Findings, Optimisations and Recommendations Report

Empowering Marginalised Artists with Generative AI

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GenAIrt

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Project Brief

The GenAIRT project is a strategic initiative designed to democratise access to the technological revolution by providing a tailored, self-paced online curriculum for adult artists from marginalized communities. Recognizing that the rapid advancement of Generative AI can often exacerbate the digital divide, this course serves as a bridge, enhancing digital literacy and fostering innovative, technology-driven creative expression. The curriculum is meticulously structured into three core modules: Exploring the Role of AI in Art, Getting Started with AI Tools for Creativity, and Creating & Sharing your AI-assisted Art. Totalling two hours of content, the course offers maximum flexibility, allowing learners to balance their professional creative practice with personal commitments.

To ensure high pedagogical standards, learners engage in a rigorous evaluation process, including mandatory end-of-module surveys and knowledge assessments. Participants who achieve a score of 70% or higher on final quizzes, with up to three attempts allowed, are automatically awarded a GenAIRT Certificate of Completion. Beyond the acquisition of skills, the project offers a tangible pathway to professional visibility: certified particpants earn the unique opportunity to showcase their AI-assisted artwork in the GenAIRT Digital Gallery. This transition from learner to exhibitor celebrates the creative voices of marginalized artists, ensuring they remain at the forefront of the evolving European digital arts landscape.

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Executive Summary

The GenAIRT *Findings, Optimisations and Recommendations Report* documents the successful implementation of an evidence-based pilot designed to bridge the digital divide for marginalised artists through Generative AI education. By (nearly) doubling recruitment targets with 164 registrants (as opposed to the 100 registrations promised at application stage) and maintaining an 88.75% retention rate, the project demonstrated that tailored instructional design can effectively mitigate the technical and social barriers often faced by adult participants. Utilising a mixed-methods analytical framework, the partnership received 257 survey responses across the 3 online modules, to transform the platform from a pilot tool into a community-validated learning space. Key optimisations included the transition to a micro-learning structure, the introduction of AI-generated avatar videos, and the deployment of over-the-shoulder walkthroughs to lower the cognitive load. With an aggregate satisfaction rating of 4.53/5 and over 90% of participants reporting a readiness to embrace AI challenges, the project has successfully empowered artists from diverse socio-economic and geographic backgrounds. These findings result in five strategic recommendations; focusing on privacy-by-design, tiered learning pathways, and ethical bias analysis, that provide a scalable blueprint for European NGOs and policymakers. Ultimately, the report confirms that the GenAIRT model successfully transitions marginalised creators from passive observers to active, critical leaders in the digital arts landscape.

1.0 Introduction

The rapid evolution of Generative Artificial Intelligence (GenAI) presents both a profound opportunity and a significant risk for the European cultural sector. While these technologies offer new frontiers for creative expression and economic growth, there is a growing risk of an innovation gap where marginalised artists; those facing socio-economic barriers, geographic isolation, or physical disabilities, are excluded from the digital transition. The GenAIRT project was established to address this disparity, providing a specialised innovative learning space, designed to democratise access to high-level digital competencies. This report details the transition from the pilot phase to the final curriculum optimisation, documenting how empirical data was used to refine the online learning experience.

The purpose of this document is twofold: first, to provide an analysis of the participation metrics and pedagogical outcomes achieved during the piloting phase and used for further optimisation; and second, to present a set of evidence-based strategic recommendations for the wider NGO and educational community. By analysing the intersection of demographic data and qualitative feedback, the partnership has been able to pinpoint the technical and instructional hurdles and how these can be effectively mitigated. As the project moves toward the next activities, this report serves as the technical and strategic foundation, ensuring that the project's legacy is rooted in a proven, user-centric model for digital inclusion.

2.0 Methodology and Data Collection

This section outlines the methodological framework established by the partnership to ensure that the GenAIRT pilot phase generated reliable, actionable, and ethically sound data. The methodology was designed to capture both the demographic reach of the project and the pedagogical impact of the digital curriculum.

2.1 Dual-Stream Analytical Framework

To provide a comprehensive view of the project's success, the partnership implemented a dual-stream analytical approach. This framework allowed for the parallel analysis of two distinct datasets:

Registration Metadata Analysis: Upon enrolment at www.genairt.com, all registrants provided self-reported demographic data (Annex 1). This stream focused on tracking the project's reach into marginalised communities, geographic distribution, and artistic disciplines. It serves as the primary evidence for the inclusion gap metrics.

Module-Specific Feedback: As participants completed each of the 3 modules, they were required to submit an end-of-module survey (Annex 2). This stream provided real-time data on the learning experience, allowing the partnership to assess technical and instructional quality immediately following the learning activity.

By triangulating these two streams, the partnership could correlate specific demographic barriers with the successful completion of the course, ensuring that the subsequent analysis and optimisation task was informed by a holistic view of the participant journey.

2.2 Instrumentation

The primary tool for quantitative assessment was the end-of-module survey (Annex 2), administered via the platform's Learning Management System (LMS). Each survey consisted of a 11-question Likert scale designed to measure the following dimensions of pedagogical efficacy:

(i) Pedagogical Clarity: Evaluating if the language and format were easy to follow

(ii) Technical Utility: Assessing the effectiveness of video tutorials and interactive quizzes

(iii) Relevance: Measuring how well the content met the specific needs of the artists

(iv) Empowerment: Quantifying the increase in AI knowledge and the readiness to embrace new digital challenges

Participants rated these items on a 5-point scale (from Strongly Disagree to Strongly Agree),

followed by a 5-star overall rating. This standardised instrumentation ensured that data could be compared consistently across all 3 modules to identify trends in participant satisfaction.

2.3 Data Privacy and Anonymisation

In strict adherence to EU values and GDPR (General Data Protection Regulation) standards, all data collection processes were governed by a privacy-by-design philosophy. This began with the key process of informed consent, wherein every participant provided explicit permission during the registration and survey phases, acknowledging that their data would be used specifically for research and evaluation purposes. To maintain this commitment to privacy, an anonymisation protocol was implemented to strip all personal identifiers; such as names, email addresses, and specific IP data, from the datasets before the analytical phase began. This approach ensured that while the partnership could analyse vital aggregate trends, such as the percentage of participants from rural areas, no individual artist could be identified. Ultimately, by guaranteeing this level of anonymity, the project fostered a high-trust environment that encouraged honest and critical feedback regarding technical hurdles, providing the accurate data necessary for the subsequent optimization phase of the GenAIRT project.

3.0 Key Findings

This subsection provides a narrative analysis of the key findings, transitioning from initial digital outreach to the successful certification of marginalised artists. The partnership utilised the Learning Management System (LMS) to track these metrics, ensuring the GenAIRT platform maintained high engagement levels throughout the pilot phase and subsequent stages.

3.1 Enrolment and Retention Analytics

The enrolment phase successfully demonstrated the high demand for innovative digital education within the arts sector. The GenAIRT project achieved a total of 164 user registrations on the platform. This figure represents a significant achievement, nearly doubling the recruitment target set for 100 registrants and providing a robust dataset for analysis. The progression through the 3 core modules illustrates a high degree of persistence among those who transitioned from registration to active learning:

(i) Initial Engagement: While 164 individuals registered, 80 participants officially completed Module 1: Exploring the Role of AI in Art.
(ii) Retention: 75 participants successfully progressed to and completed Module 2, indicating that the technical barrier was appropriately managed for the target audience.
(iii) Final Completion: 73 participants completed Module 3.
(iv) Certification: A total of 71 artists fulfilled all course requirements, including the end-of-module surveys, and were awarded the GenAIRT Certification of Completion.

The analytics reveal an 88.75% completion rate among the 80 participants who began the first module. This high retention is particularly noteworthy given the self-paced, online nature of the course. The minimal drop-off between Module 2 and Module 3 (only 2 users) serves as empirical evidence that the instructional design and technical support were effective in guiding participants through the more complex creative tasks. The data suggests that the innovative learning space created on www.genairt.com successfully mitigated common barriers to online learning, such as technical issues or lack of clarity. This high level of successful completion directly supports the project's goal of creating viable upskilling and reskilling pathways for adult participants with fewer opportunities.

3.2 Validation of Marginalised Community Inclusion

The core mission of the GenAIRT project is to democratise access to innovative digital tools for those typically excluded from the technological revolution. This subsection analyses the aggregate registration metadata to verify that the project successfully reached the specific marginalised groups identified in the Erasmus+ priorities. The project's primary focus on inclusion and diversity was validated through the registration process. By analysing the data reported by the 164 registrants, the partnership confirmed that the recruitment strategy effectively addressed the needs of several high-priority demographics.

Table 1: Registrant Demographics

Community / Circumstance	Count (N=164)	Percentage
Social or Economic Barriers	82	50.0%
Rural or Remote Area	49	29.9%
Minority or Underrepresented Cultural Background	32	19.5%
Refugee or Migrant Experience	15	9.1%
Disability or Chronic Condition	15	9.1%
Caregiving Responsibilities	16	9.8%
Prefer not to say	35	21.3%
Other	7	4.3%

(i)   Social and Economic Barriers: Half the registrants (82 participants), identified as having experienced or currently experiencing social or economic barriers. This group represents the largest demographic, validating the project's focus on upskilling those with limited access to traditional digital education.

(ii)   Geographic Inclusion: The project reached participants in isolated areas, with 29.9% (49 participants) reporting that they live in a rural or remote area, thereby fulfilling the goal of promoting innovative learning spaces regardless of location.

(iii)   Minority and Migrant Experience: The platform successfully engaged artists from underrepresented backgrounds. Specifically, 19.5% (32 participants) identified as having a minority or underrepresented cultural background, while 9.1% (15 participants) reported refugee or migrant experience.

(iv)   Artists with Disabilities: In line with the objective to create accessible learning environments, 9.1% (15 participants) identified as having a disability or chronic condition.

(v)   Caregiving and Other Barriers: Additionally, 9.8% (16 participants) noted caregiving responsibilities as a barrier, and 4.3% (7 participants) cited other specific circumstances limiting their opportunities, such as age and unprofessional leadership in cultural institutions.

(vi)   Preferred not to say: The inclusion of the 'I prefer not to say' option (selected by 21.3% of registrants) reflects the project's adherence to ethical data practices and respect for participant privacy. This high-trust approach ensured that potential participants were not discouraged by the disclosure of sensitive personal circumstances, while likely encompassing individuals from target groups who prefer to remain anonymous in their participation in the project activities.

The aforementioned findings provide empirical evidence that the inclusion gap identified in the project proposal was actively addressed. By reaching a cohort where every participant identifies with at least one barrier to opportunity, the project ensures that benefits of Generative AI are shared with artists who stand to gain the most from digital empowerment.

3.3 Artistic Discipline and Demographic Mapping

This subsection analyses the professional and personal profiles of the registrants to demonstrate the project's multidisciplinary appeal and its success in establishing a transnational community of practice. By mapping these demographics, the partnership verifies that the GenAIRT curriculum serves as a versatile bridge between traditional craftsmanship and emerging digital technologies.

3.3.1 Age Distribution: Targeting the Core Adult Participant

The age demographics of the 164 registrants align with the project's goal of supporting adult participants during critical phases of career development. The data below shows a strong concentration in the younger to mid-career brackets, where digital upskilling has the highest potential for long-term economic impact.

- (i) 16–25 Years: 37.2% (61 participants)
- (ii) 26–35 Years: 36.0% (59 participants)
- (iii) 36–45 Years: 14.0% (23 participants)
- (iv) 46–55 Years: 9.2% (15 participants)
- (v) 56+ Years: 3.7% (6 participants)

Over 87% of the cohort is under the age of 45, confirming that the project is successfully reaching the next generation of creative professionals who will define the future of the European digital arts landscape.

3.3.2 Transnational Reach and Geographic Spread

The project successfully established a presence across Europe and beyond, exceeding the initial regional scope of the partnership. While the core engagement was concentrated in the partner countries, the project's digital identity attracted a global audience.

Table 2: Geographic Distribution of Registrants

Country of Residence	Number of Registrants	Percentage (%)
Germany	58	35.4%
Ireland (Republic of)	41	25.0%
Malta	40	24.4%
Other (16 additional nations)	25	15.2%

The participation of artists from 19 different countries, including Poland, Greece, Italy, and Ukraine, apart from the counties of the participating organisations, demonstrates the scalability of the GenAIRT model and its relevance to the wider European adult learning community.

3.3.3 Multidisciplinary Artistic Practice

A key objective of the project was to ensure that Generative AI training was accessible to artists from all disciplines, not just those already working in digital media. The registration data confirms a successful variety of art forms.

Table 3: Artistic Discipline of Registrants

Artistic Discipline	Count (N=164)	Percentage
Digital & Media Arts	83	50.6%
Visual Arts	66	40.2%
Craft & Design	66	40.2%
Experimental/Interdisciplinary	29	17.7%
Literary Arts	25	15.2%
Street & Urban Art	20	12.2%
Performing Arts	19	11.6%
Other (Technical/Design Specialist)	12	7.3%

(i)   Digital & Media Arts (50.6%): As expected, half the course participants see AI as a natural extension of their existing digital practice.

(ii)   Visual Arts (40.2%) & Craft and Design (40.2%): Significantly, a large portion of the participants comes from traditional backgrounds. This indicates that the course successfully appealed to 'makers' who are seeking to integrate AI into physical and visual crafts.

(iii)   Experimental & Interdisciplinary (17.7%): This percentage represents a group of hybrid artists who combine multiple media. Their high engagement confirms that the GenAIRT curriculum is perceived as a tool for cross-boundary innovation, appealing to those who do not fit into a single traditional category.

(iv)   Literary & Performing Arts: With 15.2% from Literary Arts and 11.6% from Performing Arts, the project proves that AI's creative utility extends well beyond static imagery into storytelling, poetry, and time-based media.

(v)   Street and Urban Art (12.2%): Engagement from this sector highlights the project's reach into unconventional and public-facing artistic communities, providing these artists with new ways to conceptualise community-based works.

(vi)   Other (7.3%): This segment included specialists in Architecture, Cultural Heritage, and Technical Design. Their participation shows the course's value for professionals in adjacent creative industries looking to pivot toward AI-assisted methodologies.

4.0 Quantitative Course Evaluation

Following the successful recruitment of the target audience, the partnership conducted a quantitative evaluation of the three core modules. This section presents the data from 257 total survey responses (92 for Module 1, 83 for Module 2, and 82 for Module 3) to assess the pedagogical effectiveness and instructional quality of the GenAIRT curriculum. Across all modules, the feedback indicates a high level of participant satisfaction, particularly regarding the clarity and accessibility of the content for artists with fewer digital opportunities.

The evaluation process utilised a structured feedback loop where participants rated their experience based on key performance indicators including content relevance, technical clarity, and personal knowledge growth. To ensure a comprehensive analysis, the partnership monitored the 'ease of understanding' as a primary metric for inclusivity, ensuring that the technical complexity of Generative AI did not become a barrier for marginalised adult participants. The high mean scores and overwhelmingly positive agreement percentages across all 3 stages of the curriculum demonstrate that the course successfully combined theoretical knowledge with practical, actionable skills. The following sub-sections provide a granular breakdown of the quantitative findings for each module, illustrating the consistent quality of the learning journey throughout.

4.1 Module 1: Exploring the Role of AI in Art

The first module served as the critical point of entry, focusing on the intersection of creativity and emerging technology. The data confirms a strong start for the project, with particularly high scores in instructional clarity and quiz effectiveness.

Table 4: Module 1 Evaluation Metrics

Question Item	Mean Score (1-5)	Agree (%)	Neutral (%)	Disagree (%)
Relevance to needs	4.32	90.20%	8.70%	1.10%
Engagement & Interest	4.37	91.30%	7.60%	1.10%
Quiz Effectiveness	4.57	98.90%	0.00%	1.10%
Format, Language & Spelling	4.4	91.30%	7.60%	1.10%
Ease of Understanding	4.53	96.70%	3.30%	0.00%
Video Effectiveness	4.37	89.10%	9.80%	1.10%
Increased AI Knowledge	4.41	94.50%	4.30%	1.10%
Addressing Education Gap	4.38	94.60%	5.40%	0.00%
Readiness for AI Challenges	4.39	92.40%	6.50%	1.10%
General Satisfaction	4.41	94.50%	5.40%	0.00%
Recommendation to others	4.49	94.50%	5.40%	0.00%

The overall Module 1 star-rating:
  (i)   Mean Rating: 4.47 / 5
  (ii)   5 Stars: 55.4%
  (iii)   4 Stars: 37.0%
  (iv)   3 Stars or less: 7.6%

4.2 Module 2: Getting Started with AI Tools for Creativity

Module 2 shifted the focus toward technical application. Remarkably, despite the introduction of software tools, the 'ease of understanding' score rose to 100% agreement, signifying a highly successful technical tutorial design.

Table 5: Module 2 Evaluation Metrics

Question Item	Mean Score (1-5)	Agree (%)	Neutral (%)	Disagree (%)
Relevance to needs	4.4	95.20%	2.40%	2.40%
Engagement & Interest	4.46	97.60%	2.40%	0.00%
Quiz Effectiveness	4.41	96.40%	2.40%	1.20%
Format, Language & Spelling	4.45	94.00%	4.80%	1.20%
Ease of Understanding	4.55	100.00%	0.00%	0.00%
Video Effectiveness	4.3	88.00%	12.00%	0.00%
Increased AI Knowledge	4.4	94.00%	6.00%	0.00%
Addressing Education Gap	4.4	95.20%	4.80%	0.00%
Readiness for AI Challenges	4.4	92.80%	6.00%	1.20%
General Satisfaction	4.4	97.60%	0.00%	2.40%
Recommendation to others	4.49	95.20%	3.60%	1.20%

The overall Module 2 star-rating:
  (i)   Mean Rating: 4.57 / 5
  (ii)   5 Stars: 63.9%
  (iii)   4 Stars: 30.1%
  (iv)   3 Stars or less: 6.0%

4.3 Module 3: Creating & Sharing your AI-assisted Art

The final module achieved the highest individual engagement rating, as artists began to plan to share their outputs. This module confirms the high practical relevance of the course to the artists' professional needs.

Table 6: Module 3 Evaluation Metrics

Question Item	Mean Score (1-5)	Agree (%)	Neutral (%)	Disagree (%)
Relevance to needs	4.46	97.60%	1.20%	1.20%
Engagement & Interest	4.5	94.10%	6.00%	0.00%
Quiz Effectiveness	4.4	92.80%	6.00%	1.20%
Format, Language & Spelling	4.45	96.40%	3.60%	0.00%
Ease of Understanding	4.55	100.00%	0.00%	0.00%
Video Effectiveness	4.33	90.40%	8.30%	1.20%
Increased AI Knowledge	4.44	96.40%	3.60%	0.00%
Addressing Education Gap	4.38	95.20%	3.60%	1.20%
Readiness for AI Challenges	4.33	90.40%	7.10%	2.40%
General Satisfaction	4.45	94.10%	6.00%	0.00%
Recommendation to others	4.46	94.10%	6.00%	0.00%

The overall Module 3 star-rating:
- (i)   Mean Rating: 4.54 / 5
- (ii)   5 Stars: 64.3%
- (iii)   4 Stars: 27.4%
- (iv)   3 Stars or less: 8.3%

4.4. Comparative Performance Across Modules

A comparative analysis of the 3 modules reveals a highly successful learning trajectory, characterised by consistent quality and increasing participant confidence. By aggregating the mean scores across the entire curriculum (see the table that follows), the partnership can identify the overarching strengths of the pedagogical design and the specific areas where the GenAIRT platform provided the most value to marginalised artists.

Table 7: Comparative Performance Across Modules

Evaluation Criteria	Module 1	Module 2	Module 3	Average
Relevance to Needs	4.32	4.4	4.46	4.39
Ease of Understanding	4.53	4.55	4.55	4.54

Interest and Engagement	4.37	4.46	4.5	4.44
Quiz Effectiveness	4.57	4.41	4.4	4.46
Video Effectiveness	4.37	4.3	4.33	4.33
Overall Star Rating	4.47	4.57	4.54	4.53

4.4.1. Consistency in Instructional Excellence

The most significant finding from the comparative data is the sustained high performance of the 'ease of understanding' metric. Starting at 4.53 in Module 1 and rising to 4.55 in both Modules 2 and 3, this indicates that the course successfully maintained clarity even as the technical complexity increased. This consistency is a direct result of the intentional simplification of Generative AI concepts to ensure they remained accessible to adult participants with varying levels of digital literacy.

4.4.2. Evolution of Relevance and Engagement

The data shows a positive upward trend in how participants perceived the "relevance to needs" of the course. Moving from 4.32 (Module 1) to 4.40 (Module 2) and finally peaking at 4.46 (Module 3), it is evident that as participants transitioned from theory to creation and sharing, the practical utility of the training became more apparent. Similarly, 'interest and engagement' reached its highest score of 4.5 in the final module, suggesting that the opportunity to apply AI tools to their own artistic practice was a powerful motivator for the cohort.

4.4.3. Analysis of Technical and Multimedia Delivery

While the scores for 'video effectiveness' remained high (averaging 4.33), this metric showed the most fluctuation and the highest neutral response rates (peaking at 12% in Module 2). In contrast, the 'quiz effectiveness' remained high throughout, particularly in Module 1 (4.57). This indicates that while interactive assessments were highly successful in reinforcing knowledge, the multimedia video tutorials serve as a primary target for the upcoming optimization phase to ensure they provide the same level of impact as the written and interactive content.

4.4.4. Overall Satisfaction and Certification Impact

The overall Star Ratings across the modules, resulting in 4.47, 4.57, and 4.54 respectively, underscore a high degree of success in the project's delivery. The peak in satisfaction during Module 2, the most technically intensive section, validates the partnership's focus on user-friendly technical design. The sustained high scores into Module 3 confirm that the project successfully closed the inclusion gap, leaving participants with an average rating of 4.54/5 and a high sense of readiness to integrate AI into their professional lives.

5.0 Qualitative Insights and Technical Challenges

While the quantitative data establishes a benchmark of high satisfaction, the qualitative feedback provides the human context required for the project's optimisation. This section outlines how the partnership actively collected a number of open-ended responses from the 257 total survey submissions and integrated this feedback into the platform's refinement to ensure a user-centric learning environment.

5.1. Agile Feedback Integration and Thematic Analysis

A thematic analysis of the 'write your suggestions' field in the end-of-module surveys across all 3 modules allowed the partnership to identify and implement immediate possible refinements, that fell within the scope and timeline of the project. Rather than viewing the pilot as a static phase, the partnership utilised an agile approach to address participant needs within the project's lifetime.

(i) Pacing and Content Digestibility: Participants in the first module noted that the volume of theoretical information was substantial. In response to suggestions to make the modules "more digestible [by] keeping [them] shorter", the partnership implemented a micro-learning approach. This involved breaking down long-form text into smaller sections whilst using more sub-sections and the introduction of AI-generated avatar videos, which offered a dynamic alternative to long-form reading, allowing participants to engage with core concepts through visual and auditory cues to accommodate adult participants with limited time.

(ii) Visual and Practical Reinforcement: Feedback also highlighted a strong desire for more visual evidence and practical case studies. Participants noted that adding "more videos alongside the text" and providing "direct examples" of AI's limitations; particularly regarding cultural representation, would eventually improve engagement. These practical examples have since been integrated into the course materials to ground theoretical concepts in real-world artistic scenarios.

(iii) Calibration of Technical Challenge: While the primary scope of the project was to provide an effective and accessible introduction to Generative AI for marginalised artists, a small number of participants found the introductory content very accessible and suggested making the modules "a bit more challenging". In response to this, the partnership has calibrated the final versions of the modules to include a number of advanced insights (in Modules 2 and 3). These allow more advanced participants to explore more complex technical workflows without alienating those still mastering the foundational concepts. As such, the platform now successfully caters to a wider spectrum of digital literacy, ensuring that every artist, regardless of their starting point, finds the content both inclusive and intellectually stimulating.

5.2. Resolving Technical and Instructional Hurdles

The qualitative data identified specific hurdles where technical or instructional barriers existed. In Module 2, which focused on tool application, participants suggested that "teaching can be made more practical". The partnership responded by shifting the AI tools focus toward an over-the-shoulder style of walkthroughs. Furthermore, the partnership extended the already existing use of reflective activities to cover also the practical stance of the presented content. Additionally, following feedback that some quiz answers felt "a bit repetitive", the partnership updated the question bank to provide a more dynamic and diverse evaluation experience in Module 3.

5.3. Pedagogical Impact and Empowerment

Beyond the technical refinements, the qualitative data served as a validation of the project's core mission. Participants frequently used the open-ended fields to describe the curriculum as a "fantastic course" and a "very nice start" to their digital evolution. The high ratio of positive sentiment confirms that the technical infrastructure successfully mitigated the "fear of technology" often cited as a barrier for marginalised artists. By directly implementing user feedback, the partnership has transformed the GenAIRT platform from a pilot tool into a community-validated resource that empowers artists to embrace the future of AI with confidence.

6.0 Strategic Recommendations for Arts Education Policy amongst Marginalised Groups

This section aims to distil the technical findings into a series of actionable recommendations. These insights are designed to guide future course improvements and inform policy-making regarding the integration of Generative AI in arts education for marginalised communities across Europe.

6.1. Validation of Key Performance Indicators (KPIs)

The pilot phase successfully achieved its primary objective of narrowing the digital divide through evidence-based instructional design. By (nearly) doubling the recruitment target (164 vis-à-vis the 100 anticipated registrants) and maintaining an 88.75% retention rate among active participants, the project demonstrated that marginalised artists are highly motivated to engage with emerging technologies when barriers of cost and complexity are removed. The aggregate satisfaction rating of 4.53/5 across 257 survey responses serves as empirical evidence that the pedagogical model developed by the partnership is both effective and scalable.

6.2. Transition to the Digital Gallery

The high 'readiness for AI challenges' score (90.4%) indicates that the pilot cohort is now prepared for the next stage of the project. The optimised curriculum has provided the technical and ethical foundation necessary for participants to move from the online learning space to exhibiting their AI-assisted artwork in the project's digital gallery. This transition represents the ultimate validation of the project: moving marginalised artists from passive consumers of technology to active creators of AI-assisted culture.

6.3. Strategic Recommendations

Based on the evidence-based findings of the pilot phase and the iterative refinements made by the partnership, the following 5 recommendations are proposed to guide future initiatives and policy-making for integrating Generative AI into adult education for the cultural sector amongst marginalised communities.

Recommendation 1: Implementation of Privacy-by-Design to Foster Trust in Digital Transition

Trust is a fundamental prerequisite for digital inclusion, particularly when engaging marginalised groups who may be wary of data surveillance. The pilot phase revealed that 21.3% of registrants preferred not to disclose their specific personal circumstances, highlighting the necessity for high-trust data environments. Policy-making should mandate a

privacy-by-design approach, ensuring that all data collection is stripped of personal identifiers, such as names and contact information, before the data analysis begins. By guaranteeing complete anonymity and providing transparent informed consent protocols, educational providers can encourage participation from sensitive demographics, such as refugees or those facing socio-economic barriers. This ensures that data serves the participant's progress rather than institutional surveillance, which is vital for long-term engagement in the digital arts.

Recommendation 2: Institutionalising Micro-Learning for Adult Participant Persistence

The pilot results demonstrated that adult participants, who often balance multiple life responsibilities, including social and economic ones, require highly flexible learning structures. Participant feedback specifically requested that content be made "more digestible" and "shorter" to accommodate limited time. Future policies should promote the transition from monolithic course structures to micro-learning frameworks. By breaking down complex theoretical pillars into smaller sub-sections and utilising multimodal tools like AI-generated avatar videos, providers can lower the cognitive load and increase retention. The success of the GenAIRT pilot, which achieved an 88.75% retention rate, confirms that modular content allows participants with significant time constraints to achieve persistence and successfully reach certification without feeling overwhelmed by the volume of information.

Recommendation 3: Shifting Toward Practical Technical Instruction

While theoretical knowledge provides a necessary foundation, the pilot phase indicated that technical and instructional hurdles are best mitigated through practical, visual reinforcement. Participants suggested that "teaching can be made more practical", specifically requesting clearer walkthroughs for software applications. We recommend that future funding and policy frameworks prioritise the development of over-the-shoulder approaches to learning. These walkthroughs should guide the artist through the software in real-time. This approach humanises the technology and reduces the 'fear of tech' by showing the practical application of AI tools in a step-by-step manner. Moving toward this practical instructional style ensures that artists with lower digital literacy can bridge the gap between abstract concepts and actual creative output.

Recommendation 4: Establishing Tiered Challenge Systems for Diverse Digital Literacy

To effectively narrow the digital divide, a curriculum must remain inclusive of beginners while remaining stimulating for those with existing skills. The pilot feedback noted that while the introductory content was highly accessible, a segment of the cohort sought deeper technical engagement. As a result, we recommend the institutionalisation of differential learning pathways. By embedding optional advanced insights and technical deep-dives into foundational modules, educational programmes can cater to a wider spectrum of digital literacy simultaneously. This ensures that the curriculum does not alienate beginners with excessive complexity nor discourage advanced participants with over-simplification. Such a tiered approach supports a transnational community of practice where artists of all skill levels can find value and vertical growth opportunities within the same learning space.

Recommendation 5: Integrating Reflective Practice and Bias Analysis as Core Technical Skills

Generative AI education must move beyond purely functional tutorials to include critical ethical analysis as a core competency. Participant feedback emphasised a desire for "direct examples" of AI's limitations, particularly regarding cultural representation and potential biases. We recommend that policy-making treat reflective activities and bias analysis as technical requirements rather than secondary theoretical topics. By integrating these into the coursework, artists are empowered to critically evaluate AI-generated content and use these tools to advocate for cultural accuracy. This transforms marginalised artists from passive users of biased technology into active, critical creators who can use AI to represent their own cultures authentically, effectively ensuring that the technological revolution does not further entrench existing cultural exclusions.

7.0 Conclusion

The pilot phase of the GenAIRT project has successfully demonstrated that Generative AI, when delivered through an inclusive and pedagogically sound framework, serves as a powerful catalyst for narrowing the digital divide within the European cultural sector. By (nearly) doubling the initial recruitment targets and achieving an 88.75% retention rate, the project has validated the high demand for innovative digital education among marginalised artists.

The quantitative and qualitative evidence presented in this report confirms that the inclusion gap is not merely a matter of access to hardware, but also a challenge of instructional design. Through the analysis of data, we identified that clarity, trust, and practical relevance are the cornerstones of successful digital upskilling. The high aggregate satisfaction score of 4.53/5 across all three modules proves that technical complexity can be successfully mitigated by human-centred methodologies, such as micro-learning and over-the-shoulder walkthroughs.

As we transition from the online learning space to the digital gallery, the data suggests that participants have moved from digital apprehension to empowerment. With 90.4% of participants reporting a readiness to embrace AI challenges, the project has established a scalable blueprint for European NGOs and cultural institutions. The strategic recommendations provided herein; focused on privacy, differential learning pathways, and ethical critique, ensure that the GenAIRT model remains a future-proof resource for democratizing the technological revolution.

Ultimately, this report confirms that by providing the right tools and support, we can ensure that marginalised artists are not left behind by the AI transition, but are instead positioned as the leading voices in a more diverse and innovative digital arts landscape.

Annex 1

<u>Registration</u>

Name *
First
Last

Gender *
Male
Female
Other

Age *
16-25
26-35
36-45
46-55
56+

Country of Residence *
Select Country

Type(s) of Art You Practice: *
Visual Arts
Digital & Media Arts
Performing Arts
Literary Arts
Craft & Design
Street/Urban Art
Experimental/Interdisciplinary
Other (please specify):

Do you identify with any of the following communities or circumstances that may have limited access to artistic opportunities? *
I have experienced social or economic barriers
I come from a minority or underrepresented cultural background
I live in a rural or remote area
I have a disability or chronic condition
I have refugee or migrant experience
I have caregiving responsibilities that limit my opportunities
I prefer not to say
Other (Please specify)

Annex 2

<u>End-of-module survey</u>

The content was relevant to my needs *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The content was interesting and engaging *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The quiz helped to check my learning. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The module has an appropriate format, language and spelling. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The content was easy to follow and understand. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The videos helped to increase my understanding. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

Completing the module has increased my knowledge of AI in the arts in general. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

The content addressed a gap in access to innovative education for artists. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

After completing the module, I am ready to embrace the opportunities and challenges of AI in the arts. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

I am satisfied with the module. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

I would recommend this module to others. *
Strongly Agree/Agree/Neither Agree/Disagree/Strongly Disagree

How would you rate this module overall? *
5 Stars4 Stars3 Stars2 Stars1 Star

Do you have any suggestions to improve this module? *
Yes/No

Consent *
I understand that the information that I submit through this form will be used for research and evaluation purposes and that my identity will be anonymised throughout. Consequently, I give my consent for the information submitted through this form to be processed accordingly.