



Design principles and mechanisms
for community engagement for
Scotland's AI strategy

Contributors:
Max Stearns, Emonie Ayiwe, Rachel Nixseaman

Table of Contents

1. Introduction	3
2. Overview of Principles	4
2.1. Principles	4
I. Endeavour to Overcome Assumptions and Biases	4
II. Meet and Enable Participating Publics Where and How They Are	4
III. Foster Inclusive Processes for Diverse Publics	4
IV. Create Transparent and Traceable Engagement Accountability	4
2.2. Principled Actions	5
I. Endeavour to Overcome Assumptions and Biases	5
II. Meet and Enable Participating Publics Where and How They Are	5
III. Foster Inclusive Processes for Diverse Publics	6
IV. Create Transparent and Traceable Engagement Accountability	6
3. Methodology	7
3.1 The Workshop (Design) Process	7
3.2 The Participants	9
3.2.1 Edinburgh workshop	11
3.2.2 Online workshop	12
3.2.3 Inverness workshop	13
3.2.4 Challenges with participant recruitment	13
4. Workshop Outcomes	14
4.1 What AI means to the participants?	14
4.2 What are participants' hopes and fears of AI?	14
4.3 What does "engagement" and "the public" mean?	15
4.4 Different scenarios of AI & Exercise on the scenarios and AI engagement in general	16
4.5 Design tree: principles and indicators	17
Reflections	18
APPENDICES	20
AI scenarios used in the workshop	20
Participatory Decision Tree Workshop Example	23
Reflective Engagement Template	24
Workshop registration form	25

1. Introduction

The purpose of this project is to understand and develop a set of principles and criteria - in the form of a 'Participation Tree' - for how Scottish publics want and should be engaged on the topics, technologies, and techniques of Artificial Intelligence (AI) use in Scotland.

This was accomplished through three workshops with members of the public to test AI application scenarios with the public groups as the scenarios can illuminate the meanings - boundaries, conditions, opportunities and challenges and criteria of prioritisation of artificial intelligence use in Scotland and who/when/how people should be engaged around them. As well as to get comments, reflections and feedback on different AI scenarios.

The design of the workshops started in October 2022 and was finalised in November, and the workshops were held between November and January 2023. The report was completed in February 2023.

Delivery Partners

Democratic Society (Demsoc) was commissioned by the Scottish AI Alliance (SAIA) to design and deliver three co-creation workshops to develop design principles and a participatory decision tree on how people in Scotland should be engaged and be part of decision making on artificial intelligence (AI) in the future.



The [Scottish AI Alliance](https://scottishai.com) is a partnership between The Data Lab and the Scottish Government and is led by a Minister-appointed Chair and overseen by Senior Responsible Officers from The Data Lab (CEO) and the Scottish Government (CDO).



[Democratic Society](https://democratic.society) is a network of people working to create a democracy that works for the 21st century. We undertake practical projects, conduct research and build new democratic infrastructure that lets people involve themselves in the decisions that shape their lives.

Based in Brussels but with offices across Europe, we work to build a democracy where citizens' voices are heard from the street up to national and European governments

2. Overview of Principles

2.1. Principles

The following are four fundamental principles for the design and facilitation of engagement processes on the topics and techniques of AI. These principles are derived from public insight and input as part of the co-creative workshop series Demsoc designed and facilitated.

- I. Endeavour to Overcome Assumptions and Biases**
Actively and routinely attempt to identify and overcome underlying assumptions and biases on the topics and techniques of engagement and AI.
- II. Meet and Enable Participating Publics Where and How They Are**
Creatively tailor engagement experiences which are fit-for-purpose to help participants learn, inquire, critique, ideate, and make decisions on topics and techniques of AI.
- III. Foster Inclusive Processes for Diverse Publics**
Ensure respectful inclusion and accessibility for the wide variety of diversely affected experiences and perspectives on the topics and techniques of AI.
- IV. Create Transparent and Traceable Engagement Accountability**
Establish transparent and traceable practices including feedback loops for ongoing accountability between participants and decision-makers on the topics and techniques of AI.

Each of these principles is emblematic of a primary point of concern publics raised during our workshops. Each one represents a bundle of actions that might - and should be taken or considered - when designing and facilitating an engagement process on the topics and techniques of AI. The Principled Actions, which inform and offer direction for each Principle, are outlined below.

2.2. Principled Actions

I. Endeavour to Overcome Assumptions and Biases

- a. Take time as engagement designers to reflect and respond to your own conscious and unconscious biases in relation to the individuals, publics, organisations, and institutions that may participate in the engagement process.
- b. Take time as engagement designers to reflect and respond to your own conscious and unconscious biases in relation to the topics and techniques of AI, particularly assumptions about their risks and benefits.
- c. Independently and in collaboration with potential participants, take time in advance of launching an engagement process to explore the important ethical and contextual considerations when it comes to the AI topics and techniques in question.
- d. Independently and in collaboration with potential participants, take time in advance of launching an engagement process to explore the important ethical and contextual considerations when it comes to how to engage with a unique group of participants, publics, organisations, and/or institutions.
- e. Design a process which can be adapted based on what is learned along the way rather than efficiently achieving a preconceived outcome.

II. Meet and Enable Participating Publics Where and How They Are

- a. Create or adapt known methods of engagement to enable personalised and fit-for-purpose experiences for participants.
- b. Embed a contextually appropriate baseline AI education and creative mechanisms to upskill participants, with regard to their familiarity and capabilities to engage topics and techniques of AI.
- c. Offer participants opportunities to learn about the relevant security and privacy issues as well as how the AI topic or technique is / will be integrated into their social systems.

- d. Actively listen and incorporate participants' critiques and counter proposals / ideas.
- e. Enable people to make actual choices when they are engaged. It is not a choice if participants are only given one option.

III. Foster Inclusive Processes for Diverse Publics

- a. Think systemically / holistically about who might be affected and important to engage on this topic or technique of AI. Enable these individuals, publics, organisations, and/or institutions to participate.
- b. Make participating in the engagement processes an accessible and intuitive experience for participants with differing abilities / disabilities, cultural and ethnic backgrounds, and other diverse factors affecting their ability to participate and expectations of interaction.
- c. Avoid treating all members of one public, organisation, or institution as a monolith. Acknowledge and embrace each participant's unique intersectionality.
- d. When engaging with participants, listen first and engage with humble communication.
- e. Acknowledge and mediate disagreements rather than avoiding or stifling them. Disagreement is an indication of the presence and participation of diverse perspectives and experiences.

IV. Create Transparent and Traceable Engagement Accountability

- a. Give participants insight into what kind of engagement has already been conducted; Where are they joining in the longer timeline of engagement on these AI topics and techniques.
- b. Offer participants clear goals of engagement at the onset; Manage expectations and ensure everyone involved understands their participation journey.
- c. Enable the scientists, designers, and project leaders, and decision-makers working on the relevant topics and techniques of AI to engage

with the questions, critiques, ideas, and choices participants make / propose.

- d. Follow up with participants to report on the impact/s of their contributions, i.e., what has been done since the last engagement.
- e. Engage continuously and in ways that adapt over time to shifts in affected population and shifts in the relevant topics and techniques of AI.

3. Methodology

3.1 The Workshop (Design) Process

At the start of each workshop, participants were asked about their thoughts on AI, and what engagement and the public mean. To support participation and the creation of engagement principles, different AI scenarios were presented to participants in the workshops. These principles, indicators, and questions will become the Support Mechanisms, which the SAIA can use to design and execute their engagement plans. This will enable future engagement programmes to align with the Design Principles set forth in these workshops. In addition to the scenarios, two other activities were completed in the workshops. Participants were asked to individually reflect on how the public should be engaged, and collaboratively create a design tree for the principles and their indicators.

What does AI mean to the participants?

This was a conversational exercise, enabling participants to sit in small groups (2-4 people) to share their thoughts on what AI is, and what are some examples of AI that they have encountered. This exercise also enabled facilitators to identify the level of topic knowledge possessed by the group.

What are participants' hopes and fears of AI?

An open discussion, captured on post-its, allowed the participants to explore some of their hopes for the future of AI (e.g. accessible technology for people with disabilities), as well as some of their fears (e.g. personal data gathering). These were recorded, and used as a prompt during some of the later discussions surrounding the scenarios. What does “engagement” and “the public” mean?

Participants were asked to define the terms “engagement” and “the public” to enable SAIA to better understand who the public thinks should be engaged in these processes, and what forms this engagement should take.

Different scenarios of AI

SAIA created two “day in the life of” stories ([see Appendices](#)), with examples of how AI is already incorporated into the lives of different individuals (e.g. computers marking students’ homework, job applications going through an initial sifting process, fall technology, music platforms creating tailored playlists, etc.). These stories were presented by facilitators using a slide-deck. Through these scenarios, participants could explore different types of AI, as well as exploring “high impact” (e.g. AI making medical decisions) versus “low impact” (e.g. AI recommending items for a shopping list) decisions.

For each AI example, participants were asked:

- Who should be engaged?
- When and how should people be engaged?
- What would people need or want to engage more fully?

Where there were multiple uses of AI within one example, participants were also asked:

- Do your answers apply across all of the AI uses here, or change based on the relative stakes for each?

Participants were encouraged to engage in discussion together, as well as share individual feedback on these questions.

Reflective exercise on the scenarios and AI engagement in general

Participants were asked to consider all of the examples of AI they had just explored as part of the scenarios, and then share whether they had any final reflections on how the public should be engaged on these scenarios, and more broadly about various AI uses in Scotland.

Participants were given time to work individually to complete an “engagement template” ([see Appendices](#)) and answer three questions:

1. Based on what you've learned about AI, what kinds of skills, abilities, experiences, exposure, knowledge, etc., might someone need or want in order to engage in this topic thoughtfully and critically?
2. What would an engagement process look, sound, and feel like, if it could enable and support publics to gain/use these kinds of skills, abilities, experiences, and knowledge?
3. Based on the ways these engagement processes should look, sound, and feel, what are some principles that should guide the design of these processes?

Design tree: principles and indicators

Participants then came together as a group to share their thoughts, and consider how all of their ideas would work together to form a Participatory Decision Tree ([see Appendices](#) for an example done in the workshop), where branches are represented by the types of AI decision being made (considering the impact, the types of groups/communities who would be affected, etc.) and leaves are represented by the types of engagement and participation that the public would like to see and be involved with (e.g. co-creation processes, surveys, publicly available reports, etc.).

3.2 The Participants

We held three workshops, one in Edinburgh, online and Inverness to engage the public on Scotland's AI engagement approaches.

Participants were recruited through an open application process, with workshop information being shared widely through social media, partner websites, and physical posters in delivery areas. Any member of the public was invited to take part, so long as they were aged 16+, and could attend one of the three workshops. All applicants were invited to complete a short registration form ([see Appendices](#)), providing personal details, demographic information, and some of their views on AI. Personal details were essential for participation, while demographic information was optional for participants to complete.

Personal information required:

- Full name
- Email address
- Phone number
- Local Authority area
- Age bracket
- Gender (this included an option "prefer not to say")

Optional demographic information:

- Ethnicity
- Sexual orientation
- Disabilities or health conditions
- Education level
- Employment status

In addition to these questions, all participants were asked to share their views on AI in a series of agree/disagree statements. It was made clear that disagreeing with the statements did not affect an individual's ability to engage in the workshops, but enabled facilitators to invite participants with a range of viewpoints to take part, while also creating appropriate resources.

Participants were asked to mark the following statements as “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, or “strongly disagree”:

- I understand what is meant by the term AI
- I think that AI is a good thing
- I understand how AI could be used in Scottish Society
- I think AI will be beneficial for the public

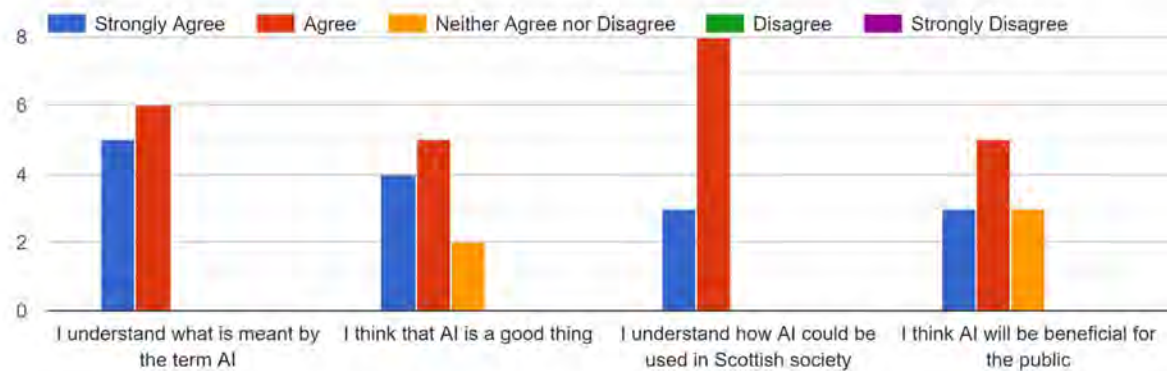
3.2.1 Edinburgh workshop

The Edinburgh workshop was held on the 17th of November 2022.

There were 12 participants in total of which seven identified as women and four as men. Most participants were from the City of Edinburgh or Midlothian, and the rest were from Aberdeenshire, Fife and Clackmannanshire. Eight participants had a postgraduate education and three had a higher education. More than half of participants were working full time, and the rest were working part-time or were students.

Answers to AI statements:

Edinburgh participants' views



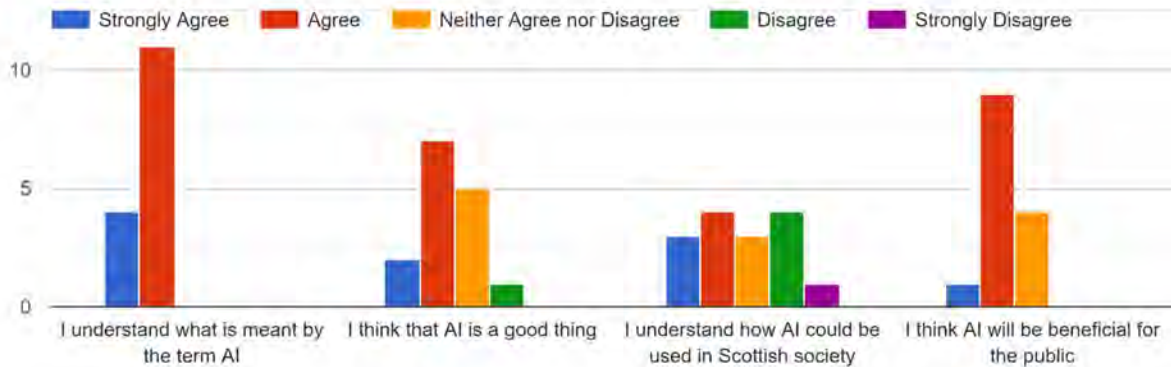
3.2.2 Online workshop

The online workshop was held on the 6th of December 2022.

There were 15 participants in total. Eight identified as women, six as men, and one preferred not to say. Most participants were from the City of Edinburgh, Glasgow or Midlothian. There were also individuals from Argyll & Bute, East Renfrewshire, East Dunbartonshire and South Lanarkshire. Of those that answered, seven participants had a higher education and three had a postgraduate education. In addition, most participants were working part-time, a few were full-time, two were unemployed, and one was a student and another was self-employed.

Answers to AI statements:

Online participants' views



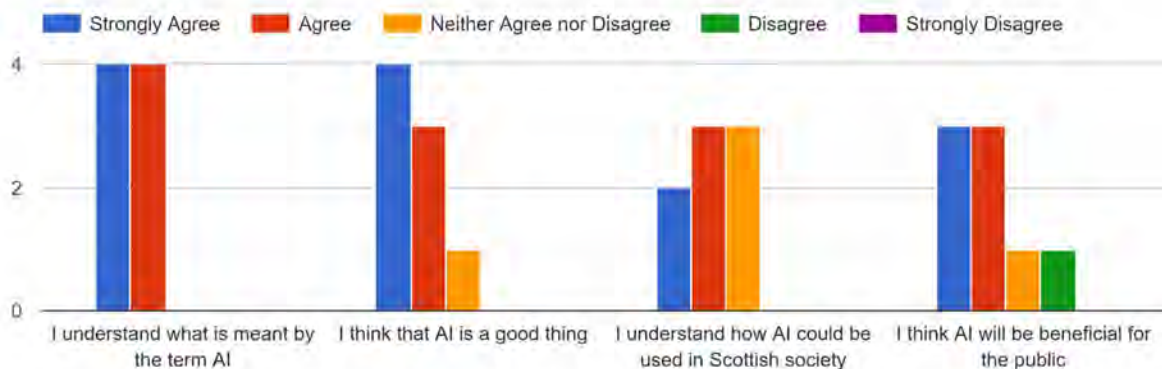
3.2.3 Inverness workshop

The Inverness workshop was held on the 14th of January 2023.

There were eight participants in total. Two identified as men, five as women and one as gender-fluid. Almost all of the participants were from the Highlands except for two who were from Shetland Islands and Moray respectively. Three had a postgraduate education, three had a higher education and two had further education. All of the participants were employed.

Answers to AI statements:

Inverness participants' views



3.2.4 Challenges with participant recruitment

There were some challenges identified with participant recruitment, namely difficulty recruiting high numbers for the Inverness workshop, and difficulty engaging with members of the public who did not, in general, think positively of AI.

The Inverness workshop was held in mid-January, with heavy recruitment underway in the weeks beforehand. This recruitment may have been affected by the winter break, with some community networks which would normally share recruitment opportunities closed for several weeks. The workshop did, however, receive a large number of last-minute sign-ups, mostly through the local college.

While posters and recruitment communications for the Principles of AI workshops did make it clear that no knowledge of AI was needed to take part, most participants did still look favourable upon AI (only one participant across all workshops disagreed with the statement “I think AI is a good thing”). This could be because the term “AI” was highlighted in all communications as the subject matter, and so those members of the public who are opposed to AI would have been unlikely to click on the links, or read further into the information.

4. Workshop Outcomes

4.1 What AI means to the participants?

Participants were comfortable with the definition of AI, with many noting that AI was a computerised system that could “learn” to make decisions through a series of algorithms. Participants often considered “smart systems”, e.g. Alexa, to be the piece of AI that they were most familiar with and that had the biggest impact on their lives.

4.2 What are participants’ hopes and fears of AI?

Participant Hopes	Participant Fears
<p>AI could be used to improve the lives of people with disabilities and/or learning difficulties making access to more tailored care more efficient. AI supports better accessibility, helping people carry out tasks that they might struggle with otherwise, and improving quality of life. AI can also support people who feel isolated, or those who do not feel comfortable in many social situations, by providing an alternative to human interactions.</p> <p>Participants hoped that AI could improve mental and physical healthcare, by providing monitoring and alerting services, predicting need through better diagnostics. AI can also support health and care services, by improving efficiency and optimising the workforce.</p> <p>Participants hope AI could lead to new jobs, increasing efficiency in workplaces and enabling people to be more creative and leave mundane roles to AI.</p>	<p>Participants were concerned about the high amount of data captured by AI, and how it was being stored.</p> <p>Concerns were raised that AI could discriminate against people and increase inequalities. AI replicating and computing injustices and biases, oppression.</p> <p>Participants also expressed concerns around de-skilling as a result of AI, with individuals not learning critical thinking or problem solving skills, and using AI to communicate (both written and verbally). AI might also cause a gap in digital literacy through accessible services such as chat bots. These chat bots may also be seen as dishonest by those who are not digitally literate and so may not realised they are communicating with AI and not a person. Individual’s may blindly follow decisions being made by AI without understanding.</p> <p>Some fears included life becoming mechanical, and resulting in job losses.</p>

Participants highlighted that with both hopes and fears, they were aware that “the horse has already bolted”, as AI is already impacting our daily lives, and our data is already being collected and stored by big companies.

4.3 What does “engagement” and “the public” mean?

Participants definition of “engagement”:

- Engagement is about listening to people in rural and urban areas, and knowing that they’re both just as important
- It’s communicating with people at their own level and in different ways, keeping an open mind
- It’s connecting with everyone in an engaging environment
- Lots of conversations involving different people
- Exchanging ideas and information in an accessible and attractive format
- Collaborative decision-making
- There should be a spectrum of engagement
 - using different engagement techniques suited to different audiences
- Ensure there is trust in the process and not a predetermined outcome
- Tailor engagement to different regional areas, understanding the differences and engaging with people in an appropriate way
- Participants definition of “the public”:
- The public is everyone, it is inclusive of age, ability, access to technology, level of education, language, etc.
- Specific groups who are often unheard should be specifically targeted with public engagement projects
- Any public project should be open and transparent
- It should not be a private company or organisations, but individuals who make up a community

4.4 Different scenarios of AI & Exercise on the scenarios and AI engagement in general

The “day in the life” scenarios sparked lots of questions and conversation between participants, who explored how individuals should be informed about the AI they are interacting with, how much impact (positive or negative) the different examples of AI could have, and how people could engage more fully with the AI process. These conversations were used as a thought-provoking tool before moving onto the design tree.

In all of the scenarios, participants listed several actors and individuals who should be engaged in the process of adopting an AI system. Those who are immediately and directly impacted by the introduction of the AI such as the staff working in the factory that uses AI, and the students whose grades will be graded by an AI and their parents

should be initially engaged. Those who will be indirectly impacted by the AI or have knowledge of the area should also be engaged according to most participants. These are individuals such as the consumers of the cereals made in the factory, medical experts and artists who upload their music on a listening platform that uses AI. In addition, some participants mentioned that AI designers need to engage with service users and those who might be impacted by the AI. AI designers need to adopt inclusive practices when designing the AI and engage with the public to improve their applications.

Some participants said that AI should not be used in every situation as it may be unreliable, and may eliminate the human connection needed in a specific situation. For example, in the Maggie chatbot scenario, participants mostly expressed that AI should not be used in this case as the work should be done by a human as they are able to respond to the different emotional responses customers may have. In Harry's work scenario, there is still interaction between a human and AI, thus a participant expressed: "ultimately an OK [is] given by a human to make sure that there is no error".

4.5 Design tree: principles, indicators, and adaptive steps forward

Once participants had worked individually to complete their engagement templates, they then came together to share their ideas for engagement principles, then as a group identifying what an engagement process related to this principles might be like, and how this might be delivered.

While it was initially intended that this output would resemble a tree (a principle at the roots, branches of engagement, and then leaves of delivery), the output which emerged - based on participant feedback - resembles something closer to a set of tools, which can be relied on in a cyclical way:

- 1. An Engagement Approach Database**

A database of diverse approaches to engagement from which fit-for-purpose engagement approaches, methods, and particular tools can be reviewed and selected.

- 2. An Engagement Process Design and Facilitation Decision Tool**

A clear breakdown of the Principles and Principled Actions with indicators, examples, and reflexive questions for each. Per workshop participants strong demand, this tool enables an engagement process designer and facilitator to reflexively and adaptively select, design, redesign, reselect, and implement particular engagement approaches (from the database) in ways which closely align with the Principles.

In short, an engagement process designer can begin by using the *Approach Database* to familiarise themselves with various ways their engagement process could be designed. Then, the designer can select an approach, method, and/or tool which seems fit-for-purpose for the topic and publics they are interested in engaging.

Next, the designer can use the *Decision Tool* to reflexively execute the Principled Actions - independently, as a design team, and with public participants - to ensure the engagement approach they've selected is, actually, fit-for-purpose and adapted to the particular nuances of the topic and publics the designer aims to work with. An engagement Process designer may find it helpful to go back to the *Approach Database* as they're working through the *Decision Tool* in order to reselect more informed, alternative approaches. In this way, these tools can be used in a back-and-forth sort of way. This kind of use enables adaptive design and facilitation of engagement processes which align with the principles set forth by the Scottish Public.

Reflections

The takeaways of the workshops are closely linked to the principles and the scenarios that were introduced to participants.

“Go to where people are already clustered and meeting together.”

Discussions about AI bring about different emotions and values in participants: some were very sceptical and concerned of AI and its implications while others were more open and interested in the future developments of AI.

There needs to be a holistic approach of engagement and on the implementation of AI techniques: understanding the implications of an AI development in the wider scheme and context (e.g. driverless vehicles. What is the implication of this AI development on the manufacturing industry, traffic safety at schools, and design of future roads and communities?). In some cases, engagement should only involve specific individuals with lived experience and experts, in other cases, engagement should involve both those with lived experience and the wider public to bring issues to the policy level. And making individuals understand the impact of AI on their lives but also on the lives of other people. Hence, the participants found the scenarios of the use of AI as useful and valuable to their understanding of the different types of AI and how it impacts everyday life. Some participants indicated that AI is not even appropriate in some situations thus there is no need for engagement.

Previous experiences of engagement are important and can impact on participants' attitude and undermine their confidence in the process if in previous experiences peoples' inputs were not taken into account. Some participants mentioned that trust is important when engaging the public or users in topics of AI. Adopting respect, inclusivity and representation when engaging with the public, and accommodating and understanding their different life experiences and needs is crucial. Participants stated that the implementation of AI and engagement depend on the existing culture of an entity. Has the entity previously engaged people in their practices and do they inform people well of new developments? If yes, then engagement on AI development is feasible.

Participants often mentioned the design of AI when discussing engaging people with AI. They emphasised the need to involve both designers and users of AI in the design process. Hence, engagement on AI strategy also means that individuals have a say in the design of that AI before engaging on specific strategies. In addition, participants wanted evidence and reviews that the public's input has been incorporated into developments.

Participants also made it clear that the public has to have the ability to make and guide real choices about AI Techniques. For participants, it is critical that publics' informed consent evolves with the AI techniques used by the Scottish Government.

“Trust – are you conveying to the public that this is an actual question, or have you already decided on the outcome? Initial conversation.”

APPENDICES

AI scenarios used in the workshop

Scenario 1: Maggie's breakfast

Maggie is on an early shift. A 5am alarm clock wakes her up followed by some hurried cereal. She enjoys the quiet of the house while everyone is still in bed.

The cereal comes from a food processing factory. The factory uses AI technology, implementing facial recognition and object recognition to monitor the factory staff's food hygiene practices. The factory also uses AI technology to detect if foreign objects are present in the food.

Scenario 2: Maggie's work

Maggie manages an advocacy service where she works to support people to find the benefits they are eligible for and to help them find employability schemes and work placements. She loves the job, and helping people, but she doesn't love the early shifts. Her first client of the day is a walk-in without an appointment who is looking for general advice on what services are available to them.

Maggie's Advocacy Service has recently launched a Helper Chat Bot. This Helper Chat Bot is an AI technology, and clients can talk conversationally with it to find out which services and support they are entitled to, how to access them and how to seek additional support. Once the client is set up with the Helper Chat Bot, Maggie is freed up to talk to her next client.

Scenario 3: Maggie's work/government body

This client has been referred to Maggie from a government body which oversees benefits for job seekers. The client is looking for Maggie's help. The government body uses an AI technology to decide who is eligible for benefits, and the client would like support while going through the process.

The AI technology processes all information available to it, based on the input of the person using it, and makes a decision based on this. The person cannot query the decision. Neither human workers at the government body, nor Maggie, can see how the decision was reached or alter the algorithm.

Scenario 4: Harry's music

Harry enjoys his morning routine, even on a busy day. He makes himself a coffee and then every morning he listens to a playlist on a music streaming service. This playlist is made fresh every day by the streaming service, designed to include songs Harry will love. The playlist is built by an AI technology which monitors Harry's music tastes over time and compares that against the profiles of millions of other users to find new songs which he may like.

Scenario 5: Harry's morning

He has some toast for breakfast and looks over his daughter Emily's homework which has been left out on the kitchen table. Emily's teacher uses an AI technology to help him to mark homework assignments. This technology is only used by the teacher to track progress internally within the class. With the extra time gained from using the technology, the teacher spends more time working with pupils in class. Harry thinks the set-up is very efficient, but it's very different from when he was in school!

Scenario 6: Harry's work

He packs up his bag for work and heads to catch the bus. Today is such a busy day because he has work this morning, but has booked the afternoon off to interview for a new job. But first he has to get through this morning. Harry works in a care facility as a support worker.

The care facility is understaffed, so they have been trying to deliver a good service with less support workers recently. When Harry arrives at work he settles in and reviews the handover notes from the night team. Mornings at work are less hectic than they used to be, as they are using a new technology to speed up processing of paperwork. Where the staff used to have to read patient charts and input codes into the computer system, this new technology does it all for them – and they now need to just check for accuracy on a sample of charts.

Scenario 7: Harry's alert

After checking on everyone, Harry heads back to his main office to complete his other morning duties. While there an alert is triggered on the computer.

Sunni, a vulnerable gentleman, has been flagged by the system this morning for an instant check. Harry rushes off to check on Sunni

The Fall Risk Alert System uses AI technology. It uses a camera in the service user's room to monitor their balance, gait and movements as well as using facial recognition. The AI technology is paired with a traditional fall risk monitor. Once confident of the technology's efficacy independent of the monitor, the facility hopes that savings can be made by removing the traditional fall risk monitor.

Reflective Engagement Template

ARTIFICIAL INTELLIGENCE & PUBLIC ENGAGEMENT

Name:

INSTRUCTIONS

1. **REFLECT** on what you've learned about AI and the scenarios.
2. **ENVISAGE** what ideal engagement processes could be.
3. **NAME** the principles that should underpin future engagement processes.



1. REFLECT

Based on what you've learned about AI, what kinds of skills, abilities, experiences, knowledge, etc., might someone need or want in order to engage in this topic thoughtfully and critically?

2. ENVISAGE

What would an engagement processes look, sound, and feel like, if it could enable and support publics to gain/use these kinds of skills, abilities, experiences, and knowledge?

Look like:

Sound like:

Feel like:

3. NAME

Based on the ways these engagement processes should look, sound, and feel, what are principles that should guide the design of these processes?

Workshop registration form



Registration Form: Scottish AI Alliance Workshops

Please complete this form if you are interested in taking part in AI Alliance Workshops with Democratic Society and Scottish AI Alliance.

By completing this form, you are registering your interest. A member of the Democratic Society team will be in touch if you are chosen to participate.

We are hoping to have a diverse group of participants, and will ask some questions about you to help us choose a group of people from a range of backgrounds, and with a range of thoughts on AI (Artificial Intelligence).

* Required

The Data Lab – Scottish AI Alliance – Workshop Participant Privacy Notice

The Scottish AI Alliance is administered by The Data Lab. The Data Lab has commissioned The Democratic Society Limited (company number 05787839) ("**Democratic Society**") to carry out workshops as part of its research in relation to AI.

Please find the full privacy notice here: <https://www.scottishai.com/workshop-privacy-notice>
This privacy notice sets out how personal information will be collected about you if you participate in, or apply to participate in, a workshop.

As a Scottish Innovation Centre, The Data Lab is administered and hosted by the University of Edinburgh meaning that we are the same legal entity. The University of Edinburgh is a registered charity with registration number SC005336 and is registered with the Information Commissioner's Office under registration number Z6426984.

In terms of data protection law, The Data Lab (i.e. the University of Edinburgh) will be the "controller" of the personal information noted below and Democratic Society will be the "processor".

1. I consent to Democratic Society collecting the information that I provide in this form, with the data being controlled by Scottish AI Alliance. *

- Consent
- Do not consent

Thank you for your interest.

Thank you for your interest in taking part in AI Alliance workshops with Democratic Society. Please be aware that we are only able to recruit participants who provide consent to hold information.

If you would like to go back, and provide consent, please do so.

If you do not want to provide consent, please look out for future ways to engage.

Availability

Please let us know which workshops you would be available to attend.

2. Please indicate your availability for the following workshops: *

	Available	Unavailable
Thursday 17th November, 9:00-16:00 - Edinburgh, Blue Drill Hall (in-person)	<input type="radio"/>	<input type="radio"/>
Tuesday 6th December, 9:00-16:00 - (online)	<input type="radio"/>	<input type="radio"/>
Saturday 14th January, 9:00- 16:00 - Inverness, Eden Court (in person)	<input type="radio"/>	<input type="radio"/>

About You

3. First Name *

4. Last Name *

5. Email Address *

6. Phone Number *

7. Local Authority Area *

- Aberdeen City
- Aberdeenshire
- Angus
- Argyll and Bute
- City of Edinburgh
- Clackmannanshire
- Comhairle nan Eilean Siar
- Dumfries and Galloway
- Dundee City
- East Ayrshire
- East Dunbartonshire
- East Lothian
- East Renfrewshire
- Falkirk
- Fife
- Glasgow
- Highland

- Inverclyde
- Midlothian
- Moray
- North Ayrshire
- North Lanarkshire
- Orkney Islands
- Perth and Kinross
- Renfrewshire
- Scottish Borders
- Shetland Islands
- South Ayrshire
- South Lanarkshire
- Stirling
- West Dunbartonshire
- West Lothian

8. Age Bracket *

- 16-17
- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66-75
- 75+

9. Gender *

- Woman
- Man
- Non-binary
- Gender-fluid
- Other
- Prefer not to say

10. How would you describe your ethnicity? (optional)

11. How would you describe your sexual orientation? (optional)

12. Do you consider yourself to have a disability or health condition? (optional)

Yes

No

13. If you answered "Yes" to the question above, can you please provide more information, including any support we can provide?

14. Education Level (optional)

Secondary School

Further Education

Higher Education

Postgraduate Education

Other

15. Current Employment Status (optional)

- Employed full-time
- Employed part-time
- Self-Employed
- Unemployed
- Student
- Other

Your thoughts on AI

16. Please read the following statements and let us know how much you agree or disagree: *

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I understand what is meant by the term AI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that AI is a good thing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how AI could be used in Scottish society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think AI will be beneficial for the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>