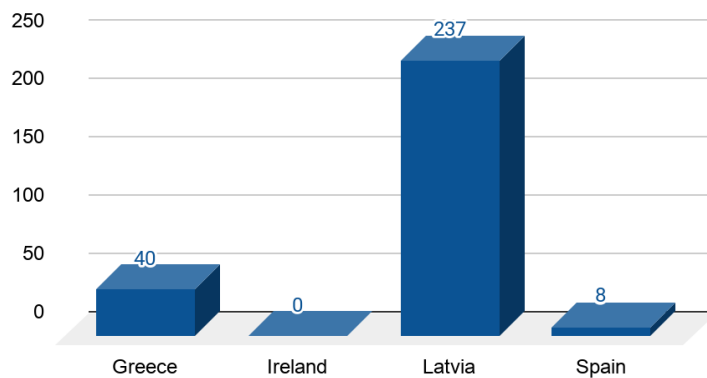
The course map shows that the wider national pilot did not consist of one single course translated identically into every language. Partners selected and tested content relevant to their cohort, while the common purpose remained the same: to test the usability of the Hub, the feasibility of the learning activities, and the operation of the pedagogical approach in authentic professional-development settings.

3.2 Country and partner implementation

Recognition arrangements differed across the national pilots. Depending on the institutional context, participants received formal ECTS-bearing recognition or university professional-development certificates. These national outputs are therefore reported as recognition outputs rather than as one harmonised micro-credential count. For D6.1, an ECTS-equivalent learning pathway refers to a completed learning pathway whose documented workload and learning requirements correspond to an ECTS-defined volume of learning, irrespective of whether formal ECTS credits or a micro-credential were ultimately awarded by the institution. Across the national pilots, 57 participants completed an ECTS-equivalent learning pathway: 11 in Ireland (9 ECTS were awarded), 21 in Latvia (3 ECTS awarded) and 25 in Spain. The form of institutional recognition differed between countries.

ECTS-equivalent learning pathway completers (N57)*FIGURE 27: ECTS-equivalent learning pathway*

The remaining 285 partner-reported certification/recognition outputs, excluding the 57 ECTS-equivalent learning pathway completers, were distributed across Greece (40), Latvia (237) and Spain (8), with no additional outputs reported for Ireland. These figures reflect nationally implemented certification.

Certification reported from partners, not hub data (N285)*FIGURE 28: Partner-reported certification/recognition outputs*

In summary, partner-reported micro-credential/certification outputs, not derived from Hub data, were as follows: 258 in Latvia, 11 in Ireland, 33 in Spain, and 40 in Greece.

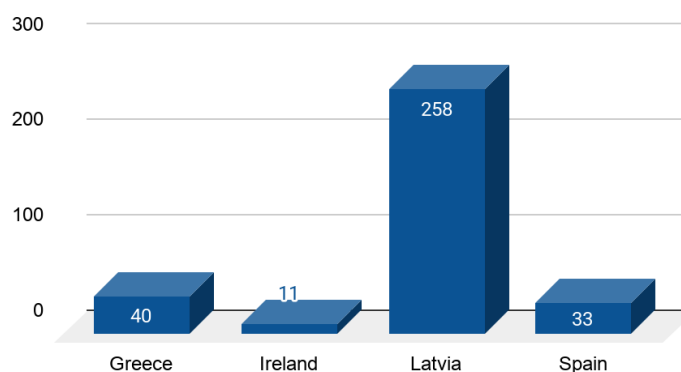
Microcredits/ certification reported from partners (N342)*FIGURE 29: Partner-reported recognition outputs by country*

Table 3. National implementation model

Country / partner	Core delivery model	Language	Support model	Main DigCompEdu D6.1 scope	Microcredits/ certification reported from partners, not hub data
Latvia / University of Latvia	Self-paced Hub learning plus group support seminars	LV	Three group seminars, email and individual guidance	Six Area 2 courses: 249 recruited/assigned; 169 with verified Hub activity; 89 completed ≥ 1 course.	237 certifications; 21 micro-credentials (3ECTS-equivalent learning pathways)
Spain / UAM + Siglo22	Multi-course Hub piloting with group support	EN + ES	Group sessions, email and individual consultation	Multiple Area 2 courses, AI, Area 4 courses: 154 recruited/assigned; 120 with verified Hub activity; 96 completed ≥ 1 course.	8 certifications; 25 micro-credentials (3ECTS-equivalent learning pathways)
Greece / University of Patras	National Hub course pilot after consortium amendment	GR	Partner support; central master used for verification	Area 2 courses: 110 recruited/assigned; 74 with verified Hub activity; 56 completed ≥ 1 course.	40 certifications
Ireland / MIC + LCETB	Open recruitment followed by targeted four-week 3.2 course and mentoring	EN	Individual contact, mentoring and technical/pedagogical support	Areas 1, 2 and 3 courses: 88 recruited/assigned, 52 with verified Hub activity and 16 completed ≥ 1 course. Targeted 3.2 courses within this pathway: 18 registrations, 12 technical starts and 12 locally verified completions.	11 MIC micro-credential outputs (9ECTS)
France / Rennes 2	No national content-pilot cohort in D6.1 master	-	-	Rennes contribution belongs mainly to Study Visit strand.	Reported in D6.2, not counted as D6.1 national content piloting.

Latvia

Participants completed six Latvian-language Area 2 course variants: **2.1 Digital Resource Selection and Implementation** at **A1-B2 (65)** and **C1-C2 (37)**; **2.2 Creating and Modifying Digital Resources** at **A1-B2 (59)** and **C1-C2 (41)**; and **2.3 Managing, Protecting and Strategically Implementing Digital Resources** at **A1-B2 (36)** and **C1-C2 (24)**.

Spain

Participants completed **1.2 Professional Collaboration** at **A1-B2 (2)**, **2.1 Digital Resource Selection and Implementation** at **A1-B2 (72)**, **2.2 Creating and Modifying Digital Resources** at **A1-B2 (17)**, **4.1 Assessment Strategies** at **A1-B2 (17)**, and the Spanish-language **Artificial Intelligence in Education** course (**25**; no proficiency level assigned).

Greece

Participants completed **2.1 Digital Resource Selection and Implementation** at **A1-B2** in both the Greek-language (**45**) and English-language (**12**) versions, as well as **2.2 Creating and Modifying Digital Resources** at **A1-B2** in Greek (**4**).

Ireland

Participants completed **1.2 Professional Collaboration at A1-B2 (2)**, **2.1 Digital Resource Selection and Implementation at A1-B2 (3)**, and **3.2 Investigating the Use of Emerging Technologies in Supporting Learners Inside and Beyond the Classroom at C1-C2 (12)**.

France

Université Rennes 2 contributed to WP6 before its withdrawal, particularly through the Rennes Study Visit. The D6.1 master contains no French national content-piloting cohort. French Study Visit participation is therefore not presented as national Hub-content piloting and is reported in D6.2.

4. Participation, Completion and Achieved Indicators

4.1 Achievement against D6.1 implementation indicators

The Grant Agreement envisaged WP6 piloting with approximately 200-250 learners and identified several quantitative evaluation indicators, including active Hub users, challenges hosted on the Hub, participation in mobility or peer-observation activities, OER uploads, micro-credentials and later PRE-POST improvement measures. D6.1 reports only those indicators that can be supported directly by its implementation evidence and clearly identifies indicators that belong to other deliverables or require a different source.

Table 5. Achievement against implementation indicators

Indicator	Planned / defined	D6.1 evidence	Status / boundary
WP6 pilot scale	Approximately 200-250 learners	601 unique participants recruited/assigned across LV+GR+ES+IE; 415 with technically verifiable Hub learning activity; 257 completed at least one course.	Achieved/exceeded at recruitment/assignment level; verified completers also reached 257 .
National implementation breadth	Approximately 50+ participants per piloting country in the T6.1 operational plan.	LV 249; GR 110; ES 154; IE 88 recruited/assigned to content piloting.	Achieved/exceed with 601 unique participants recruited to content piloting in partner countries.
Course completion	Demonstrate actual content/activity piloting, not registration only.	257 unique participants completed at least one course; 473 verified course-completion	Implemented ; participation intensity varied by national context.
Multilingual delivery	Nationally usable project content	LV, GR, EN and ES course versions used in active national pilots.	Achieved for active national content cohorts.
Micro-credentials / Certificates	Learner recognition indicator	57 ECTS-equivalent learning pathway completers (IE 11; LV 21; ES 25) and 285 other certification/recognition outputs.	Achieved : 342 partner-reported recognition outputs in total.

Improvements during piloting	Feedback gathered after each pilot phase to refine the pedagogical model and Digital Hub.	Country-specific translated Hub learning content was iteratively improved during piloting in response to participant and partner feedback.	Implemented. Across all partner countries, piloting participants submitted a total of 2702 contributions, including reflections, self-reflections, and posts in support forums.
PRE-POST evaluation	Pre- and post-assessment to measure changes in digital educational leadership skills.	PRE and POST data were collected during piloting;	Implemented. 172 PRE + Learning on hub + POST participants. Matched change analysis and interpretation are reported in D6.3.
Study Visit improvements:	Study Visits were used to assess peer observation and transfer of learning into practice.	Study Visits were also iteratively improved after each visit based on participant feedback;	Implemented. Detailed implementation and results are reported in D6.2.

Additionally The chart below shows the scale of national content-piloting activities delivered through **WP8 T8.4 Learning Events**, which were linked to the WP4 learning content and activities and the WP5 Digital Hub. In total, **46 online and face-to-face Learning Events were delivered, reaching 2062 participants**. Reported attendance was highest in Latvia (**1088 participants**), followed by Ireland (**437**), Spain (**295**) and Greece (**242**). These figures represent Learning Event attendance and are reported separately from the unique WP6 content-piloting cohort.

Learning Events participation (N2062)

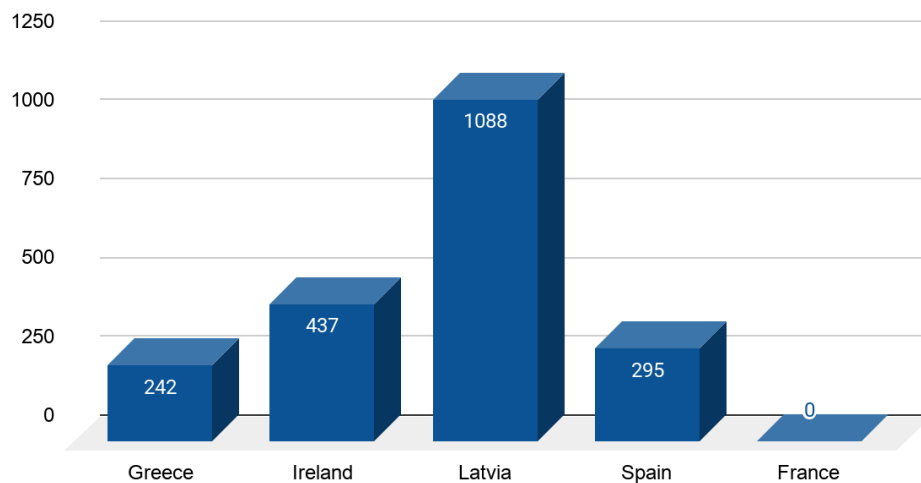


FIGURE 3: Learning Event participation by country

Study Visit reach is shown separately because unique people and participation instances are different measures. The final records contain 89 unique Study Visit participants and 114 participation instances: Ireland 36/43, Latvia 17/28, Spain 29/35 and France 7/8, respectively.

Study visits

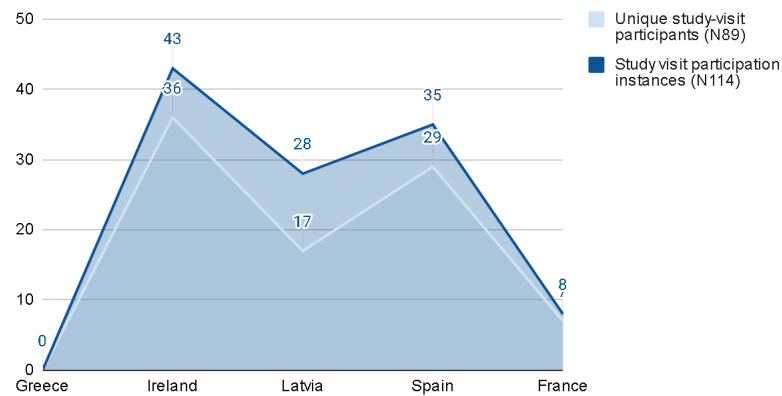


FIGURE 31: Study Visit participation by country

The evaluation-evidence chart below is included only to demonstrate readiness for D6.3, not to present outcome analysis. The final D6.1 summary records **172 valid PRE-POST participants for the later D6.3 analysis** (Greece 43, Ireland 4, Latvia 81, Spain 44).

PRE-POST participants for the later D6.3 analysis (N172)

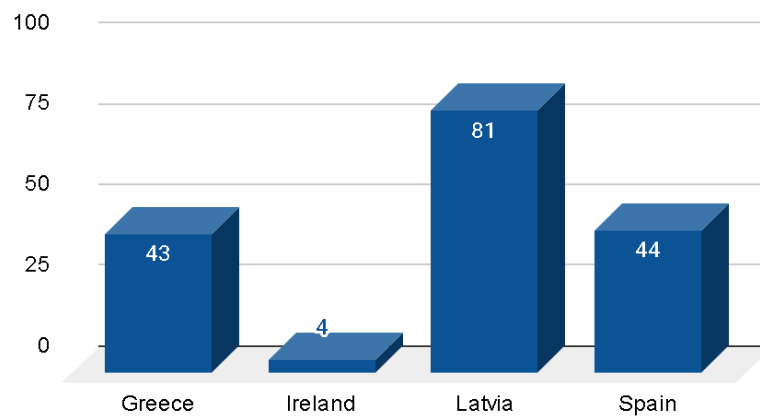


FIGURE 32: Valid PRE-POST participants by country

Also, 43 interviews were completed across the same four active content-piloting countries.

POST piloting interviews (N43)

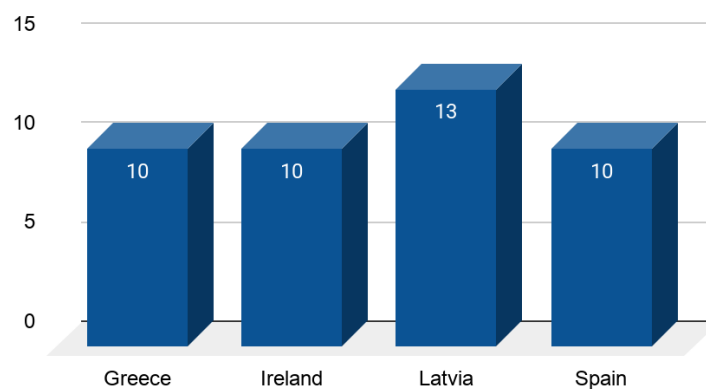


FIGURE 33: Post-piloting interviews by country

Registered Hub users provide a further platform-reach indicator and are not equivalent to the WP6 piloting cohort. The final platform snapshot used in the master records shows 132 users in Greece, 139 in Ireland, 691 in Latvia, 157 in Spain and 15 in France (1134 across these five project countries), plus 77 users from other countries, for 1211 registered Hub users overall. This comparison also illustrates the scale of the piloting: the **601 participants recruited or assigned to national content piloting correspond to approximately 50% of the current 1211 registered Hub users**, showing that the WP6 pilot accounted for a substantial share of the Hub's overall user base.

Registered Hub users by country (N1211)

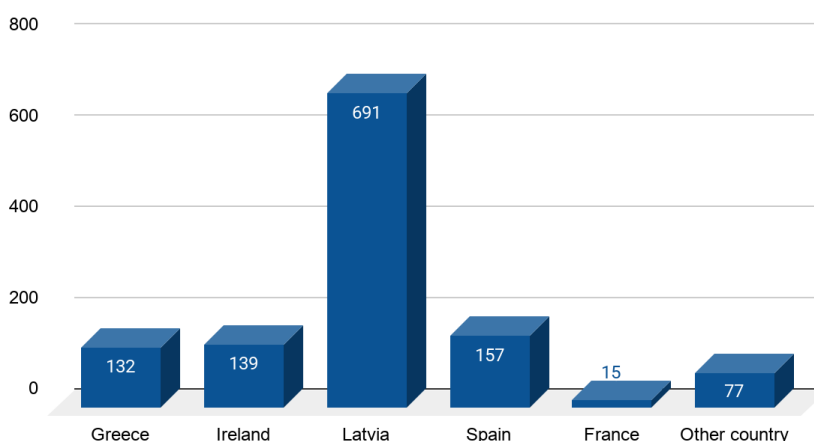


FIGURE 34: Registered Hub users by country

5. Piloting Experience and Iterative Improvements

The practical value of piloting lay partly in exposing issues that were not visible during content development or pre-release testing. Across countries, implementation evidence points to three recurring operational themes: the need for clear orientation and navigation, the importance of accessible support routes, and the need to treat technical and language quality assurance as an iterative process throughout live piloting.

Latvia recorded participant-reported issues in a manual piloting issue and correction log. Reported problems included missing or unclear Latvian translations in H5P and test activities, English-language elements remaining in some materials, incorrect or missing answer settings, tests or subsequent topics not unlocking, inconsistent completion tracking, video playback problems, and password or access difficulties. Corrections included completing missing H5P translations, revising test and self-check settings, correcting untranslated interface or content elements, adjusting progression and unlocking rules,

resolving access and completion-tracking problems, and informing affected participants when fixes had been implemented.

Spain similarly identified technical and usability friction around forum permissions, missing or restricted submission links, multi-step enrolment and navigation, and submission of multi-file artefacts. The response included dedicated support routes, direct tutor contact, clarified announcements and step-by-step navigation guidance. Video walkthroughs were also used in some activity contexts to make submission requirements clearer. These adjustments are evidence of the intended iterative role of WP6 rather than evidence of participant impact.

Ireland's main implementation challenge was engagement time. Broad promotion generated interest, but many educators did not progress into sustained self-study. The partner therefore moved from open recruitment towards a more targeted model, including individual contact, mentoring opportunities and a bounded four-week Hub course. This change demonstrates why the common strategy allowed national adaptation: a recruitment approach that generated registrations did not necessarily generate course completion. The targeted design provided a more manageable learning pathway while retaining support.

Greece's principal issue visible in the central D6.1 evidence is data verification rather than a reported participant-experience problem. The final master records 45 completion instances for the Greek-language 2.1 course and 12 for the English-language 2.1 version. For course 2.2, the central export did not reproduce a reliable completion flag; four completions were retained after documented manual/partner verification. This preserves both the technical limitation and the full verified completion record without conflating unique completers with course-completion instances.

Support models also differed. Latvia used group support seminars, email and individual guidance as required. Spain used group sessions, email and ad hoc individual consultation. Ireland used the most intensive mentoring model, including individual meetings and locally maintained mentoring records. The common requirement was therefore met through different mechanisms: participants had an identifiable route to obtain pedagogical or technical assistance, but no claim is made that one uniform "best buddy" model operated across all countries.

Assessment and completion likewise remained course-specific. Tests, H5P activities, reflections, forums and practical work were used according to the course design. The Spanish AI pilot is a clear example of why historical delivery context matters: the activity labelled Reflexión final functioned as the terminal course task when the pilot ran, and short tests were added later. The final master therefore counts 25 participants with that recorded final reflection as course completers. Conversely, where technical completion could not be reproduced, and no documented alternative verification existed, the report does not infer completion.

The main implementation lesson is therefore procedural: future large-scale delivery should retain a common minimum evidence model but establish final language, navigation and completion-quality checks before recruitment opens; document the version of each course

used during the pilot; maintain a clear support route; and reconcile platform completion logic with institutional certification criteria before issuing final participation statistics.

6. Deviations, Mitigation and Conclusions

6.1 Deviations and mitigation

The pilot remained aligned with the objectives of WP6, but several implementation elements differed from the earliest planned or uniform model. The table below records these differences as implementation facts and identifies the mitigation applied.

- Partner composition changed: Université Rennes 2 withdrew and the University of Patras assumed the relevant national role from January 2026. This resulted in Greek national content piloting rather than a French national content-pilot cohort.
- Ireland adapted its implementation model after broad open recruitment generated interest but limited sustained self-study engagement. A bounded four-week course, direct contact and mentoring were introduced.
- Technical completion logic was not uniform across all course versions. Ireland's targeted course had locally verified completion without a Hub completion flag; Greece course 2.2 lacked a reliable central completion flag, while four completions were retained after documented manual/partner verification; the Spanish AI course used the completion rule applicable to the historical course version delivered at the time (final reflection; later final tests were added).
- Live piloting exposed translation, access, navigation, progression and activity-setting issues. These were documented and corrected where possible during the pilot rather than hidden from the implementation record.
- No PRE-POST improvement claim is made in this DEM section. PRE and POST submissions are evidence that the evaluation process was implemented; matched analysis and interpretation belong to D6.3.

Table 6. Main implementation deviations and mitigation

Planned / expected	Actual implementation	Reason	Mitigation	Impact on objectives
200-250 overall pilot scale	The recruited/assigned content-piloting cohort exceeded the planned scale.	Broad national recruitment and multiple entry pathways.	Separate recruitment/assignment, verified Hub activity and completion, counts.	No negative impact on the D6.1 objective; scale achieved.
Common participant-support concept	Support intensity varied by country.	Context, cohort size and educator availability.	Require an identifiable support route rather than one mandatory “best buddy” model.	Core support objective retained.
Original partner composition included Rennes 2	Rennes 2 withdrew; University of Patras assumed the role from January 2026.	Formal consortium amendment.	Greek national pilot implemented; French Study Visit evidence retained in D6.2.	Amended WP6 coverage retained.
Broad Irish open-	High interest but limited progression; targeted	Educator time and self-study	Four-week bounded 3.2 course, direct contact	Improved completion and traceability, but

recruitment/ self-study model	course and mentoring were added.	engagement barriers.	and mentoring.	only a limited valid PRE-POST cohort was achieved for impact analysis.
Content/ platform expected to be deployment- ready	Live pilot exposed translation, navigation, forum, unlocking and completion issues.	Real-world use exposed issues not fully visible in pre-release testing.	Issue logs, H5P/test corrections, access and navigation guidance, participant notification.	Intended iterative quality-assurance function achieved.

These deviations did not require the project to redefine the purpose of D6.1. They principally concerned delivery mechanics, support intensity, partner composition and data verification. The common core - piloting the Hub, content, learning activities and pedagogical model with educators and documenting the implementation - was retained.

A further reporting adjustment concerns boundaries between work packages. Wider Learning Events and dissemination activities reached audiences beyond the national Hub cohorts, but those attendance figures are not used to define the unique D6.1 content-piloting cohort. Study Visit participation is likewise retained as a separate strand and reported in detail in D6.2. D6.1 may present these strands together only as a clearly labelled non-unique implementation-activity total; this prevents event attendance or repeated mobility participation from being misrepresented as unique content-piloting participants.

6.2 Evidence base, counting rules and data protection

Core cross-country sources:

- WP6_D6.1_MASTER_ALL_COUNTRIES - consolidated participant, country-cohort and course-piloting evidence.
- T6.1 Piloting Strategy - common methodological framework for the pilot.
- National partner evidence packages for Latvia, Greece and Ireland.

Representative implementation evidence:

- IDEAL_Futures_WP6_Partner_Reporting_Latvia.
- IDEAL_Futures_WP6_Partner_Reporting_Spain.docx.
- IDEAL_Futures_WP6_Partner_Reporting_Ireland.docx.
- IDEAL_Futures_WP6_Partner_Reporting_Greece.docx.
- SOURCE_hub_evidence_all_activities_export.pdf.
- SOURCE_hub_evidence_text_contributions_export.pdf.
- National Hub quantitative/activity exports and partner verification files.

The visual/platform evidence above is the demonstrator layer of D6.1. The sections that follow are retained as supporting documentation explaining the piloting strategy, counting rules, country implementation, achieved indicators, iterative improvements and deviations. They do not replace D6.3 as the project's analytical impact report.

The central quantitative source for this deliverable is WP6_D6.1_MASTER_ALL_COUNTRIES. It consolidates participant-level and course-level evidence into three working sheets: PARTICIPANTS_MASTER, COUNTRY_COHORT and PILOTING_MAP.

The master dataset was constructed from Digital Hub exports, PRE and POST submission records, course-start and course-completion records, partner impact reporting, locally verified completion records where technical platform flags were incomplete, and national evidence packages. Where a partner-reported figure could not be reproduced from the central technical export, the discrepancy was retained explicitly rather than being silently normalised.

The following counting rules are applied throughout D6.1:

- Recruited/assigned describes the unique participants intentionally included in a national content-piloting cohort by the responsible partner.
- Learning Started means that the participant has technically verifiable learning activity in the Hub in at least one piloted course.
- Learning Completed means that the participant completed at least one course according to the applicable verified completion rule. Courses Completed N is a separate course-instance measure and can exceed the number of unique completers because one participant may complete several courses.
- PRE and POST figures are counts of submitted questionnaires only. They are not interpreted as measures of change in this report.
- WP8 Learning Event attendance is reported as an additional implementation/dissemination reach indicator and is not added to the unique WP6 content-piloting cohort.
- Study Visit participation is kept separate from national content-piloting counts and is reported in detail in D6.2; D6.1 may show it alongside other implementation strands only when the units are explicitly labelled.

These distinctions are essential because registration, recruitment/assignment, learning activity, unique course completers, course-completion instances, Study Visit participation, questionnaire completion, recognition outputs and Learning Event attendance measure different forms of engagement. Where D6.1 presents a combined participation total, it is explicitly treated as a non-unique implementation-activity total rather than as a count of unique people. Registered Hub users are likewise a platform-reach indicator, not a WP6 piloting cohort.

Public reporting follows data-minimisation principles. Participant names, email addresses, signatures and other direct identifiers remain in the internal evidence repository only where required for matching and verification. This public deliverable reports aggregated and anonymised results. The central participant master uses project or Hub identifiers to support traceability without reproducing personal data in the report.

7. Conclusions

D6.1 demonstrates that the IDEAL Futures platform, professional-development content and learning activities were piloted through substantive national implementation. The planned WP6 scale of approximately 200-250 learners was exceeded: 601 unique participants were recruited or assigned to national content piloting, 415 had technically verifiable Hub learning activity, and 257 completed at least one course. The final D6.1 summary records 473 verified course-completion instances. Across all partner countries, piloting participants submitted a total of 2702 contributions, including reflections, self-reflections, and posts in support forums. Delivery covered Latvian, Greek, English and Spanish content, multiple DigCompEdu areas and proficiency levels, and different combinations of self-paced Hub learning, group support, mentoring and institutional recognition.

Taken together, the different piloting activities directly linked to the engagement with and learning of IDEAL Futures content demonstrate a substantial implementation reach. When verified course completion, Study Visit participation and Learning Event attendance are considered as complementary forms of piloting participation, the project records **2433 documented participation instances** across the participating countries. While these figures do not represent unique individuals and should therefore not be interpreted as a single participant cohort, they demonstrate the considerable scale and intensity with which IDEAL Futures content and learning activities were implemented, experienced and tested in practice across national contexts.

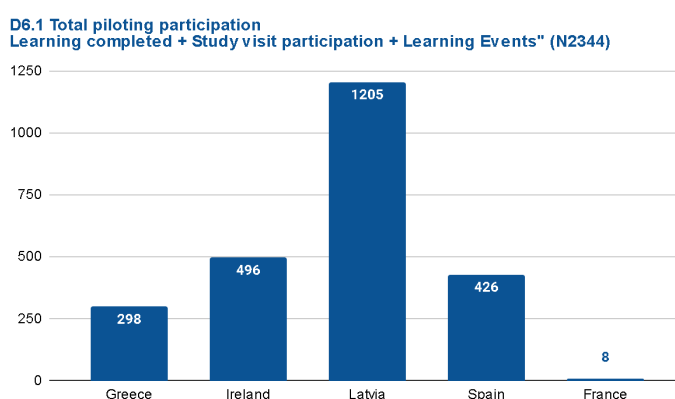


FIGURE 35: Documented piloting participation instances by country

D6.1 does not undertake PRE-POST change analysis; rather, it demonstrates that the national learning pathways were implemented and documents recruitment, verified Hub activity, course completion, course-level competence achievement and the operational conditions of piloting. Within the project, successful completion of a C1-C2 course is treated as achievement of the corresponding Leadership-level competence because completion required the course-specific final test or assessed task. This implementation evidence provides the basis for the subsequent WP6 analytical stage: detailed Study Visit evidence is reported in D6.2, while D6.3 brings together the matched PRE-POST analysis, reflections, interviews and other evidence to assess learning transfer, broader impact and the planning of academic publication.

Annex

COUNTRY COHORT from Excel

Summary of the consolidated cross-country WP6 implementation and reporting indicators used for D6.1, D6.2 and D6.3.

Hub exports + Report information		D 6.1						D 6.3	D 6.2		Additional reporting in D6.1						
Country	Partner	Unique participants recruited to content piloting	PRE = YES participants	Learning Started participants = with technically verifiable learning activity in the Hub	Learning Completed participants = who completed at least one course	Courses Completed N (VALID cohort)	POST = YES participants	VALID FOR FINAL PRE / POST D6.3 REPORT participants	Unique study-visit participants	Study visit participation instances	Learning events WP8 T8.4 (Schedule and promotion of live events, linked to the WP4 learning content and activities and the WP5 Digital Hub)	Certification reported from partners, not hub data	ECTS-equivalent learning pathway completers	Microcredits/certification reported from partners, not hub data	D6.1 Total piloting participation Learning completed + Study visit participation + Learning Events	POST piloting interviews	Registered Hub users by country
Greece	University of Patras	110	101	74	56	61	49	43	0	0	242	40	0	40	298	10	132
Ireland	Mary Immaculate College + LCETB	88	57	52	16	17	8	4	36	43	437	0	11	11	496	10	139
Latvia	University of Latvia	249	131	169	89	262	86	81	17	28	1088	237	21	258	1205	13	691
Spain	UAM + Fundación Siglo22	154	79	120	96	133	46	44	29	35	295	8	25	33	426	10	157
France	Université Rennes 2	0	7	0	0	0	0	0	7	8	0	0		0	8	0	15
Other country		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	77
TOTAL		601	375	415	257	473	189	172	89	114	2062	285	57	342	2433	43	1211