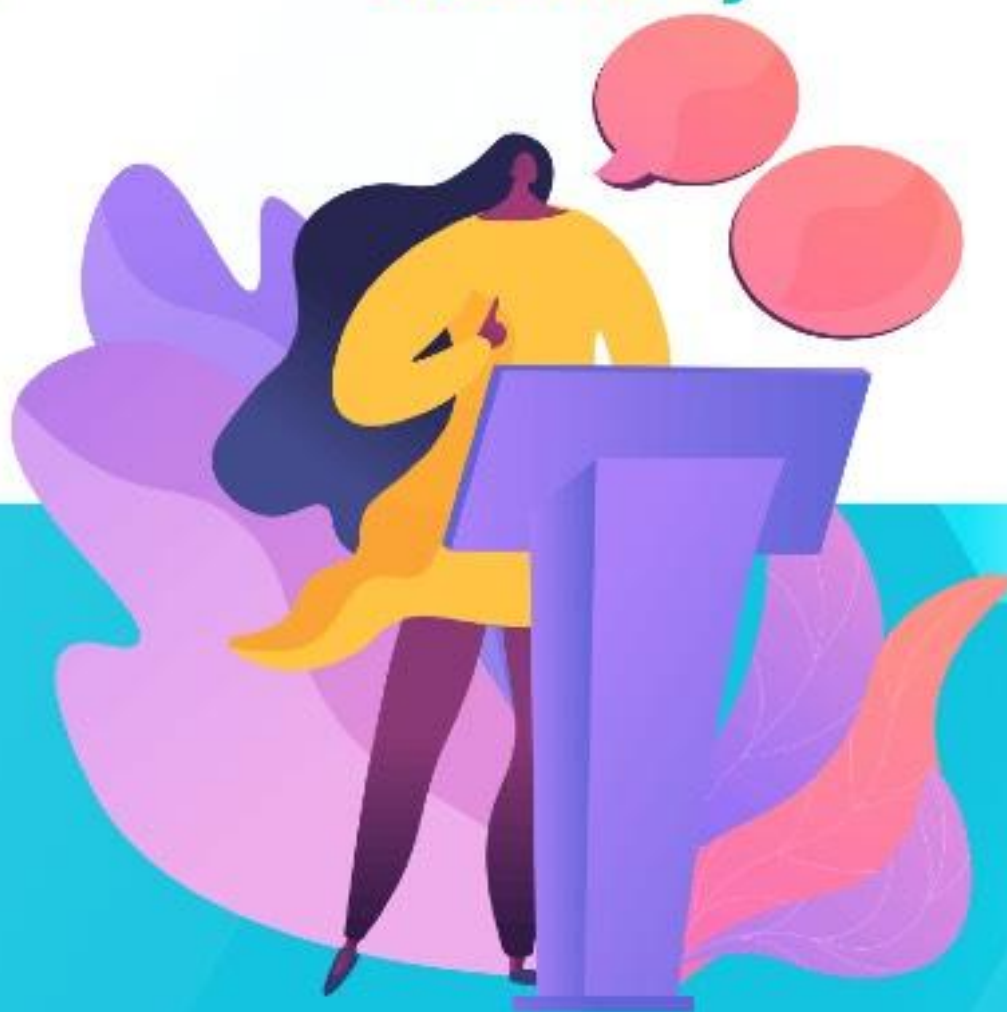




**Digital Diversity:
Crafting Inclusive AI Narratives**

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

Conference Proceedings Report & Dissemination Document Germany



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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

Section A — Conference Proceedings Report.....	5
A.1 Event Overview.....	5
A.2 Objectives of the Summit.....	5
A.3 Programme Summary.....	6
A.4 Key Discussions & Presentations.....	6
Audience Questions and Open Discussion.....	8
A.5 Stakeholder Feedback.....	9
A.7 Challenges & Lessons Learned.....	10
Lessons Learned.....	10
A.8 Conclusions & Recommendations.....	11
Appendix – Photos.....	12
Appendix — Stakeholder Feedback Charts.....	17

Section A — Conference Proceedings Report

A.1 Event Overview

Event Title	<i>D2CIN Conference: Inclusive AI Narratives & Human Digital Twins for Interactive Learning</i>
Date(s)	<i>15 July 2026 10:00-11:30</i>
Location / Format	<i>Berlin, Germany. In-person event hosted in collaboration with XU Exponential University of Applied Sciences.</i>
Host Partner	<i>MP Mimic Productions GmbH</i>
Number of Participants	<i>20</i>
Target Groups Represented	<i>VET educators and trainers; university and academic representatives; AI and emerging-technology professionals; digital-learning specialists; inclusive-design and accessibility stakeholders; creative professionals and digital-content practitioners; researchers, students and other stakeholders interested in human-centred AI.</i>

A.2 Objectives of the Summit

The German D2CIN conference was organised as part of Activity 3: Inclusive AI Impact Pilot & Collaborative Outreach Summit. Its primary objective was to present and disseminate the outcomes of the project while creating a space for dialogue about the responsible use of artificial intelligence in vocational education and digital learning.

- Present the objectives, activities and results of the Digital Diversity: Crafting Inclusive AI Narratives project.*
- Share the practical findings gathered through the pilot workshops delivered in Germany and Bulgaria.*
- Introduce the Inclusive AI Handbook and the Personalized Feedback Navigator to educators, trainers, researchers, technology professionals and other interested stakeholders.*
- Demonstrate the practical use of conversational AI, AI avatars and human digital twins in interactive learning and communication.*
- Encourage discussion about accessibility, representation, bias, transparency, ethics and human oversight in AI-supported learning environments.*
- Connect stakeholders from education, academia, technology, accessibility and the creative industries.*
- Promote the continued use, adaptation and dissemination of the openly available D2CIN resources.*
- Strengthen the project's European community of practice around inclusive, accessible and learner-centred AI.*

The conference also sought to reinforce the principle that inclusion should not be treated as a final compliance step. Accessibility, diversity and learner-centred design should be integrated throughout the development, testing and implementation of AI-supported educational tools.

A.3 Programme Summary

Time	Session	Speakers
10:00-10:10	Welcome & Opening Remarks <i>Introduction to conference objectives, and the importance of inclusive AI narratives in education, culture, and digital interaction.</i>	Dr Violeta Vasileva
10:10-10:25	Digital Diversity: Crafting Inclusive AI Narratives <i>Presentation of the project outcomes, including the Inclusive AI Handbook, Personalized Feedback Navigator, scenario-based learning methodologies, and workshop insights from across Europe</i>	Mimic Productions
10:25 - 10:35	Live AI Avatar Demonstration	Mimic Productions
10:35 - 11:00	Expert Panel Discussion: “Inclusive AI, Education and the Future of Human Interaction” <i>Discussion on inclusive AI, ethical challenges, accessibility, multilingual AI interaction, human digital twins, and the future of AI-driven education and storytelling in Europe.</i>	Panelists: David Bennett (Mimic Productions) Prof. Dr Stefan Stein (XU) Prof. Dr. Astrid Nelke
11:00 - 11:10	Audience Q&A <i>Open discussion and audience questions regarding AI avatars, inclusive education, ethics, accessibility, and project outcomes.</i>	
11:10 - 11:20	Closing Remarks & Networking Invitation <i>Final reflections, key takeaways, acknowledgements, and invitation to networking and continued collaboration.</i>	Dr. Violeta Vasileva

A.4 Key Discussions & Presentations

The opening session introduced the project and positioned the conference within the context of “Inclusive AI Narratives & Human Digital Twins for Interactive Learning “

Participants were introduced to the project's mission of making AI-supported learning more inclusive, ethical, accessible and responsive to the needs of diverse learners. The conference also connected the project's conceptual work with the findings generated through practical workshops in Germany and Bulgaria.

The introduction explained that the final conference represented an opportunity to present the project results publicly, demonstrate applied technologies and encourage collaboration among educators, researchers, AI practitioners and digital-learning specialists.

David Bennett, Founder and CEO of Mimic Productions, presented a forward-looking perspective on the development and use of digital humans and AI avatars across education, entertainment and industry.

The presentation explored how conversational and visually embodied AI systems can create more natural and interactive forms of digital communication. In learning environments, these technologies may support guided explanations, simulated conversations, multilingual engagement, role-play and more approachable access to complex information.

The contribution also emphasised that digital humans should be developed around real user needs. Their value does not depend only on visual realism or technical sophistication, but on whether they make learning clearer, more accessible and more engaging.

Prof. Dr. Stefan Stein of XU Exponential University of Applied Sciences contributed a broader perspective on digital innovation and the influence of emerging technologies on education and society.

The discussion considered how rapidly developing AI technologies are changing the ways people access knowledge, communicate and interact with digital systems. It also highlighted the need for educational institutions and vocational-training providers to develop the confidence and capacity required to evaluate and apply new technologies responsibly.

The session encouraged participants to view AI literacy as more than technical knowledge. Effective adoption also requires critical thinking, ethical awareness, an understanding of social impact and the ability to evaluate whether a technology responds to an authentic educational need.

Prof. Dr. Astrid Nelke explored responsible, inclusive and human-centred approaches to innovation.

Her contribution reinforced the importance of aligning technological progress with accessibility, ethics and the needs of real users. The discussion highlighted that innovative tools should be understandable, usable and meaningful for the communities expected to use them.

Participants were encouraged to consider who is represented in AI systems, who may be excluded and how design decisions can unintentionally reproduce barriers. This perspective positioned inclusion as a core design principle rather than an adjustment added after development.

A central takeaway from the panel discussion was that inclusive AI cannot be developed by technology teams alone. Meaningful progress depends on continued collaboration between educators, researchers, accessibility specialists, creative professionals and technology developers.

The panel reinforced that AI avatars and human digital twins are most valuable when they complement human teaching rather than attempt to replace educators or trainers. These technologies can make information easier to engage with and provide more flexible forms of interaction for learners with different communication preferences and educational needs.

- *Accessibility should be considered from the beginning of the design process.*
- *AI systems and digital characters should be examined for bias, representation gaps and potentially exclusionary assumptions.*
- *Learners and educators need transparency about how an AI system works, what its limitations are and when human judgement remains necessary.*
- *Human agency and oversight should remain visible within AI-supported educational experiences.*
- *AI tools should be tested with real users and in realistic learning contexts.*

- *Inclusive innovation requires the combined contribution of education, technology, accessibility, ethics, design and industry experience.*
- *The more human an AI interface appears, the more carefully its behaviour, values and limitations must be considered.*

A live AI-avatar demonstration provided participants with a practical view of how conversational digital humans can support interactive learning and communication.

The demonstration showed how an AI-driven avatar can respond in real time, present information conversationally and create a more approachable interface between users and complex digital systems. It gave attendees a shared practical reference point for discussing the opportunities and limitations of human-like AI interaction.

Participants reflected that such technologies should strengthen learning and human communication rather than reduce meaningful human involvement.

- *Real-time conversational engagement*
- *Personalised and adaptive explanations*
- *Multilingual communication*
- *Learner engagement and accessibility*
- *Representation and trust*
- *Transparency and data responsibility*
- *The relationship between visual realism and responsible design*
- *The role of AI avatars as support tools for educators and trainers*

The conference presented the resources and methods developed through the D2CIN project. These outcomes had been informed by pilot workshops in Germany and Bulgaria, where participants tested inclusive-AI concepts, scenario-based learning activities, conversational AI tools and avatar-based educational experiences.

The project resources were presented as openly available materials that can support continued learning, adaptation and knowledge exchange beyond the formal project period.

- *The Accessible AI for Education Handbook: practical guidance related to bias mitigation, inclusive user experience, accessibility, AI ethics, adaptive learning and digital storytelling.*
- *The Personalized Feedback Navigator: a web-based assessment and reflection tool supporting educators, trainers and creative professionals in evaluating skills and practices related to bias detection, accessibility and adaptive content delivery.*
- *Pilot-workshop findings: practical insights gathered from testing the project resources and AI-supported learning scenarios with members of the target groups in Germany and Bulgaria.*
- *Supporting project materials: reports, frameworks, workshop resources and dissemination materials designed to help the wider education and creative-technology community apply inclusive-AI practices.*

Audience Questions and Open Discussion

The audience Q&A allowed participants to connect the presentations and technology demonstration with practical concerns from education, research and industry.

The open format gave participants space to question assumptions, exchange experiences and identify areas for future cooperation.

- *How inclusive-AI resources can be integrated into vocational education and training.*
- *How educators can build confidence in using emerging technologies.*
- *How AI tools can support different learning and communication needs.*
- *How accessibility can be embedded within interfaces, content and interaction models.*
- *How technology providers can better respond to diverse learning communities.*
- *How human educators can retain oversight and decision-making responsibility.*
- *How the risks of bias, exclusion and misrepresentation can be identified through testing and user feedback.*

- How collaboration between academia, education and industry can continue after the project.

A.5 Stakeholder Feedback

Instructions: Summarize qualitative feedback and include quantitative results if a feedback survey was used.

Feedback Aspect	Rating / Result	Notes
Overall Conference Satisfaction	100% rated 4/5 or higher (12 of 12); all respondents gave the highest rating	Exceeds the proposal's 85% Overall Satisfaction KPI for this event by 15 pts (n=12).
Relevance & Applicability of Session Content	100% rated the content highly relevant (12 of 12); 67% rated it 5/5 (8 of 12)	Exceeds the proposal's ≥80% Participant Satisfaction & Learning Impact KPI by 20 pts (n=12).
Stakeholder Engagement at the Conference	4 stakeholders gave constructive feedback (2 contributed during the panel and closing Q&A; 2 submitted written suggestions)	Below the proposal's Stakeholder Engagement KPI of ≥7 active contributors per event, as captured through the survey (12 of 20 attendees responded).
Inclusion & Diversity of the Event	100% agreed the conference was inclusive and welcomed diverse perspectives (12 of 12)	Reflects the project's core Horizontal Priority on Inclusion & Diversity in education, training, youth and sport (n=12).
Networking & Collaboration Value	83% found the event valuable for professional networking (10 of 12)	Supports the Activity 3 objective of fostering a cross-sector community of practice; 92% (11 of 12) would use a structured follow-up (n=12).

Preliminary Qualitative Observations

Based on the discussions recorded in the event communications, participants showed particular interest in the practical application of AI avatars, human digital twins and conversational interfaces in education.

The live demonstration helped make the technology tangible and supported more specific discussion about accessibility, transparency, representation, trust and educational value.

The interdisciplinary structure of the event was also an important strength. Bringing together perspectives from academia, education and the creative-technology industry allowed the participants to examine AI not only as a technical system, but also as a social and educational tool.

- **Practical guidance for educators and trainers**
- **Accessible examples of AI-supported learning**
- **Opportunities to test AI tools with real users**
- **Greater clarity around AI ethics and human oversight**
- **Cross-disciplinary cooperation**

- *Continued dissemination of the D2CIN resources*

A.6 Networking Opportunities

- **XU University (Dr Stefan Stein) — potential collaboration on embedding D2CIN materials into VET curricula.**
- **Hochschule für angewandtes Management (Prof. Dr. Astrid Nelke) — discussed future joint dissemination activities and educational opportunities.**
- **[know:bodies] gesellschaft für integrierte kommunikation und bildungsberatung mbh — discussed future joint dissemination activities and collaboration opportunities.**

A.7 Challenges & Lessons Learned

One of the main challenges was addressing a subject that combines technical innovation, educational practice, accessibility, ethics and social responsibility within a limited conference format.

AI avatars and human digital twins can easily be discussed primarily through the perspective of technical capability. The conference therefore needed to ensure that questions of educational value, representation, inclusion, transparency and human oversight remained central.

Another challenge was communicating emerging and technically complex concepts to an audience with varied levels of AI knowledge and professional experience. Participants came from different disciplines, making clear explanations and practical demonstrations essential.

- **Limited technical confidence among some educators and trainers**
- **Concerns about data responsibility, transparency and trust**
- **The importance of maintaining human oversight**
- **The need for realistic testing with diverse learners beyond the target groups**
- **The need for ongoing resources, support and professional development**

Lessons Learned

The event demonstrated that practical demonstrations are particularly effective in supporting discussion about emerging technologies. The live AI-avatar session gave participants a common experience and helped transform general questions into concrete reflections about design and use.

The conference also confirmed the importance of interdisciplinary participation. Technical experts alone cannot determine whether an AI-supported learning experience is inclusive. Educators, learners, accessibility specialists, researchers, designers and other stakeholders need to contribute throughout the process.

A further lesson was that inclusion must be embedded from the beginning. Accessibility and diversity cannot be treated only as final-stage checks. They should influence the selection of use cases, interface design, content development, interaction model, testing process and evaluation criteria.

The conference reinforced that user testing remains essential. Workshops, feedback sessions and open audience questions can reveal barriers and assumptions that may not be visible during internal development.

Finally, the event demonstrated that AI avatars should be positioned as tools supporting educators, trainers and learners. Their purpose should be to strengthen communication, engagement and access to information while preserving human judgement and responsibility.

A.8 Conclusions & Recommendations

The German D2CIN conference, organised by Mimic Productions in collaboration with XU Exponential University of Applied Sciences, met or exceeded four of the five satisfaction KPIs defined in the project proposal for this event — overall satisfaction (100% vs. an 85% target), relevance and applicability of content (100% vs. 80%), inclusion and diversity of the event (100% agreement), and networking and collaboration value (83%) — while stakeholder engagement fell short of the target (4 vs. 7 active contributors), confirming that the Personalized Feedback Navigator, the Accessible AI for Education handbook, and the conversational AI avatars and human digital twins piloted in Activity 3 resonate strongly with academic, creative-industry and technology stakeholders alike, and that the event was experienced as both welcoming and representative of diverse perspectives. Building directly on the challenges identified in Section A.7, four recommendations follow. First, Mimic Productions should introduce an on-site, mobile-friendly feedback form to close the response gap between the 20 attendees and the 12 survey respondents, ensuring the full audience — including time-constrained academic delegates from XU and partner institutions — is represented in future reporting. Second, and most urgently given that stakeholder engagement was the single KPI not met, subsequent events should extend the ninety-minute format and restructure the closing Q&A into a longer or dedicated discussion block, complemented by the small-group workshop and interactive elements that participants themselves requested, so that a larger share of the audience converts evident interest into recorded, constructive input. Third, despite the unanimous inclusion and diversity score reported by attendees, future editions should broaden the range of voices on the programme — for instance by inviting additional creative-industry practitioners and early-career researchers alongside the established academic and technology speakers — a suggestion raised directly in the participant feedback and consistent with the inclusive experience the audience described. Finally, the networking value reported by participants should be reinforced with structured follow-up mechanisms, such as a shared contact directory or an online community space, an option endorsed by 92% (11 of 12) of respondents, so that the connections made with XU Exponential University of Applied Sciences, Hochschule für angewandtes Management and [know:bodies] evolve into sustained collaboration rather than one-off contacts. Taken together, these results and recommendations establish the German conference as a strong and replicable model for the project's wider community-of-practice ambitions, while identifying stakeholder engagement as the clearest and most actionable priority for improvement in future editions.

Appendix – Photos

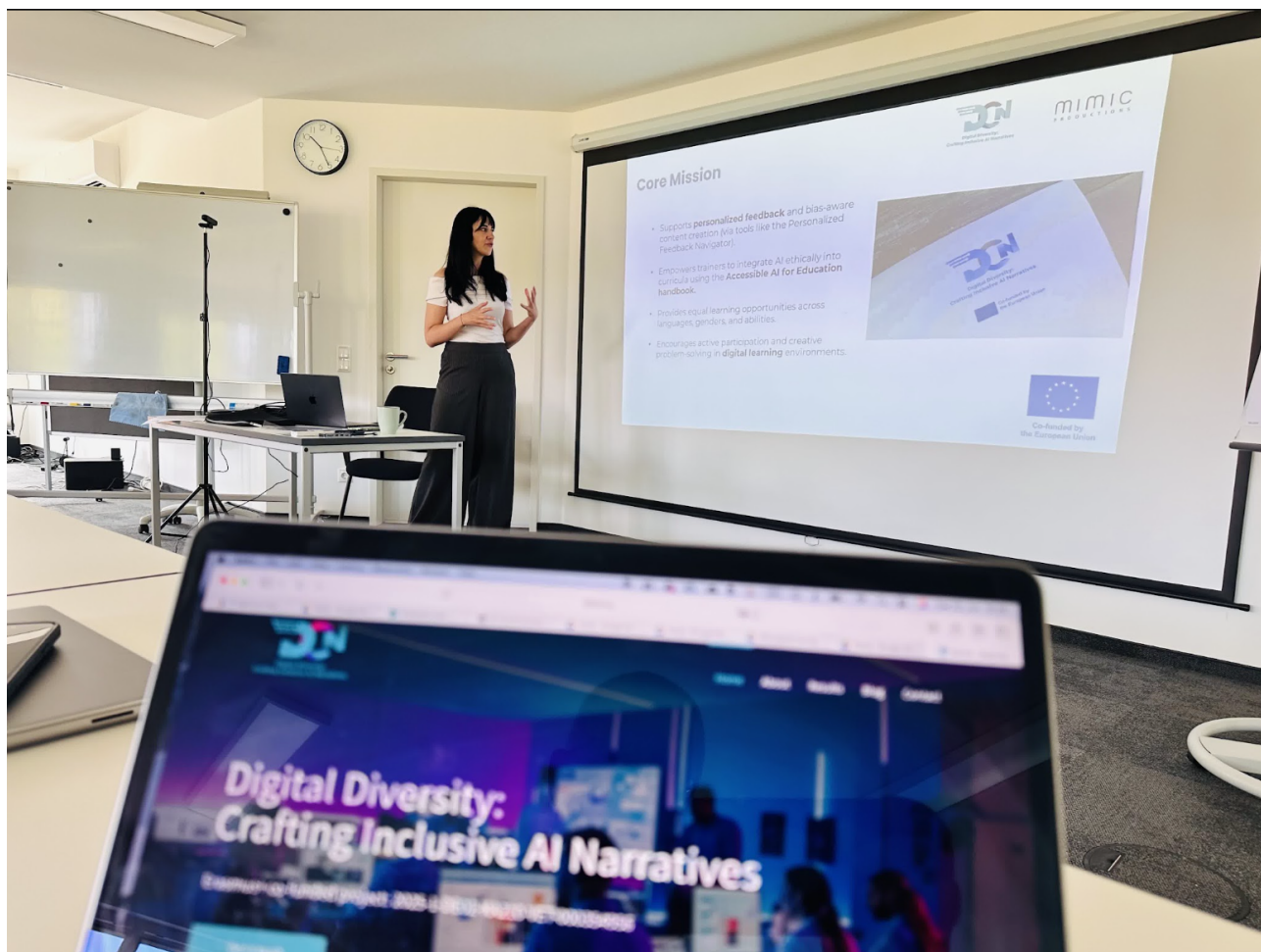


Photo: D2CIN Consortium



Photo: D2CIN Consortium



Photo: D2CIN Consortium



Photo: D2CIN Consortium



Photo: D2CIN Consortium

Appendix — Stakeholder Feedback Charts

Charts illustrating the results reported in Section A.5 (Stakeholder Feedback). All figures are based on the post-event participant survey ($n = 12$ respondents of 20 attendees).



$n = 12$ respondents | 100% rated 4/5 or higher (KPI target: 85%)

Figure 1: Overall Conference Satisfaction ($n = 12$ respondents)

Relevance & Applicability of Session Content



n = 12 respondents | Proposal KPI target: $\geq 80\%$

■ Rated 5/5 — highly relevant (8) ■ Rated 4/5 — relevant (4)

Figure 2: Relevance & Applicability of Session Content (n = 12 respondents)



Figure 3: Stakeholder Engagement at the Conference (n = 12 respondents)



Figure 4: Inclusion & Diversity of the Event (n = 12 respondents)

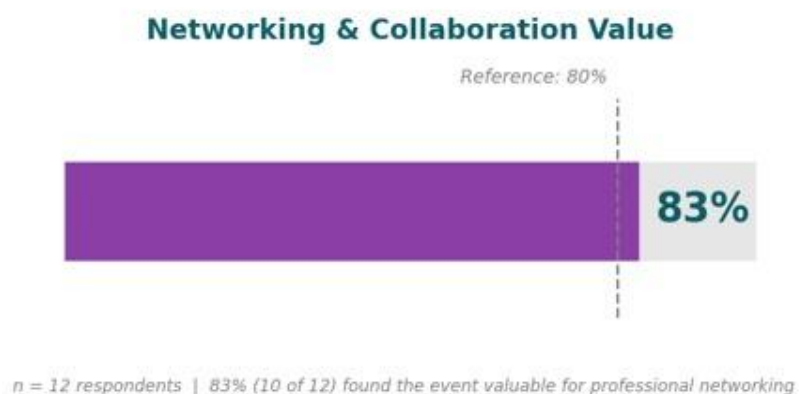


Figure 5: Networking & Collaboration Value ($n = 12$ respondents)