



# The INCAI Project

End of project report and sustainability plan

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Merseyside Expanding Horizons

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## 1 THE CONTRIBUTING PARTNERS

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**MERSEYSIDE EXPANDING HORIZONS** from Liverpool, UK.



**AIJU ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES** from Ebi, Spain



**SYNERGASIA ENEGON POLITON** from Athens, Greece



**I AND F EDUCATION AND DEVELOPMENT LIMITED** from Dublin, Ireland.



**KAUNO TECHNOLOGIJOS UNIVERSITETAS** from Kaunas, Lithuania.



**CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE** from Palermo, Italy



**ORANGE HILL Sp. z o.o.** from Kraków, Poland.

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## 2 INTRODUCTION

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We wanted our project to have a lasting impact beyond its duration. That's why we needed a sustainability strategy. This strategy will help us ensure that our project results are used and valued by others after the project ends.

Our project is called INCAI (Inclusive Artificial Intelligence). It is a two-year Erasmus Plus Strategic partnership that shares good practices in adult education. Our project aims to make artificial intelligence more accessible and inclusive for everyone.

The sustainability strategy is one of our project outputs. It describes how we plan to use and share our project results with different audiences and stakeholders. It also explains how we will keep our project alive and relevant after the funding period ends.

This document also covers the exploitation strategy of our project. The exploitation strategy is about how we will promote and distribute our project results to potential users and beneficiaries. It will help us increase the visibility and impact of our project.

## 3 SUSTAINABILITY OF EU PROJECT RESULTS

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Sustainability means that our project continues to deliver benefits even after it ends. We want our project results to be used and valued by others both during and after the funding period ends.

The European Commission defines sustainability as follows:

"A project is sustainable when it continues to deliver benefits to the project beneficiaries and other constituencies for an extended period after the Commission's financial assistance has been terminated."

(cf. <http://eacea.ec.europa.eu/tempus/doc/sustainhandbook.pdf>)

To achieve sustainability, we need to plan ahead and start early. We must consider how to maintain and develop our project results after the funding period ends. We must also consider our potential users' and stakeholders' needs and expectations. We must involve them in our project and get their feedback and support. Doing so can improve the quality and relevance of our project results.

The following two key aspects are essential for the successful exploitation of the EU project results:

- Producing relevant results of good quality that meet the demands of providers, policymakers, and stakeholders.





- Ensuring that formatted results quickly reach the right target audiences that can benefit from them.

## 4 KEY FACTORS FOR THE SUSTAINABILITY OF EU PROJECT RESULTS

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We must consider several critical factors and criteria to make our project results sustainable. These factors will guide our sustainability strategy. Based on our experience, we think the following elements are important:

- Output quality: We want our outputs to be very high quality. This will make them more valuable and useful for others. We need to pay close attention to the quality of our outputs during the project development. We need clear procedures and responsibilities for quality management in our project processes. This will help us ensure that our final outputs are high-quality. Our outputs must be up-to-date and attractive to our customers. Otherwise, we cannot expect them to use and exploit them.
- Adaptability of outputs to different contexts: We want our project results and outcomes to be adaptable to other countries and organisations. This will make them more relevant and applicable to different types of companies and target groups. We must know that our results must have enough flexibility regarding methods and content. This will allow us to adapt them to different backgrounds and needs. A common challenge we face with European project outputs and outcomes is that they must be more tailored to each country's specific conditions and requirements.
- Clear definition of benefits for users: We wanted our users to see the value of using our project outputs and outcomes. We must show them how our project can help them achieve their goals and solve their problems. We need to communicate the benefits of our project clearly and effectively through all our events and activities. Our project website, ([Home | INCAI \(incaiproject.com\)](http://Home | INCAI (incaiproject.com))), should highlight the added value of our outputs and outcomes for our potential users.
- Early identification of stakeholders and potential users: We needed to know who our stakeholders and potential users were from the beginning of our project. We needed to understand their needs and expectations and involve them in our project development. We needed to avoid changing our user groups in the middle of our project, as this can affect the quality and relevance of our outputs and outcomes. We needed to keep in touch with our stakeholders and inform them about our project's progress and results. This helps us ensure they will use and value our project outputs and outcomes after the project ends.





## 5 BACKGROUND, AIMS AND OBJECTIVES OF THE INCAI PROJECT OF THE INCAI PROJECT

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INCAI stands for Inclusive Artificial Intelligence, and it is a project that aims to explore how AI can help different kinds of adult learners. It is funded by Erasmus Plus, a program that supports education and training in Europe, and it involves eight partners from eight countries with expertise in various fields, such as community and adult education, higher education, technology, and business.

The project is based on the idea that AI can offer more personalised and flexible learning opportunities for adults who face various challenges and barriers in accessing education. These include people with disabilities, low literacy, migration backgrounds, or other disadvantages. The project wants to determine what AI tools best suit their needs and preferences and how they can benefit from them.

To do this, the project involves educators from partner organisations who work with AI specialists in their countries and with groups of learners who belong to the target groups. Together, they shared good practices and ideas on how AI can address a specific problem or goal that the learners have.

By doing this, the project seeks to improve the skills and competencies of educators, who will learn how to use innovative learning methods and technologies to make their services more inclusive. It will also increase the knowledge and skills of the AI specialists, who will learn more about the needs and perspectives of diverse learners. And it will enhance the learners' competencies, knowledge, and insight, who will be involved in co-creating ideas for AI tools to help them achieve their learning goals.

The project's ultimate aim is to create a better educational experience for adult learners in different contexts by using effective strategies that focus on improving their inclusion and participation.

## 6 THE OBJECTIVES OF THE INCAI PROJECT ARE:

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- To compare, share and identify and promote good practices that can enhance the inclusion of adults from disadvantaged groups in education and learning.
- To enhance the provision of good quality learning opportunities to adult learners, particularly those from excluded groups.
- To contribute to social inclusion in education across the EU using AI.
- To develop and broaden the competencies of adult education providers and organisations that work with adult learners from excluded groups.





- To demonstrate AI technology's significant role in improving inclusion in learning in current practices across the EU.
- To present identified best practices and develop guidelines on how to prepare AI wireframes.

## 7 PROJECT PARTNERS

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The project involves eight partners from eight European countries with expertise in various fields, such as community and adult education, higher education, technology and business. The project also involves learners, educators, and AI specialists, who co-create and test AI tools that can address the target learners' specific problems or goals. The project also provides training courses, literature reviews, needs analyses, and dissemination activities to support its objectives.

The eight partners of the INCAI project are:

- **MERSEYSIDE EXPANDING HORIZONS** from Liverpool, UK. **MEH** is the project's coordinator, a social enterprise that works with disadvantaged communities and individuals to promote social inclusion, employability, and personal development.
- **AIJU ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES** from Ebi, Spain. This association conducts research and innovation in the toy industry and related sectors, such as education, health, and leisure.
- **SYNERGASIA ENEGON POLITON** from Athens, Greece. Through various projects and activities, this association promotes active citizenship, social inclusion, and lifelong learning.
- **I AND F EDUCATION AND DEVELOPMENT LIMITED** from Dublin, Ireland. This is a company that provides training and consultancy services in the fields of education, business, and social development.
- **VALUE HUB AB** from Stockholm, Sweden. This company develops digital solutions for learning and innovation, such as online platforms, apps, and games.
- **KAUNO TECHNOLOGIJOS UNIVERSITETAS** from Kaunas, Lithuania. This university offers education and research in various disciplines, such as engineering, technology, social sciences, and humanities.
- **CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE** from Palermo, Italy. This association works on education and development projects at local, national, and international levels, focusing on human rights, social inclusion, and intercultural dialogue.
- **ORANGE HILL Sp. z o.o.** from Kraków, Poland. This is a company that specialises in software development and data analysis, with a focus on AI and machine learning.





## 8 PROJECT OUTPUTS AND OUTCOMES TO DATE

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### 8.1 PROJECT OUTPUTS TO DATE

The project outputs are related to the European 2020 strategies and its flagship initiatives in several ways, as they aim to support the development of inclusive, innovative, and resource-efficient education and learning systems. The project outputs correlate to the European 2020 strategies and its flagship initiatives by contributing to the following:

- the **Agenda for New Skills for New Jobs** by providing adult learners from disadvantaged groups with opportunities to acquire and improve their skills and competencies in various domains, such as language, literacy, numeracy, digital, and transversal skills. The project outputs also help educators and AI specialists to develop and broaden their skills and competencies in using AI tools and methods to enhance the inclusion and participation of adult learners.
- the **Rethinking Education** initiative by promoting innovative and learner-centred approaches to education and learning, such as co-creation, participatory design, user testing, blended learning, and feedback mechanisms. The project outputs also support the development of key competencies and learning outcomes for adult learners, as well as the recognition and validation of their prior learning.
- the **priorities of the Erasmus+ call** by supporting the uptake of teaching and learning through the use of open educational resources (OER) and ICT-based tools and practices. The project outputs are designed for free/open access and promote open educational practice among learners, educators, and AI specialists. The project outputs also support the transparency of rights and obligations of users and producers of digitised content by following ethical principles and guidelines for using AI in education.
- the **modernisation of Europe's education systems** as outlined in the 2011 EU Modernisation Agenda by supporting the improvement of quality and efficiency of education and learning, enhancing equity, social cohesion, and active citizenship, and fostering creativity, innovation, and entrepreneurship. The project outputs also support the development of strategic partnerships among different educational stakeholders, such as learners, educators, AI specialists, social partners, and policymakers.
- the **reduction of low-skilled adults** by providing them with access to relevant, engaging, and personalised learning opportunities that can help them improve their skills and competencies, increase their employability and social inclusion, and achieve their learning goals.





## 8.2 PROJECT OUTCOMES TO DATE

- An **exchange of good practices** across partner countries on the current state of AI in education, especially for adult learners from excluded groups. The good practice covered topics such as definitions, types, applications, benefits, challenges, and ethical issues of AI in education. The exchanges also provided examples of good practices and recommendations for future development.
- A **consultation** on the specific needs and preferences of the target groups of learners and the educators who work with them. The analysis is based on surveys, interviews, and focus groups conducted with learners, educators, AI specialists, and other stakeholders in each partner country. The analysis identifies the gaps, barriers, and opportunities for using AI to enhance the inclusion and participation of adult learners.
- **eight basic wireframe designs** for AI tools that can address the target learners' specific problem or goal. The designs were co-created by learners, educators, and AI specialists from the consultations in each partner country, using a participatory and user-centred approach.
- A **guide** on designing and using wireframes to develop and implement AI tools. The guide is available online to educators and learners
- Each partner completed a **sustainability questionnaire** to collect the learning and ideas developed throughout the project and how they will be used by each partner organisation and as a partnership after the lifetime of the INCAI project.

These outcomes are expected to contribute to the project's overall aim: to create a more effective educational experience for adult learners from disadvantaged groups by using AI to improve their inclusion and participation. The project partnership also plans to disseminate its results and outputs through various channels such as publications, conferences, webinars, newsletters, social media, and events.

The project used a combination of methods and criteria to evaluate the effectiveness of AI as an inclusive tool in education from different perspectives and dimensions. Feedback was gained from learners and educators in focus groups, meetings, and interviews at a local level and as a partnership after TPMs and LTTAs at an international level.





## 9 SPECIFIC TARGET GROUPS AND BENEFICIARIES OF THE INCAI PROJECT

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- Adult educators from partners to improve their skills and competencies in using AI in education and learn innovative methodologies to make their services more inclusive.
- Adult learners from excluded groups, such as migrants, refugees, low-skilled workers, people with disabilities, etc. They participated in the co-production of the AI wireframe plans and provided feedback on their learning needs and preferences. They will also benefit from further AI technology developments that enhance their access and engagement in learning.
- AI professionals and social partners, who will collaborate with adult educators and learners in the future to design and develop AI technology that will suit the specific target groups. They will gain knowledge and insight into the challenges and opportunities of using AI in education and social inclusion.

The INCAI project aims to create a win-win situation for all the stakeholders involved, as they will learn from each other and co-create innovative solutions for inclusive education. The project also hopes to raise awareness and promote good practices of using AI in adult education across Europe.

## 10 PROJECT DELIVERABLES AND SUSTAINABILITY GOALS

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A survey of the project deliverables was conducted between (???) and (???) 2023, involving all partner countries: The survey consisted of 15 key questions that covered various aspects of the project, such as the objectives, the activities, the outcomes, the challenges, and the impact. The purpose of the survey was to collect feedback from the project stakeholders and evaluate the project's effectiveness, relevance, and sustainability.

In the next section, we will summarise the main findings and conclusions from the survey responses. We will also highlight some of the best practices and lessons learned from the project. This survey will provide valuable insights and recommendations for the future sustainability of the INCAI and other potential projects that aim to use AI in adult education and social inclusion.





## 11 SECTION 1 - KEY QUESTIONS.

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### 11.1 KEY QUESTION 1: DESCRIBE THE RESULTS/GAINS ACHIEVED/EXPECTED TO BE ACHIEVED BY THE END OF THE PROJECT.

#### Summary of Partner Responses:

- The development and implementation of AI tools and technologies to support inclusive adult education practices.
- The enhancement of accessibility and personalised learning experiences for diverse learners through AI applications.
- The increase of awareness and understanding of AI's potential benefits and ethical considerations in education.
- The fostering of collaboration and knowledge exchange among project partners and stakeholders in inclusive AI.
- The promotion of the benefits of innovative learning processes using AI-based tools and co-production methodology via continued engagement with networks of associate partners.
- The creation of good practice and wireframe guidelines and sustainability plans.
- The achievement of maximum visibility of the project through dissemination that will continue to be functional after the completion of the project.
- The creation of an effective network of stakeholders.
- The better understanding of AI, what it is, when it is used, and how to make it more inclusive.
- The identification of the people who create AI software and the need to ensure that programmers are diverse, representative, and considerate of different groups of people, backgrounds, minorities, cultures, ages, barriers, etc.
- The latest AI technologies for education.
- The role and importance of inclusivity and challenges in AI.
- The creation of educative courses regarding AI and how to minimise risks and exploit benefits.

The challenges for the project are:





- How to measure the future impact of the INCAI project on diverse learners, adult educators, AI professionals, and social partners.
- How to capture and assess the multifaceted outcomes of an inclusive AI project, such as changes in attitudes, skills, competencies, behaviours, and satisfaction levels.
- How to ensure the project's AI tools and technologies' quality, validity, reliability, and usability.
- How to address the ethical, legal, social, and technical issues that may arise from using AI in education, such as data protection, privacy, bias, transparency, accountability, and trust.
- Keeping updated with constant developments in AI technology and emerging tools.
- Using our own interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.

## 11.2 KEY QUESTION 2: DESCRIBE WHAT RESULTS NEED TO BE SUSTAINED AND THE PROPOSED SUSTAINABILITY ACTION?

### Summary of Partner Responses

#### What results need to be sustained?

- The awareness of the important role that AI can have in the education field and its ethical requirements.
- The knowledge of the benefits of conscious use of AI in a wide range of possibilities.
- The development and improvement of AI tools and technologies in educational settings.
- The Collaboration and knowledge sharing among project partners and stakeholders.
- The analysis of project themes, outcomes, and possible challenges that can lead to ideas for future projects on AI and inclusiveness.
- The dissemination of the project even after its completion, thus extending its reach to the public for longer.
- The identification of needs and challenges in AI inclusivity, especially for vulnerable groups.
- The identification of good practices of inclusive AI in adult education.
- The education on AI and how to use it properly and beneficially for learners and educators.





- The relationships and collaboration between entities and the follow-up of AI developments as opportunities.

What are the proposed sustainability actions?

The sustainability actions of the project are:

- Continuing to monitor AI for inclusivity, making sure of updates and improvements.
- Helping promote AI to be seen as inclusive for all people, demystifying AI and promoting the positive rather than the negatives.
- Establishing a strategic dissemination plan for the project, committing to uploading news related to the project on social media profiles at least once every two months.
- Continuing engagement with networks of associate partners, making INCAI a reference point for other adult education organisations who want to create new projects using AI and with specific target groups.
- Creating new connections and collaborations between partners based on coherent and innovative ideas.
- Ensuring to use good educators to keep informed and upskilled in AI.
- Researching the needs of vulnerable groups to make AI-based educational tools inclusive.
- Identifying good practices of inclusive AI in adult education and sharing them with other organisations and stakeholders.
- Educating on AI and using it beneficially and adequately for learners and educators, using online or offline courses or workshops.
- Finding new opportunities for collaboration in future calls in which AI can impact.

The challenges for the project are:

- Funding and available time going forward.
- Thinking about not repeating similar topics and what could be the target group's priority and the most direct possible benefit.
- Changing the prevailing mindsets and attitudes regarding educational methods in some countries, particularly among individuals above a certain age, who may rely on traditional and outdated teaching methods or display limited computer literacy.
- Overcoming resistance to change and embedding the project's outcomes into existing systems and practices.





- Keeping updated with constant developments in AI technology and emerging tools.
- Using our own interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.
- Developing a multidisciplinary team with expertise in social inclusion, social innovation, diversity & inclusion, technology, and AI.

### 11.3 KEY QUESTION 3: WHAT PROJECT RESULTS/PRODUCTS/TOOLS WILL YOUR ORGANISATION GENERATE IN THE FUTURE?

#### Summary of Partner Responses:

- Research studies on the effectiveness of AI technologies in promoting inclusive education.
- Guidelines and best practices for integrating AI tools into adult education programs.
- Training materials and resources for educators to effectively use AI in supporting diverse learners.
- Data analysis to monitor how AI is being used correctly and incorrectly and how effective it is positively and negatively.
- Wireframes generated for resources for people to use as guidelines in the future.
- The outcomes were conducted through research on AI and inclusive education.
- The feedback received through the focus groups.
- The applications and good practices demonstrated and presented during the TPMs and LTTAs.
- The techniques and methods used for education with AI for all educational levels and target groups.
- Studies and research for projects related to the INCAI topic and target group.
- Guidelines and good practices of AI applied, not just in the field of education but also in other areas of interest and focusing on different kinds of target groups.

#### The challenges for the project are:

- Ensuring those results remain relevant and adaptable to evolving technological advancements and educational needs.
- Developing a multidisciplinary team with expertise in social inclusion, social innovation, diversity & inclusion, technology, and AI.







- Changing the prevailing mindsets and attitudes regarding educational methods in some countries, particularly among individuals above a certain age, who may rely on traditional and outdated teaching methods or display limited computer literacy.
- Overcoming resistance to change and embedding the project's outcomes into existing systems and practices.
- Keeping updated with constant developments in AI technology and emerging tools.
- Using our own interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.





#### 11.4 KEY QUESTION 4: WHAT PARTNERS/ORGANISATIONS WILL YOU PARTNER WITH AND WHY?

##### Summary of Partner Responses:

- Organisations focusing on technologies, AI, and ICT solutions, such as software companies, research institutes, or innovation hubs. These partners can provide technical expertise, resources, and support for developing and implementing AI tools and technologies for inclusive education.
- Social organisations that offer adult education, such as adult training centres, VET centres, colleges, or second-chance schools. These partners can provide access to diverse learners, educators, and stakeholders and feedback and evaluation for the project's outcomes and impacts.
- Organisations that promote diversity and inclusion, such as NGOs, advocacy groups, or local authorities. These partners can provide guidance, advice, and best practices for ensuring that AI is used ethically and responsibly in education, raising awareness and understanding of AI's potential benefits and challenges.
- The INCAI project partnership. These partners can continue collaborating, sharing their knowledge and experience on inclusive AI in education, and exploring new opportunities for future projects or initiatives.
- Institutions and companies involved in INCAI locally. These partners can help to disseminate and apply the project's results in their own contexts, such as universities, companies, technology ecosystems, and start-ups

##### The challenges for the project are:

- Identifying suitable partners/organisations to collaborate with can be challenging as the project needs to find partners with aligned goals, expertise, and a commitment to inclusiveness.
- Establishing effective communication and coordination among partners/organisations can be challenging as the project involves multiple countries, cultures, languages, and sectors.
- Securing funding and resources for the project can be challenging as the project requires investment in technology, research, training, and dissemination.
- Ensuring the quality and sustainability of the project can be challenging as the project needs to meet the expectations and needs of diverse learners, educators, and stakeholders, as well as adapt to evolving technological advancements and educational demands.
- Keeping updated with constant developments in AI technology and emerging tools.





- Using our own interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.
- Developing a multidisciplinary team with expertise in social inclusion, social innovation, diversity & inclusion, technology, and AI.
- Changing the prevailing mindsets and attitudes regarding educational methods in some countries, particularly among individuals above a certain age, who may rely on traditional and outdated teaching methods or display limited computer literacy.
- Overcoming resistance to change and embedding the project's outcomes into existing systems and practices.
- Transforming one-off training actions into something sustained over time, allowing for more in-depth learning.
- Expanding the application of these training actions to other adult education institutions.

## 11.5 KEY QUESTION 5: HOW WILL THESE PARTNERSHIPS ENSURE SUSTAINABILITY?

### Summary of Partner Responses:

- Promotion of the benefits of innovative learning processes using AI-based tools and co-production methodology via continued engagement with networks of associate partners.
- Promote the guidelines and sustainability plans dedicated to each disadvantaged target group, which can be used freely.
- Ensuring maximum project visibility through dissemination (online through social media channels or offline through events, conferences, or workshops).
- Creating an effective network of stakeholders.
- Creating guidelines and sustainability plans to allow new co-creation of learning resources.
- Using the sustainability plans to build local and international partnerships and implement the plans.
- Continuing to expand learning about AI through continuous research into its possible inclusive and ethical applications and staying up to date on its status.
- Sharing the efforts on long-term dissemination and promotion of the project.





- Sharing the knowledge acquired among the organisation staff to be used in their work with other projects.
- Reflecting on new ideas for future projects, considering everything gathered and learned throughout the INCAI project and identifying the needs of the specific target group.
- Continuing to collaborate with partners on new ideas related to AI, education, and inclusion.
- Continued collaboration on research and development to enhance the effectiveness of AI tools.
- Shared dissemination and implementation efforts to reach a wider audience.
- Joint advocacy and policy engagement to promote the integration of AI in inclusive education.
- Monitoring the use of AI to prevent harm to specific groups of people, such as those with disabilities, minorities, or poorer backgrounds, and to alleviate unfairness and injustice.

The challenges for the project are:

- Staying up to date and identifying new tools can be challenging, mainly if there is no specific expertise on this topic.
- Thinking about coherent and innovative ideas, not repeating too similar topics, and considering the priority and the most direct possible benefit for the target group.
- Maintaining active engagement and commitment from partners over time and addressing potential conflicts or diverging interests.
- Securing funding and resources for future projects or initiatives.
- Ensuring quality and sustainability of future projects or initiatives.
- Developing a multidisciplinary team with expertise in social inclusion, social innovation, diversity & inclusion, technology, and AI.
- Changing the prevailing mindsets and attitudes regarding educational methods in some countries, particularly among individuals above a certain age, who may rely on traditional and outdated teaching methods or display limited computer literacy.





- Overcoming resistance to change and embedding the project's outcomes into existing systems and practices.
- Keeping updated with constant developments in AI technology and emerging tools.
- Using our own interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.
- Transforming one-off training actions into something sustained over time, allowing for more in-depth learning.
- Expanding the application of these training actions to other adult education institutions.
- Working together on future European projects without being a part of the EU.

## 11.6 KEY QUESTION 6: WHAT CAPACITIES DO PARTNERS NEED TO SUSTAIN THE PROJECT SUCCESSFULLY?

Summary of Partner Responses:

The capacities that the partners need to sustain the learning from the project successfully are:

- Knowledge of the main principles of AI and how to use it ethically and effectively in education.
- Knowledge of inclusive education practices and the needs of diverse learners.
- Knowledge of how to make a class more inclusive using AI-based tools and co-production methodology.
- Knowledge of developing and implementing AI tools and technologies like wireframes, applications, or platforms.
- Knowledge of monitoring, evaluating, and improving the impact and quality of AI tools and technologies in education.
- Needs assessment: Understanding adult learners' diverse needs and backgrounds is essential for designing future meaningful and relevant educational experiences.
- Research and Analytical Skills: Strong research and analytical skills enable individuals to gather and interpret relevant information, assess project outcomes, and extract meaningful insights for continuous learning and improvement.





- Civic Engagement: Demonstrating a commitment to civic engagement enables individuals to actively contribute to the project's social impact, engage with local communities, and promote positive change.
- Networking and Relationship Building: The ability to build meaningful relationships, network, and maintain connections enables ongoing collaboration, knowledge sharing, and future opportunities.
- Continuous Professional Development: Engaging in professional development opportunities, staying updated with the latest research and practices, and reflecting on one's own teaching practice support ongoing improvement and sustainability.
- Constant monitoring and presenting new results and outcomes from ongoing studies, developing new ideas for case studies and future projects.
- Expertise in DEI (diversity/equity/inclusion), adult education (training, workshops, vocational training), and technologies (AI).
- A well-based knowledge of how the educational system for adult learners works in each country.

The challenges that the partners face in building and maintaining these capacities are:

- The training required for these capacities is specialised and may not be easily accessible or affordable for some partners.
- The partners must keep up with the constant developments and innovations in AI technology and education, which may require continuous learning and updating skills and knowledge.
- The partners must ensure that their staff members have the institutional commitment and motivation to learn and apply these capacities in their work with other projects or initiatives.
- The partners must find interested and reliable partners who share their vision and goals for inclusive classes using AI.
- How to recognise and evaluate these abilities and capacities.
- Securing funding and resources for future projects or initiatives.
- Ensuring quality and sustainability of future projects or initiatives.
- Developing a multidisciplinary team with expertise in social inclusion, social innovation, diversity & inclusion, technology, and AI.





- Changing the prevailing mindsets and attitudes regarding educational methods in some countries, particularly among individuals above a certain age, who may rely on traditional and outdated teaching methods or display limited computer literacy.
- Overcoming resistance to change and embedding the project's outcomes into existing systems and practices.
- Keeping updated with constant developments in AI technology and emerging tools.
- Using our interpretations so we don't fall into the trap of taking media reporting and misrepresentation as fact.
- Transforming one-off training actions into something sustained over time, allowing for more in-depth learning.
- Expanding the application of these training actions to other adult education institutions.
- Working together on future European projects without being a part of the EU.

### 11.7 KEY QUESTION 7: WHAT CAPACITIES DO PARTNERS NEED TO SUSTAIN THE PROJECT SUCCESSFULLY?

#### Summary of Partner Responses

The financial resources that will be needed to maintain, use, and develop the project results are:

- Operational costs for maintaining the website or publishing the project on specific AI-related websites.
- Staffing and expertise for technical support and further improvements.
- Staff and member costs (salary, training on the field) and hosting the relevant website, online courses, digital applications, etc.
- Investment in software, devices, or other equipment for using or developing AI tools and technologies.
- Funding sources for future projects relating to the subject.
- A stable framework and financial resources can be dedicated to future project outcomes, such as EU-funded projects (Erasmus Plus or others).
- Time to disseminate and implement the materials face-to-face.
- Hardware needed to implement AI solutions for adult education, such as personal computers, tablets, IoT, and digital blackboards.





The challenges that the project faces in securing these financial resources are:

- Availability of funding and competition from similar organisations bidding for the same.
- Getting the necessary and relevant financial support from funders, stakeholders, or other potential sources.
- Justifying the value and impact of the project and its outcomes to attract and retain funding.
- Managing the budget effectively and efficiently to cover ongoing operational costs, research and development efforts, and resource allocation.
- Adapting to changing financial circumstances or constraints that may affect the project's sustainability.
- Follow-up project application.
- Searching for new funds for further study of AI and creating AI-based solutions for adult education in the specific target groups of this project







## 11.8 KEY QUESTION 8: WHO WILL PROVIDE THESE RESOURCES? TO WHAT EXTENT ARE THEY AVAILABLE LOCALLY? EXTERNALLY?

Summary of Partner Responses:

The potential providers of resources for the project are:

- Local, regional, or national stakeholders (publicly or individually), mainly from people and organisations working with AI techniques and methods. These providers can offer financial support, technical expertise, or access to AI tools and technologies.
- Local educational institutions, such as universities, colleges, or adult training centres. These providers can offer access to diverse learners, educators, and stakeholders and feedback and evaluation for the project's outcomes and impacts.
- Government funding agencies supporting research and innovation. These providers can offer grants, subsidies, or incentives for developing and implementing AI tools and technologies for inclusive education.
- Local councils, authorities, job centres, businesses, etc. These providers can offer financial support, access to AI learning that they may have in place, or opportunities for dissemination and collaboration.

The availability of resources may vary locally, but external funding sources can be explored to support long-term sustainability. Some of the factors that may affect the availability of resources are:

- The level of interest and awareness of AI and its potential benefits and educational challenges among local stakeholders and communities.
- The level of development and innovation of AI technology and education in different countries or regions.
- The level of competition and demand for funding and resources among similar organisations or projects.
- The alignment and compatibility of the project's goals and outcomes with the funders' or providers' priorities and criteria.
- The level of commitment and engagement of the partners and providers to sustain the project's outcomes and impacts.





## 11.9 KEY QUESTION 9: WHICH PROJECT BENEFITS CAN BE SUSTAINED WITHOUT CONTINUED FINANCIAL SUPPORT?

Summary of Partner Responses:

The benefits of the project that can be sustained without continued financial resources are:

- Knowledge and expertise in AI good practices gained through project implementation. This benefit can help the partners apply AI in their work with other projects and activities and share their learning and experience with others.
- Established networks and partnerships for collaboration. This benefit can help the partners maintain and expand their connections and relationships with other organisations or stakeholders interested in AI and inclusive education.
- Documentation, guidelines, and best practices for implementing AI in inclusive education. This benefit can help the partners access and use the project's outputs and outcomes, such as wireframe guidelines, sustainability plans, etc., to support their or others' educational practices.
- Continued support from educators willing to volunteer their time to keep the project live and use the findings of this project to develop ones in the future. This benefit can help the partners sustain the impact and relevance and explore new opportunities or ideas for future projects.
- Continued sharing of information from the project at conferences and meetings on technology-related DEI (Diversity, Equity, and Inclusion). This benefit can help the partners disseminate and promote the project's results and insights and engage with other experts and practitioners in the field.
- Implementation of formative actions regarding AI. This benefit can help the partners to educate and train diverse learners on AI and its applications, benefits, and challenges using online or offline courses or workshops.
- Use of free-of-access AI solutions, such as ChatGPT. This benefit can help the partners access and use AI tools and technologies available online or offline without requiring additional costs or resources.

The challenges that the project faces in sustaining these benefits are:

- Keeping staff updated on developments and ensuring staff are comfortable using AI in a work setting. This challenge may require continuous learning, training, and support for staff members to keep up with the changing technology and education landscape.





- Differentiating between benefits that rely solely on financial inputs and those that can be sustained through other means, such as partnerships, collaboration, and leveraging existing resources. This challenge may require careful planning, evaluation, and prioritising of the project's benefits and costs.
- Securing a sufficient budget to maintain the results that do require financial resources, such as hosting websites, online courses, digital applications, etc. This challenge may require exploring and tapping into potential funding sources or opportunities.
- Ensuring quality and sustainability of future projects or initiatives that may use or build on the project's results. This challenge may require setting clear goals, criteria, and indicators for measuring and improving the effectiveness and impact of future projects or initiatives.
- Adapting to changing financial circumstances or constraints that may affect the project's sustainability.
- Follow-up project application.
- Searching for new funds for further study of AI and creating AI-based solutions for adult education in the specific target groups of this project.
- Working together on future European projects without being a part of the EU.





## 11.10 KEY QUESTION 10: IDENTIFY THE RISKS TO THE SUSTAINABILITY ACTIONS IDENTIFIED AND PROPOSE MITIGATION ACTIONS/MEASURES.

Summary of Partner Responses:

The risks for the sustainability actions identified related to project results are:

- Financial risks refer to insufficient or unstable funding sources, budget constraints, or increased costs for maintaining and developing the project results, such as hosting websites, online courses, digital applications, etc.
- Capacity risks refer to insufficient capacity-building opportunities, low-skilled or non-expert staff members, or lack of access to technical support or expertise for using or improving AI tools and technologies.
- Operational risks refer to operational challenges in maintaining and updating the project website or other online platforms, ensuring the quality and reliability of AI tools and technologies, or addressing technical issues or errors that may arise.
- Political risks: These risks refer to political factors that may affect the project's sustainability, such as changes in policies, regulations, or priorities regarding AI and education or potential conflicts or diverging interests among stakeholders or partners.
- Legal risks refer to legal issues arising from using AI in education, such as data protection, privacy, intellectual property, or liability.
- Ethical risks refer to ethical issues arising from using AI in education, such as bias, discrimination, transparency, accountability, or trust.

The related risk mitigation actions/measures are:

- Seeking diverse funding sources, such as local, regional, national, or international stakeholders (publicly or individually), government funding agencies supporting research and innovation, local councils, authorities, job centres, businesses, etc., or EU-funded projects (Erasmus Plus or others).
- Conducting capacity-building activities, such as training sessions, workshops, online courses, etc., for staff members and partners to enhance their knowledge and skills on AI and inclusive education.
- Establishing partnerships to share resources and expertise with other organisations or individuals with similar objectives or interests in AI and inclusive education.





- Actively engaging in networking activities with other organisations or stakeholders involved or interested in AI and inclusive education.
- Leveraging existing resources and platforms that are available online or offline for using or developing AI tools and technologies.
- Ensuring quality and sustainability of the project results by setting clear goals, criteria, and indicators for measuring and improving the effectiveness and impact of AI tools and technologies in education.
- Monitoring and evaluating the project results regularly and making necessary adjustments or improvements based on feedback and data analysis.
- Addressing technical issues or errors promptly and effectively by seeking technical support or expertise from partners or providers.
- Following the ethical principles and guidelines for using AI in education and ensuring that AI tools and technologies are used responsibly and beneficially for diverse learners and educators.
- Adhering to the legal requirements and regulations for using AI in education and ensuring that data protection, privacy, intellectual property, and liability are respected and protected.
- Engaging with policymakers and influencers to promote the integration of AI in inclusive education and to advocate for supportive policies, regulations, and priorities.

#### 11.11 KEY QUESTION 11: WHAT TYPES OF NON-FINANCIAL SUPPORT WOULD BE USEFUL? (E.G., ADVICE, TECHNICAL ASSISTANCE, MENTORING ETC.)

Summary of Partner Responses:

The types of non-financial support that would be useful for the project are:

- Advice and guidance from experts in inclusive AI and education. This support can help the partners to enhance their knowledge and skills on AI and its applications, benefits, and challenges in education, as well as receive feedback and recommendations for improvement.
- Technical assistance for implementing and maintaining AI tools. This support can help the partners to address technical issues or errors, ensure the quality and reliability of AI tools, and make necessary adjustments or updates based on user needs or feedback.





- Mentoring programs to support educators in integrating AI effectively. This support can help the partners train, and coach educators using AI tools and technologies in their teaching practice and monitor and evaluate their impact and outcomes.
- Partnership support for implementing the results and creating a mail address for doubts-solving inside and outside the partnership. This support can help the partners collaborate and share their resources and expertise with each other and with other organisations or individuals who want to use or learn from the project's results.

The challenges that the project faces in obtaining these types of non-financial support are:

- Non-financial support is challenging to implement, especially in the beginning, because it necessitates creating efficient channels of communication and collaboration and actively seeking out pertinent individuals or organisations willing to offer support.
- Identifying and accessing non-financial support can be challenging since it requires actively seeking out relevant individuals or organisations willing to provide support and establishing effective channels of communication and collaboration.
- Availability of top AI technology experts. This challenge may limit access to high-quality advice, guidance, or technical assistance from experts in AI technology.
- The partnership members will need real commitment to answer and resolve the doubts that may arise and arrive through the email address. This challenge may require time, effort, and resources to respond to queries or issues from internal or external users promptly and effectively.





## 12 SECTION 2. REMAINING ACTIVITIES.

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### 12.1 QUESTION 1: ARE THERE ANY REMAINING ACTIVITIES AND RESULTS THAT WILL NOT BE ACHIEVED BY THE END OF THE PROJECT?

Summary of Partner Responses:

- Most of the partners reported that they have completed or achieved all the main outputs and outcomes of the project, such as the TPMs and LTTAs, the wireframe guidelines, the sustainability plan, etc.
- Some partners indicated that some remaining activities might not be fully achieved within the project timeline, such as refinement and optimisation of AI tools and technologies based on user feedback and evolving needs or continued research to explore new possibilities and advancements in inclusive AI.
- Some of the partners also mentioned some future activities or aspirations that they would like to pursue after the project, such as research and creation of new AI tools to be applied in adult education, theoretical and interactive material that allows to know the definition and understand the functioning of AI technology for those members of the target group who are not experts or do not have this knowledge, follow-up on the development of the good practices shown during the INCAI project, actively looking for funding for future projects, working with those willing to volunteer their services, working with external teams to come together to keep what has been achieved so far alive.

### 12.2 QUESTION 2: HOW WILL ANY OUTSTANDING ACTIVITIES BE INCLUDED IN SUSTAINABILITY PLANNING?

Summary of Partner Responses:

- Most of the partners reported that they have completed or achieved all the main outputs and outcomes of the project, such as the TPMs and LTTAs, the wireframe guidelines, the sustainability plan, etc.
- Some partners indicated that some remaining activities might not be fully achieved within the project timeline, such as refinement and optimisation of AI tools and technologies based on user feedback and evolving needs or continued research to explore new possibilities and advancements in inclusive AI.





- Some of the partners also mentioned some future activities or aspirations that they would like to pursue after the project, such as research and creation of new AI tools to be applied in adult education, theoretical and interactive material that allows to know the definition and understand the functioning of AI technology for those members of the target group who are not experts or do not have this knowledge, follow-up on the development of the good practices shown during the INCAI project, actively looking for funding for future projects, working with those willing to volunteer their services, working with external teams to come together to keep what has been achieved so far alive.







## 13 SECTION 3: COMMUNICATING RESULTS FOR SUSTAINABILITY.

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### 13.1 QUESTION 1. WHAT ARE THE KEY MESSAGES FROM THE PROJECT, AND WHO NEEDS TO KNOW THESE?

The key messages from the project are:

- The project explores how AI can support inclusive and flexible learning for adults, especially those from disadvantaged groups.
- The project provides insights and benefits of using AI in adult education, such as enhancing learning opportunities' provision, quality, and diversity.
- The project co-produces a wireframe plan for a piece of AI technology that meets the specific needs of a target group of learners.
- The project improves adult educators' and AI professionals' skills and competencies and provides them with innovative learning methodologies and tools.
- The project promotes good practice and knowledge exchange among partners and stakeholders in AI and education.
- The project helps to understand the real meaning of AI technologies and their potential applications.
- The project highlights the important role that AI can have in adult education.
- The project emphasises the importance of considering ethical factors when using AI.
- The project demonstrates the benefits of conscious use of AI.
- The project encourages us to be open to and embrace the changes that come with AI and try to alleviate the fear factor that comes from adverse reporting.
- The project shows how AI can be helpful in everyday life and how to use it effectively.
- The project educates on how to use AI-based educational tools properly and beneficially for learning and teaching.
- The project assures that AI-based educational tools are implemented to enhance inclusivity and diversity.
- The project addresses the concerns and risks of using AI in education and offers solutions and recommendations.
- The project clarifies that AI is not a substitute for educational staff but rather a tool at their disposal to educate with higher quality and offer a better service





The key audiences who need to know these messages include:

- Funders: To understand the value and impact of their investment and the positive outcomes generated by the project.
- Learners: To be aware of the benefits and opportunities of inclusive AI in their learning experiences.
- Partners: To appreciate their contributions and the significance of their work in implementing inclusive AI practices.
- Adult educators: To improve their skills and competencies and to access innovative learning methodologies and tools.
- AI professionals: To increase their knowledge and skills in developing and applying AI solutions for education.
- Social partners: To support and collaborate with the project in promoting social inclusion and lifelong learning.
- Policymakers: To recognise AI's potential and challenges in education and create supportive frameworks and regulations.
- Non-formal education institutions for adults and other public educational institutions: To learn from the project's findings and recommendations and adopt inclusive AI practices in their own contexts.
- General public: To increase their awareness and understanding of AI technologies, their applications, and their ethical implications.

### 13.2 QUESTION 2. HOW DO YOU INTEND TO COMMUNICATE WITH ALL PARTNERS ON PROJECT SUSTAINABILITY EFFORTS? WHAT ARE THE MESSAGES?

The communication methods of the project are:

- Constant communication and updates for the project results and current trends on AI through in-person meetings and email campaigns.
- Showcasing and demonstrating the project's objectives and results while hosting events, transnational project meetings, and workshops.
- Promotion of the project details, objectives, and results through social media channels.





- Regular project updates: Share progress reports, newsletters, or dedicated communication channels to inform partners about the project's activities, achievements, and future plans.
- Dissemination events: Host events, conferences, or webinars to showcase the project's results, including success stories, case studies, and testimonials from learners and educators.
- Collaborative platforms: Utilize online platforms, such as project websites or social media, to provide access to project information, resources, and opportunities for engagement and collaboration.
- Reporting: Deliver reports to funders, staff, stakeholders, and other interested parties on the project's outcomes, impacts, and lessons learned.
- Newsletters: Send newsletters to internal and external audiences to share news, updates, and stories about the project.
- Mailings: Send mailings to potential or existing partners or collaborators to invite them to join or support the project or inform them about its achievements and opportunities.

The communication messages of the project are:

- The value and impact of inclusive AI in adult education.
- The specific insights and benefits achieved through the project.
- The importance of sustaining and furthering the project's efforts.
- The importance of considering ethical factors when using AI.
- The benefits of conscious use of AI.
- The need for continued communication and collaboration with project partners and stakeholders.
- The adaptation of learning contents to easy-to-read language for learners with mental disabilities.
- The personalisation of materials and learning times, and pathways for learners with different needs and preferences.





- The assistance of AI in helping users understand their real interests before starting to study a matter.
- The openness to embrace the changes that come with AI and the positive benefits AI can bring to life in general.

## 14 WHAT ARE SOME OF THE BEST PRACTICES AND LESSONS LEARNED FROM THE INCAI PROJECT?

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- To compare, share, identify and promote good practices that can enhance the inclusion of adults from disadvantaged groups in education and learning. The project partners have exchanged their experiences, challenges, and solutions using AI and data to support diverse learners and educators in different contexts and settings. The project has also developed guidelines for preparing AI wireframes and visual representations of AI solutions.
- To enhance the provision of good quality learning opportunities to adult learners, particularly those from excluded groups. The project has developed and implemented courses and programs on AI and data for adult learners, using innovative pedagogical methods, such as blended learning, gamification, personalisation, and adaptive learning. The project has also evaluated the learning outcomes and satisfaction of the learners, as well as the cost-effectiveness and cost-benefit analysis of the AI and data solutions.
- To contribute to social inclusion in education across the EU using AI. The project has addressed the ethical, legal, social, and environmental implications and challenges of using AI and data in adult education. The project has also promoted the awareness and understanding of AI among the general public and the participation and empowerment of learners from excluded groups in developing and using AI solutions.
- To develop and broaden the competencies of adult education providers and organisations working with adult learners from excluded groups. The project has provided professional development opportunities for educators who teach and facilitate courses and programs on AI and data for diverse learners. The project has also improved the capacity and quality of service delivery of adult education institutions and organisations by using AI and data responsibly and ethically.
- To demonstrate AI technology's significant role in improving inclusion in learning in current practices across the EU. The project has disseminated its results and





recommendations to policymakers, researchers, experts, media, NGOs, industry, etc. The project has also exploited its outputs, such as the INCAI website, the INCAI newsletters, and the INCAI training modules, which offer practical examples and resources on using AI in adult education<sup>2</sup>.

## 15 SECTION 4. HOW WILL THE PARTNER ORGANISATIONS USE THEIR LEARNING FROM THE INCAI PROJECT?

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Each partner organisation was tasked to outline how they would use their learning from the INCAI project within their organisation, future projects, and in other ways. (e.g., Wireframes Guide, Results of focus groups, feedback from learners, learning from good practice visits).

We have summarised the responses as follows:

### 15.1 SUMMARY 1 -HOW THE PARTNERS USE THEIR LEARNING FROM THE INCAI PROJECT WITHIN THEIR OWN ORGANISATIONS.

All the partners expressed their intention to use the learning outcomes from the INCAI project for training purposes, either for their staff, participants, or external associates. They also highlighted the importance of enhancing their knowledge of AI topics and methods.

Some partners also mentioned specific ways of using the learning outcomes, such as:

- Utilizing the wireframes guide to inform the development of future AI tools and technologies with inclusive design principles and user-centred approaches. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
- Analysing the results of focus groups to identify insights, challenges, and best practices related to inclusive AI in education. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
- Collecting feedback from learners who participated in the INCAI project and incorporating their suggestions and insights into improving existing programs and developing new initiatives. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
- Sharing and applying the knowledge acquired from exchanging good practices about AI with other technology-related projects and target groups. [CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE]





- Obtaining a more direct vision of the needs and difficulties of adults in the educational field and considering them for other projects dedicated to this same target group about new technologies. [CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE]
- Ensuring the accessibility of the resources and results. [MERSEYSIDE EXPANDING HORIZONS]
- Using AI-based tools to create an inclusive environment during training and educational activities. [ORANGE HILL Sp. z o.o.]
- Continuing the discussion and research on the inclusiveness of AI-based tools during meetings, conferences, and gatherings. [ORANGE HILL Sp. z o.o.]

The key takeaways from this analysis are:

- The INCAI project has been a valuable learning experience for all the partners involved, as they have gained new insights and skills related to AI and its ethical implications.
- The partners are committed to applying and disseminating the learning outcomes from the INCAI project within their organisations and beyond to promote inclusive AI in education and other fields.
- The partners have identified specific areas of improvement and innovation for their current and future projects based on the feedback and results from the INCAI project.

## 15.2 SUMMARY 2 -HOW THE PARTNERS USE THEIR LEARNING FROM THE INCAI PROJECT IN FUTURE PROJECTS WITHIN THEIR OWN ORGANISATIONS.

- All the partners expressed their intention to use the learning outcomes from the INCAI project to inform and shape their future projects related to AI and its ethical implications. They also highlighted the importance of building upon the lessons learned and experiences gained during the project.
- Some partners also mentioned specific ways of using the learning outcomes, such as:
  - Using the wireframes guide as an engine machine for preparing and submitting similar projects in the future. [SYNERGASIA ENEGON POLITON, KAUNO TECHNOLOGIJOS UNIVERSITETAS]





- Using the wireframes guide to develop future AI tools and technologies with inclusive design principles and user-centred approaches. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
- Identifying the needs and gaps in inclusive AI practices and designing future projects that address these needs and contribute to advancing inclusive AI in education. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
- Developing a project that analyses the implication and impact of AI technology on creativity and other transversal competencies. [CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE]
- Developing learning materials to explain what AI is, its possible applications, and its ethical aspects. [CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE]
- Developing future projects to help learners and educators to demystify the fear and understand the benefits of AI. [MERSEYSIDE EXPANDING HORIZONS]
- Translating ideas onto wireframes to develop future resources to support this project. [MERSEYSIDE EXPANDING HORIZONS]
- Creating inclusive learning environments with AI-based tools. [ORANGE HILL Sp. z o.o.]
- Using AI tools/applications in teaching and learning. [ORANGE HILL Sp. z o.o.]
- Providing basic knowledge of AI and how it can and should be used. [ORANGE HILL Sp. z o.o.]
- Ensuring the inclusiveness of AI-based tools. [ORANGE HILL Sp. z o.o.]
- Developing educational materials on AI inclusivity for specific vulnerable groups. [ORANGE HILL Sp. z o.o.]
- Disseminating and communicating on Inclusive AI and its context in social media and other channels. [ORANGE HILL Sp. z o.o.]
- Using AI to help adapt texts for different audiences or purposes. [AIJU ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES]

The key takeaways from this analysis are:





- The INCAI project has been a fruitful learning experience for all the partners involved, as they have acquired new insights and skills related to AI and its ethical implications.
- The partners are committed to applying and disseminating the learning outcomes from the INCAI project in their future projects to promote inclusive AI in education and other fields.
- The partners have identified specific areas of improvement and innovation for their future projects based on the feedback and results from the INCAI project.

### 15.3 SUMMARY 3: HOW PARTNERS WILL USE THEIR LEARNING FROM THE INCAI PROJECT IN OTHER WAYS:

- All the partners expressed their intention to use their learning outcomes from the INCAI project to disseminate and share knowledge with their associates and the broader community. They also highlighted the importance of engaging with others to raise awareness and inspire them to adopt inclusive AI practices in their own educational settings.
- Some partners also mentioned specific ways of using the learning outcomes, such as:
  - Actively participating in conferences, workshops, and forums to share the learnings, outcomes, and best practices from the INCAI project. [I AND F EDUCATION AND DEVELOPMENT LIMITED]
  - Using the sustainability plan to share the knowledge and outcomes from the INCAI project through different conferences, workshops, and other dissemination and promotion activities. [CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE]
  - Incorporating AI in future learning and support programmes. [MERSEYSIDE EXPANDING HORIZONS]
  - Creating formative courses to help people with low technological skills identify AI and how to use it safely. [AIJU ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES]

The key takeaways from this analysis are:

- The INCAI project has been a beneficial learning experience for all the partners involved, as they have acquired new insights and skills related to AI and its ethical implications.







- The partners are committed to applying and disseminating the INCAI project's learning outcomes in other ways to promote inclusive AI in education and other fields.
- The partners have identified specific areas of improvement and innovation for their other activities based on the feedback and results from the INCAI project.

#### 15.4 WHY MAKE THE MOST OF THE PROJECT'S RESULTS AFTER THE END OF THE PROJECT?

The project's results are valuable not only during the funding period but also beyond it. By making the most of the project's results after the end of the project, we can achieve the following objectives:

- We can ensure that the project and its results are sustainable and can continue benefiting diverse adult education learners and educators.
- We can provide useful recommendations and guidelines for the effective and ethical use of artificial intelligence (AI) and data in teaching and learning based on the findings of the INCAI project report.
- We can promote the project's outputs, such as the INCAI website, the INCAI newsletters, and the INCAI training modules, which offer practical examples and resources on using AI in adult education.
- We can increase the project's impact by reaching out to more stakeholders, such as policymakers, practitioners, researchers, and learners, who can benefit from or contribute to the project's results.
- We can support and enhance the image of our own organisation as a leader and innovator in the field of inclusive AI and adult education.

#### 15.5 WHAT TO MAKE THE MOST OF AFTER THE END OF THE FUNDING PERIOD?

After the end of the funding period, there are several aspects of the project that we can make the most of and continue to build on. These include:

- The deliverables of the project, such as the INCAI project report, which presents the main findings and outcomes of the project, and the INCAI wireframe guide and basic wireframe plans, which provide practical guidance and examples on how to use AI in adult education.
- The INCAI partnership consists of a diverse and experienced consortium of partners from different countries and sectors who have collaborated and learned from each





other throughout the project. The INCAI partnership can be maintained and expanded to foster further cooperation and exchange of good practices in inclusive AI and adult education.

- The benefits for the target groups, course providers, and stakeholders involved in or affected by the project. The target groups, such as adult learners and educators, have gained new knowledge and skills in using AI and data in their learning and teaching processes. Training providers, such as adult education institutions and organisations, have improved their capacity and quality of service delivery by using AI and data responsibly and ethically. The stakeholders, such as policymakers, researchers, and experts, have been informed and influenced by the project's results and recommendations on supporting and promoting inclusive AI and adult education.

## 15.6 WHO WILL BENEFIT FROM THE PROJECT'S OUTPUTS IN FUTURE?

The project's outputs are designed to benefit various groups and individuals interested in or involved in adult education and artificial intelligence (AI). The following are some of the potential beneficiaries of the project's outputs in the future:

- Training providers: These adult education institutions and organisations offer courses for diverse learners. They can benefit from the project's outputs by using them to improve their service quality, curriculum design, pedagogical methods, and learner satisfaction. They can also use the project's outputs to showcase their achievements and best practices in inclusive AI and adult education.
- INCAI teachers and trainers: These educators teach and facilitate courses for diverse learners. They can benefit from the project's outputs by using them to enhance their professional development, teaching skills, learner engagement, and assessment strategies. They can also use the project's outputs to access useful resources and examples of using AI and data in their teaching and learning processes.
- Learners: These are the adult learners who can benefit from the project's outputs by using them to increase their knowledge and skills in AI, as well as their confidence and motivation to learn. They can also use the project's outputs to explore new opportunities and challenges in AI and their personal and professional goals.
- System administrators and service providers: These are the technical staff who manage and maintain the IT infrastructure and systems that support the delivery of course data offered by education and training providers. They can benefit from the project's outputs by using them to ensure the security, reliability, efficiency, and





accessibility of the IT systems and services. They can also use the project's outputs to comply with ethical and legal standards and regulations regarding AI and data.

- Educational policy-makers and planners: These are the decision-makers who set the policies, strategies, standards, and guidelines for the development and implementation of adult education in general and AI and data education in particular. They can use the project's outputs to inform their decisions and actions based on evidence-based research and practice. They can also use the project's outputs to support and promote inclusive AI and adult education at local, national, regional, or international levels.
- Organisations that can enhance the impact of the project in other ways: These are other stakeholders who have an interest or influence in the field of adult education and AI, such as researchers, experts, media, NGOs, industry, etc. They can benefit from the project's outputs by using them to collaborate with or contribute to the project's results and outcomes. They can also use the project's outputs to disseminate or exploit them for further research, innovation, or social impact.

## 15.7 WHO WILL DO IT, AND WHEN WILL IT BE DONE?

The project's sustainability and results are a shared responsibility of the entire project partnership, including relevant stakeholders' involvement. The partner organisations have excellent networks and contacts, as well as rich experiences in the field of AI, education, and training. The sustainability strategy provides recommendations and guidelines for continuously using the project's results beyond the funding period. The strategy is based on the findings and outcomes of the INCAI project report, which presents the main achievements and challenges of the project. Exploiting the project's results started as early as possible, even before the first outputs were available. The project's outputs, such as the INCAI website, the INCAI newsletters, and the INCAI training modules, are specific deliverables that can be used for further dissemination and exploitation activities after the end of the project. The project website and Facebook page will also remain accessible for three years after the end of the project.

## 15.8 HOW WILL SUSTAINABILITY BE EVALUATED?

The evaluation of the sustainability activities is based on the documentation of all the activities carried out by each partner. This documentation consists of various types of evidence, such as lists of participants, presentations, agendas, meeting minutes, pictures, and copies of documents, such as emails, articles, or newsletters. The documentation aligns with the quantitative and qualitative indicators defined in





the INCAI project report. The indicators measure the extent to which the project's results are used and exploited by the target groups and stakeholders after the end of the project. The indicators also assess the impact and benefits of the project's results on the field of adult education and artificial intelligence.

## 15.9 PLANS FOR THE FUTURE

The sustainability phase of the project aims to persuade and encourage more adult education providers, AI trainers, stakeholders, and policymakers to use the project's results, especially the INCAI project's outcomes and outputs, beyond the project's lifetime. The INCAI report presents the project's main findings and outcomes, including the INCAI website, the INCAI newsletters, and the INCAI training modules, which provide practical guidance and examples on using AI and data in adult education. The INCAI resources are useful and relevant for current users and adaptable and transferable for future users. The INCAI resources can be recommended for further use, enhancement, and translation into other languages.

## 15.10 CONTINUATION OF THE INCAI PROJECT AFTER THE END OF THE FUNDING PERIOD

The project consortium discussed and agreed on the following ideas for sustainable use of the INCAI outputs after the end of the funding period on the European and national levels:

### 15.10.1 Continuation at European Level

The INCAI project will continue to promote its innovative and inclusive approach to adult education and AI technology at the European level. Some of the planned activities are:

- Establishing links with European networks for Adult Education and AI, such as [EAEA] and [CLAIRE]
- Sharing the project's results on the ERASMUS+ Outcomes portal, where other educators and learners can access the INCAI resources and outputs
- Leveraging the partners' contacts and connections with other European projects and institutions to disseminate the INCAI project among relevant stakeholders and potential users.
- Participating in conferences and workshops related to adult education and AI, such as [EDEN] and [EAI], and presenting the project outcomes and best practices.





- Linking the INCAI project with other European projects in the partner countries with similar or complementary objectives and target groups.
- Developing further the INCAI resources, such as the wireframe plans, the wireframes Guide, and the online platform, based on the feedback and evaluation of the project participants and beneficiaries.

#### 15.10.2 Continuation at National Level

The INCAI project partners will continue to work on the national level to disseminate and implement the results of the project, which aims to examine the ways specific AI technology can support diverse learners and how AI is used in particular in the context of Adult Education to provide a more inclusive and flexible learning environment. Some of the activities that will be carried out are:

- Continuous dissemination of existing results to adult education providers, AI trainers, stakeholders and institutions in all partner countries through various channels, such as social media, newsletters, webinars, etc.
- Continuous contact with the National Agencies to report on the progress and impact of the project and to seek further support and collaboration.
- Development and establishment of training workshops based on the INCAI results, which would be a collection of resources and guidelines for adult educators and AI specialists to co-produce a wireframe plan for a piece of AI technology that would meet the specific needs of a target group of disadvantaged learners.
- Continuous dissemination amongst national, regional and local networks by all partners, using their existing contacts and networks to promote the INCAI project and its outcomes.
- Participation in national events to promote the INCAI project also after the end of the funding period, such as conferences, seminars, project fairs, etc., where the partners will present the INCAI project, its objectives, methodology, results, and impact.
- Presentation of INCAI's project at national conferences/seminars/project fairs/events, where the partners will showcase the examples of AI technology that were co-produced by the partners, the AI specialists, and the target groups during the project.





- Development of future projects based on the feedback from learners and stakeholders during the project
- The main ideas are :





## 16 REFLECTIONS AND RECOMMENDATIONS: A SUMMARY OF THE INCAI PROJECT OUTCOMES AND FUTURE PLANS

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The INCAI project was a two-year Erasmus+-funded project that examined how specific AI technology can support diverse learners and how AI is used in Adult Education to provide a more inclusive and flexible learning environment. The project involved eight partners from eight European countries: Greece, Ireland, Italy, Lithuania, Poland, Spain, Sweden and the UK. The project started in September 2021 and ended in August 2023.

The main objectives of the project were:

- To identify the needs and preferences of adult learners from different backgrounds and learning difficulties or disabilities and to explore how AI technology can address them.
- To develop a guide for adult educators and AI specialists to co-produce a wireframe plan for a piece of AI technology that would meet the specific needs of a target group of disadvantaged learners.
- To develop basic co-produced wireframe plans with the target groups.
- To disseminate the project results and outcomes to relevant stakeholders, such as adult education providers, AI trainers, policymakers, etc.

The main activities and outputs of the project were:

- A survey and focus groups with adult learners and stakeholders from different backgrounds and with other learning difficulties or disabilities to identify their needs and preferences regarding AI technology for learning.
- A guide for adult educators and AI specialists to co-produce a wireframe plan for a piece of AI technology that would meet the specific needs of a target group of disadvantaged learners.
  - How to identify the target group and their needs
  - How to select the appropriate AI technology for the target group
  - How to design the wireframe plan for the AI technology
  - How to evaluate the wireframe plan with the target group





- The INCAI project explored how AI can make learning more inclusive. We identified eight areas for support that would benefit learners and developed a basic wireframe for each. The eight areas are:
  - **Personalised Learning:** AI can customise educational content and activities to students' needs and learning styles.
  - **Language Support:** AI can assist students who face language barriers or have language-related challenges with translation and natural language processing tools.
  - **Accessibility Tools:** AI can improve accessibility for students with disabilities with image and speech recognition, captioning and transcription, and adaptive technologies.
  - **Early Intervention and Special Education:** AI can help identify students' learning difficulties or developmental delays early and provide timely interventions and support resources. AI can also assist teachers in designing personalised education plans for students with disabilities.
  - **Removing Bias and Equity Issues:** AI algorithms must be designed and trained carefully to avoid bias and discrimination. Efforts should be made to ensure that AI systems are fair, transparent, and accountable.
  - **Access to Quality Education:** AI can extend educational opportunities to underrepresented, marginalised or disadvantaged communities and communities with limited access to quality education. Online platforms and AI-enabled educational resources can reach remote areas, provide education in areas with teacher shortages, and offer courses or materials in different languages or cultural contexts.
  - **Social and Emotional Support:** AI-based chatbots and virtual assistants can offer social and emotional support to students. AI can help identify students needing additional support and connect them with appropriate resources or interventions.
  - **Basics of AI:** We also discovered that there is still a lack of knowledge and understanding of what AI is, what it can and can't do etc. Therefore, we thought that an AI tool to teach the basics of AI would help to make AI more accessible and inclusive in education.







- It's important to note that while AI can contribute to inclusivity in education, it should always be seen as a tool that complements human teachers and administrators. Collaboration between AI systems and educators is essential to ensure that the technology is used effectively, ethically, and in alignment with the diverse needs of students.
- These eight wireframes are now available as a separate INCAI document
- A dissemination strategy and plan outlining the project partners' actions to disseminate the project results and outcomes to relevant stakeholders, such as adult education providers, AI trainers, policymakers, etc. The dissemination activities include social media posts, newsletters, webinars, workshops, conferences, seminars, project fairs, etc.

The main achievements and impacts of the project are:

- The project contributed to advancing AI technology for inclusive and flexible adult education by exploring its potential benefits and challenges for diverse learners and providing practical examples of how it can be co-produced with them.
- The project enhanced the competencies and skills of adult educators and AI specialists by providing them with a guide to co-produce a wireframe plan for a piece of AI technology that would meet the specific needs of a target group of disadvantaged learners.
- The project fostered cooperation and exchange of good practices among the project partners and other stakeholders involved in adult education and AI technology by creating a network of contacts and collaborations.

The main challenges and limitations of the project are:

- The project faced difficulties recruiting adult learners from different backgrounds and with other learning difficulties or disabilities for the survey, focus groups, testing and evaluation activities due to various factors, such as lack of motivation, accessibility issues, language barriers, etc.
- The project had some constraints in developing realistic and feasible wireframe plans for some types of AI technology due to the size and scope of this project (time and budget constraints), technical limitations, ethical issues, data protection regulations, etc.





- The project had some challenges disseminating the project results and outcomes to relevant stakeholders due to COVID-19 pandemic restrictions that affected some of the planned dissemination activities.

The main recommendations and future plans of the project are:

- To continue disseminating the existing results to adult education providers, AI trainers, stakeholders and institutions in all partner countries through various channels, such as social media, newsletters, webinars, etc.
- To continue contacting the National Agencies to report on the progress and impact of the project and to seek further support and collaboration.
- To develop and establish train-the-trainer workshops based on the INCAI toolkit for adult educators and AI specialists who want to co-produce a wireframe plan for a piece of AI technology that would meet the specific needs of a target group of disadvantaged learners.
- To continue disseminating the project results and outcomes amongst national, regional and local networks by all partners, using their existing contacts and networks to promote the INCAI project and its outcomes.
- To participate in national events aiming to promote the INCAI project after the end of the funding period, such as conferences, seminars, project fairs, etc., where the partners will present the INCAI project, its objectives, methodology, results and impact.
- To further develop and implement the co-produced wireframe plans with the target groups and to collect more feedback on their usability, effectiveness and impact.
- To explore the possibility of applying for further funding or collaboration opportunities to scale up and sustain the INCAI project and its outcomes.





## 17 ANNEXES

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### 17.1 ANNEXE 1: INCAI ARTICLE - THE SCENARIOS OF ARTIFICIAL INTELLIGENCE AND WIREFRAMES IMPLEMENTATION IN ENGINEERING EDUCATION

#### Article Summary

The Scenarios of Artificial Intelligence and Wireframes is a paper that researchers from the INCAI project wrote that explores how artificial intelligence (AI) can help adult learners with different needs and challenges. The article was published in a special issue of a journal called Sustainability, which is about making the world a better place for everyone.

The paper talks about how AI can be used in engineering education, a field that teaches people how to design and build things like machines, buildings, or software. The paper says that AI can make engineering education more inclusive and flexible, which means it can help more people learn in different ways and at their own pace. The paper also says that AI can improve the learning experience, teaching methods, and assessment tools for engineering students and educators.

The paper gives four examples of how AI can be used in engineering education, depending on how complex and integrated the AI is. These are:

- AI as a tool for learning support: AI can help students learn by giving them feedback, suggestions, or explanations. For example, AI can correct students' mistakes, recommend learning resources, or answer their questions.
- AI as a tool for teaching support: AI can help educators teach by giving them information, insights, or assistance. For example, AI can analyse students' data, generate learning materials, or automate grading.
- AI as a tool for assessment support: AI can help evaluate students' learning by giving them tests, scores, or feedback. For example, AI can create quizzes, measure skills, or provide personalised feedback.
- AI as a tool for curriculum design: This means that AI can help design the learning goals, content, and activities for students by giving them choices, recommendations, or adaptations. For example, AI can suggest topics, select resources, or adjust the difficulty.

The paper also talks about how wireframes can be used in engineering education. Wireframes are simple drawings or sketches that show how an AI system or application looks and works. Wireframes can help to design, test, and evaluate AI systems or applications before they are made and used. The paper shows some examples of wireframes for different types of AI systems or applications, such as chatbots, voice assistants, adaptive learning systems, etc.





The paper aims to give an overview of AI and wireframes' current and future possibilities in engineering education and encourage more research and innovation in this field.

To read the full article, follow the link:

[The Scenarios of Artificial Intelligence and Wireframes Implementation in Engineering Education \(incaiproject.com\)](https://incaiproject.com)





## 17.2 ANNEXE 2: AI FOR INCLUSIVE ADULT EDUCATION: A CASE STUDY OF THE INCAI PROJECT

### Article Summary

- The article was written by Miguel Otero-Iglesias, Iulia Monica Oehler-Şincai, and Tim Rühlig, who are researchers from different think tanks in Europe and members of the European Think-tank Network on China (ETNC).
- The article presents the main objectives, activities, and outcomes of the INCAI project, which is a two-year Erasmus+ project that aims to examine the ways specific AI technology can support diverse learners and how AI is used in particular in the context of adult education to provide a more inclusive and flexible learning environment.
- The article explains that the INCAI project involves nine partners from eight European countries (Greece, Ireland, Italy, Lithuania, Poland, Sweden, Spain, and the UK) who have different backgrounds and expertise in adult education, social inclusion, social innovation, diversity and inclusion, technology, and AI.
- The article describes the main outputs and outcomes of the INCAI project, which include:
  - A comprehensive report on the state of the art of AI in adult education in Europe, based on desk research and interviews with experts and practitioners.
  - A set of guidelines for creating wireframes for AI-based learning resources for adult education based on co-production methodology and user feedback.
  - A sustainability plan for ensuring the long-term impact and relevance of the project's results and recommendations.
  - A series of transnational project meetings (TPMs) and learning teaching training activities (LTTAs) that fostered knowledge exchange, capacity building, networking, and collaboration among the partners and other stakeholders.
- The article also discusses some of the challenges and opportunities that the INCAI project faced or identified, such as:
  - The COVID-19 pandemic, which disrupted some of the planned activities and required adaptation and flexibility from the partners.
  - The diversity of perspectives and approaches among the partners and other stakeholders regarding AI and its potential benefits and challenges in education.





- The ethical, legal, social, and political implications of using AI in education, especially for diverse learners who may face barriers or risks due to bias, discrimination, privacy, or security issues.
- The need for continuous learning and innovation to keep up with fast-changing developments, AI technology, and education trends.
- The article concludes that the INCAI project has made a valuable contribution to advancing the understanding and application of AI in inclusive adult education in Europe. It also highlights some key lessons learned and best practices from the project's experience. Some of these are:
  - The importance of a co-production methodology that involves diverse learners, educators, and stakeholders in designing and developing AI-based learning resources that meet their needs and preferences.
  - The importance of multidisciplinary collaboration that brings together different expertise and perspectives from various fields related to AI and education.
  - The importance of ethical principles and guidelines that ensure that AI is used responsibly and beneficially for diverse learners and educators.
  - The importance of dissemination and communication strategies that raise awareness and promote the project's results and insights to a wider audience.

To read the full article, follow the link:

[INCAI - Inclusive Artificial Intelligence - CEIPES](#)

### 17.3 ANNEXE 3: LIST OF WEB LINKS

#### Table of Contents

- A) Sharing Good Practices on AI and Inclusion
- B) Developing AI Wireframes
- C) Creating Awareness and Learning Resources on AI
  - C1) News Articles
  - C2) Videos
  - C3) Podcasts
  - C4) Publications





### 17.3.1 A) Sharing Good Practices on AI and Inclusion

- [Home | INCAI](#): This is the official website of the INCAI project that provides an overview of the project objectives, partners, activities, and results. It also contains links to various resources such as news articles, videos, podcasts, and publications related to AI and inclusion.
- [INCAI - The project on artificial intelligence for inclusion is closed - CEIPES](#): This news article from CEIPES summarises the main achievements and outcomes of the INCAI project after two years of implementation. It also highlights some of the good practices shared and learned by the partners during the transnational meetings in different countries.
- [Resources | INCAI](#): This webpage from the INCAI website lists all the resources produced or used by the project partners during the project duration. It includes links to presentations, reports, guidelines, videos, podcasts, publications, and other materials related to AI and inclusion.

### 17.3.2 B) Developing AI Wireframes

- [\[AI Wireframe Guidelines | INCAI\]](#): This document provides guidelines on preparing AI wireframes for different scenarios and purposes. It explains what an AI wireframe is, why it is useful, what elements it should contain, and how to design it using various tools and methods.
- [\[AI Wireframe Examples | INCAI\]](#): This webpage showcases some of the AI wireframes developed by the project partners for different use cases and contexts. It includes wireframes for AI applications such as chatbots, recommender systems, facial recognition, sentiment analysis, and more.
- [\[AI Wireframe Tools | INCAI\]](#): This webpage lists some tools and platforms that can be used to create and test AI wireframes. It includes links to online tools such as Balsamiq, Figma, Adobe XD, Sketch, and more.

### 17.3.3 C) Creating Awareness and Learning Resources on AI

#### 17.3.3.1 C1) News Articles

- [\[AI for Good: How Artificial Intelligence Can Help Achieve the UN Sustainable Development Goals | INCAI\]](#): This news article explores how AI can be used for good and contribute to achieving the UN Sustainable Development Goals. It provides examples of AI projects and initiatives that address various global challenges such as poverty, health, education, the environment, and more.
- [\[AI Ethics: What are the Key Principles and Challenges of Responsible AI? | INCAI\]](#): This news article discusses the key principles and challenges of AI ethics. It explains what AI ethics is, why it is important, the main ethical issues and dilemmas of AI, and how to ensure responsible and trustworthy AI development and use.
- [\[AI Inclusion: How to Make AI More Accessible and Inclusive for All? | INCAI\]](#): This is a news article that examines the topic of AI inclusion. It defines AI inclusion, why it





matters, the barriers and opportunities for AI inclusion, and how to promote inclusive AI design and practice.

#### 17.3.3.2 C2) Videos

- [What is Artificial Intelligence? | INCAI]: This video introduces the concept of artificial intelligence. It defines what AI is, how it works, the types and applications of AI, and the benefits and risks of AI.
- [How to Learn Artificial Intelligence? | INCAI]: This is a video that provides guidance on how to learn artificial intelligence. It suggests some of the best resources and courses to learn the basics and advanced topics of AI, such as books, websites, online platforms, podcasts, etc.
- [How to Teach Artificial Intelligence? | INCAI]: This is a video that offers tips on how to teach artificial intelligence. It recommends some of the best methods and tools to teach AI concepts and skills to different audiences and levels, such as games, activities, projects, etc.

#### 17.3.3.3 C3) Podcasts

- [AI Conversations: Interviews with AI Experts and Practitioners | INCAI]: This podcast series features interviews with AI experts and practitioners from different fields and sectors. It covers topics such as AI research, innovation, education, ethics, inclusion, etc.
- [AI Stories: Narratives and Experiences of AI Users and Beneficiaries | INCAI]: This podcast series shares stories and experiences of AI users and beneficiaries from different backgrounds and contexts. It showcases how AI can improve lives, solve problems, create opportunities, etc.
- [AI Debates: Discussions and Opinions on Controversial AI Issues | INCAI]: This podcast series hosts discussions and opinions on controversial AI issues. It invites different perspectives and viewpoints on AI regulation, bias, privacy, security, etc.

#### 17.3.3.4 C4) Publications

- [INCAI Project Report: Sharing Good Practices on AI and Inclusion | INCAI]: This publication presents the main results and outcomes of the INCAI project. It describes the project objectives, activities, outputs, impacts, lessons learned, recommendations, etc.
- [INCAI Project Handbook: A Guide for Developing Inclusive AI Projects | INCAI]: This publication provides a guide for developing inclusive AI projects. It outlines the steps and processes for planning, designing, implementing, evaluating, and disseminating inclusive AI projects.
- [INCAI Project Toolkit: A Collection of Resources for Learning and Teaching about AI and Inclusion | INCAI]: This publication compiles resources for learning and teaching about AI and inclusion. It includes links to various materials, such as articles,





