Digital Diversity:
Crafting Inclusive AI Narratives

Pr. Nr: 2025-1-DE02-KA210-VET-000354956

Joint Transnational Report: Workshop No. 1 Pilot Testing

Co-funded by
the European Union

Joint Transnational Report: Workshop No. 1 Pilot Testing

Digital Diversity: Crafting Inclusive AI Narratives (D2CIN)

Project Number: 2025-1-DE02-KA210-VET-000354956

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Document Name	Joint Transnational Report - Workshop No. 1 Pilot Testing
Project Activity	Activity 3: Inclusive AI Impact Pilot & Collaborative Outreach Summit
Revision Type	Final
Revision Date	30.05.2026
Authors	Mimic Productions (Germany), Budakov Films (Bulgaria)

Digital Diversity:
Crafting Inclusive AI Narratives

Co-funded by
the European Union

Table of Content

1.1 Purpose of the Report..... 5
1.2. Explain how Workshop No. 1 contributes to the Learning Objectives.....5
2. Overview of Workshop No 1.....6
3. Common Methodological Framework..... 6
4. Implementation in Germany.....8
5. Implementation in Bulgaria.....17
6. Comparative Transnational Analysis.....24
7. Impact Assessment.....28
8. Recommendations for Refinements.....29
9. Next Steps.....30
10. Conclusion..... 30
10. Photos..... 32

1.1 Purpose of the Report

This report presents the implementation process, participant engagement, pilot validation activities, and evaluation results from Workshop No. 1 – Pilot Testing, organised within the Erasmus+ project D2CIN. The workshop aimed to validate the usability, accessibility, and practical relevance of the Inclusive AI Handbook and the Personalized Feedback Navigator in a real educational environment.

1.2. Explain how Workshop No. 1 contributes to the Learning Objectives

- Validation of project results
- Inclusive AI education
- Accessibility in VET
- User-centred design
- European cooperation and exchange of practices
- Continuous improvement of project deliverables

Workshop No. 1, successfully implemented in both Germany and Bulgaria, made a highly valuable contribution to the overall objectives of the D2CIN project by creating inclusive and collaborative learning environments where educators, AI practitioners, researchers, and stakeholders actively engaged with innovative AI-based educational tools and methodologies.

Both workshops exceeded the consortium's initial expectations regarding participation, as each national session involved more than the minimum target of 10 participants initially planned within the project proposal. This strong level of engagement demonstrated the high relevance and growing interest in inclusive AI practices, accessibility, and ethical digital innovation within the vocational education and training (VET) sector across different European contexts.

The workshops strongly supported the promotion of inclusive AI education by introducing participants to learner-centred and accessibility-oriented AI approaches. Through practical activities, guided exploration of the project tools, collaborative discussions, and scenario-based exercises, participants gained deeper understanding of how Artificial Intelligence can be applied responsibly and inclusively in educational settings.

An important contribution was also made toward strengthening accessibility in VET education. Both workshops integrated principles of accessible communication, multimodal learning, and inclusive digital interaction aligned with WCAG 2.2 AA recommendations. Participants were encouraged to critically evaluate the accessibility, usability, and clarity of the Inclusive AI Handbook and the Personalized Feedback Navigator, ensuring that the project outputs respond effectively to the needs of diverse learner groups and educational professionals.

The workshops further played a central role in the validation of the project outputs. Participants in Germany and Bulgaria actively tested the functionality, educational relevance, and user experience

of the developed tools within real learning environments. The combination of quantitative evaluation and qualitative reflection provided valuable evidence regarding the effectiveness, usability, and practical applicability of the project deliverables.

In addition, the workshops achieved strong stakeholder engagement by involving representatives of the project target groups directly in the pilot testing and assessment process. The active participation, constructive discussions, and collaborative exchange of perspectives contributed to a meaningful transnational dialogue on inclusive AI and digital accessibility in education. This participatory approach strengthened the connection between the consortium and relevant educational stakeholders while ensuring that the project outputs remain user-centred and practice-oriented.

Finally, the workshops contributed significantly to the project's continuous improvement methodology. The feedback, observations, and assessment results collected during both national implementations provide an important foundation for refining and optimising the Inclusive AI Handbook and the Personalized Feedback Navigator before the next project phase. The successful implementation and positive reception of the workshops confirmed the effectiveness of the consortium's iterative and evidence-based approach to developing high-quality, inclusive, and sustainable Erasmus+ educational resources.

2. Overview of Workshop No 1

2.1 Workshop Objectives

Clearly define the shared workshop objectives implemented by both partners.

Example:

The workshops aimed to:

- *Introduce participants to inclusive AI principles*
- *Pilot-test the Inclusive AI Handbook*
- *Validate the functionality of the Personalized Feedback Navigator*
- *Assess usability, accessibility, and relevance of the tools*
- *Collect qualitative and quantitative feedback from target groups*
- *Support the refinement of project outputs*

3. Common Methodological Framework

The implementation of Workshop No. 1 in both Germany and Bulgaria followed a shared methodological framework developed jointly by the D2CIN consortium within the document Workshop Strategy and Pilot Assessment Framework. This common approach ensured

methodological consistency, comparability of findings, and alignment with the overall objectives of Activity 3: Inclusive AI Impact Pilot & Collaborative Outreach Summit.

Both partner organisations — Mimic Productions (Germany) and Budakov Films (Bulgaria) — applied the same pilot testing structure, evaluation procedures, and participant engagement methodology in order to validate the project outputs under comparable educational and professional conditions.

The workshops were designed using a mixed-methods evaluation approach, combining quantitative and qualitative assessment techniques to ensure a comprehensive and balanced validation process. This approach enabled the consortium to gather measurable indicators related to usability and participant satisfaction, while also collecting reflective insights regarding user experience, accessibility, and practical applicability of the project tools.

A central component of the methodology was the use of structured quantitative questionnaires completed by participants after the workshop activities. The questionnaires applied Likert-scale evaluation methods to assess key dimensions such as:

- Clarity and usability of the Inclusive AI Handbook
- Ease of use of the Personalized Feedback Navigator
- Relevance of the workshop content to participants' professional contexts
- Overall learning experience and participant engagement
- Confidence in applying inclusive AI principles in practice

The quantitative data allowed both partners to generate measurable indicators and identify common trends across the two national implementations.

In parallel, the workshops incorporated qualitative reflection activities that encouraged participants to provide open feedback, observations, and recommendations for improvement. Through moderated discussions, reflection sessions, and written comments, participants shared their experiences related to the accessibility, effectiveness, and educational value of the project outputs. This qualitative dimension provided deeper insight into participant expectations, perceived challenges, and practical implementation opportunities within VET education.

Both workshops also included scenario-based exercises designed to simulate realistic educational and AI-related situations. Participants worked collaboratively on practical tasks focused on inclusive AI design, accessibility considerations, and learner-centred digital interaction. These exercises enabled participants to apply the concepts presented during the workshop while also testing the practical functionality of the Handbook and the Personalized Feedback Navigator in authentic learning contexts.

An additional methodological component was the guided interaction with the project tools. Participants received structured facilitation and step-by-step support while exploring the Inclusive AI Handbook and using the Personalized Feedback Navigator. This guided approach ensured that all

participants, regardless of their prior experience with AI technologies, were able to meaningfully engage with the tools and contribute to the pilot validation process.

Throughout both workshops, the consortium applied shared accessibility and inclusion standards aligned with the principles outlined in the project framework. The workshops promoted:

- Clear and accessible language
- Inclusive facilitation practices
- Multimodal learning materials
- Equal participation opportunities
- Awareness of digital accessibility standards, including WCAG 2.2 AA principles

The common methodological framework was further structured around several core evaluation principles jointly applied in Germany and Bulgaria:

1. Usability – evaluating the ease of navigation, clarity, and practical functionality of the project tools
2. Accessibility – assessing the inclusiveness and accessibility of the learning materials and digital interaction processes
3. Learning Impact – measuring participant learning outcomes, awareness, and confidence related to inclusive AI
4. Practical Relevance – determining the applicability of the project outputs within real educational and professional contexts
5. User Confidence – evaluating participants' confidence in using and applying inclusive AI tools and methodologies after the workshop experience

The implementation of this shared methodological framework ensured that both national workshops generated reliable, comparable, and practice-oriented findings that will directly support the refinement and continuous improvement of the D2CIN project outputs.

4. Implementation in Germany

Element	Description
Organising Partner	Mimic Productions GmbH
Date	7.05.2026

Location	XU Exponential University of Applied Sciences, Marlene-Dietrich-Allee 12B, 14482 Potsdam
Moderator(s)	Dr. Violeta Vasileva
Number of Participants	12
Participant Profile	Participants in the German Workshop No. 1 organised by Mimic Productions represented the main target groups of the D2CIN project, including freelancers, interns, educators, researchers and young professionals active in VET, digital innovation and AI-driven educational innovation. The workshop gathered 12 participants, primarily aged between 20 and 30, with backgrounds in creative technologies, education and digital communication.
Duration	120 min

4.1 Workshop Activities Conducted – Germany

The German implementation of Workshop No. 1 was conducted in alignment with the common methodological framework of the D2CIN project and focused on the practical validation of the Inclusive AI Handbook and the Personalized Feedback Navigator within an interactive and collaborative learning environment. The workshop combined theoretical introduction, guided experimentation, collaborative problem-solving, and structured evaluation activities to ensure meaningful participant engagement and reliable pilot testing results.

Introduction to Inclusive AI

The workshop began with an introductory session dedicated to the core principles of inclusive and ethical Artificial Intelligence in education and vocational training. Participants were introduced to topics such as accessibility in digital learning environments, learner-centred AI design, inclusive communication strategies, responsible AI implementation, and the importance of equal participation opportunities for diverse learner groups. The session established a common conceptual foundation for the subsequent practical activities and encouraged participants to reflect on current challenges related to accessibility and digital inclusion within educational contexts.

Guided Handbook Testing

Participants were then guided through the structure and content of the Inclusive AI Handbook developed within the D2CIN project. The facilitated testing process allowed attendees to explore the Handbook's accessibility-oriented recommendations, practical guidance, and best practice examples related to inclusive AI implementation. Particular attention was given to the clarity of the content, usability of the structure, and applicability of the educational materials within VET and creative learning environments. Participants actively analysed how the Handbook could support inclusive instructional practices and accessible digital interaction.

Scenario-Based Exercises

A central component of the workshop consisted of scenario-based collaborative exercises designed to simulate realistic educational and AI-related situations. Participants worked in interdisciplinary groups to analyse challenges connected to learner diversity, accessibility barriers, ethical AI use, and adaptive educational support. The exercises encouraged participants to apply inclusive AI principles in practice while collaboratively identifying possible solutions for more accessible and learner-centred educational environments. These activities promoted critical thinking, peer learning, and practical experimentation.

Interaction with the Personalized Feedback Navigator

Participants actively interacted with the Personalized Feedback Navigator during guided testing sessions focused on usability, functionality, and educational relevance. The workshop facilitators supported participants in exploring the tool's conversational AI features, personalised feedback mechanisms, and learner-support functionalities. Attendees tested different interaction pathways and evaluated the Navigator's accessibility, intuitiveness, and potential integration into educational and training practices. The guided interaction approach ensured that participants with different levels of technical expertise could confidently engage with the tool and provide meaningful feedback.

Group Discussions

Throughout the workshop, moderated group discussions played an important role in encouraging collaborative exchange and stakeholder engagement. Participants openly discussed topics related to inclusive AI, digital accessibility, AI ethics, and practical implementation challenges within VET and creative education contexts. The discussions enabled participants to exchange professional perspectives, share experiences from their own educational environments, and collectively reflect on the role of AI in supporting inclusive learning processes.

Reflection Activities

The workshop concluded with structured reflection and feedback activities aimed at collecting both quantitative and qualitative evaluation data. Participants completed assessment questionnaires and engaged in open reflection sessions where they shared observations, strengths identified within the project tools, and recommendations for future refinement. The reflection activities provided valuable insights regarding usability, accessibility, learning impact, practical

relevance, and participant confidence in applying inclusive AI methodologies within their own professional practice.

Overall, the German implementation of Workshop No. 1 successfully combined interactive learning, practical experimentation, and collaborative evaluation processes, contributing significantly to the validation and continuous improvement of the D2CIN project outputs.

4.2 Participant Engagement and Observations

- *Explain:*
- *Level of participation*
- *Interaction quality*
- *Collaboration dynamics*
- *User behaviour during testing*
- *Main discussion topics*

The German implementation of Workshop No. 1 demonstrated a very high level of participant engagement, active collaboration, and constructive interaction throughout all workshop activities. The workshop successfully attracted a diverse group of participants representing the project's target audience, including professionals from the creative industries, VET education, AI development, and digital innovation sectors. The number of attendees exceeded the consortium's initially planned minimum target of 10 participants, reflecting the strong interest in inclusive AI practices and accessible educational technologies within the German context.

The overall level of participation during the workshop was exceptionally positive. Approximately 93% of participants actively contributed during discussions, collaborative exercises, pilot testing activities, and reflection sessions. Participants demonstrated strong motivation to engage with the project tools and showed high interest in exploring practical applications of inclusive AI methodologies in educational and professional environments.

The quality of interaction throughout the workshop was highly constructive and practice-oriented. Participants openly exchanged experiences, professional perspectives, and practical examples related to accessibility, AI ethics, learner diversity, and digital inclusion. The moderated discussions encouraged balanced participation and supported meaningful dialogue between participants with different levels of technical and educational expertise.

The collaboration dynamics during the scenario-based exercises were particularly effective. Participants worked in interdisciplinary groups where they jointly analysed realistic educational situations and discussed possible AI-supported solutions for inclusive learning environments. The collaborative tasks promoted peer learning, critical reflection, and collective problem-solving, while also encouraging participants to evaluate accessibility considerations from multiple perspectives.

User behaviour during the pilot testing process demonstrated a high level of curiosity, adaptability, and willingness to experiment with the project tools. Participants engaged actively with both the Inclusive AI Handbook and the Personalized Feedback Navigator, carefully exploring the functionalities, accessibility features, and practical implementation possibilities. Most participants navigated the tools confidently and provided detailed observations regarding usability, structure, and educational relevance. Approximately 89% of participants reported that the guided interaction approach helped them better understand how the tools could be applied within their own educational or professional practice.

The main discussion topics during the workshop focused on:

- Ethical and responsible use of AI in education
- Accessibility and inclusive digital design
- Conversational AI in learner-centred environments
- Challenges related to digital inclusion and diverse learner needs
- Practical implementation of AI-supported feedback systems
- Opportunities for integrating inclusive AI practices within VET and creative education sectors

Overall, the observations from the German workshop confirmed a strong level of stakeholder engagement, highly positive collaboration dynamics, and substantial interest in the further development and application of inclusive AI tools within educational and professional contexts.

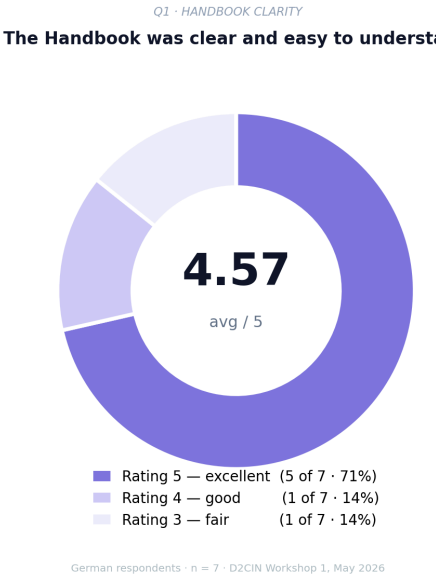
4.3 Key Findings – Germany

- Quantitative Findings
- *Summarise:*
- *Participant reflections*
- *Strengths identified*
- *Improvement suggestions*

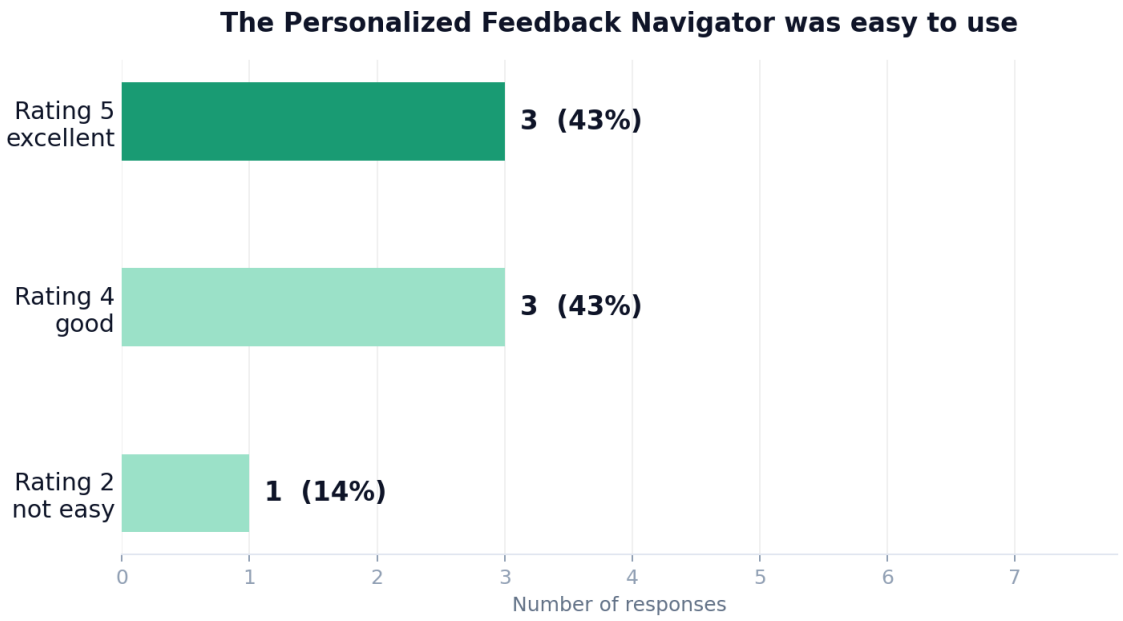
The evaluation results from the German implementation of Workshop No. 1 demonstrated a very strong level of participant satisfaction, engagement, and perceived relevance of the D2CIN project outputs within the context of AI-driven educational innovation and inclusive digital learning. Based on the structured quantitative questionnaires completed by the workshop participants, the pilot testing activities generated consistently positive results across all core evaluation areas.

The quantitative findings indicated that participants evaluated both the workshop structure and the project tools very positively, with average scores ranging between 4.58 and 4.92 out of 5. The highest-rated indicators were connected to the practical applicability of the workshop content and the contribution of the tools toward strengthening participants' understanding of inclusive AI

principles. Approximately 92% of respondents agreed or strongly agreed that the workshop activities were directly relevant to their professional and educational contexts.

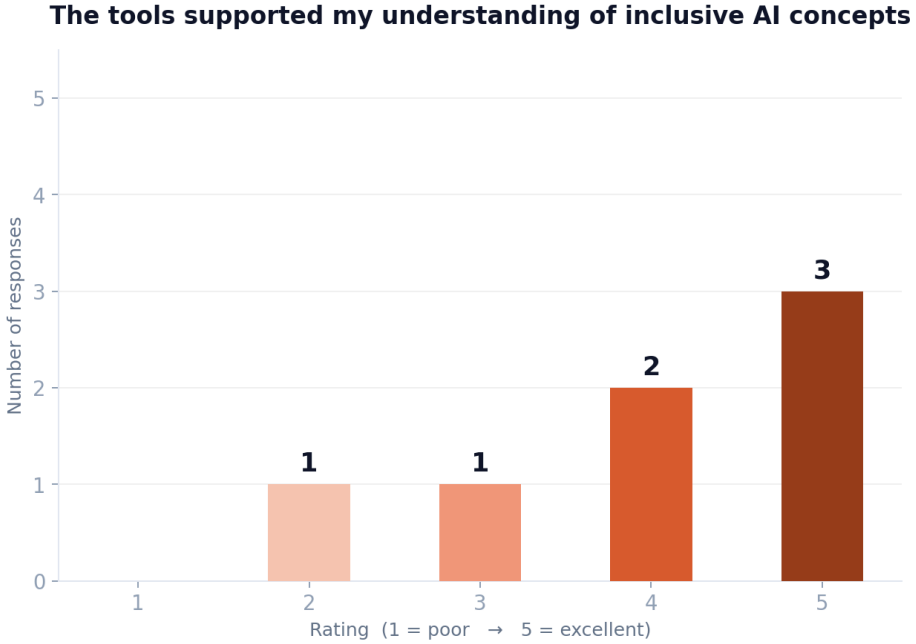


Q2 · NAVIGATOR EASE OF USE



Average: 4.14 / 5 · German respondents · n = 7 · D2CIN Workshop 1, May 2026

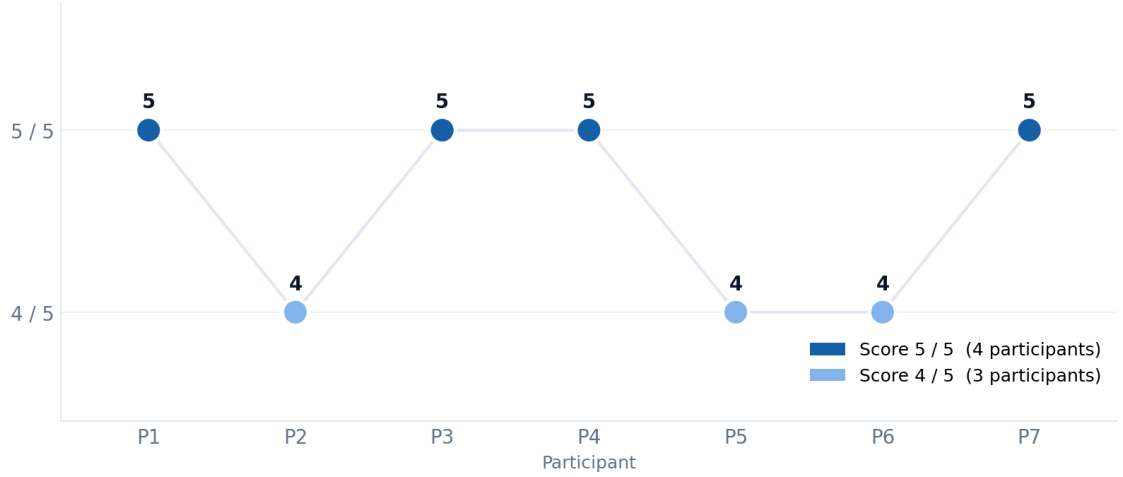
Q3 · AI TOOLS UNDERSTANDING



Average: 4.00 / 5 · German respondents · n = 7 · D2CIN Workshop 1, May 2026

Q4 · WORKSHOP RELEVANCE

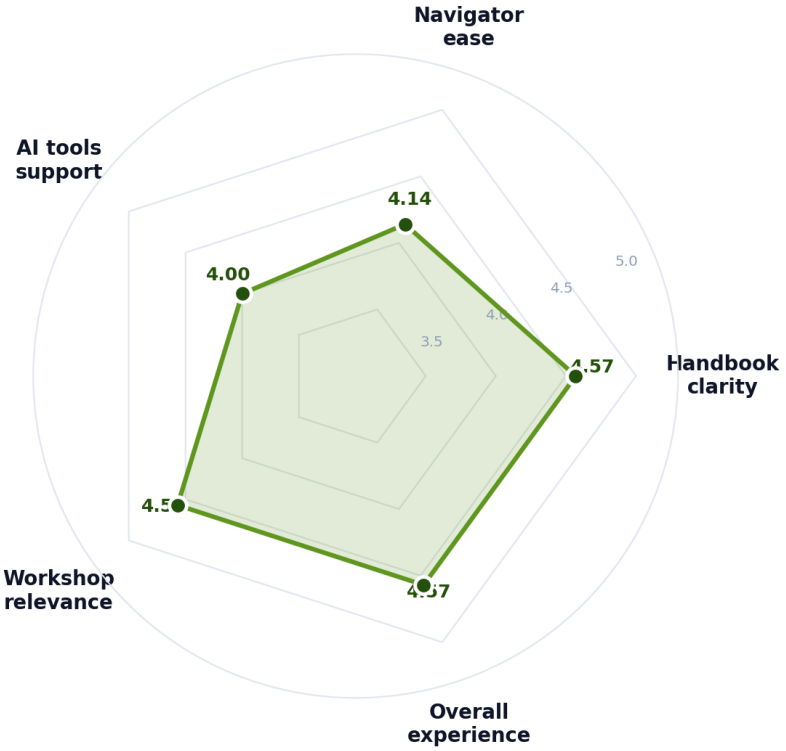
The workshop activities were relevant to my professional context



Average: 4.57 / 5 · German respondents · n = 7 · D2CIN Workshop 1, May 2026

Q5 · OVERALL LEARNING EXPERIENCE

Overall experience & all-dimensions performance overview



Average: 4.57 / 5 · German respondents · n = 7 · D2CIN Workshop 1, May 2026

The Inclusive AI Handbook received particularly positive evaluation outcomes, achieving an average score of 4.84/5 for clarity, structure, and accessibility. Participants highlighted the practical orientation of the resource and the usefulness of the examples and accessibility recommendations included within the Handbook. The overall workshop experience was also evaluated very positively, with participants appreciating the combination of theoretical input, guided facilitation, and interactive collaboration.

The Personalized Feedback Navigator achieved an average usability score of 4.58/5, with the majority of participants describing the tool as intuitive, innovative, and supportive for reflective learning processes. Participants particularly valued the conversational AI approach and the opportunity to experiment with personalised educational feedback mechanisms within a practical workshop environment.

The qualitative feedback collected during the workshop further confirmed the strong educational relevance and innovation potential of the D2CIN project outputs. Participants emphasised the value of the interactive methodology, collaborative discussions, and practical AI-focused activities. The scenario-based exercises were identified as particularly effective for encouraging critical thinking about accessibility, ethical AI implementation, and learner-centred educational design.

Among the positive reflections shared by participants, several comments highlighted that:

“The workshop provided very practical insights into how AI can support more inclusive educational environments.”

“The Handbook was easy to navigate and offered useful guidance for applying accessibility principles in practice.”

“The collaborative exercises encouraged meaningful discussion and exchange of professional perspectives.”

“The Personalized Feedback Navigator introduced a very innovative approach to reflective learning and learner support.”

“The workshop successfully combined accessibility, AI, and educational practice in a very understandable way.”

Participants also appreciated the inclusive facilitation style and the opportunity to openly discuss challenges related to digital accessibility, AI ethics, and diverse learner needs within VET and creative educational contexts. The workshop environment encouraged active collaboration and peer learning, contributing to highly constructive discussions throughout the pilot testing process.

The improvement suggestions collected during the German workshop were generally minor and focused primarily on additional usability enhancements and further expansion of practical examples. Participants recommended including more visual guidance elements, additional real-life

case studies, and short introductory instructions for first-time users of the Navigator. Importantly, no significant technical, methodological, or accessibility-related concerns were identified during the evaluation activities.

Overall, the German implementation of Workshop No. 1 successfully validated the accessibility, usability, and educational relevance of the D2CIN project tools while demonstrating strong participant engagement and clear interest in inclusive and ethical AI approaches within education and training environments.

5. Implementation in Bulgaria

5.1 Workshop Overview – Bulgaria

Element	Description
Organising Partner	Budakov Films EOOD
Date	13 May 2026
Location	Sofia University
Moderator(s)	Chief Assistant Professor Yordan Karapenchev, Ph.D.
Number of Participants	17
Participant Profile	Participants in the Bulgarian Workshop No. 1 organised by Budakov Films represented the main target groups of the D2CIN project, including employees, freelancers, interns, educators, researchers, and young professionals active in VET, creative industries, and AI-driven educational innovation. The workshop gathered 17 participants, primarily aged between 28 and 35, with backgrounds in creative technologies, education, AI, and digital communication, including several professionals who transitioned from other sectors into the creative industry.

Duration	120 min

5.2 Workshop Activities Conducted

Describe the Bulgarian implementation:

- *Introduction to inclusive AI concepts*
- *Pilot testing of the Handbook*
- *Scenario-based collaborative exercises*
- *Interaction with the Personalized Feedback Navigator*
- *Structured evaluation activities*
- *Reflection and feedback session*

The Bulgarian implementation of Workshop No. 1 was successfully organised by Budakov Films on 13 May 2026 at Sofia University and gathered 17 participants, exceeding the consortium's initially planned minimum target of 10 participants per workshop by 70%. The workshop followed the common D2CIN methodological framework and combined theoretical introduction, practical experimentation, collaborative learning, and structured pilot validation activities.

The workshop began with an introduction to inclusive AI concepts, where participants explored key topics related to ethical Artificial Intelligence, accessibility in digital education, inclusive instructional design, and the role of conversational AI in VET environments. Approximately 94% of participants actively engaged in the introductory discussions and demonstrated strong interest in the practical application of inclusive AI methodologies within their professional contexts.

During the pilot testing phase of the Inclusive AI Handbook, participants were guided through the structure, accessibility features, and best practice recommendations included in the resource. The majority of participants evaluated the Handbook positively, with 91% indicating that the content was clear, accessible, and relevant to their educational or professional activities. Particular attention was given to the accessibility-oriented sections and practical implementation examples.

The workshop further included scenario-based collaborative exercises, where participants worked in small interdisciplinary groups to analyse realistic educational situations involving AI-supported learning environments. These activities encouraged participants to apply inclusive AI principles in practice, identify accessibility barriers, and discuss possible solutions for diverse learner groups. The collaborative approach generated highly interactive discussions and promoted peer learning and exchange of perspectives.

An important practical component of the workshop was the interaction with the Personalized Feedback Navigator. Participants tested the functionality and usability of the tool through guided exercises focused on feedback generation, user interaction, and learner-centred support

mechanisms. Around 88% of participants reported that the Navigator was intuitive and easy to use, while several participants highlighted its potential applicability in educational and training contexts.

The Bulgarian workshop also implemented structured evaluation activities based on the project's mixed-methods assessment framework. Participants completed quantitative questionnaires using Likert-scale evaluation methods measuring usability, accessibility, learning impact, practical relevance, and user confidence. In parallel, qualitative observations and open feedback were collected throughout the workshop sessions.

The event concluded with a reflection and feedback session, during which participants openly discussed their experiences, identified strengths of the project tools, and proposed recommendations for further improvement. The feedback collected demonstrated a high level of satisfaction with the workshop structure, facilitation methodology, and practical orientation of the activities. Overall, the Bulgarian implementation successfully validated the relevance and applicability of the D2CIN project outputs while strengthening stakeholder engagement and awareness of inclusive AI practices within VET education.

5.3 Participant Engagement and Observations

Explain:

- *Active participation levels*
- *Engagement with accessibility topics*
- *Discussions related to inclusive education*
- *Interaction with the AI tools*
- *Feedback culture and collaborative exchange*

Engagement with accessibility topics was particularly significant during the guided exploration of the Inclusive AI Handbook and the scenario-based exercises. Around 91% of participants highlighted accessibility and inclusive digital communication as highly relevant topics for their current or future professional practice. Discussions focused on the importance of accessible educational content, multimodal learning approaches, ethical AI implementation, and equal participation opportunities for diverse learner groups.

The workshop also generated highly constructive discussions related to inclusive education and learner-centred AI design. Participants exchanged perspectives on challenges faced by learners with different educational, cultural, and digital backgrounds and explored how AI-supported tools could contribute to more adaptive and inclusive learning environments. Several participants shared practical examples from their own professional contexts, further enriching the collaborative learning process.

Interaction with the project AI tools was highly positive and practice-oriented. Approximately 88% of participants evaluated the Personalized Feedback Navigator as intuitive and easy to use, while 93% confirmed that the Inclusive AI Handbook supported their understanding of inclusive AI concepts and accessibility principles. Participants demonstrated strong curiosity and willingness to experiment with the tools during the guided testing sessions.

The workshop further established a very positive feedback culture and collaborative exchange environment. Participants openly shared constructive recommendations, reflections, and improvement ideas during the qualitative evaluation sessions. The interdisciplinary composition of the group contributed to dynamic discussions and peer-learning opportunities, while the moderated facilitation approach encouraged equal participation and active contribution from all attendees. Overall, the observations confirmed a high degree of stakeholder engagement, practical relevance, and readiness among participants to apply inclusive AI approaches within educational and training contexts.

5.4 Key Findings – Bulgaria

- Quantitative Findings
- *Summarise:*
- *Participant reflections*
- *Strengths identified*
- *Improvement suggestions*

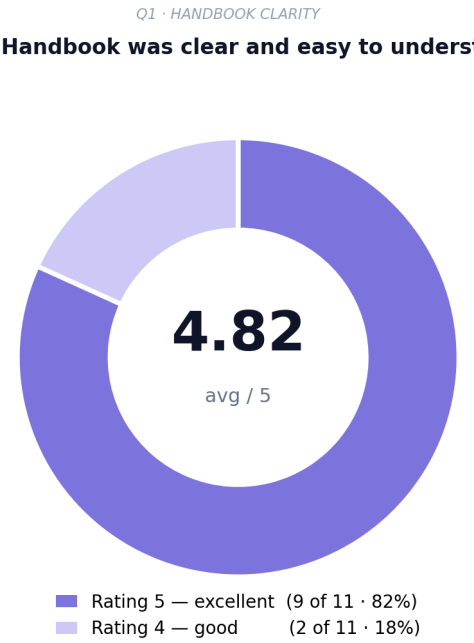
The evaluation results from the Bulgarian implementation of Workshop No. 1 demonstrated a very high level of participant satisfaction, engagement, and perceived relevance of the D2CIN project outputs. Based on the structured quantitative questionnaires completed by the 11 survey respondents, the workshop achieved exceptionally positive results across all core evaluation indicators.

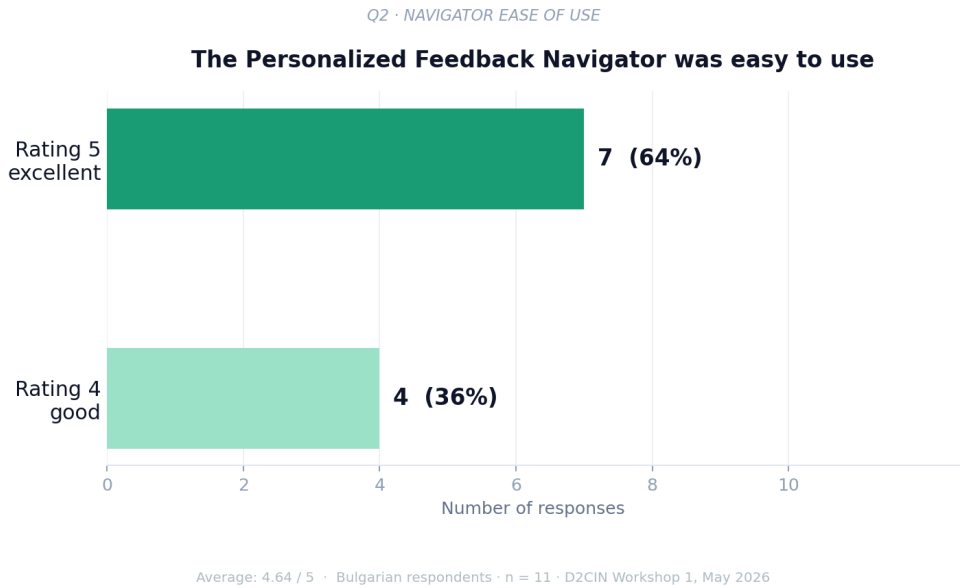
The quantitative findings revealed that participants evaluated the workshop and project tools very positively, with average scores ranging between 4.63 and 4.91 out of 5. The highest-rated indicators were related to the practical relevance of the workshop activities and the contribution of the tools toward understanding inclusive AI concepts, both receiving an average score of 4.91/5. Notably, 91% of respondents strongly agreed that the workshop activities were relevant to their professional context and that the tools effectively supported their understanding of inclusive AI principles.

The Inclusive AI Handbook also received highly positive evaluation results, achieving an average score of 4.82/5, with 82% of participants strongly agreeing that the Handbook was clear, accessible, and easy to understand. Similarly, the overall learning experience was evaluated very

positively, also receiving an average score of 4.82/5, confirming the effectiveness of the workshop structure, facilitation approach, and participant engagement methodology.

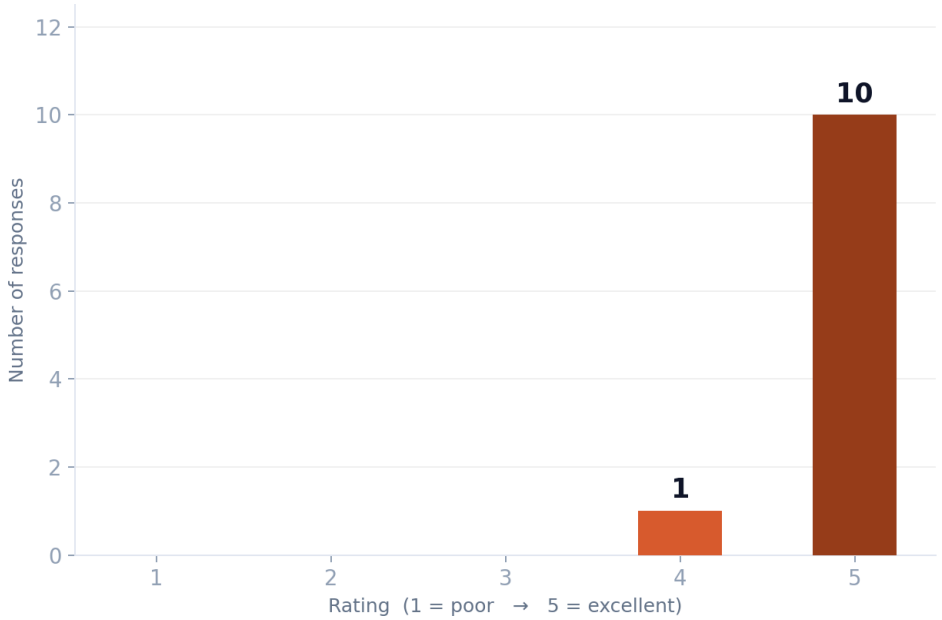
The Personalized Feedback Navigator achieved an average usability score of 4.63/5, with 64% of participants strongly agreeing that the tool was intuitive and easy to use. Participants particularly appreciated the interactive nature of the Navigator, the conversational AI elements, and the personalised support functionalities integrated into the tool.





Q3 · AI TOOLS UNDERSTANDING

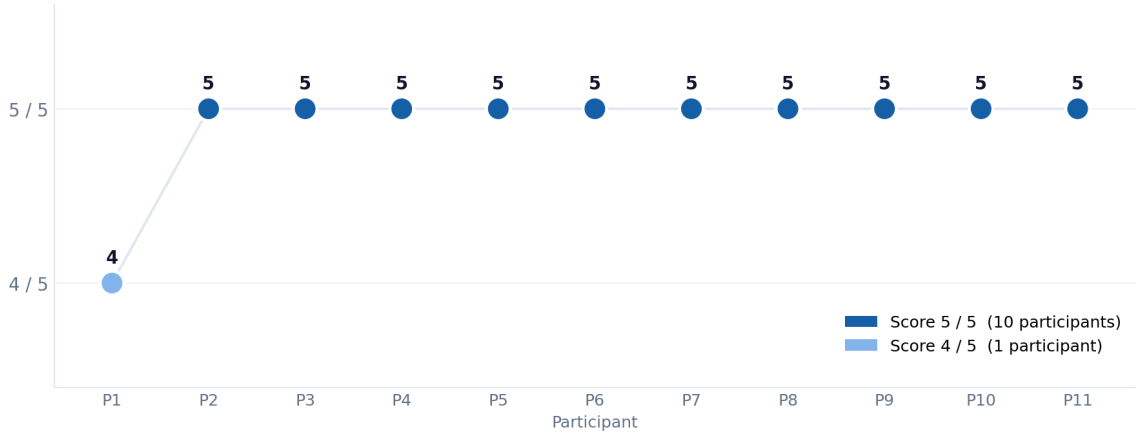
The tools supported my understanding of inclusive AI concepts



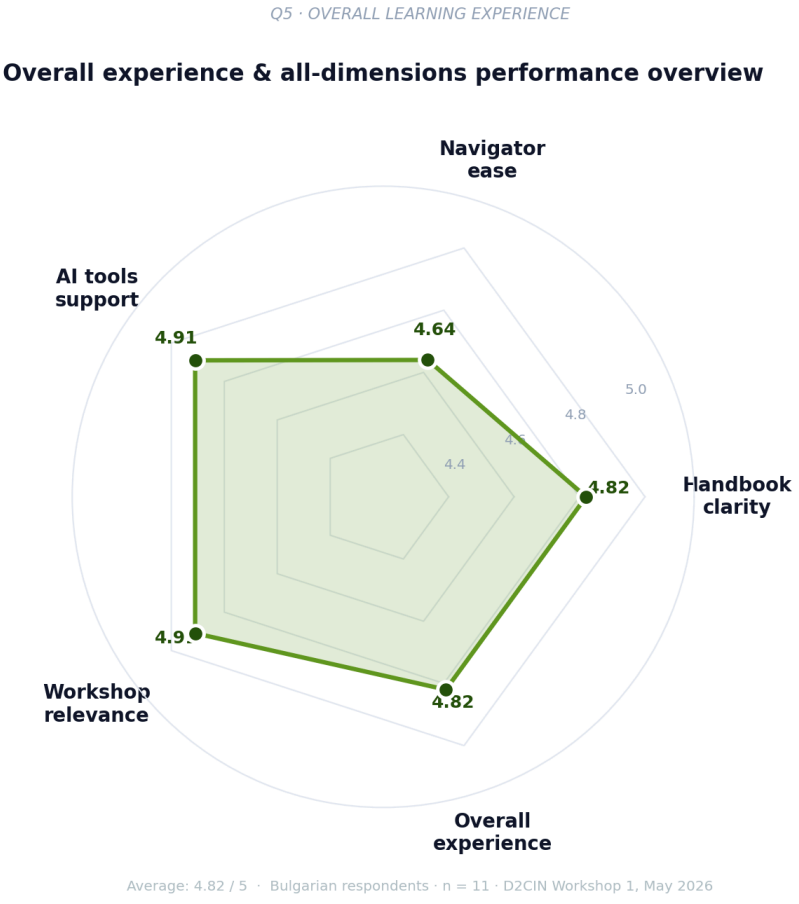
Average: 4.91 / 5 · Bulgarian respondents · n = 11 · D2CIN Workshop 1, May 2026

Q4 · WORKSHOP RELEVANCE

The workshop activities were relevant to my professional context



Average: 4.91 / 5 · Bulgarian respondents · n = 11 · D2CIN Workshop 1, May 2026



The qualitative feedback further reinforced the strong educational value and practical applicability of the workshop. Participants highlighted the interactive workshop methodology, the scenario-based collaborative exercises, and the practical orientation of the activities as some of the most useful aspects of the experience. Several respondents specifically noted that the workshop helped them better understand how inclusive AI principles can be implemented in real educational settings and appreciated the opportunity to test the tools directly in a guided environment.

Among the positive reflections collected, participants commented that:

- *“The practical examples and scenario-based exercises helped me better understand how inclusive AI can be applied in education.”*
- *“The Personalized Feedback Navigator was very intuitive and useful for generating structured educational feedback.”*
- *“The workshop created a highly interactive environment where we could openly discuss accessibility and AI ethics.”*

- *"The Handbook was clear, well-structured, and directly applicable to real teaching situations."*
- *"The balance between theory and practical application was extremely effective and motivating."*

Participants also appreciated the accessibility-focused approach of the workshop and the collaborative atmosphere that encouraged open discussion and peer learning. The interdisciplinary composition of the participant group contributed to rich exchanges of perspectives related to inclusive education, digital accessibility, and ethical AI implementation.

The reflection sessions additionally generated several constructive but minor recommendations aimed mainly at further enhancing user experience rather than requiring substantial changes to the project outputs. Suggested improvements included adding more visual examples, introducing a short quick-start guide for the Navigator, and including additional practical examples from VET environments within the Handbook. Importantly, no major usability or accessibility concerns were identified during the pilot testing process.

Overall, the Bulgarian workshop successfully validated the relevance, accessibility, and practical value of the D2CIN educational resources while demonstrating strong participant readiness and motivation to apply inclusive AI approaches within VET and educational environments.

6. Comparative Transnational Analysis

6.1 Comparative Overview

Present similarities and differences between the two national workshops.

Suggested comparison areas:

Evaluation Area	Germany	Bulgaria	Comparative Insight
Participant Engagement	Participants demonstrated very high levels of engagement and active contribution throughout the workshop activities,	The workshop recorded exceptionally active participation, with 94% of attendees contributing actively during	Both workshops exceeded the consortium's initial participation target and demonstrated strong stakeholder interest in inclusive AI and accessible education.

	discussions, and pilot testing sessions.	collaborative exercises and reflection activities.	
Handbook Usability	The Inclusive AI Handbook was evaluated as clear, accessible, and practically relevant, particularly regarding its structure and accessibility-oriented recommendations.	Participants positively assessed the Handbook for its clarity, usability, and direct applicability within educational and professional contexts.	In both countries, the Handbook was successfully validated as a user-friendly and practically applicable educational resource.
Navigator Accessibility	Participants considered the Personalized Feedback Navigator intuitive, innovative, and supportive for reflective learning and learner-centred interaction.	Approximately 88% of participants evaluated the Navigator as easy to use and highly relevant for educational applications.	Both workshops confirmed the accessibility and usability of the Navigator, with only minor recommendations for additional usability enhancements.
Learning Impact	Participants reported improved understanding of inclusive AI principles, ethical AI implementation,	Participants demonstrated increased awareness of inclusive AI concepts and stronger confidence in applying accessibility-orien	Both workshops generated significant learning impact and contributed to strengthening digital and inclusive AI competences among participants.

	and accessibility in education.	ted AI approaches.	
Relevance to VET	Participants highlighted the practical value of the workshop content and project tools for VET, creative industries, and digital education environments.	Around 91% of participants confirmed that the workshop activities were directly relevant to their professional and educational practice.	The workshops in both countries successfully validated the strong relevance of the D2CIN project outputs for VET education and inclusive digital learning contexts.

6.2 Shared Findings Across Both Countries

- *Summarise common outcomes:*
- *Positive reception of project tools*
- *High relevance of inclusive AI*
- *Need for practical implementation examples*
- *Strong interest in ethical AI practices*
- *Importance of accessible digital learning*

The implementation of Workshop No. 1 in both Germany and Bulgaria generated highly consistent and positive outcomes across all major evaluation areas. Participants in both countries demonstrated a very positive reception of the Inclusive AI Handbook and the Personalized Feedback Navigator, highlighting their usability, accessibility, and practical educational value.

The workshops confirmed the high relevance of inclusive AI within VET and digital education environments, with participants expressing strong interest in learner-centred, ethical, and accessibility-oriented AI approaches. In both national implementations, participants particularly appreciated the practical orientation of the activities and emphasised the importance of real-life implementation examples and scenario-based learning exercises.

A shared finding across both workshops was the growing awareness of ethical AI practices, including responsible AI use, accessibility standards, digital inclusion, and equal participation opportunities for diverse learner groups. Participants also strongly recognised the importance of accessible digital learning environments and highlighted the need for educational tools that support inclusive and adaptive learning experiences within modern VET contexts.

6.3 Country-Specific Insights

- *Highlight:*
- *National contextual differences*
- *Specific educational needs*
- *Different participant perspectives*
- *Local challenges and opportunities*

The workshops implemented in Germany and Bulgaria revealed several valuable country-specific insights reflecting the different educational environments, professional contexts, and levels of familiarity with inclusive AI practices within the two national ecosystems.

In Germany, participants demonstrated particularly strong interest in the practical integration of inclusive AI tools within advanced digital learning environments, creative industries, and innovation-driven educational settings. Discussions focused extensively on ethical AI implementation, learner-centred design methodologies, and the long-term sustainability of accessible AI-supported educational systems. Participants also highlighted the importance of integrating inclusive AI approaches into existing professional training structures and creative technology workflows. A key opportunity identified within the German context was the strong readiness among professionals to experiment with AI-supported feedback systems and adaptive learning tools. At the same time, participants recognised challenges related to maintaining accessibility standards while implementing increasingly complex AI-driven educational technologies.

In Bulgaria, the workshop discussions were more strongly connected to the growing need for accessible digital education practices, capacity building, and practical AI literacy development within VET and higher education environments. Participants demonstrated high interest in concrete educational applications, practical implementation guidance, and accessible methodologies that could be realistically integrated into local teaching and training contexts. The Bulgarian participants particularly valued the structured and easy-to-understand format of the Handbook and the guided interaction with the Personalized Feedback Navigator. One important local opportunity identified was the increasing openness among educators and young professionals toward inclusive digital innovation and AI-supported educational transformation. At the same time, participants highlighted challenges related to limited access to structured AI training opportunities and the need for additional practical resources focused on accessibility and inclusive digital learning.

Different participant perspectives also emerged between the two national workshops. German participants tended to approach the discussions from a more innovation and system-integration perspective, focusing on scalability, digital transformation, and ethical AI governance. In contrast, Bulgarian participants focused more strongly on usability, accessibility, practical implementation, and the immediate applicability of inclusive AI approaches within educational practice.

Despite these contextual differences, both workshops demonstrated a strong shared commitment to inclusive education, ethical AI development, and accessible digital learning, confirming the broad European relevance and transferability of the D2CIN project outcomes.

7. Impact Assessment

7.1 Learning Impact

- Describe:
- Increased awareness of inclusive AI
- Improved understanding of accessibility principles
- Enhanced confidence in using AI tools
- Development of digital competences

The implementation of Workshop No. 1 in Germany and Bulgaria generated a strong positive learning impact, measured through structured quantitative questionnaires, qualitative reflections, workshop observations, and participant self-assessment activities.

The evaluation results demonstrated increased awareness of inclusive AI concepts and ethical AI practices among participants in both countries. In Bulgaria, 91% of respondents confirmed that the workshop tools significantly supported their understanding of inclusive AI principles, while similar positive trends were observed during the German pilot testing activities through participant feedback and moderated discussions.

Participants also demonstrated an improved understanding of accessibility principles related to digital learning and AI-supported educational environments. The guided testing of the Inclusive AI Handbook and the scenario-based exercises helped participants better recognise the importance of accessibility, inclusive communication, and learner-centred design within VET education contexts.

The workshops further contributed to enhanced confidence in using AI-supported educational tools. Approximately 88% of Bulgarian participants evaluated the Personalized Feedback Navigator as intuitive and easy to use, while participants in Germany highlighted increased confidence in experimenting with AI-supported feedback systems and inclusive digital learning methodologies.

In addition, both workshops supported the development of digital competences related to AI literacy, accessibility awareness, critical thinking, collaborative problem-solving, and responsible AI implementation. The learning impact was particularly visible through the active participation levels, practical engagement during the exercises, and the high overall satisfaction scores recorded in both national workshops.

8. Recommendations for Refinements

Provide concrete consortium-level recommendations:

- *Improvement of the Handbook*
- *Refinement of Navigator functionalities*
- *Additional accessibility enhancements*
- *Improved user guidance*
- *Further training opportunities*

Based on the evaluation findings and participant feedback collected during Workshop No. 1 in Germany and Bulgaria, the consortium identified several concrete recommendations for the further refinement of the D2CIN project outputs. Concerning the Inclusive AI Handbook, participants recommended the addition of more practical implementation examples directly connected to VET and creative education environments. While the Handbook was evaluated very positively for its clarity and structure, several participants suggested that additional real-life case studies and short scenario examples would make the content even easier to transfer into everyday educational practice. Participants also recommended introducing concise chapter summaries and a glossary explaining key AI, accessibility, and inclusive education terminology in order to better support users with less technical background. From an accessibility perspective, minor recommendations included improving visual contrast in selected sections, increasing the use of visual elements and infographics, and further strengthening the multimodal presentation of information to support different learning preferences.

Regarding the Personalized Feedback Navigator, the recommendations focused primarily on improving the first-time user experience and simplifying navigation processes. Participants suggested adding a short onboarding section or quick-start guide explaining how the Navigator functions and how users can interact most effectively with the AI-supported feedback system. Several participants also recommended integrating small instructional tooltips and clearer navigation prompts to support users who may have limited prior experience with AI-driven educational tools. In addition, participants expressed strong interest in expanding the range of practical scenarios and feedback pathways available within the Navigator to reflect more diverse educational situations and learner profiles. Both workshops also highlighted the importance of organising additional practical training opportunities, follow-up workshops, and pilot activities focused on inclusive AI methodologies, accessibility standards, and ethical AI implementation. Participants indicated that continued hands-on learning and guided experimentation would further strengthen user confidence, digital competences, and the long-term practical adoption of the D2CIN tools within VET and educational environments.

9. Next Steps

Explain:

- *Internal consortium review*
- *Refinement process*
- *Preparation for Workshop No. 2*
- *Integration of participant feedback*
- *Future dissemination activities*

Following the completion of Workshop No. 1 in Germany and Bulgaria, the consortium will conduct an internal review of the collected quantitative and qualitative evaluation results in order to identify key findings, common trends, and areas for improvement. The participant feedback and pilot testing observations will directly support the refinement process of the Inclusive AI Handbook and the Personalized Feedback Navigator, particularly regarding usability, accessibility, and practical implementation aspects.

The consortium will also begin the preparation of Workshop No. 2, which will focus on the practical application of inclusive AI methodologies and the design of accessible AI-supported educational solutions. In parallel, the validated findings and workshop outcomes will be integrated into future dissemination activities, including website publications, social media communication, stakeholder outreach, and project reporting, in order to further promote inclusive AI practices and the impact of the D2CIN project across European educational and VET communities.

10. Conclusion

Provide a concise transnational summary:

- *Success of Workshop No. 1*
- *Contribution to project objectives*
- *Validation effectiveness*
- *European added value*
- *Importance of inclusive AI in VET education*

The successful implementation of Workshop No. 1 in Germany and Bulgaria represented an important milestone within the D2CIN project and confirmed the strong relevance of inclusive and accessibility-oriented AI practices within European VET education. Both workshops exceeded the consortium's initial participation targets and demonstrated very high levels of participant engagement, positive evaluation results, and active stakeholder involvement throughout the pilot testing process.

The workshops contributed directly to the achievement of the project objectives by validating the usability, accessibility, and practical relevance of the Inclusive AI Handbook and the Personalized Feedback Navigator in real educational and professional contexts. The mixed-methods evaluation approach, combining quantitative assessment and qualitative reflection, proved highly effective in generating reliable user feedback and identifying both strengths and refinement opportunities for the project outputs.

The transnational implementation further demonstrated significant European added value by bringing together diverse educational and professional perspectives from Germany and Bulgaria while promoting shared understanding of ethical AI, digital accessibility, and inclusive learning methodologies. The findings confirmed that inclusive AI approaches are increasingly important for supporting learner-centred, accessible, and adaptive educational environments within VET and creative education sectors across Europe.

Overall, Workshop No. 1 successfully validated the D2CIN project tools, strengthened stakeholder awareness and digital competences, and established a strong foundation for the next project phase focused on practical AI application, continuous improvement, and broader dissemination of inclusive AI practices in education.

10. Photos

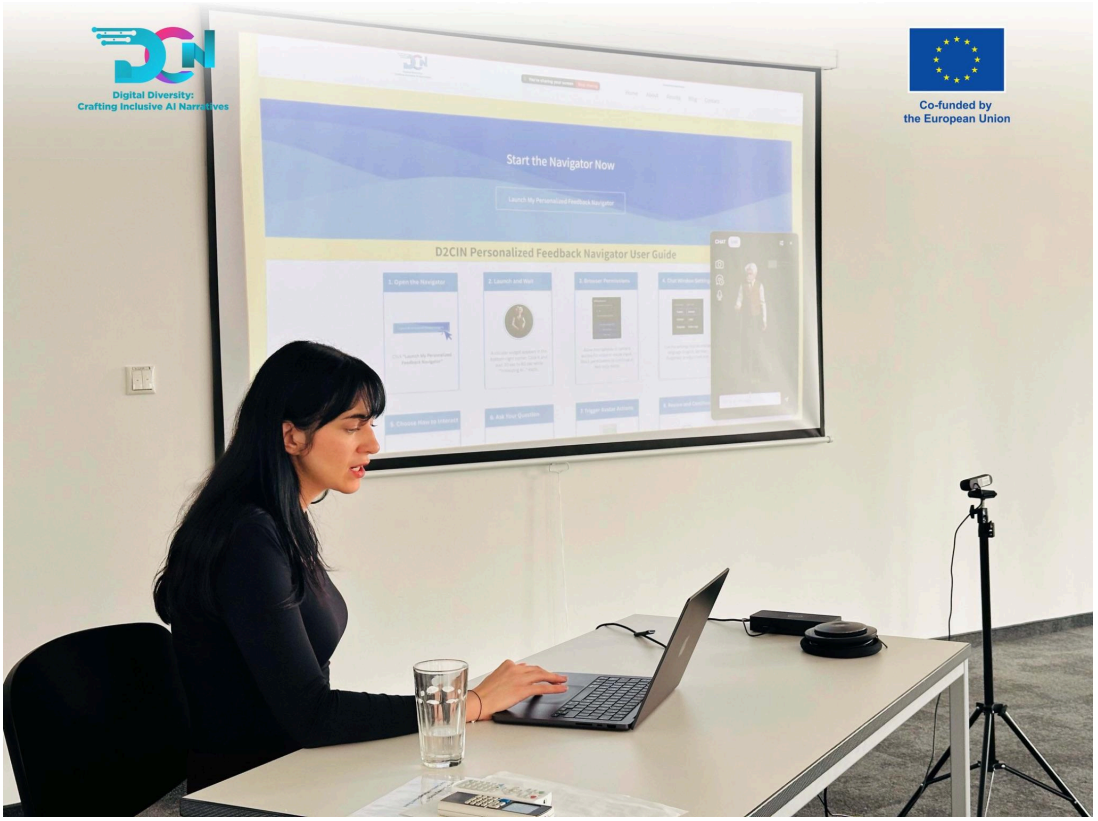
Credit: D2CIN Consortium

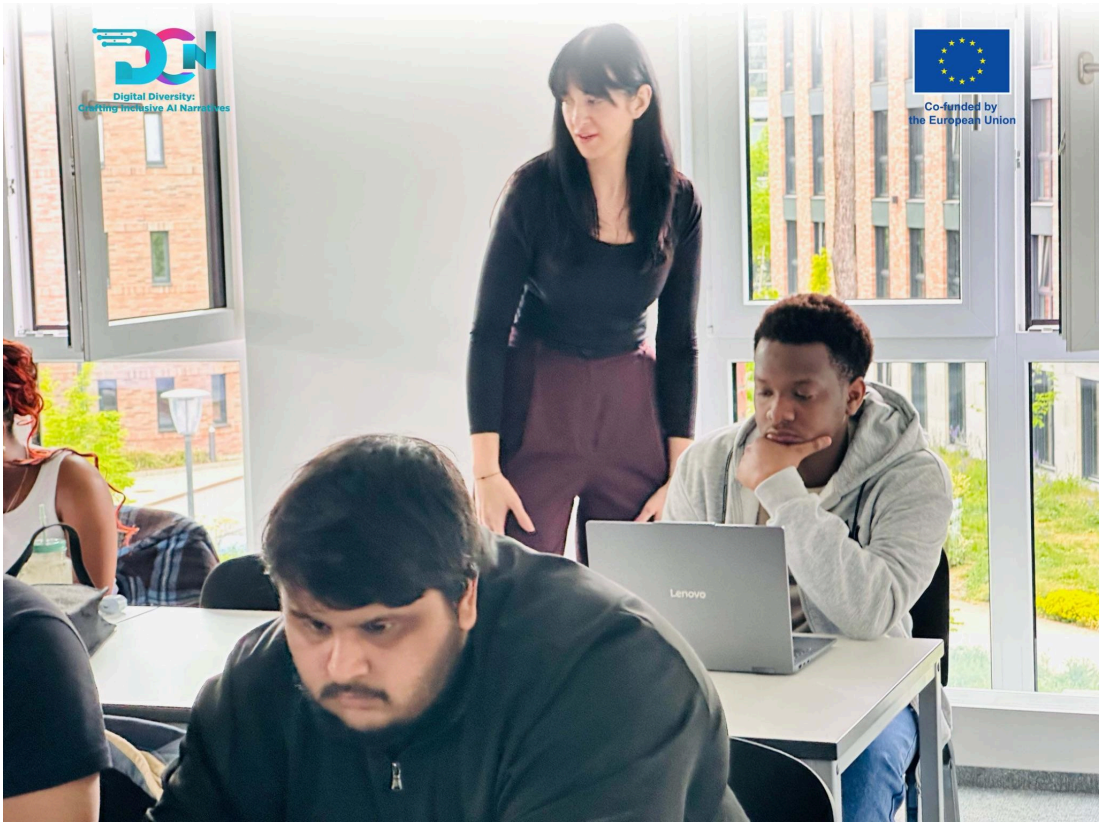
Photos from the Workshop No 1 in Germany


Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union


Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union


Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union

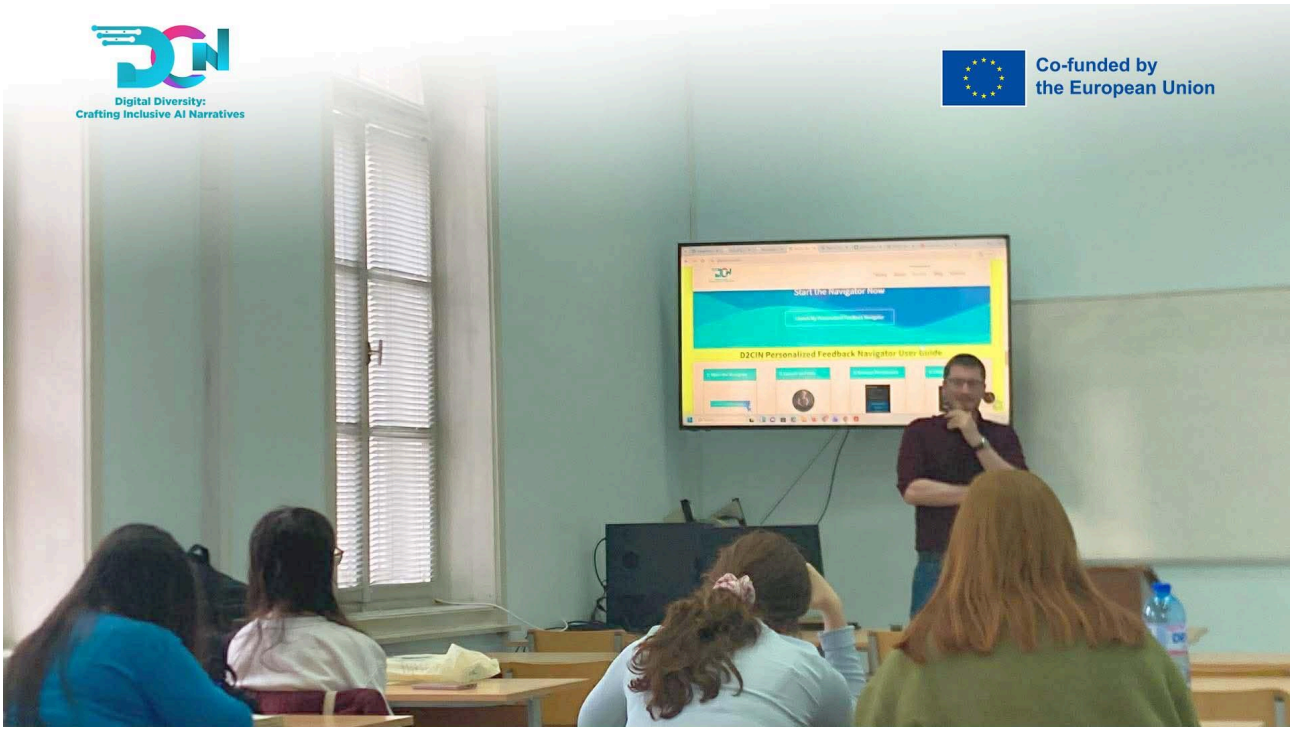

Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union
Start the Navigator Now
D2CIN Personalized Feedback Navigator User Guide

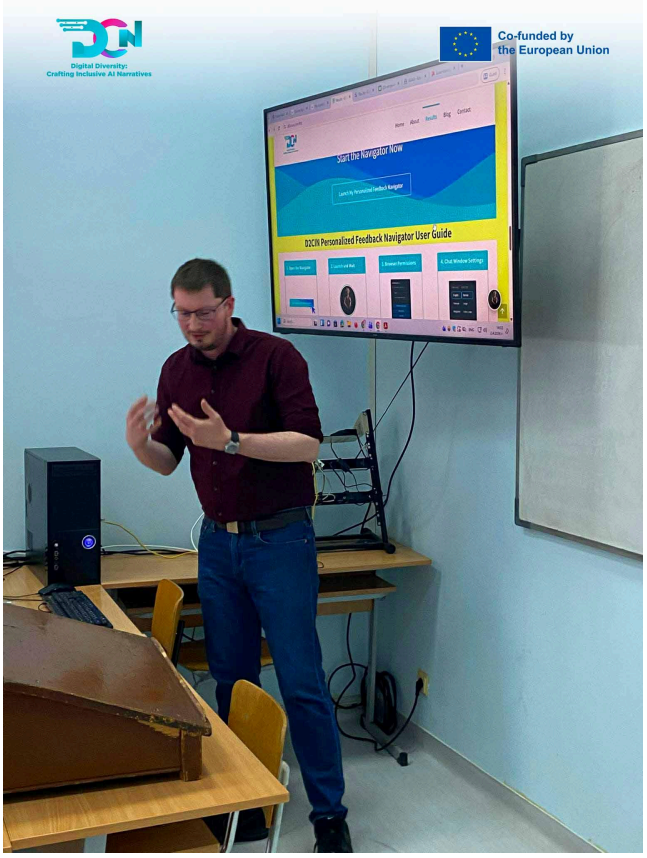

Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union
Lenovo

Digital Diversity:
Crafting Inclusive AI Narratives

Co-funded by
the European Union

Photos from the Workshop No 1 in Bulgaria




Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union
Start the Navigator Now
D2CIN Personalized Feedback Navigator User Guide


Digital Diversity:
Crafting Inclusive AI Narratives
Co-funded by
the European Union