

WP4 Task 3: Developing a Framework for Inclusive Design

Lead: ICEP Europe

Timeline: 01/01/2025 - 01/6/2025

Partners Involved: All partners

Tasks:

- Conduct interviews with trainers/teachers of learners with special educational needs to gather insights on inclusive use of AI – all partners.
- Perform desk research and analysis focused on how AI can address the needs of learners with special needs – all partners
- Define a framework for inclusive design based on findings from the interviews and research – ICEP Europe.

Instructions for Partners:

- ICEP will prepare an interview schedule and desk research template (below).
- All partners conduct research in their national contexts.
- ICEP will use all partners' data to design the framework for designing inclusive AI tools.

Expected Deliverable: Framework for designing inclusive AI tools.

Proposed deadline: 30/06/2025

Interview Schedule

Purpose: To explore how AI can be applied to address the specific needs of people with disabilities and special needs in education and training, building on earlier best practice analysis and defining how to use AI in an inclusive way.

Target Group:

- Educators/trainers of individuals with special needs.
- Individuals with special needs in education or training.

Duration: 20-40 minutes.

Minimum Number: 2 interviews per partner.

Core Interview Questions:

(Partners may adapt based on national context and participant background)

- Digital and AI Use in Education and Training
 - Can you describe any digital tools or technologies you use regularly in your work/learning?
 - Have you used any AI-based tools (like voice assistants, translation tools, learning platforms, etc.)? What was your experience?
- Needs and Challenges
 - What are some of the biggest challenges or limitations you experience when using technology in education/training/learning?
 - Are there specific tasks or activities where technology often fails to support your needs/the needs of your students?
- AI-Supported Solutions
 - Have you come across any AI tools that have helped you/your students in education or training? Please describe.
 - Based on your experience, what kind of AI tools or functions would make the biggest difference in your daily life or work?
- Gaps in Design
 - When using AI tools, do you feel that they are designed with your needs/the needs of your students in mind? Why or why not?
 - Are there features or design decisions that make these tools harder for you to use or trust?
- Inclusive and Ethical Design
 - What would “inclusive AI” mean to you? What values or features should be included?
- Recommendations for AI Developers
 - If you could give AI designers one piece of advice to make their tools more inclusive, what would it be?

Proposed deadline: 9th of June 2025

Desk Research Template

Purpose: To gather national evidence and examples of how AI technologies are supporting (or could support) learners with special needs in education and training settings, and to build on previous work on best practices.

Length: 10 pages max. (including references)

Examples of information to include in the report:

1. National Context and Key Needs
 - Summary of the current situation for learners with special needs in your country (school, further/higher education, VET, or adult learning).
 - Overview of digital inclusion or AI-related strategies, policies, or initiatives in education and training.
 - Key challenges that AI could potentially help address (e.g., access, personalised learning, communication support, assessment).
2. AI Tools and Solutions in Education and Training
 - Examples of AI-based tools or applications being used (or piloted) in education/training to support learners with special needs (e.g., AI tutors, adaptive learning platforms, predictive tools, accessibility tools).
 - Who uses them (learners, teachers, support staff), and in what settings.
3. Best Practices and Lessons Learned
 - Highlight any promising approaches, projects, or initiatives that demonstrate effective and inclusive use of AI in educational contexts in your country.
 - Key factors contributing to their success (e.g., co-design with learners, ethical use of data, teacher training).
 - Any limitations or barriers encountered.

Proposed deadline: 9th of June 2025