AI FUTURE

NEEDS ANALYSIS REPORT

Based on 240+ Respondents
Across 7 Countries

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INTRODUCTION

Artificial Intelligence has transitioned from a specialized technological tool into a mainstream societal force influencing work, education, communication, governance, and daily life. AI-powered systems are increasingly embedded in digital platforms, workplace tools, and consumer applications. As this transformation continues to increase, digital competence requirements needed for an individual evolve rapidly.

Adult learners represent a particularly important group in this transition. Unlike younger generations who may encounter AI during formal education, many adults must adapt to these changes while balancing professional responsibilities, family life, and established routines. Meaning that without targeted support, this group risks exclusion from emerging digital opportunities.

This needs analysis was conducted to identify:

- Current levels of AI awareness and digital confidence in adults who may be facing the most challenges.
- Perceived barriers to AI learning
- Motivational drivers
- Expected applications of AI
- Preferred learning formats
- Support requirements
- Ethical and psychological concerns

The analysis is based on 242 respondents answers. Out of 300 structured responses collected from adult participants representing varied professional, educational, and social backgrounds in 7 of the partnering countries (Lithuania, Latvia, Estonia, Denmark, Italy, Romania and Spain), 242 were from our direct target audience, those answers are the ones used for the analysis. The data includes self-assessments of digital competence, open-ended reflections on AI perceptions, descriptions of barriers to learning, and expectations regarding training content.

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LITHUANIA

The survey involved 44 respondents whose demographic and educational profiles indicate a relatively literate but diverse group of learners. Most respondents were between the ages of 18 and 54, while a substantial proportion were aged 55 and above. This age distribution suggests differing levels of familiarity with digital technologies and highlights the presence of both digitally confident users and those who may require additional support. Nearly all respondents reported having an education level higher than secondary, indicating they could be very familiar with digital technologies.

In terms of professional background, the majority of respondents are currently employed or running their own businesses. This suggests that most participants are active in the labour market and likely interested in practical, efficiency-oriented uses of artificial intelligence. Their employment status also implies time constraints, which may influence their learning preferences and ability to engage with longer or more rigid training formats.

Lithuanian respondents generally reported a moderate to high level of confidence in using digital devices, with most ratings falling in the upper range of the scale. However, confidence in general digital skills does not fully translate into confidence with artificial intelligence. **While many respondents have heard about AI or have used AI tools occasionally, fewer describe themselves as regular or advanced users.** This points to a distinction between basic digital literacy and AI-specific competence within the respondent group.

Previous exposure to AI tools varies significantly among respondents. Some participants reported using chatbots, writing and translation tools, or image-generation applications, while others indicated little or no hands-on experience. This uneven exposure suggests that the respondent group is mixed in terms of AI familiarity, with some individuals at a beginner stage and others already engaging with AI in more applied ways.

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DENMARK

Within the survey, 34 answers were collected from English and Danish-speaking adult learners. The dataset reflects a heterogeneous group with varied demographic backgrounds and uneven readiness to engage with artificial intelligence. Respondents are distributed equally between the 18-54 age group and the 55+ age group, with strong representation of older adults. This age distribution suggests differing degrees of familiarity with digital technologies and indicates that adult learning environments will include both learners who feel comfortable with digital tools and learners who require reassurance and structured guidance.

Many respondents report having completed education beyond secondary level, indicating strong general learning capacity. However, educational attainment does not correspond to consistent levels of digital confidence. Self-assessed confidence in using digital devices spans from very low to very high, showing that formal education is not a reliable indicator of readiness to engage with, as learners with similar educational backgrounds report very different levels of confidence.

A significant proportion of respondents are not in stable employment or are currently outside the labour market. This situates the survey group within adult education and social inclusion contexts rather than professional AI training. Motivations for learning about AI therefore appear more closely linked to everyday participation, and access to information.

Awareness of artificial intelligence is widespread among respondents but this exposure does not translate into strong understanding. Many respondents describe their knowledge of AI as limited or unclear.
Digital confidence across the respondent group is uneven. Some learners report high confidence, while others express fear of making mistakes when using technology. Barriers to learning about AI are primarily linked to confidence rather than rejection of technology. Respondents mention uncertainty about learning new tools and challenges in seeing how AI relates to everyday life. Most respondents indicate that they would require some form of support to participate in AI-related learning.

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LATVIA

29 respondents participated in the survey. The age distribution shows that the majority (two-thirds) of respondents are 55 years of age and older. The remaining respondents are aged 18 to 54. There are no respondents younger than 18 in the survey. It should be noted that adults 55+ are of pre-retirement age, who are at high risk of unemployment due to insufficient skills, especially digital skills. Although the level of education of respondents is generally high - most indicate that their education is higher than secondary education, this age group in Latvia usually has difficulties adapting to the rapid changes in labor market requirements, including those related to IT and AI. With regard to place of residence, it should be noted that residents of rural and small towns are a significant part of the target group, who generally have limited lifelong learning opportunities, and the development of digital skills is also much slower than in cities. In terms of language, the group of respondents is very homogeneous - native language coincides with the local language.

The survey results show that the majority of respondents are currently employed or run their own business.

The survey data shows that the respondent group is digitally confident, but this confidence does not always fully extend to the use of AI. Although AI is familiar and some already use it on a daily basis, a significant proportion of respondents still perceive themselves as beginners in the field of AI, which indicates the need for targeted, practical and understandable training. Respondents' AI experience mainly focuses on communication, text processing and information support, while more complex or specialized AI solutions are rarely used for now. The main obstacles to learning AI are uncertainty about the practical usefulness of AI, lack of time to practice, and language barriers or complex instructions.

Respondents believe that AI can be important in learning new knowledge and skills; can help to complete work tasks faster and more efficiently; and make everyday life easier. To promote the acquisition of AI, simple, structured and practically oriented training is needed to help see AI as a real and useful assistant in everyday life and at work.

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ESTONIA

The survey collected responses from 55 adult participants in Estonia. The majority (48) were aged 18–54, while 7 were aged 55 and above, reflecting a predominantly working-age population. Most respondents (53 out of 55) reported education levels higher than secondary education, indicating strong general learning capacity.
In terms of employment, 46 respondents are currently employed or running their own businesses, placing most participants within the active labour market. Additionally, 20 participants reside in towns or rural areas with fewer than 40,000 inhabitants, which is relevant for regional access to learning and digital services.

The respondent group reflects Estonia's multicultural context and includes native Estonian speakers, native Russian speakers, and bilingual individuals. This linguistic diversity highlights the importance of multilingual and inclusive educational approaches. Participants report a high level of confidence in using digital devices, with an average self-assessment score of 7.5 out of 10. However, a clear distinction exists between general digital literacy and AI-specific competence.

While 29 respondents actively use AI tools, 26 report awareness of AI without deeper practical engagement.

The most commonly used AI tools are writing and translation applications and chatbots, primarily supporting communication and efficiency in everyday and professional tasks. More advanced AI solutions are less frequently used. Key barriers to further AI engagement include limited time, lack of structured guidance, and insufficient targeted training opportunities. **Respondents emphasise the need for clearer materials and step-by-step learning formats.**

Overall, the findings indicate that adult learners in Estonia possess solid digital foundations and require structured, practical and multilingual AI training to strengthen confident and purposeful use of artificial intelligence.

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ITALY

The survey aimed to assess the level of awareness, experience and training needs in relation to Artificial Intelligence (AI), as well as to better understand how AI tools are currently perceived and used within the learning context. Respondents were predominantly adults between 18 and 55 years old; at the same time, the survey also included a significant proportion of participants aged over 55. From a socio-demographic perspective, the participants reflect a diverse group of adults who are largely outside the entrepreneurial or business-owning sector. Many come from educational and social backgrounds that may have limited access to formal learning opportunities, while some have pursued further studies. The group also includes individuals for whom the official language of the country is not native, adding linguistic and cultural diversity.

Participants generally reported a moderate level of confidence in using digital devices, indicating that while many feel reasonably comfortable with basic digital tasks, there remains a clear need for further support and training to strengthen their skills and fully exploit the potential of digital technologies.

While Artificial Intelligence is widely recognized among participants, the overall level of understanding remains mainly introductory. More than half of respondents reported having heard about AI but not possessing in-depth knowledge of its functionalities, potential applications or implications. Among those who have already experimented with AI tools, the most common uses relate to writing and translation support, as well as chatbot-based systems. This suggests a primarily practical and task-oriented approach to AI usage rather than a strategic or advanced application.

The most significant obstacle reported by participants is the lack of structured training and practical guidance on how to use AI tools effectively and responsibly. This highlights a clear need for accessible and well-designed educational resources. Participants expressed interest in online materials, practical guides, manuals and structured digital lessons that could support a more confident and informed use of AI technologies.

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SPAIN

The survey involved 44 respondents whose demographic and educational profiles reflect a diverse group of adult learners with uneven readiness to engage with artificial intelligence. Participants are distributed across both the 18–54 age group and the 55+ age group, indicating different levels of exposure to digital technologies and varying needs for support when approaching new digital concepts.

Most respondents reported having completed education beyond secondary level, suggesting solid general learning capacity. However, this educational background does not necessarily translate into confidence in artificial intelligence. While many participants are familiar with using digital devices in their daily lives, this familiarity is often limited to basic or functional use and does not extend to a clear understanding of AI or its potential applications.

Regarding professional background, a significant proportion of respondents are active in the labour market, while others are currently outside stable employment. This situates the group within both work-related and adult education contexts, where motivations for learning about AI relate to practical usefulness, everyday activities, and access to information.

Respondents generally reported moderate confidence in using digital devices. In contrast, confidence in artificial intelligence remains low. Although awareness of AI is widespread, most respondents describe their knowledge as limited. Regular or confident use of AI tools is uncommon, highlighting a clear gap between general digital literacy and AI-specific competence.

Exposure to AI tools varies among respondents. Some participants reported occasional use of chatbots or writing and translation tools, often without fully recognising them as AI-based applications. Others indicated little or no direct experience with such tools. Overall, the results suggest that Spanish adult learners would benefit from practical, guided AI learning focused on everyday applications, clear language, and step-by-step support to build confidence.

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ROMANIA

This report summarizes the experiences of 22 adults with AI and digital learning. The group comprised nine participants aged 18-54 and eight aged 55+, effectively reaching the target demographic (16 identified with the survey's "YES" description). Participants demonstrated varied digital literacy levels, self-reporting confidence with digital devices on a scale of 1-10.

AI awareness was widespread: ten participants use AI tools regularly, six have some familiarity, and only one had never heard of AI. Writing and translation tools (e.g., Grammarly, DeepL, Google Translate) were the most commonly used, followed by chatbots and assistants (e.g., ChatGPT, Siri, Alexa). Less frequently mentioned were smart home devices, IT support tools, and image/video generators (e.g., Microsoft Designer, Adobe Firefly), indicating a preference for language-based AI over creative or specialized applications.

Participants report multiple barriers to learning about AI, including lack of opportunity, fear, distance from training, limited time, lack of someone to explain things and general difficulty with technology. These reflect both practical and emotional obstacles. Support needs are significant: four people require digital access support and two of them also need clearer or more detailed texts. Only two need no additional support.

When asked what AI should help with, most participants prioritise communication tasks such as chatting, translating and writing messages. Other interests include information seeking, learning, leisure, supporting others and health-related uses. The top training priority is learning to use AI safely and purposefully, with further interest in content creation, translation and health applications. Preferred learning formats are practice activities, videos, step-by-step guides and real-life examples. Motivators include native-language delivery, flexibility, encouragement, hands-on practice, social elements and certificates. Overall, practical, accessible, and supportive training is likely to meet participants' needs.

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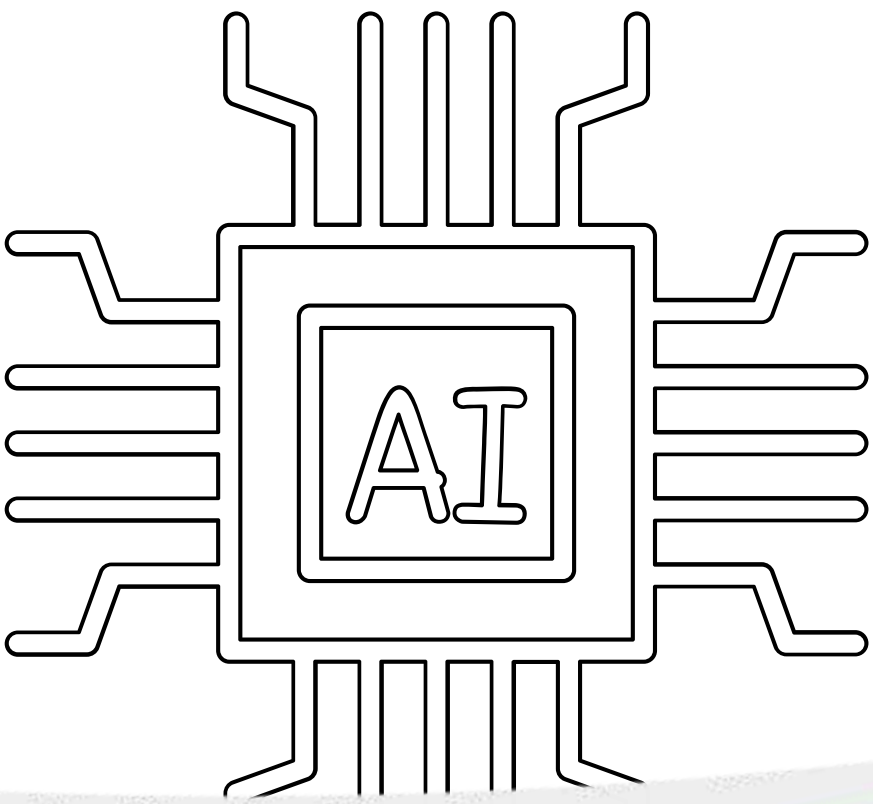
SUMMARY

This needs analysis examines the current competencies, perceptions, expectations, and barriers related to Artificial Intelligence (AI) among possible AI FUTURE training adult learners. The findings are based on collected responses reflecting diverse demographic, cultural, educational, and professional backgrounds. The purpose of this report is to inform the design of a structured, inclusive, and impactful AI FUTURE methodology tailored to adult learners with varying levels of digital confidence and technological exposure.

The analysis reveals widespread awareness of AI as a concept, but limited practical competence in using AI tools strategically and responsibly. **Participants demonstrate strong interest in learning how AI can support professional productivity, entrepreneurship, creativity, and daily life management.**

The findings suggest that participants prefer practical, interactive, and hands-on learning experiences rather than theoretical lectures. Flexible delivery formats and ongoing support mechanisms are critical for engagement.



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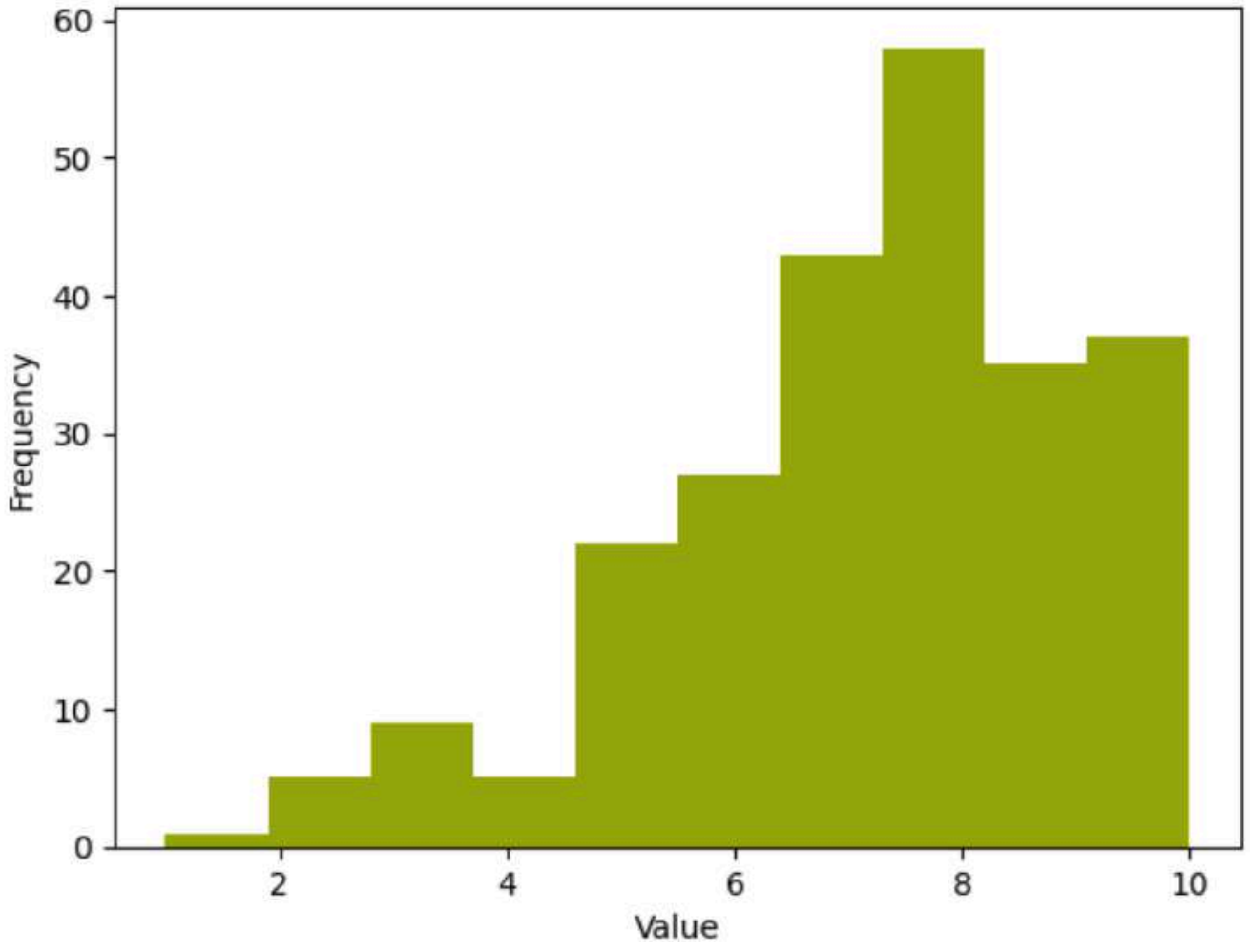
TARGET GROUP

The respondents represent a diverse and dynamic group of adult learners who vary not only in age, educational background, and employment status, but also in their day-to-day living environments and personal responsibilities. While a substantial portion have completed post-secondary education and are actively engaged in professional work, the data indicates that their levels of digital confidence and proficiency differ. Some participants exhibit strong familiarity with digital tools, navigating applications and online platforms with relative ease, while others report feeling uncertain or inexperienced, particularly when encountering new or complex technologies.

The histogram of the responses, with a concentration of higher values around 7–9 but a spread down to lower scores such as 1–6, reinforces this observation, highlighting that a significant amount of adult learners may require additional guidance and support.



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TARGET GROUP

This diversity of experience and comfort levels suggests that any digital literacy or technology focused training must be highly adaptable, offering multiple entry points for beginners, and opportunities for more advanced learners to deepen their skills.

Moreover, the methodology must be acknowledging the influence of personal commitments, employment obligations, and differing levels of prior exposure to digital tools. Designing such an inclusive curriculum involves creating flexible learning paths, practical hands-on exercises, and accessible resources that accommodate both confident and hesitant users, ensuring that all participants can engage meaningfully and achieve measurable growth in their digital capabilities.

Ultimately, this approach not only would address the varying skill levels revealed by the data but also fosters a supportive learning environment that empowers adult learners to build confidence, develop competence, and leverage technology effectively in both professional and personal contexts.

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AI AWARENESS AND COMPETENCY AMONG LEARNERS

The survey results indicate a diverse range of awareness and familiarity with Artificial Intelligence (AI) among respondents. While a significant portion of participants reported that they actively use or work with AI tools in their daily lives, such as ChatGPT, Grammarly, or DeepL, many others indicated that they have only heard about AI a few times and do not know much about it.

A smaller, but still significant group reported that they had never heard of AI and it’s tools, highlighting gaps in exposure and knowledge. This variation suggests that while some individuals are already integrating AI into their workflows and creative practices, a substantial segment remains left out, either due to limited experience, lack of opportunity, or insufficient understanding of what AI can do. The data also reflects that awareness alone does not always translate into confidence or practical usage; many respondents who had heard of AI still expressed uncertainty about how to engage with AI tools effectively.

Overall, these findings underscore the importance of accessible education, clear guidance, and structured support to increase familiarity and build confidence, ensuring that all participants can navigate the rapidly evolving AI landscape with competence and curiosity.

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DIGITAL CONFIDENCE

The survey responses regarding confidence in using digital devices reveal a diverse range of proficiency levels among participants. Scores spanned the full scale from 1, indicating very low confidence, to 10, indicating very high confidence, with a substantial number of participants clustered in the middle to higher range, particularly between 6 and 10. This distribution suggests that while many participants feel moderately to very comfortable navigating digital tools, there is still a significant group that experiences uncertainty, hesitation, or difficulty in using digital devices. The variation in confidence levels likely reflects differences in prior exposure, access to technology, educational background, and opportunities to engage with digital platforms in everyday life or work contexts. Participants who reported lower confidence may struggle with basic operations, problem solving in unfamiliar software, or integrating technology into routine tasks, which could act as a barrier to adopting more advanced tools, such as artificial intelligence applications. In contrast, participants with higher digital confidence are more likely to experiment with new technologies, adapt to updates, and explore innovative tools, demonstrating greater flexibility and resilience in digital environments.

Digital confidence is not only about technical ability but also includes the comfort and willingness to engage with new technologies, troubleshoot issues independently, and explore unfamiliar digital spaces. It is closely linked to digital literacy, which includes understanding software functionalities, maintaining online security, and evaluating reliable sources of information. In the context of AI adoption, digital confidence becomes a crucial foundation: **those who feel capable of using digital devices are more likely to engage with AI tools** such as chatbots, writing assistants, image generators, and smart home technologies. In contrast, lower confidence may have feelings of intimidation or apprehension toward AI, highlighting the importance of designing training programs that start with fundamental digital skills before progressing to AI-specific applications.

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DIGITAL CONFIDENCE

Moreover, the data underscores the need for tailored support. Offering step-by-step guidance, interactive tutorials, and opportunities for hands-on practice can help participants transition from low or moderate confidence levels towards high. Peer learning and mentorship may also play a critical role, as observing and collaborating with more confident users can reinforce skills and increase self-efficency. Encouraging participants to set achievable goals, providing positive feedback, and celebrating incremental progress can further enhance digital confidence, reducing anxiety and fostering a mindset of experimentation and growth.

Ultimately, the findings suggest that strengthening digital confidence is a catalyst for successful engagement with AI and other emerging technologies. By addressing the diverse needs of participants, bridging gaps in experience, and providing supportive learning environments, programs can empower all individuals not just those already digitally literate. Exploring AI tools creatively, and integrating digital solutions into their personal and professional lives would do the same for the learners with lower digital confidence. That means, that AI FUTURE methodology should be inclusive, equitable, and sustainable, promoting confidence, competence, and long-term digital resilience.

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BARRIERS TO PARTICIPATION

Respondents described a wide range of barriers that make learning about AI difficult, yet across different countries and cultural contexts, their responses reveal strikingly consistent patterns. The most dominant challenge mentioned **was a lack of time to practice**, with many respondents explaining that while they may have basic awareness or introductory knowledge to AI, they do not have sufficient time to explore AI tools in depth, experiment with them regularly, or build confidence through hands-on experience. For some, work and family responsibilities limit the opportunity to engage in structured learning, while others noted that without dedicated time to practice, their skills remain superficial and insufficient for professional or specialized tasks. Closely connected to this time constraint is the frequently cited issue of not having had the opportunity to learn about AI at all, suggesting limited exposure to formal training, workshops, or accessible learning environments. This indicates that for many participants, the barrier is not a lack of interest but rather a **lack of accessible educational opportunities.**

Another major theme across responses is **low confidence in using technology**. Many participants stated that they do not feel secure or comfortable when interacting with digital tools, and some explicitly described technology as difficult to understand or overwhelming. In several cases, this lack of confidence was accompanied by feelings of fear or anxiety toward AI, particularly when it is perceived as complex, unfamiliar, or rapidly evolving. The perception that AI is “hard to understand” or too technical creates psychological resistance, making individuals hesitant to experiment or engage more deeply. Additionally, some respondents indicated skepticism or distrust, including concerns about reliability or the belief that AI is sometimes misused or overused, which further reduces motivation to learn.

A particularly significant barrier is the absence of guidance and personal support. Numerous participants reported that they do not have anyone who can help them, explain concepts clearly, or answer questions when they encounter difficulties. This lack of mentorship or peer support contributes to feelings of isolation and discouragement, especially for those already lacking technological confidence.

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BARRIERS TO PARTICIPATION

Similarly, many respondents highlighted that language and instructions are difficult to understand, whether due to technical jargon, complex explanations, or materials not being available in their native language. **This suggests that even when resources exist, they may not be designed in an accessible, user-friendly manner suitable for beginners.**

Another recurring theme is the perception that AI lacks clear relevance to daily life. Many participants stated that they do not see how AI can help them in practical, everyday situations, indicating a gap between theoretical discussions about AI and tangible, relatable applications. Without concrete examples demonstrating personal benefits such as saving time, improving health management, or supporting communication motivation to invest effort in learning remains low. In addition, several respondents mentioned structural and access-related barriers, such as living far from training opportunities or lacking access to necessary devices or stable internet connections. These practical limitations highlight issues of digital inequality that directly affect learning opportunities.

Overall, the responses demonstrate that the challenges are diverse, combining practical constraints (time, access, distance), educational gaps (limited training opportunities, complex materials), psychological factors (lack of confidence, fear, skepticism), and motivational barriers (unclear daily-life relevance). Together, these findings suggest that effective AI education initiatives must go beyond simply providing information. They should focus on offering flexible and time-efficient learning formats, beginner-friendly language, localized and multilingual materials, real-life practical examples, accessible training opportunities and supportive environments that build confidence gradually. Addressing these interconnected barriers would significantly reduce resistance and empower learners to engage with AI more comfortably, confidently, and purposefully.

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PSYCHOLOGICAL BARRIERS

While structural barriers like time and cost determine if an adult can access learning, psychological barriers determine how deeply they engage and whether the learning leads to actual results. The subject of artificial inteligence can be scary, especially for those, who are less adapted to technology. Acknowledging and normalizing these fears is the first step toward transforming mindset and starting to use AI in daily life.

1. Fear of Complexity

Artificial Intelligence suffers from a unique perception problem. It is often framed in public discourse as highly technical and suited only for experts. This narrative creates a formidable "expert gate." For a beginner, even the terminology can sound intimidating. The learner then assumes the material is beyond their reach, so they disengage before even starting.

2. Fear of Replacement

This is perhaps the most complex and common psychological barrier. Some adult learners are aware of the headlines predicting mass automation. To ask them to learn about AI is to ask them to stare directly at the force that might disrupt their livelihood. This fear manifests not as outright rejection, but as a heavy fear of being replaced.

3. Fear of Failure

Many adults, particularly those who did not grow up with the internet may be uncomfortable with switching between browser tabs, or terrified of "breaking something." When faced with a new, complex AI platform. The fear is not of the AI itself, but of public underperformance - looking foolish in a class, asking a "wrong" question, or being the last one to complete a task. This anxiety triggers a fight or flight response, leading to avoidance, silence, or dropout.

Even though in methodology, it is hard to discredit these fears, and motivate the learners, using “user friendly” language and showing, that AI could be helpful, especially in their every day lifes may eliminate them in the long run.

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AI IN EVERYDAY LIFE

Participants expressed a broad and diverse range of interests regarding how AI could support their lives, emphasizing practical, personal, professional, and social applications. A major area of interest was work related tasks, where respondents saw AI as a way to complete assignments more efficiently, assist with office duties, automate routine or repetitive processes, and improve overall productivity.

Closely linked to professional development, many participants were keen on learning new things, including acquiring new languages, participating in online courses, receiving help with schoolwork, and supporting continuous personal growth and career advancement, highlighting a strong desire to leverage AI for skill development and lifelong learning.

Another frequently mentioned area was communication and social interaction, including chatting, translating messages, and composing texts, which reflects the perceived value of AI in enhancing interpersonal communication and facilitating multilingual interactions. In addition to professional and educational uses, participants emphasized everyday life applications, such as shopping, paying bills, managing household chores, and planning travel, as well as health and well-being, including reminders for medication, physical exercise routines, and cultivating healthy habits.

These responses demonstrate that AI is expected to simplify and improve day to day routines while promoting personal health and lifestyle management. Participants also highlighted the importance of information retrieval, using AI to find answers, research topics, and gain knowledge quickly and efficiently. Entertainment and leisure were also noted, with AI being used to discover or interact with music, movies, games, and social media platforms. Furthermore, a significant group of respondents mentioned supporting vulnerable populations, such as assisting people with disabilities or those needing extra care, suggesting that AI is seen not only as a tool for individual convenience but also for social good.

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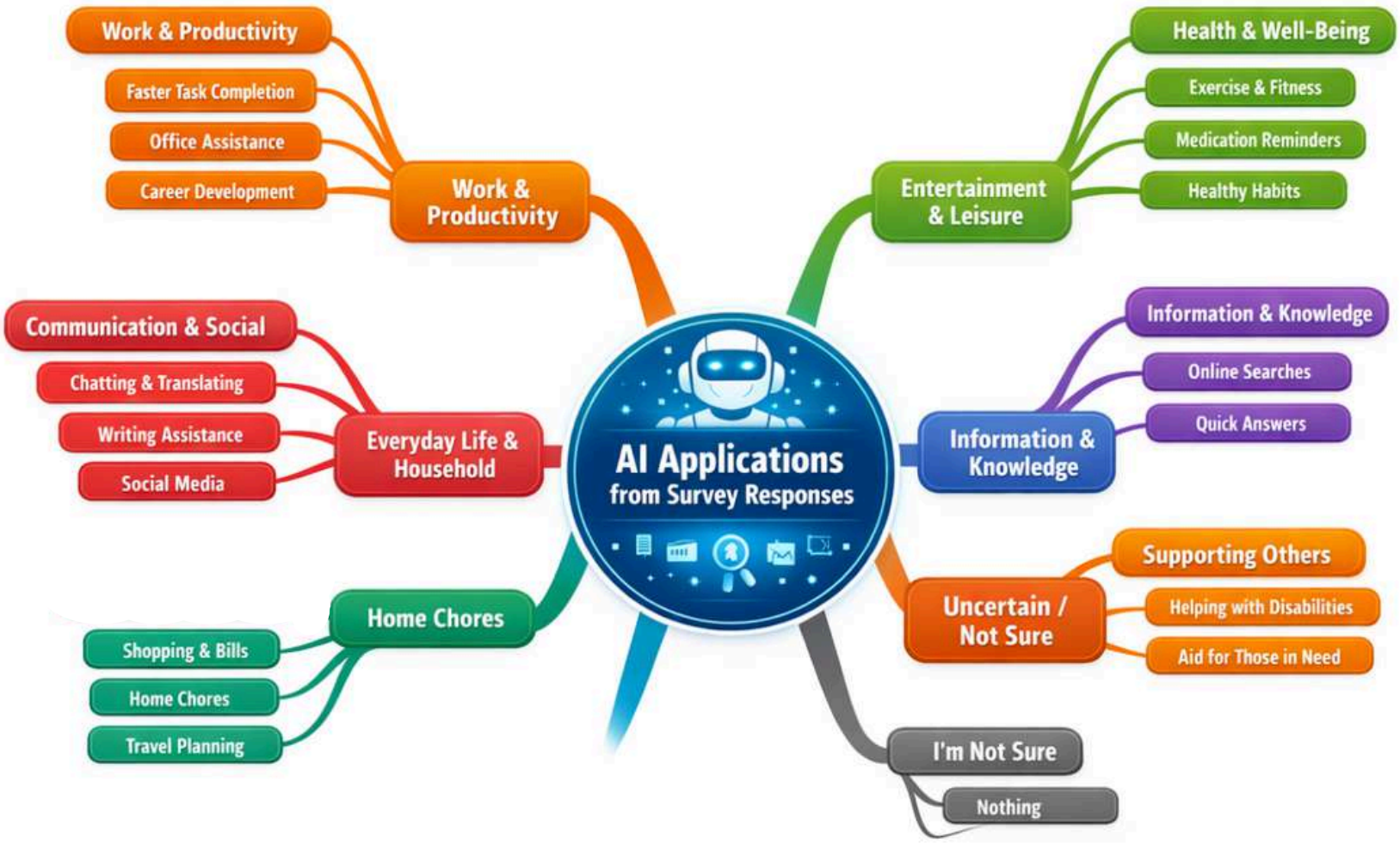
AI IN EVERYDAY LIFE

While some participants expressed uncertainty about the full scope of AI applications or indicated minimal interest, the overall pattern clearly shows that people are most motivated by AI solutions that enhance efficiency, learning, communication, health, entertainment, and day to day convenience. Across languages and cultural contexts, the responses consistently reflect a desire for AI tools that provide immediate, tangible benefits, whether through improved productivity, simplified routines, educational support, or enriched social and leisure experiences. Ultimately, these insights highlight the multi-dimensional expectations people have for AI, emphasizing that successful adoption depends on practical usability, accessibility, and relevance to everyday personal, professional, and societal needs.



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CREATIVE APPLICATIONS

Creative applications of AI emerged as a particularly engaging and motivating area of interest among participants, especially in contrast to more technical or abstract uses of artificial intelligence. Many respondents expressed curiosity about how AI can support the generation of text content, including drafting emails, writing articles, creating stories, or refining professional documents. This interest reflects a practical desire to use AI as a supportive writing partner that can help overcome writer's block, improve clarity, and speed up content creation.

Beyond text, participants also showed strong interest in generating visual designs, such as images, graphics, and layouts for presentations or personal projects. The appeal of visual AI tools lies not only in their creative potential but also in their accessibility users can produce professional looking designs without advanced technical or artistic skills. Closely related to this is the use of AI for marketing materials, including promotional texts, posters, branding ideas, and campaign concepts. Respondents appear to recognize AI potential to assist in small business development, workplace tasks, and entrepreneurial activities by streamlining the creative process.

Similarly, social media content creation was highlighted as an attractive application, with participants interested in generating captions, post ideas, visuals, and engagement strategies. This suggests that AI is seen as a tool that can enhance online presence and communication in both personal and professional contexts. Additionally, many respondents valued AI for brainstorming outputs, using it to generate ideas, structure projects, develop concepts, or explore alternative perspectives. This function positions AI not merely as an automation tool but as a collaborative thinking partner that stimulates creativity and innovation. Importantly, creative applications appear to reduce fear and resistance toward AI. Creativity-oriented modules can therefore increase engagement, build confidence, and foster experimentation, particularly among individuals who may feel uncertain about more technical aspects of AI. By focusing on hands on creative tasks that produce visible and personally meaningful results, training programs can transform AI from a perceived complex system into a practical, empowering, and inspiring tool for self-expression and professional growth.

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FOCUS AREAS FOR AI LEARNING

Respondents expressed a strong and nuanced interest in AI topics that are highly relevant to daily life, practical skill development, and personal or professional growth. Among the most favored topics, Artificial Intelligence in everyday life stood out clearly, reflecting participants' desire to understand how AI technologies influence daily routines, personal decision-making, and broader societal interactions. Many respondents highlighted that understanding AI's role in ordinary life helps reduce uncertainty, builds confidence in interacting with AI tools, and makes learning more immediately relevant and engaging.

Closely linked to this was a widespread interest in learning to use AI safely and purposefully, which respondents emphasized as a critical competency. This reflects a strong awareness of the ethical, legal, and practical implications of AI use, with learners wanting to understand not just how AI works, but how to apply it responsibly, avoid errors, and protect privacy and security in everyday contexts.

Another highly valued topic was content creation using AI, which many respondents viewed as both a practical skill and a creative opportunity. Participants expressed interest in learning how AI can support writing, design, media creation, and other forms of productive work, indicating that they see AI as a tool for enhancing efficiency and expanding creative possibilities. Similarly, translation and multilingual communication emerged as a prominent area of interest, reflecting a recognition of AI's potential to break down language barriers, facilitate cross-cultural collaboration, and support global communication. Respondents saw value in using AI for both professional and personal purposes, such as managing international work, travel, or accessing multilingual information.

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FOCUS AREAS FOR AI LEARNING

Learning and career development was another recurring theme, highlighting that participants view AI skills as essential for professional growth, employability, and adaptability in an increasingly AI integrated workplace. Respondents expressed interest in acquiring knowledge that directly translates into career advancement opportunities, demonstrating that motivation is closely linked to tangible outcomes in real life contexts. Related to this, planning, multitasking, and productivity enhancement received moderate interest, with participants recognizing the value of AI tools for task organization, time management, and workflow optimization, although this was slightly less frequently chosen answer in the survey, compared with foundational and creative topics. Health and well-being was also mentioned, albeit less frequently, suggesting that while it is important, it may be seen as a secondary application of AI compared to more immediately practical or career-oriented skills. Nonetheless, those interested in health applications highlighted the potential for AI to support personal wellness, mental health, and lifestyle management.

In contrast, topics that are more abstract, highly technical, or detached from immediate practical application were less frequently prioritized, indicating that participants are primarily motivated by learning that has direct relevance to their daily life, work, or creative output. A small number of respondents explicitly indicated a lack of interest in AI altogether, suggesting a segment of learners may feel uncertain about its relevance, intimidated by its complexity, or disengaged from the topic. Overall, the responses reveal a clear hierarchy of interest and motivation: the highest preference is for understanding AI in daily life and learning to use it safely, followed closely by content creation, multilingual communication, and career-oriented skills, with planning, productivity, and health-related applications receiving moderate interest. These findings strongly suggest that AI training programs should prioritize practical, actionable, and responsible applications of AI, with clear connections to learners everyday experiences and professional development goals, while also offering supplementary content for broader applications such as health, productivity, and wellness. By aligning training with these motivations, AI FUTURE methodology should ensure engagement, relevance, and long term skill retention, providing participants with knowledge and confidence to use AI effectively in both personal and professional contexts.

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MOTIVATION FOR LEARNING AI

Respondents expressed a clear set of motivations for participating in AI training, revealing both the features they value most and those considered less “motivating”. Among the most favorable motivators**, the ability to train in one’s native language** emerged repeatedly as essential, ensuring learners can fully understand complex material and engage confidently with the content. Equally important was the **availability of video lessons that can be watched anytime,** which respondents highlighted as a key feature that supports self paced learning, accommodates varying schedules, and allows revisiting concepts as needed.

The inclusion of step by step guides or manuals was also highly valued, as these provide structured, easy to follow instructions that help learners progress without confusion. Alongside these, practical exercises and hands on activities were emphasized as particularly motivating, offering opportunities to apply theoretical concepts in real world scenarios, solidifying understanding, and building practical competence. Respondents also expressed appreciation for specialized classes focused on specific AI topics, which allow deeper exploration of areas of interest and facilitate mastery of targeted skills. Certification was another strong motivator, as many participants viewed it not only as recognition of effort but also as a tangible benefit that could enhance career development and professional credibility.

In contrast, several features were seen as moderately favorable, providing value but not serving as primary motivators. For example, extra time to learn at ones own pace was appreciated by respondents who value flexibility, though it was not universally cited as critical. Similarly, motivation or encouragement to continue learning was recognized as beneficial, especially for sustaining engagement over longer training periods, but was considered supportive rather than essential. Social interaction opportunities, such as coffee breaks or networking sessions, were the least emphasized motivators. While respondents acknowledged the potential for informal learning and peer connection, these features were generally viewed as optional enhancements rather than driving factors for participation.

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PREFERRED LEARNING FORMATS

Respondents consistently emphasized a preference for learning materials that are clear, structured, and practical, with several types emerging as highly favorable. Among the most valued were **step by step guides or manuals,** which repeatedly appeared across responses as essential for providing a structured pathway through complex concepts. These materials help learners progress methodically, ensuring that each stage of learning is understandable and manageable. Similarly, **video lessons or tutorials** were widely appreciated, offering flexible, self-paced learning that can be revisited as needed and that accommodates different schedules and learning speeds. Closely linked to these, **practice exercises or hands on activities** were highlighted as particularly motivating, allowing learners to apply theoretical knowledge in real world or simulated contexts, thereby reinforcing understanding and building practical competence. What we can see from the research is that preferred learning formats are closely linked to what motivates the learners overall.

Another highly favored category was real life examples or case studies, which enable learners to see how abstract principles translate into practical applications, enhancing comprehension and engagement. **Visual instructions, including pictures, diagrams** were also frequently mentioned as helpful for clarifying concepts and providing an alternative mode of learning for visual learners.

In contrast, while these core materials were consistently prioritized, other types of learning supports were noted less frequently and considered moderately favorable. For instance, infographics or charts were useful for summarizing information but often appeared in combination with other primary materials, suggesting that they are a helpful supplement rather than a primary driver of engagement. When content is presented in dense paragraphs or overly technical language without step by step guidance, learners often found it difficult to follow, assimilate, or apply the information.

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PREFERRED LEARNING FORMATS

Likewise, highly specialized materials that assumed prior knowledge or lacked practical examples were also less appealing, as they created barriers for participants who were new to AI or digital tools. These patterns indicate that learning resources need to bridge the gap between theory and practice: content should be approachable, well organized, and progressively structured to accommodate varying skill levels.

Overall, respondents' preferences point to a strong desire for a balanced approach to learning. **Effective materials should combine structured guidance, visual supports such as diagrams, screenshots, or video demonstrations, and practical applications that allow learners to immediately test and reinforce their understanding.** Optional aids, like infographics, charts, or reference sheets, were seen as helpful for summarizing concepts and clarifying complex ideas, but they were not considered sufficient on their own to facilitate deep learning. Participants consistently emphasized that accessibility, clarity, and interactivity are key: content that is too abstract or rigid reduces engagement, whereas flexible formats such as guided tutorials, case studies, and hands-on exercises encourage active participation, experimentation, and confidence-building.

The responses collectively demonstrate that participants are motivated by learning materials that are not only informative but also actionable. Clear instructions, real world examples, and opportunities for immediate practice empower learners to connect theoretical knowledge with practical skills, increasing both comprehension and retention. The findings suggest that an effective AI training experience should integrate multiple layers of support: structured textual explanations, visual cues, interactive exercises, and optional supplementary aids. By combining these elements, educators will create a learning environment that accommodates diverse learning styles, reduces cognitive overload, and fosters sustained engagement.

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AI USAGE TODAY

Across all responses and languages, participants most frequently reported using AI-powered chatbots and virtual assistants, with tools such as ChatGPT, Siri, Alexa, and Gemini being mentioned repeatedly. These applications appear to be the most accessible and recognizable forms of AI in everyday life, often used to ask questions, search for information, generate ideas, or receive quick assistance with tasks. Many respondents indicated that they use these tools for general inquiries, brainstorming, or informal learning, suggesting that conversational AI serves as an entry point into the broader world of artificial intelligence.

Another highly common category includes writing, editing, and translation tools. Applications such as Grammarly, DeepL, and Google Translate were frequently referenced, highlighting the importance of AI in supporting communication. Participants reported using these tools to correct grammar, improve writing clarity, translate texts between languages, and assist with professional or academic tasks. This indicates that AI is not only used for curiosity driven exploration but also for practical productivity purposes, particularly in multilingual contexts where translation tools significantly ease communication barriers.

A considerable number of participants also described using smart home technologies, including smart speakers, lighting systems, cameras, and voice controlled assistants. These tools demonstrate how AI is embedded in everyday domestic environments, often functioning in the background to automate routine tasks or increase convenience. While users may not always explicitly label these technologies as “AI,” their inclusion in responses shows an awareness that artificial intelligence powers many common household devices.

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AI USAGE TODAY

In addition to these mainstream uses, several respondents mentioned engaging with creative AI tools, such as image and video generators like Microsoft Designer and Adobe Firefly. These tools are used for visual content creation, design experimentation, and multimedia projects, reflecting a growing interest in AI for creative and professional development. Although fewer participants reported using these applications compared to chatbots or translation tools, their presence indicates expanding curiosity about generative AI technologies.

Some participants also referred to more technical or advanced applications, including using AI for IT support, configuring systems, experimenting with emerging platforms, or even developing their own AI related solutions. This smaller group suggests that while most users interact with AI at a consumer level, a minority are exploring it more deeply in professional or technical contexts.

Overall, the responses show that AI use is quite widespread among participants, primarily through conversational assistants and language support tools. These applications represent the most familiar and approachable forms of AI. At the same time, the diversity of tools mentioned from smart home devices to creative generators and technical systems, demonstrates varying levels of engagement and digital confidence. While many participants use AI for everyday convenience and communication, a smaller but significant portion are beginning to explore its broader creative and professional potential.

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CONCLUSIONS

In conclusion, the findings reveal a diverse landscape of digital confidence and familiarity with artificial intelligence among respondents. While many individuals actively use AI tools in their daily work, creative projects, or personal tasks, a substantial portion has only a limited awareness of AI, and a smaller group remains largely unfamiliar with its potential. This spectrum highlights both the growing importance of AI in modern life and the critical need for targeted education and practical exposure.

Beyond awareness, digital confidence is closely tied to the ability to experiment, create, and innovate using AI from generating text, visual content, and marketing materials to producing social media campaigns and brainstorming ideas. Encouraging hands on engagement with AI tools can befriend person with the technology, reduce hesitation or fear, and foster a culture of creativity and experimentation.

By integrating structured training, user friendly platforms, and creative modules into educational and professional settings, individuals can develop not only technical competence but also the imaginative skills needed to leverage AI effectively. Ultimately, enhancing digital confidence is essential for unlocking the full potential of AI, enabling individuals to transform abstract knowledge into tangible outcomes, embrace innovation in their personal and professional lives, and contribute meaningfully to an increasingly AI driven world.

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