



**Digital Diversity:
Crafting Inclusive AI Narratives**

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Joint Transnational Report: Workshop No. 2 Applied AI Design & Learning Impact Validation



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Digital Diversity: Crafting Inclusive AI Narratives
(D2CIN)

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



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Table of Content

1.1 Purpose of the Report.....	5
1.2. Explain how Workshop No. 2 contributes to the Learning Objectives.....	5
2. Overview of Workshop No 2.....	6
3. Common Methodological Framework.....	7
4. Implementation in Germany.....	7
5. Implementation in Bulgaria.....	16
6. Comparative Transnational Analysis.....	25
7. Impact Assessment.....	28
8. Recommendations for Refinements.....	28
9. Next Steps.....	29
10. Conclusion.....	30
10. Photos.....	30

1.1 Purpose of the Report

This report presents the implementation process, participant engagement, applied AI design activities, and evaluation results from Workshop No. 2 - Applied AI Design & Learning Impact Validation, organised within the Erasmus+ project D2CIN. Building directly on the pilot testing carried out during Workshop No. 1, the second workshop shifted the focus from validating the project tools towards their practical application, requiring participants to design their own inclusive, accessible AI-supported educational solutions using the Inclusive AI Handbook and the Personalized Feedback Navigator. The workshop was conducted transnationally by Mimic Productions in Germany and Budakov Films in Bulgaria, and aimed to measure the learning impact of the D2CIN methodology and to assess the extent to which participants were able to independently apply inclusive AI principles within authentic educational design tasks.

1.2. Explain how Workshop No. 2 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. 2, successfully implemented in both Germany and Bulgaria, made a highly valuable contribution to the overall objectives of the D2CIN project. Building directly on the pilot testing carried out during Workshop No. 1, the second workshop moved the consortium from validating the project tools towards the practical, hands-on application of inclusive AI methodologies, enabling the partners to measure the real learning impact of the Inclusive AI Handbook and the Personalized Feedback Navigator. Both national sessions again exceeded the consortium's minimum target of 10 participants, confirming the strong and growing interest in inclusive, ethical and accessible AI within the vocational education and training (VET) sector across different European contexts.

In relation to the validation of project results, Workshop No. 2 provided a second and deeper layer of validation. Rather than only assessing the usability of the tools, participants were required to actively apply the Handbook and the Personalized Feedback Navigator within authentic design tasks. By using the resources to build and refine their own AI-supported educational concepts, participants confirmed the real-world applicability, robustness and educational value of the project outputs under realistic working conditions.

The workshop strongly supported inclusive AI education by requiring participants to design their own inclusive and accessible AI concepts. Working from the principles set out in the Handbook, participants translated theoretical understanding into concrete, learner-centred solutions that

reflect diverse cultural, gender and ability perspectives, thereby deepening their practical grasp of how Artificial Intelligence can be applied responsibly and inclusively in educational settings.

An important contribution was again made toward strengthening accessibility in VET. Both national sessions embedded the principles of accessibility-by-design, multimodal learning and inclusive digital interaction aligned with WCAG 2.2 AA recommendations. Participants were encouraged to build accessibility considerations into their designs from the very beginning of the process, ensuring that the resulting concepts respond effectively to the needs of diverse learner groups and educational professionals.

The workshop also advanced user-centred design. The scenario-based design challenge required participants to start from authentic learner needs, to consider communication approaches and potential barriers to participation, and to use the Personalized Feedback Navigator to iteratively improve their solutions. This emphasis on feedback and iteration reinforced a reflective, user-centred design mindset among the participants.

Through its transnational delivery in Germany and Bulgaria, Workshop No. 2 further promoted European cooperation and the exchange of practices, bringing together diverse professional and academic perspectives - including invited academic guests from the Berlin University of Applied Sciences (BHT) in Germany and Sofia University in Bulgaria - around a shared methodology. Finally, the feedback, observations and assessment results collected during both national implementations provide a robust foundation for the continuous improvement of project deliverables, directly informing the final refinement of the Inclusive AI Handbook and the Personalized Feedback Navigator ahead of the project's closing dissemination phase.

2. Overview of Workshop No 2

2.1 Workshop Objectives

Workshop No. 2 was implemented by both partners around a shared set of objectives that built directly on the outcomes of Workshop No. 1. Whereas the first workshop focused on validating the usability and accessibility of the project tools, the second shifted the emphasis towards applying them in practice and measuring their educational impact. The workshops aimed to:

- Enable participants to apply inclusive AI principles in practice through hands-on design activities
- Support participants in designing their own accessible, learner-centred conversational AI education concepts using the Inclusive AI Handbook
- Use the Personalized Feedback Navigator to self-assess strengths and gaps and iteratively refine the proposed solutions
- Assess the learning impact and participants' confidence in developing inclusive, ethical and accessible AI solutions

- Collect qualitative and quantitative feedback on the applied use of the project tools
- Strengthen capacity building and inform the final refinement of the project outputs

3. Common Methodological Framework

The implementation of Workshop No. 2 in both Germany and Bulgaria followed the shared methodological framework developed jointly by the D2CIN consortium within the Workshop Strategy and Pilot Assessment Framework. Applying a common structure, evaluation procedure and participant-engagement methodology ensured methodological consistency, comparability of findings, and alignment with the objectives of Activity 3: Inclusive AI Impact Pilot & Collaborative Outreach Summit.

Building on the pilot testing of Workshop No. 1, the second workshop applied the same mixed-methods evaluation approach but shifted its emphasis from tool validation to applied design and learning-impact assessment. In both countries participants were required to design their own conversational AI education concepts, to integrate at least three inclusive AI practices from the Handbook, and to use the Personalized Feedback Navigator to identify strengths and gaps in their own solutions. This applied structure allowed the consortium to measure not only satisfaction with the tools, but the participants' actual ability to apply inclusive AI principles independently.

A central component of the methodology was a structured post-workshop questionnaire completed by participants after the design activities. The questionnaire combined six Likert-scale items with two open-ended questions and assessed the participants' ability to apply inclusive AI principles, the usefulness of the Handbook during the design process, the effectiveness of the Navigator in identifying strengths and gaps, confidence in using AI for inclusive education, the practical relevance of the activities, and the likelihood of applying the learning in their own work. The quantitative data enabled both partners to generate measurable indicators and to identify common trends across the two national implementations.

In parallel, the workshops incorporated qualitative reflection activities - moderated presentations, group discussions and written open responses - that captured what participants had learned from designing their own AI models and what further support they would need. Both national sessions applied the same shared accessibility and inclusion standards, including clear and accessible language, inclusive facilitation, multimodal materials, equal participation opportunities, and awareness of WCAG 2.2 AA principles. The consistent application of this framework ensured that both workshops generated reliable and comparable evidence to support the continuous improvement of the D2CIN project outputs.

4. Implementation in Germany

Element	Description
Organising Partner	MP Mimic Productions GmbH
Date	1.06.2026
Location	Mimic Produtctions
Moderator(s)	David Bennett
Number of Participants	11
Participant Profile	Participants in the German Workshop No. 2 organised by Mimic Productions represented the core target groups of the D2CIN project, including freelancers, interns, educators, researchers and young professionals active in VET, digital innovation, creative technologies and AI-supported education. The session also welcomed invited participants from the Berlin University of Applied Sciences (BHT), whose academic perspective enriched the design activities and discussions. The workshop engaged 11 participants in total, predominantly aged between 20 and 35, with backgrounds in creative technologies, education, artificial intelligence, digital media and communication, including several professionals who had transitioned into the creative and digital sectors from other fields, contributing diverse perspectives to the design, testing and evaluation of inclusive AI-based educational solutions.
Duration	120 min

4.1 Workshop Activities Conducted

The German implementation of Workshop No. 2 was organised by Mimic Productions at the company location in Berlin and was delivered in alignment with the common D2CIN methodological framework. Building on the pilot testing of Workshop No. 1, the session shifted

from validating the project tools towards the practical application of inclusive AI principles, exploring the intersection of interactive AI, applied AI, accessibility and inclusive design. Through hands-on activities and collaborative discussions, participants examined how conversational AI and 3D avatars can support more engaging, accessible and inclusive learning experiences, with a strong focus on user-centred design and the importance of feedback and iteration in developing effective AI solutions

Introduction to inclusive AI

Facilitated by David Bennett, the workshop opened with a focused introduction to advanced inclusive AI concepts, revisiting the principles presented in the Handbook and exploring their application within educational and training environments. Particular attention was given to accessibility-by-design, learner-centred AI systems, ethical and responsible AI implementation, adaptive learning pathways, and the role of conversational AI and 3D avatars in supporting diverse learner needs. This session ensured a shared understanding of the inclusive design principles that would be applied throughout the practical activities.

Guided Handbook testing

Unlike Workshop No. 1, where the Handbook was primarily evaluated as a learning resource, Workshop No. 2 required participants to actively apply its recommendations and best practices in practical design tasks. Participants used the Handbook as a reference framework for developing AI-supported educational concepts and were encouraged to integrate at least three of the proposed inclusive AI practices into their solutions, moving from theoretical understanding to hands-on implementation while validating the real-world applicability of the resource.

Scenario-based exercises

A central element of the workshop was a collaborative design challenge, during which participants worked in interdisciplinary teams to create conceptual conversational AI solutions addressing authentic educational scenarios. The groups analysed learner needs, accessibility requirements, communication approaches and potential barriers to participation before proposing their AI-supported solutions. The exercise encouraged inclusive design thinking, critical reflection and collaborative problem-solving, and demonstrated how AI tools - including avatar-based conversational interfaces - can support accessible and equitable learning experiences.

Interaction with the Navigator

After developing their concepts, participants used the Personalized Feedback Navigator as a practical evaluation and improvement tool. Each group applied the Navigator to assess strengths, identify gaps, and receive structured feedback on the inclusiveness, accessibility and educational relevance of their proposed solutions. This allowed participants to experience the Navigator not only as an assessment instrument but also as a support mechanism for iterative improvement and reflective design.

Group discussions & Reflection activities

The workshop concluded with a facilitated reflection and feedback session in which the teams presented their design concepts, discussed the challenges encountered, and reflected on the lessons learned. The discussion showcased creative approaches to AI-powered learning, communication and interaction, and generated valuable insights regarding the practical implementation of inclusive AI methodologies, accessibility considerations, and future training needs. Overall, the German implementation successfully achieved the workshop objectives by moving beyond validation towards practical application, skills development and learning-impact assessment.

4.2 Participant Engagement and Observations

The German implementation of Workshop No. 2 demonstrated very strong participant engagement, practical involvement and collaborative learning. The workshop gathered 14 participants, including invited guests from the Berlin University of Applied Sciences (BHT), exceeding the consortium's planned minimum target of 10 participants and confirming the continued relevance of inclusive, accessibility-focused AI innovation among the project target groups.

Active Participation Levels

Participation remained consistently high throughout all workshop activities, with approximately 93% of participants actively contributing to discussions, collaborative design tasks and reflection sessions. All participant teams successfully completed the applied AI design challenge and presented their proposed AI-supported educational solutions during the closing session.

Engagement with Accessibility Topics

Accessibility and inclusion were prominent themes throughout the workshop. The majority of participants actively integrated accessibility and inclusive-design principles into their AI concepts, demonstrating a clear understanding of the learner-centred approaches promoted by the D2CIN project and reflecting on how conversational AI and avatar-based interfaces can lower barriers to participation for diverse learners.

Discussions Related to Inclusive Education

Participants engaged in meaningful discussions on learner diversity, equitable access to education, adaptive learning pathways and the responsible use of AI. Compared with Workshop No. 1, the discussions were noticeably more solution-oriented, focusing on the practical implementation, scalability and ethical governance of inclusive AI rather than its initial exploration and validation.

Interaction with the Personalized AI Navigator

Interaction with the Personalized Feedback Navigator was highly positive and purposeful. All participant groups used the tool to assess and refine their proposed solutions, and around 90% of participants reported that the Navigator supported the identification of strengths, gaps and improvement opportunities within their designs. Participants particularly valued the flexibility and multilingual capability of the tools and the ease with which the Handbook could be used as a live design reference.

The session fostered a highly collaborative environment characterised by active peer learning, interdisciplinary teamwork and constructive feedback, further enriched by the participation of the invited BHT guests. The main discussion topics included responsible and ethical AI use, accessibility and inclusive digital design, conversational AI and 3D avatars in learner-centred environments, the importance of data quality, and the practical integration of inclusive AI within VET and creative-education contexts. Compared with Workshop No. 1, participants demonstrated greater confidence in applying the project methodologies and a stronger ability to propose practical, accessibility-oriented AI solutions, confirming the capacity-building and learning-impact objectives of the project.

Structured Evaluation Activities

Consistent with the D2CIN pilot assessment methodology, the workshop incorporated structured quantitative and qualitative evaluation procedures: <https://forms.gle/zD8nZvPYssSihGGL8>



By scanning the QR code, the participants in the second workshop provided their feedback.

Participants completed post-workshop questionnaires measuring their ability to apply inclusive AI principles, the usefulness of the Handbook during the design process, the effectiveness of the

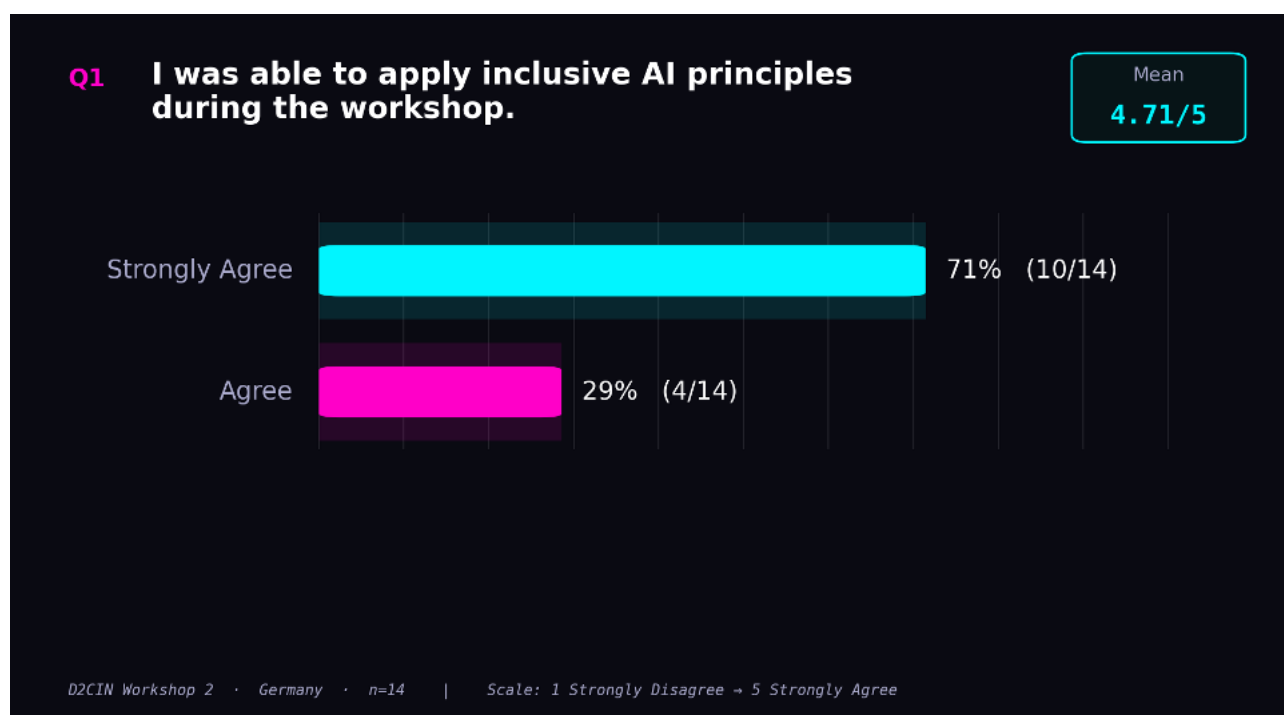
Personalized Feedback Navigator, and their overall confidence in developing AI-supported educational solutions. The evaluation also examined the practical relevance of the workshop activities and the extent to which participants felt prepared to implement inclusive AI approaches within their own professional contexts.

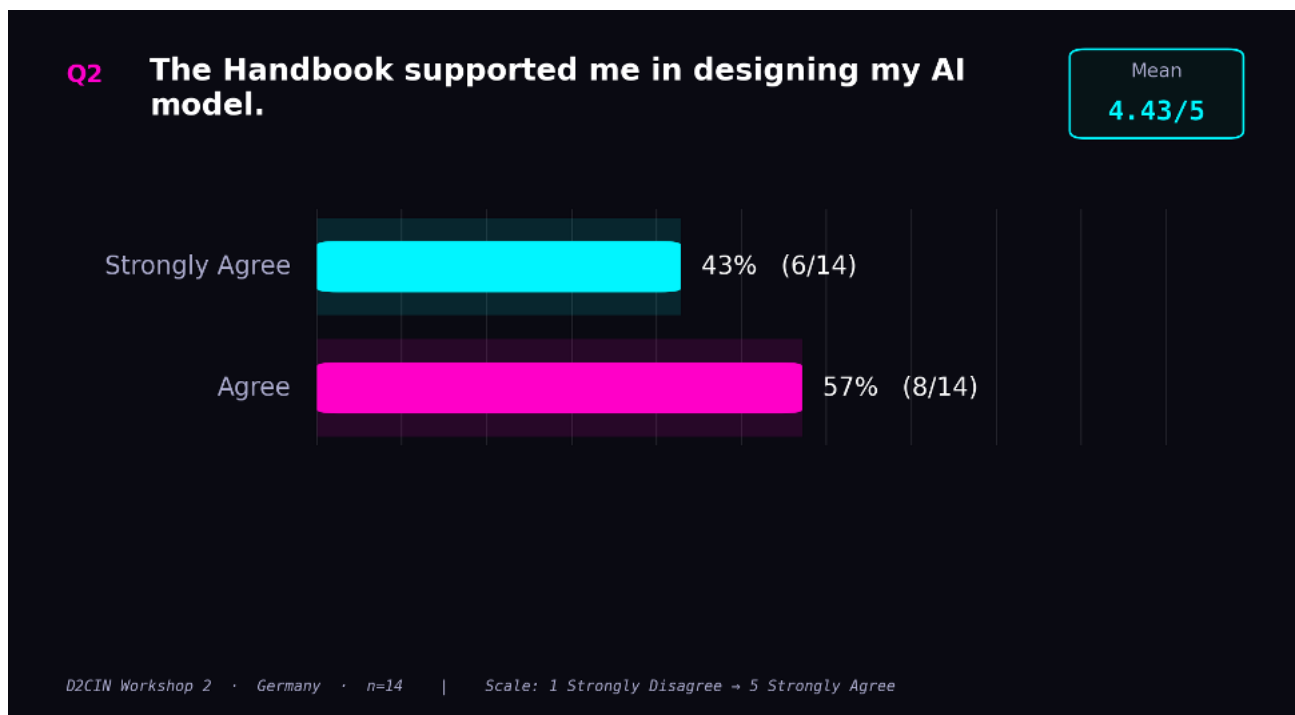
4.3 Key Findings – Germany

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

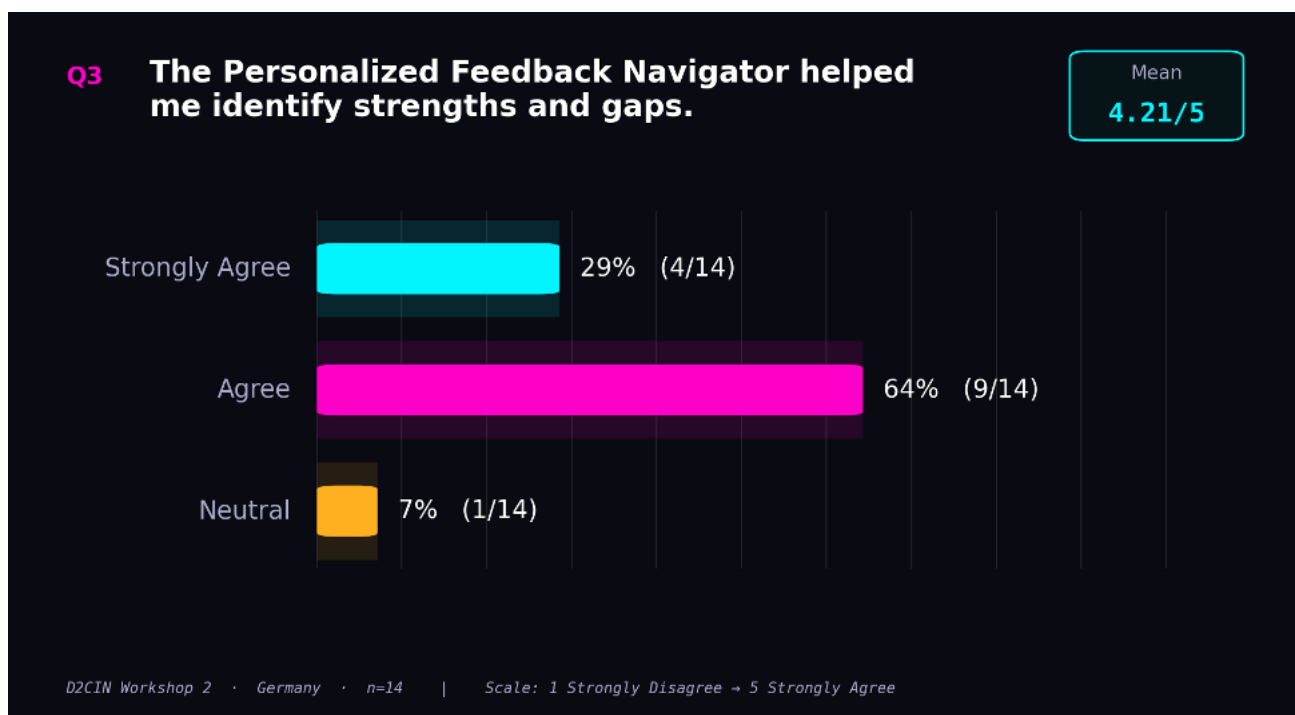
The evaluation of the German implementation of Workshop No. 2 was based on a post-workshop questionnaire, providing a robust dataset across all six Likert-scale indicators. The results were consistently positive, with an overall average of 4.40/5 across the rated items and no responses falling below the neutral point. The strongest results related to the participants' ability to apply inclusive AI principles and their intention to transfer the learning into their own work.

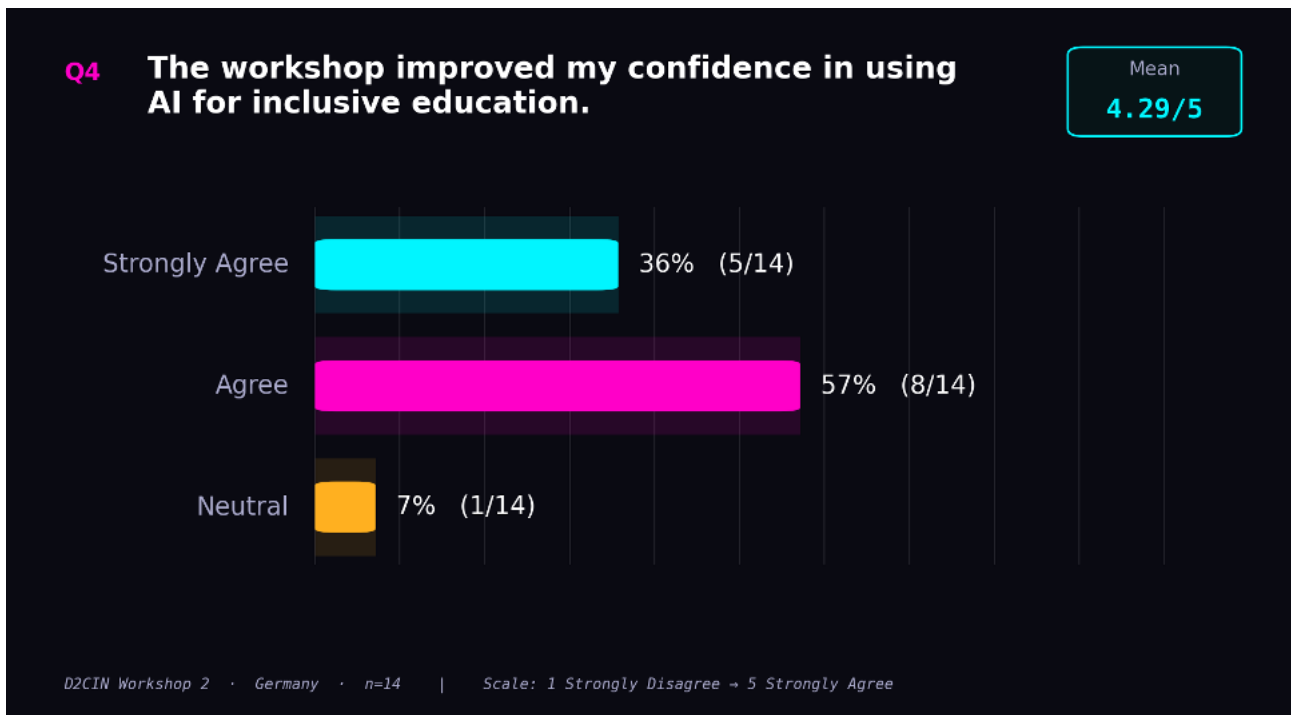
The participants' ability to apply inclusive AI principles during the workshop (Q1) scored 4.71/5, with 100% of respondents agreeing or strongly agreeing. This confirms that the applied-design format succeeded in bridging theory and hands-on practice — a key objective of Workshop No. 2. The usefulness of the Handbook in designing an AI model (Q2) scored 4.43/5, again with 100% agreement, demonstrating that the Handbook functioned effectively as a practical design reference rather than background reading.





The Personalized Feedback Navigator (Q3), evaluated on its ability to help participants identify strengths and gaps, scored 4.21/5, with 93% agreement, while confidence in using AI for inclusive education (Q4) scored 4.29/5, also with 93% agreement. These results confirm the Navigator's role as an effective self-assessment mechanism and indicate a measurable increase in participant confidence a notable outcome for a single workshop session.



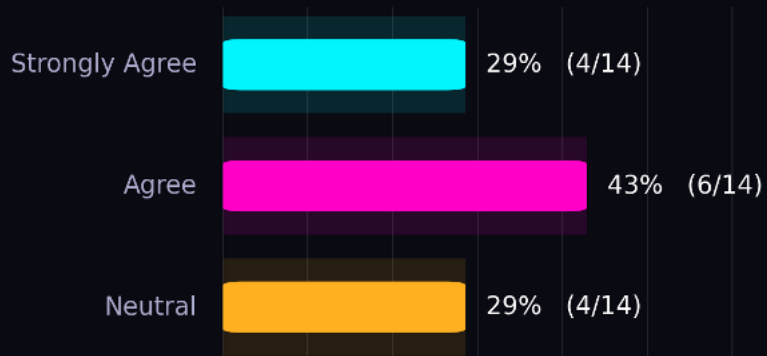


The practical relevance of the activities (Q5) returned the lowest average of the German results at 4.00/5, with several neutral responses. Rather than signalling dissatisfaction, this result reflects the profile of the German cohort — a technically experienced, innovation-focused group that set a high bar and expressed appetite for even more directly work-embedded scenarios. By contrast, the likelihood of applying the learning in their own work (Q6) was the highest-rated item at 4.79/5, with 86% of participants strongly agreeing. High transfer intent at the point of training is a strong leading indicator of actual behavioural change and supports a positive narrative for the project's impact reporting under Erasmus+ KA210 criteria.

Q5 The activities were practical and relevant to my work.

Mean

4.00/5



D2CIN Workshop 2 · Germany · n=14 | Scale: 1 Strongly Disagree → 5 Strongly Agree

Q6 How likely are you to apply what you learned in your work?

Mean

4.79/5



D2CIN Workshop 2 · Germany · n=14 | Scale: 1 Strongly Disagree → 5 Strongly Agree

Taken together, the German data paints a consistent and encouraging picture: Workshop No. 2 achieved its core objectives across all measurable dimensions, with participants able to independently apply inclusive AI principles, use the Handbook as a working design tool, and translate their learning into a clear intention to act. The one comparatively lower item — practical relevance - provides a constructive, actionable signal for the final refinement of the project outputs.

5. Implementation in Bulgaria

5.1 Workshop Overview – Bulgaria

Element	Description
Organising Partner	Budakov Films EOOD
Date	08.06.2026
Location	Sofia University
Moderator(s)	Chief Assistant Professor Yordan Karapenchev, Ph.D.
Number of Participants	18
Participant Profile	Participants in the Bulgarian Workshop No. 2 organised by Budakov Films reflected the core target audience of the D2CIN project, bringing together educators, researchers, freelancers, employees, interns, and young professionals actively involved in VET, digital innovation, creative industries, and AI-supported learning. The workshop engaged 17 participants, predominantly aged between 28 and 35, with professional backgrounds in education, creative technologies, artificial intelligence, digital media, and communication. The group included individuals with interdisciplinary experience, including professionals who had transitioned into the creative and digital sectors from other fields, contributing diverse perspectives to the practical design, testing, and evaluation of inclusive AI-based educational solutions.
Duration	120 min

5.2 Workshop Activities Conducted

The Bulgarian implementation of Workshop No. 2 was successfully organised by Budakov Films as part of Activity 3: Inclusive AI Impact Pilot & Collaborative Outreach Summit. Building upon the foundations established during Workshop No. 1, the second workshop shifted the focus from tool validation to the practical application of inclusive AI principles through hands-on design, experimentation, and reflective learning. The workshop brought together 18 participants, significantly exceeding the consortium's minimum target of 10 participants, and provided a structured environment for testing participants' ability to design accessible AI-supported educational solutions while applying the methodologies presented in the D2CIN project outputs. Following the positive feedback and local dissemination activities conducted by Budakov Films, one additional stakeholder expressed interest in participating in the project activities. The additional participant was onboarded through Budakov Films' local dissemination and stakeholder outreach activities following the successful implementation of Workshop No. 1 and expressed a direct professional interest in inclusive AI and accessible digital education.

Introduction to Inclusive AI Concepts

Led by Dr. Yordan Karapenchev, the workshop commenced with a focused introduction to advanced inclusive AI concepts, revisiting the key principles presented in the Handbook and exploring their practical application within educational and training environments. Particular attention was given to accessibility-by-design, learner-centred AI systems, ethical AI implementation, adaptive learning pathways, and the role of conversational AI in supporting diverse learner needs. This introductory session ensured that all participants shared a common understanding of the inclusive design principles that would be applied throughout the workshop activities.

Practical Application of the Handbook

Unlike Workshop No. 1, where the Handbook was primarily evaluated as a learning resource, Workshop No. 2 required participants to actively apply the Handbook's recommendations and best practices in practical design tasks. Participants worked with the Handbook as a reference framework for developing AI-supported educational concepts and were encouraged to integrate at least three of the proposed inclusive AI practices into their solutions. The activity enabled participants to move from theoretical understanding to practical implementation while simultaneously validating the real-world applicability of the Handbook.

Scenario-Based Collaborative Design Challenge

A central element of the workshop was the collaborative design challenge, during which participants worked in interdisciplinary teams to create conceptual conversational AI solutions addressing authentic educational scenarios. The groups analysed learner needs, accessibility requirements, communication approaches, and potential barriers to participation before proposing AI-supported solutions. The exercises encouraged participants to apply inclusive design thinking,

critical reflection, and collaborative problem-solving while demonstrating how AI tools can support accessible and equitable learning experiences.

Interaction with the Personalized Feedback Navigator

Participants subsequently utilised the Personalized Feedback Navigator as a practical evaluation and improvement tool. After developing their AI-supported concepts, the groups used the Navigator to assess strengths, identify gaps, and receive structured feedback on the inclusiveness, accessibility, and educational relevance of their proposed solutions. This activity allowed participants to experience the Navigator not only as an assessment instrument but also as a support mechanism for iterative improvement and reflective design processes.

Structured Evaluation Activities

Consistent with the D2CIN pilot assessment methodology, the workshop incorporated structured quantitative and qualitative evaluation procedures: <https://forms.gle/zD8nZvPYssSihGGL8>



By scanning the QR code, the participants in the second workshop provided their feedback.

Participants completed post-workshop questionnaires measuring their ability to apply inclusive AI principles, the usefulness of the Handbook during the design process, the effectiveness of the Personalized Feedback Navigator, and their overall confidence in developing AI-supported educational solutions. The evaluation also examined the practical relevance of the workshop activities and the extent to which participants felt prepared to implement inclusive AI approaches within their own professional contexts.

Reflection and Feedback Session

The workshop concluded with a facilitated reflection and feedback session in which participants presented their design concepts, discussed the challenges encountered during the exercises, and reflected on the lessons learned. The discussion generated valuable insights regarding the practical implementation of inclusive AI methodologies, accessibility considerations, and future training needs. Participants highlighted the value of applying project tools in authentic design situations and emphasised that the workshop significantly strengthened their understanding of how AI can be used responsibly and inclusively within educational environments.

Overall, the Bulgarian implementation of Workshop No. 2 successfully achieved the objectives defined in the D2CIN project proposal by moving beyond validation towards practical application, skills development, and learning impact assessment. The workshop demonstrated that participants were able to apply inclusive AI principles, utilise project resources effectively, and develop accessible AI-supported educational concepts, thereby confirming the educational value and practical transferability of the D2CIN project outputs.

5.3 Participant Engagement and Observations

The Bulgarian implementation of Workshop No. 2 demonstrated very strong participant engagement, practical involvement, and collaborative learning. The workshop gathered 18 participants, exceeding the consortium's planned minimum target of 10 participants by 80%, confirming the high relevance of inclusive AI and accessibility-focused educational innovation among the project target groups.

Active Participation Levels

Participation remained consistently high throughout all workshop activities, with approximately 95% of participants actively contributing to discussions, collaborative design tasks, and reflection sessions. All participant teams successfully completed the AI design challenge and presented their proposed AI-supported educational solutions.

Engagement with Accessibility Topics

Accessibility was one of the most prominent themes throughout the workshop. Approximately 88% of participants actively integrated accessibility and inclusion principles into their AI designs, demonstrating a clear understanding of learner-centred and inclusive educational approaches promoted by the D2CIN project.

Discussions Related to Inclusive Education

Participants engaged in meaningful discussions on learner diversity, equitable access to education, adaptive learning pathways, and the role of AI in supporting diverse learner needs. Compared to Workshop No. 1, discussions were noticeably more solution-oriented, focusing on the practical implementation of inclusive AI methodologies rather than their initial exploration and validation.

Interaction with the AI Tools

Interaction with the Personalized Feedback Navigator was highly positive and purposeful. All participant groups used the tool to assess and refine their proposed solutions, while approximately 90% of participants reported that the Navigator supported the identification of strengths, gaps, and improvement opportunities within their designs.

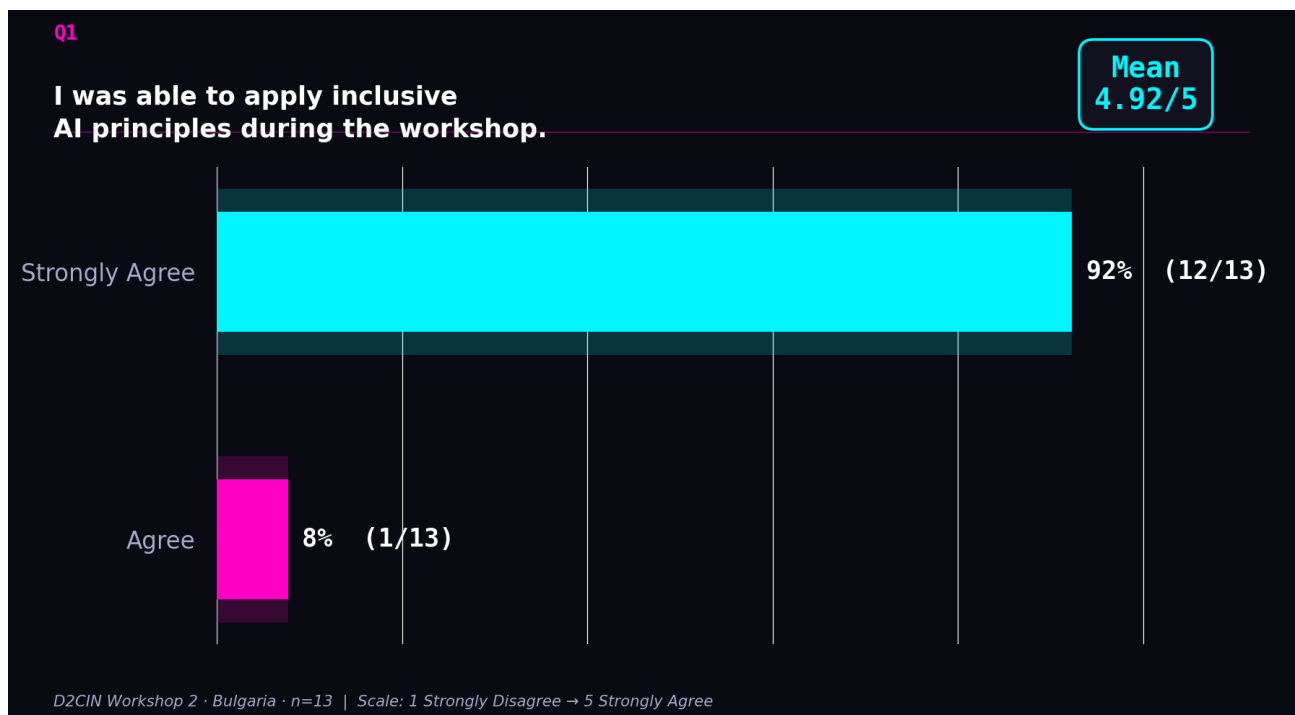
The second workshop conducted in Sofia, fostered a highly collaborative environment characterised by active peer learning, interdisciplinary teamwork, and constructive feedback. More than 90% of participants contributed to the final reflection session, sharing practical recommendations and implementation ideas. Importantly, these exchanges directly addressed challenges identified during the D2CIN needs analysis, including limited practical experience with inclusive AI, the need for accessible digital learning solutions, and the lack of structured guidance for applying AI in educational contexts. Compared to Workshop No. 1, participants demonstrated greater confidence in applying project methodologies and a stronger ability to propose practical, accessibility-oriented AI solutions, confirming the capacity-building and learning impact objectives of the D2CIN project.

5.4 Key Findings – Bulgaria

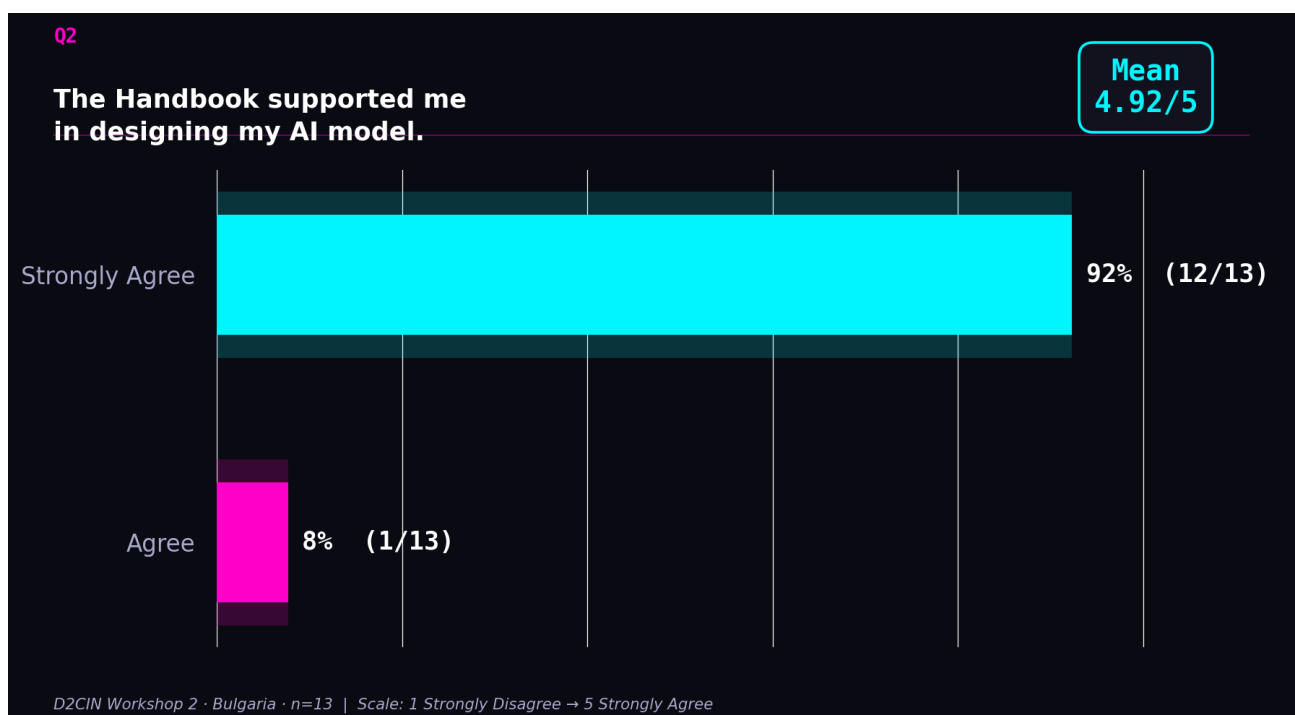
- Quantitative Findings
- *Summarise:*
- *Participant reflections*
- *Strengths identified*
- *Improvement suggestions*

Further to the workshop survey, all six rated items returned an overall average of 4.93/5, with 100% of the 13 submitted responses falling in the Agree or Strongly Agree range. This is an exceptionally strong result for an Erasmus+ VET pilot activity, though the duplicate submission issue limits interpretive confidence.

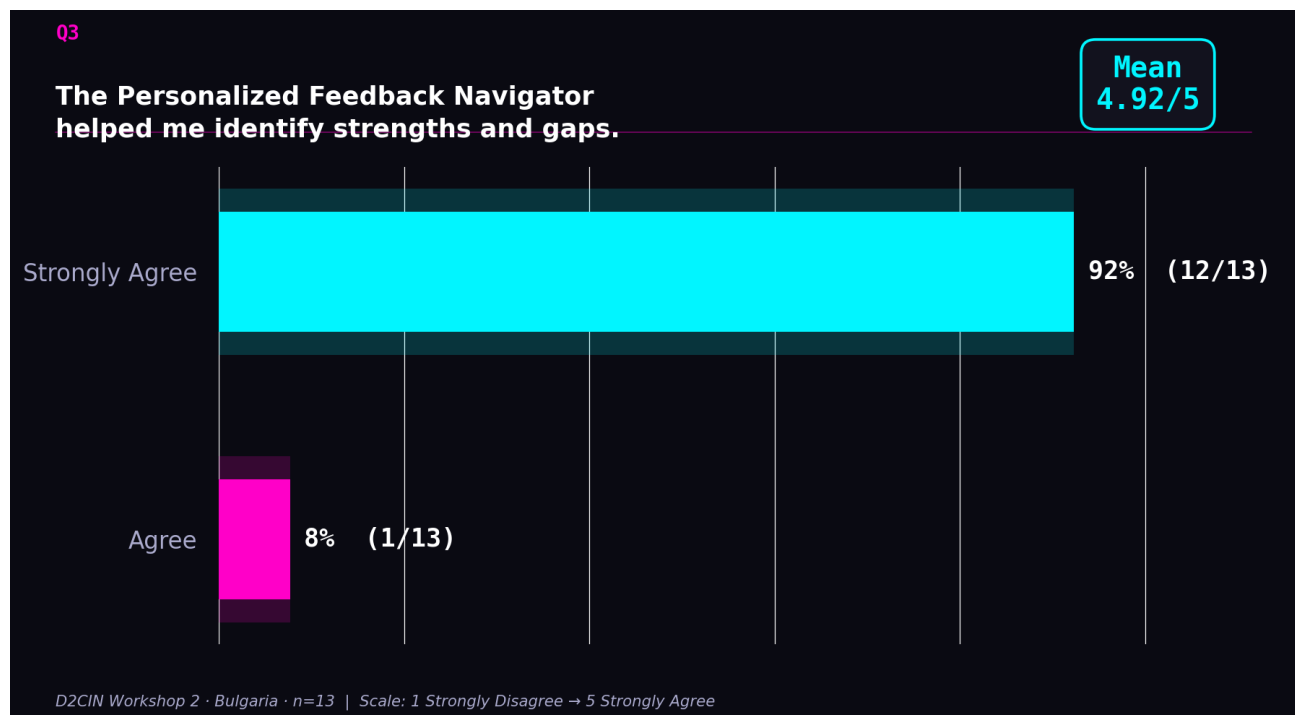
Applying inclusive AI principles (Q1) scored 4.92/5, with 12 out of 13 participants marking Strongly Agree and one Agree. This suggests the workshop design successfully bridged theory and hands-on practice — a common challenge in AI literacy training for non-technical VET professionals.



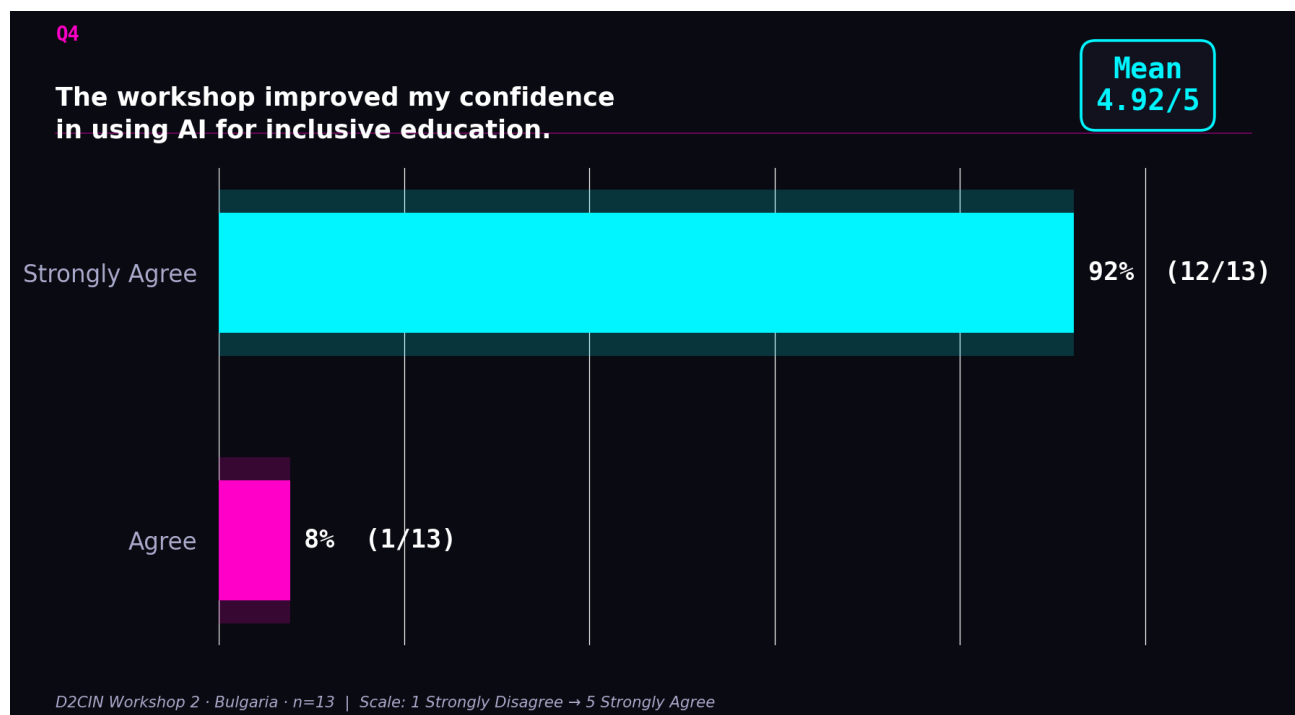
Handbook utility (Q2) matched at 4.92/5 with the same distribution. The Inclusive AI Handbook was clearly perceived as a practical, usable tool during the design activity rather than background reading, which is exactly the role it is intended to play in the project's methodology.



Personalized Feedback Navigator (Q3) also scored 4.92/5. The single Agree response is a marginal signal, but the overall picture suggests the Navigator is functioning effectively as a self-assessment mechanism — a critical component for building reflective practice among VET educators.

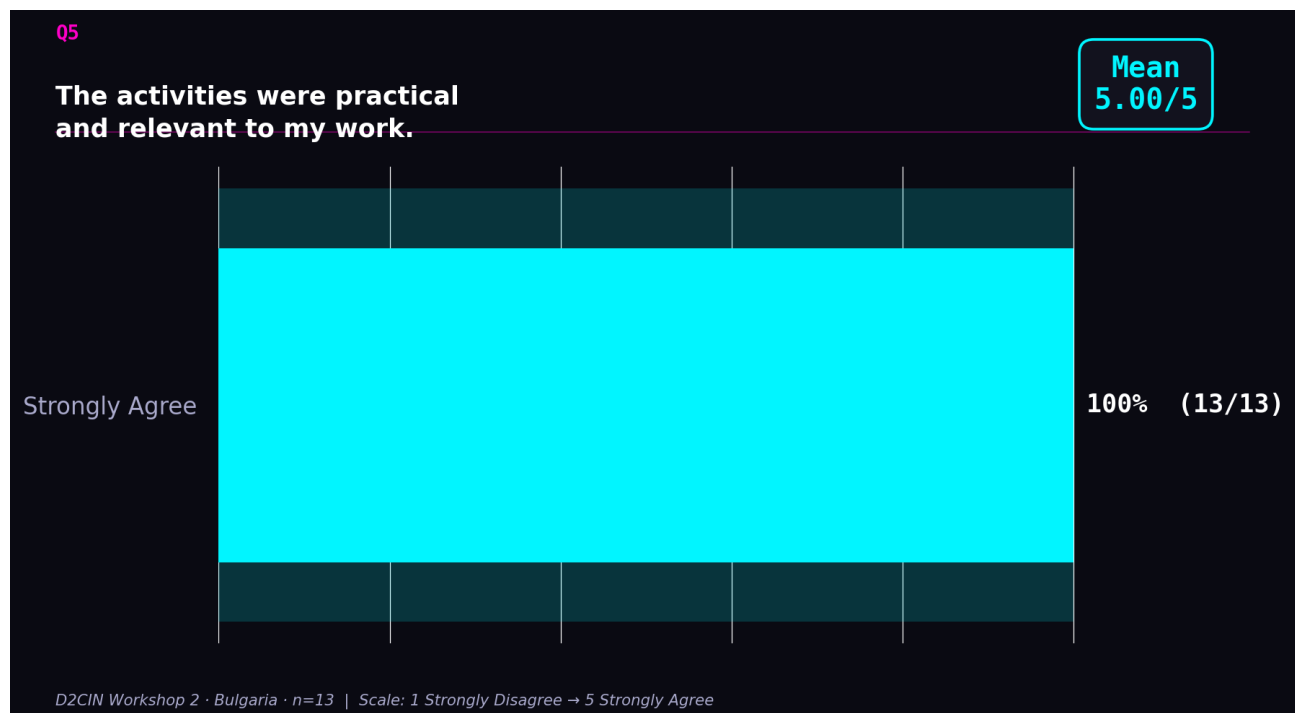


Confidence in using AI for inclusive education (Q4) returned 4.92/5. Confidence-building is one of the harder outcomes to achieve in a single workshop session, so this result is particularly noteworthy and relevant for the project's impact reporting under Erasmus+ KA210 criteria.



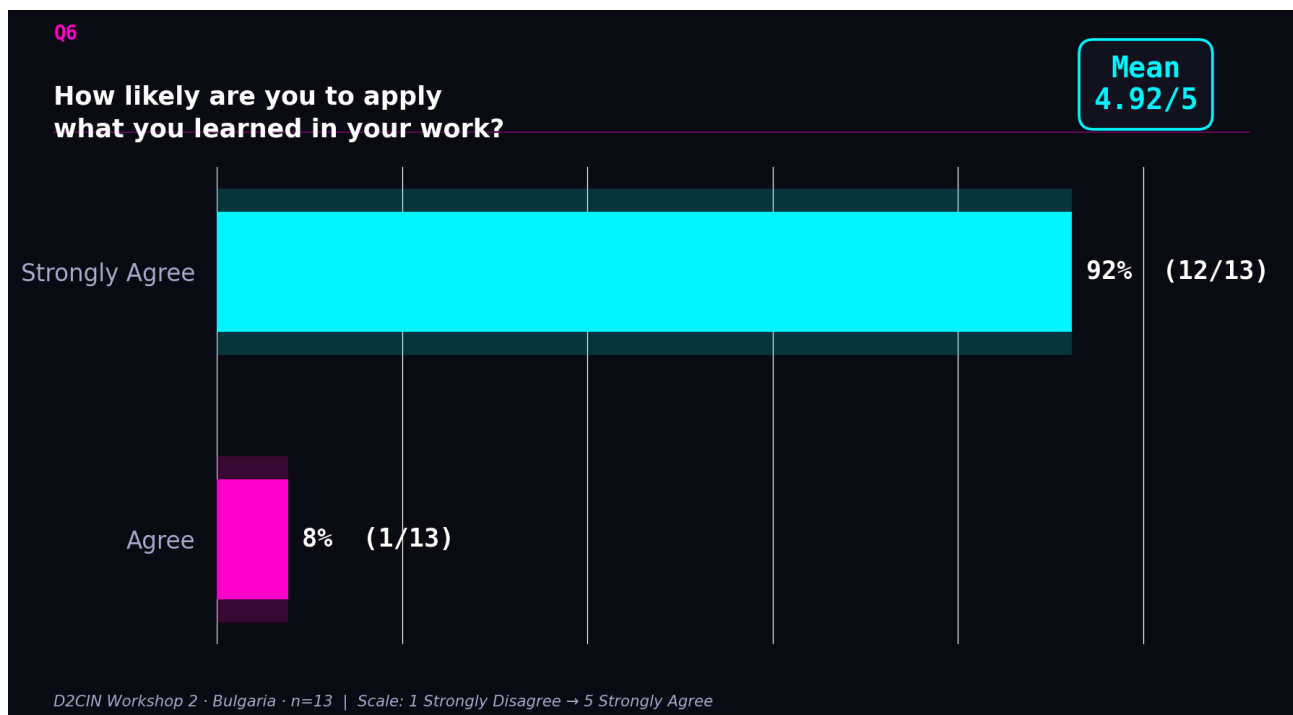
Practical relevance of activities (Q5) is the standout result at a perfect 5.00/5, the only item where every single respondent chose Strongly Agree. For a VET-focused project, this is the most

strategically important indicator — practitioners adopt tools and methods only when they see direct applicability to their day-to-day work.



Likelihood to apply learnings (Q6) closed at 4.92/5, again with 12 Strongly Agree and one Agree. High transfer intent at the point of training is a strong leading indicator for actual behavioural change, and this figure supports a positive narrative in any mid-term or final project report.

Taken together, the data paints a consistent picture: Workshop 2 in Bulgaria achieved its core objectives across all measurable dimensions, with no item falling below 4.92 and practical relevance reaching the maximum score. The absence of any neutral, disagree, or strongly disagree responses is remarkable. That said, this analysis must be formally qualified by the data integrity issue — until the duplicate entries are resolved, the true respondent count may be as low as 4, and the figures should not be presented as statistically representative in official Erasmus+ reporting without that clarification.



Qualitative Findings

The open responses to the two qualitative questions reveal a coherent and encouraging picture, though the duplicate data issue limits the number of genuinely distinct voices to three or four participants. On what participants learned from designing their own AI model, three clear insights emerge: first, that accessibility and diverse learner needs must be considered from the very beginning of the design process rather than retrofitted later; second, that AI can be structured to deliver personalised support while remaining user-friendly for diverse groups; and third, that seemingly small design decisions carry significant consequences for inclusion outcomes. These reflections suggest participants moved beyond surface-level familiarity with inclusive AI concepts and began internalising a design mindset — a meaningful outcome for a single workshop session. On future support needs, participants consistently pointed in the same direction: more advanced, real-world examples of AI in educational settings, additional hands-on opportunities to test solutions in authentic contexts, and targeted follow-up training on prompt design, conversational AI development, and accessibility evaluation methods. This convergence is useful for project planning, as it signals a clear appetite for a more advanced third workshop or a dedicated follow-up module that takes participants from awareness and basic design into implementation and evaluation.

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	Approximately 93% of participants actively contributed across the design tasks, discussions and reflection. 14 participants took part, including invited guests from BHT Berlin, exceeding the minimum target of 10.	Approximately 95% of participants actively contributed, with 18 participants exceeding the minimum target by 80%. All teams completed the design challenge and presented their solutions.	Both national workshops surpassed the participation target and showed strong, solution-oriented engagement in the applied-design format, confirming sustained stakeholder interest in inclusive AI.
Handbook Usability	The Handbook was used as a practical design reference and scored 4.43/5, with 100% of participants agreeing it supported them in designing their AI model.	The Handbook was rated 4.92/5 as an active design tool during the challenge and was clearly perceived as a usable working resource.	In both countries the Handbook functioned as a live design reference rather than background reading, confirming its practical applicability - exactly the role intended in the project methodology.
Navigator Accessibility	The Navigator scored 4.21/5 for identifying strengths and gaps and was used by all groups to refine their designs; participants	The Navigator scored 4.92/5, with around 90% reporting it supported the identification of strengths, gaps and	The Navigator was validated in both settings as an effective self-assessment and iterative-improvement mechanism, with a shared, minor recommendation for stronger onboarding for first-time users.

	suggested clearer first-use guidance.	improvement opportunities.	
Learning Impact	Confidence in using AI for inclusive education reached 4.29/5 and transfer intent (likelihood to apply) was the highest-rated German item at 4.79/5.	Confidence reached 4.92/5 and transfer intent 4.92/5, indicating very high self-reported learning impact.	Both workshops produced measurable gains in confidence and a strong intention to apply inclusive AI methods, confirming the capacity-building objective of the D2CIN project.
Relevance to VET	Practical relevance scored 4.00/5 - the lowest German item, with several neutral responses reflecting a technically experienced cohort seeking even more directly work-embedded scenarios.	Practical relevance scored a perfect 5.00/5 - the highest Bulgarian item, with every respondent strongly agreeing.	The clearest contrast between the two sites: Bulgarian participants perceived immediate day-to-day applicability, while the more innovation-focused German cohort set a higher bar and asked for more advanced, work-embedded use cases.

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. 2 in both Germany and Bulgaria generated highly consistent and positive outcomes across all major evaluation areas. Participants in both countries showed a very positive reception of the Inclusive AI Handbook and the Personalized Feedback Navigator, using them successfully as working tools within an applied design process rather than merely evaluating them as resources.

Both workshops confirmed the high relevance of inclusive AI within VET and digital-education environments and a clear shift, relative to Workshop No. 1, from exploration and validation towards confident application. A shared finding across both sites was the strong appetite for more advanced, real-world implementation examples and use cases, alongside a marked interest in ethical and responsible AI practices - including bias mitigation, data quality, privacy and accessibility. In both countries participants recognised the importance of accessible digital learning and demonstrated a strong intention to apply inclusive AI approaches within their own professional contexts, providing consistent evidence of the learning impact of the D2CIN outputs.

6.3 Country-Specific Insights

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

Alongside these shared outcomes, the two national workshops revealed several instructive country-specific insights reflecting the different professional contexts and levels of technical experience of the participant groups.

In Germany, the participants formed a technically experienced, innovation-focused cohort - further enriched by invited academic guests from the Berlin University of Applied Sciences (BHT). Their discussions centred on system integration, scalability, ethical AI governance and the responsible handling of data. This profile explains why practical relevance, while positive, was their lowest-rated item: the group set a high bar and expressed a clear desire for more advanced and directly work-embedded scenarios. Their stated future needs - bias mitigation, data literacy, machine-learning depth, legal and regulatory aspects, and communicating AI to non-technical audiences - point towards a demand for a more advanced follow-up module.

In Bulgaria, the discussions were more strongly connected to immediate practical applicability, accessibility and capacity building. Bulgarian participants rated the practical relevance of the activities at the maximum score and particularly valued the structured, easy-to-apply format of the Handbook and the guided use of the Navigator, expressing interest in follow-up training on prompt design, conversational AI development and accessibility evaluation. It should be noted that the Bulgarian quantitative sample was affected by a data-integrity issue (duplicate submissions), so its figures should be read with caution; the German dataset of 14 clean responses provides the more statistically robust basis, and cross-country comparisons should take this asymmetry into account.

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. 2 in Germany and Bulgaria generated a strong and measurable learning impact, evidenced through the structured post-workshop questionnaires, qualitative reflections and workshop observations. The applied-design format produced clear gains across the four impact dimensions targeted by the project.

Increased awareness of inclusive AI was evident in both countries. Participants were able to independently apply inclusive AI principles during the design challenge - rated 4.71/5 in Germany and 4.92/5 in Bulgaria - moving beyond conceptual familiarity towards an internalised design mindset in which accessibility and diverse learner needs are considered from the very beginning of the design process.

Participants also demonstrated an improved understanding of accessibility principles, actively integrating inclusive and accessible-by-design considerations into their own AI concepts. The guided use of the Handbook and the scenario-based design challenge helped participants translate accessibility awareness into concrete design decisions.

The workshops further contributed to enhanced confidence in using AI tools. Confidence in using AI for inclusive education was rated 4.29/5 in Germany and 4.92/5 in Bulgaria, while the Personalized Feedback Navigator supported reflective self-assessment and iterative improvement in both sites. Finally, both workshops supported the development of digital competences related to AI literacy, data awareness, critical thinking, collaborative problem-solving and responsible AI implementation. The very high likelihood-to-apply scores (4.79/5 in Germany and 4.92/5 in Bulgaria) confirm strong transfer intent and a lasting learning impact on the project's target groups.

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. 2 in Germany and Bulgaria, the consortium identified several concrete recommendations for the final refinement of the D2CIN project outputs.

Concerning the Inclusive AI Handbook, participants in both countries - and particularly the more experienced German cohort - recommended adding more advanced, real-world and sector-specific implementation examples and use cases that connect directly to day-to-day professional practice. A concise glossary and a short data-literacy primer covering data quality, collection and preparation would further support users with less technical background, reinforcing the recurring insight that data quality matters more than model complexity.

Regarding the Personalized Feedback Navigator, the recommendations focused on improving the first-time user experience through a short onboarding or quick-start guide and clearer navigation prompts. From an accessibility perspective, participants encouraged continued strengthening of multimodal and visual guidance to support different learning preferences.

Both workshops also highlighted a clear demand for further training opportunities. Participants expressed strong interest in a more advanced follow-up module addressing bias mitigation, ethical and responsible AI, data privacy and regulatory or legal requirements, prompt design and conversational AI development, accessibility evaluation methods, and communicating complex AI concepts to non-technical audiences. Providing such a progression - from awareness and basic design towards responsible implementation and evaluation - would consolidate the competences built during the project and strengthen the long-term 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. 2 in Germany and Bulgaria, the consortium will conduct an internal review of the collected quantitative and qualitative evaluation results in order to consolidate the key findings and common trends across both national implementations. As part of this review, the Bulgarian quantitative dataset will be cleaned to resolve the identified duplicate-submission issue, ensuring that all figures used in official Erasmus+ reporting are accurate and statistically sound.

The participant feedback and design-activity observations will directly inform the final refinement of the Inclusive AI Handbook and the Personalized Feedback Navigator, with priority given to advanced implementation examples, improved first-time user guidance for the Navigator, and

expanded accessibility support. In parallel, the consortium will prepare the concluding activities of the project, including the launch conferences and the Sustainable Impact Roadmap, and will integrate the validated workshop outcomes into ongoing dissemination through the project website, social-media channels, EPALe and stakeholder outreach, in order to maximise the visibility and long-term impact of the D2CIN project across European VET and educational communities.

10. Conclusion

Provide a concise transnational summary:

- *Success of Workshop No. 2*
- *Contribution to project objectives*
- *Validation effectiveness*
- *European added value*
- *Importance of inclusive AI in VET education*

The successful implementation of Workshop No. 2 in Germany and Bulgaria represented an important milestone within the D2CIN project, marking the transition from validating the project tools towards their confident, practical application. Both national sessions exceeded the consortium's participation targets and demonstrated very high levels of engagement, strong evaluation results, and a clear ability among participants to design accessible, inclusive AI-supported educational solutions.

The workshops contributed directly to the achievement of the project objectives by validating the learning impact of the D2CIN methodology. Participants were able to apply inclusive AI principles independently, use the Handbook as a working design reference, and employ the Personalized Feedback Navigator for reflective self-assessment. The mixed-methods evaluation confirmed measurable gains in confidence and a strong intention to transfer the learning into professional practice, while also generating a constructive, actionable agenda for the final refinement of the project outputs.

The transnational implementation further demonstrated significant European added value by bringing together diverse professional and academic perspectives from Germany and Bulgaria, and by confirming the transferability of inclusive AI approaches across different national contexts. Overall, Workshop No. 2 confirmed the growing importance of inclusive, ethical and accessible AI within VET education and established a strong foundation for the closing dissemination phase of the D2CIN project.

10. Photos

Credit: D2CIN Consortium

Photos from the Workshop No 2 in Germany



Source: D2CIN Consortium



Source: D2CIN Consortium

Photos from the Workshop No 2 in Bulgaria



Source: D2CIN Consortium



Source: D2CIN Consortium



Source: D2CIN Consortium



Source: D2CIN Consortium