



Revision Date: 06.29.2019

A Project Proposal Created by:

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Executive Summary

AI For All Canada is designed to deliver and sustain an AI literacy program in Canadian public libraries. **AI For All Canada** will provide a variety of pedagogical approaches to understanding the key aspects of artificial intelligence (algorithms), and how they affect and empower individuals and society.

Delivering this program through public libraries leverages their community-based, equitable access philosophy and facilitates engagement with a broad population including persons with disabilities, Indigenous people, language minorities, persons who have low-income, individuals aged 65 and older, and newcomers to Canada. The program will ensure sustainable capacity-building in public libraries to further extend staff expertise and deliver additional value to library patrons while leveraging programming experience, access to equipment, and community relationships in this field. The ubiquity of AI in the experience of everyday life makes this a core, ongoing concern for public libraries and their communities.

The **AI for All Canada** program is designed to ensure Canadian communities are inspired, informed, and ready to become a part of the technological change that will transform every facet of Canadian and global life. In Phase One the program will empower library staff and librarians across Canada with turn-key algorithmic educational materials, equipment, and rich community-focused resources to tackle a key digital literacy imperative. The Phase One program will help library staff and librarians support patrons as they navigate the new technological changes that are impacting all members of the Canadian public, public institutions, public and private corporations, community and social groups.

Objective

In Phase One of the program, the target is to empower and train a small, initial contingent of library staff and librarians across Canada to share their knowledge about machine learning, artificial intelligence (AI) and algorithmic literacy with selected members of target regional communities within the first 6 months of their training. This first phase pilot will lay the groundwork for a recursive and dynamic program where each subsequent wave of AI Mentors will be encouraged and incented to deliver their knowledge with their communities. To ensure the scale does not become difficult to manage in this early phase, it is advised that the first few pilot general public-facing sessions occur in a few regions only and are targeted at clearly defined demographic communities. Based on feedback collected for the **AI for All Canada** pilot, the program evaluation team will iterate and implement local feedback to help the program continuously improve to better serve local library staff, local leaders and community members. The findings from these highly targeted, early pilot sessions will be used to inform where changes and enhancements need to be made to the curriculum and training delivery. This local,

grassroots-centred training approach seeks to radiate out localized, contextualized information about the role AI will play in the workforce, economy, social relations, education and politics. This program will:

- Increase digital and algorithmic literacy among key local libraries, community leaders, and community members
- Build trust amongst cross-generational communities of children, youth, adult, and senior Canadians to access new technologies designed to ensure their full civic participation and prosocial engagement with institutions and their communities
- Empower marginalized communities with technological literacy knowledge transfer increasing workforce access

Problem Statements

Wide-spread public understanding of new technologies, including artificial intelligence, machine learning, and robotics, is currently low.

Certain sections of the Canadian public have fear, uncertainty and doubt (FUD) toward the impact of automation and AI technologies on their workplaces, schools and home life.

Some Canadians have reported that they don't believe AI technologies are having an impact in their lives today, believing that it is, instead, *distant-future* tech.

Reluctance to participate in AI technology educational programming and learning opportunities might further widen the digital divide, preventing the full civic participation in Canadian life.

Situation Analysis

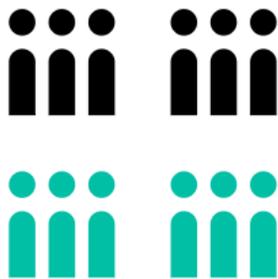
Canadian Landscape

According to the Royal Bank of Canada (RBC) 2018 research study, more than 50 per cent of all Canadian jobs will be disrupted by automation in the next decade. Despite the transformational

impact of artificial intelligence (AI) and machine learning in Canadian society, the general public understanding of AI, machine learning and overall algorithmic literacy remains low. A 2018 Deloitte study surveyed 1,000 Canadians and found only 4 per cent of survey participants reported they were able to explain what artificial intelligence (AI) is and how it works. The Deloitte study also uncovered that 86 per cent of Canadians said they don't think they currently use AI technology and 50 per cent said they don't believe they will use them in the five years (Deloitte, 2018). Nearly a third of those surveyed in the Deloitte research don't think they will ever use AI in their lives, despite 76 per cent of Canadians owning a smartphone (Statistics Canada, 2017).

In general, public trust is another barrier to understanding machine learning and AI technologies. Of the 1,000 Canadians interviewed about their perceptions of AI, many reported feeling overwhelmed by the rate of technological change and are unsure who they can trust given the rapid changes presented by machine learning technologies (Deloitte, 2018). The digital literacy gap is already having a profound impact Canadians full enjoyment of civic life, engaging in fulfilling cultural expression and accessing the workforce. The need for literacy programs in support of empowering and informing the Canadian public about AI, machine learning and algorithmic thinking will continue to intensify as the world's economy, communication systems and institutions are transformed by the third wave of AI development.

Canada was first in the world to launch a [national AI strategy](#). Led by CIFAR, this strategy focuses on advanced research and highly trained personnel. It also recognizes that public awareness and understanding is an underlying component of success. The AI for All project takes up that challenge, complementing the objectives of the national strategy.



50% of all Canadian jobs will be disrupted by automation (RBC, 2018)



86% of Canadians polled said they don't think they currently use AI technologies (Deloitte, 2018)



76% of Canadians own a smartphone (Statistics Canada, 2017)



4 % of 1,000 Canadians polled in a Deloitte (2018) survey reported they were confident to explain what artificial intelligence (AI) is and how it works

Phase One Audience

Primary. Public library users. Over 60% of all Canadians have a public library card. More than 65 per cent of all Canadians are served by a Canadian urban library. The Canadian Urban Libraries Council (CULC) estimates that 7.5 million active users across Canada who annually make more than 384 million uses of our 522 locations and virtual services. According to 2015 numbers, users loaned in excess of 185,000,000 items. The activity in CULC libraries comprises more than 80% of Canada's public library activity. According to a 2017 Pew Research survey, 53 per cent of Millennials (those ages 18 to 35 at the time of the survey) reported that they used a library in the previous year compared with 45 per cent of Gen X (ages 36-51), 43 per cent of Baby Boomer (ages 52-70) and 36 per cent of the Silent Generation (aged 71-88).

Some examples of key target demographics for the training could include:

Transitional Youth 17-24 Years of Age - Youth who are pursuing post-secondary education and/or entering the workforce are a key target for the program. According to

Gartner Research, Generation Z reported that they are more interested in how AI can enhance their creative projects than other generational cohorts. AI can be used to enhance, support and even create works of art, music, performance and storytelling. Gen Z represents the transitional youth segment of the Canadian population as the oldest in this segment is 22 and just about to enter the workforce. Gen Z are those born between 1995 and 2010. How streaming services such as Instagram, Netflix, Youtube and Spotify use machine learning and AI would be of interest to this segment.

Possible Learning Formats. How AI is being used to compose music, even paint paintings, improve selfies, and help Youtube influencers to make an income online can be a way in which this topic might be positioned in this segment. Hands-on workshops or maker-space oriented exercises using AI builder kits would resonate with this audience. These sessions could include hands-on, guided workshops to do simple exercises to demonstrate how AI works.

Vulnerable Seniors 65+ - According to Gartner, those over 65 are interested in how AI can help them find information that they need to make decisions. Discussions of how AI is used in shopping, way-finding, and connecting with friends and family. This demographic, according to Gartner Research, would be receptive to how AI is changing how they purchase online, how privacy can be protected online and how they can make informed choices about their online lives.

Possible Learning Formats. Discussions and lecture-based formats that are tied to everyday experiences. Information about AI assistive technologies, such as hands-free, speech-activated commands, can be positioned as a way to help them live independently for longer.

Professional/Adult Learners 24-65 Years of Age - This population is looking for professional development and skills training to enhance their employability and work lives. According to Gartner Research, workers are most interested in AI technologies helping them to automate repetitive tasks, reduce mistakes at work and find information. How AI will change the job market and what future skills are required would be of possible interest to this population. This population includes marginalized job seekers including Black and Indigenous People/Person(s) of Color (BIPOC), newcomers, and older workers upgrading their job skills.

Possible Learning Formats. Hands-on workshops, or simple exercises to demonstrate how AI works, in combination with informational sessions/modules that discuss the way AI impacts the workforce. This group will be looking for certifications that allow them to enhance their workplace skills.

K-12 Young Learners 6-17 Years of Age - The focus of this population would be less informational and more hands-on making opportunities. These basic, hands-on overviews of AI technologies and 101-type content could focus on areas of interest for young learners such as how AI helps artists and musicians create and promote their work. Similar to the

transitional youth offering, this training could centre on streaming services such as Instagram, Netflix, Youtube and Spotify use machine learning and AI technologies.

Possible Learning Formats. These sessions could include hands-on workshops to do simple exercises to demonstrate how AI works. Resources such as [Google AI Experiments](#) could be a useful tool for this segment, as well as the Google AIY kits.

Learning Team. The mentors and regional trainers of this project are the Canadian librarians and library staff across 652 public library systems in Canada supporting 3,350 public library branches. Located throughout the country in large and small communities, in urban, rural, and remote settings, and supporting users from all walks of life, public libraries are a platform for engaging people in the ideas and developments that affect their lives and society. The publicly accessible facilities of libraries and the expertise of library staff in offering technology training and use represent significant strengths in this project.

Even in communities without a public library or where populations are dispersed over a wide area, libraries have relationships with relevant organizations to reach those people. An important focus for public libraries is underserved populations. Whether digitally or by other means, everyone in Canada has a connection with a public library. Libraries are always eager to support their communities, however, we need to be conscious of the time and resource constraints faced by public libraries, and ensure that the program is constructed to address and mitigate these issues.

Strategic Overview

Partner with trusted local leaders. Librarians and libraries are viewed as trusted members of the local community, acting as the cultural hub of many communities (Pew Research Centre, 2013).

Act as an honest broker, by being both independent and objective. By employing applied learning theories, all of the information will be delivered in an accessible, layperson-friendly way, rooting all information in real-world experiences. The program will be platform- and technology-independent, seeking instead to deliver a broad-based, applied-learning explanation of the key ideas and broader context of machine learning. This focus will help build trust and foster relationships with community members.

Trust local experts. The Communities of practice (CoPs) methodology decentralizes the approach to information dissemination and empowers front-line employees and mentors to deploy learning programming in a way that makes the most sense to their community. The modular design of the training materials will enable local librarians to deliver as much or as little as they believe will best work for their community members.

Leverage existing programs, digital assets and approaches. The program will avoid 'reinventing the wheel' by partnering with existing AI educational organizations and programs. **AI**

for All Canada will curate and focus materials and approaches to create a layperson-friendly, jargon-free, and relatable program that can work for a wide-variety of Canadians. See Appendix 1 for an inventory of existing, curated learning materials appropriate for use in this program.

Harness the power of social networks. Phase One will create an infrastructure and programmatic elements founded on strong social and community relationships. At each phase of the program, the network will be expanded and further empowered to offer opportunities to an ever-widening group of Canadians. Linchpins within the public library, these highly connected people across Canada will form the basis of this program. Each subsequent phase will drive the expansion and continuous improvement of this community-based network.

Methodology

Learning Circle. This approach to peer-to-peer-based learning helps to improve on a massive open online course (MOOC) models by supporting online course delivery with in-person, facilitated study groups that meet regularly to discuss and assist each other with learning objectives. This model has been developed with organizations such as [P2PU.org](https://www.p2pu.org/). This platform allows the development of online courses and provides tools and online facilitation support for the formation and operational support of peer-driven study groups. According to an MIT research study, only 3.13 per cent of MOOC participants finished their online courses in 2017-18, changing from 4 per cent and nearly 6 per cent in 2016-15 and 2014-15 respectively. The learning circle methodology takes the onus off of library staff and librarians to be the 'sage on the stage'. Instead, Mentors and regional staff can act as the 'guide on the side' learning and supporting peer learners as they explore the world of AI technologies. This methodology will help to strengthen the competence, independence, and sense of community created through this program. By creating authentic, community-based competencies that can enable this program to be decentralized and eventually, operationalized with a decreasing need for centralized management.

Communities of Practice (CoPs). The program development has been informed by a Communities of practice (CoPs) methodology which uses shared learning and teaching, informal learning groups, peer-level collegial relationships, decentralized, low-power-distance, and non-hierarchical structures to help catalyze positive community and social change. The CoPs model has been used in business and community-based healthcare programs to facilitate effective information transfer, change management programs, and positive impacts. The CoPs model employs the tactical approach of 'train the trainer' programming which is designed to empower community leaders and stakeholders, helping them to deliver information of high value to their community members in a localized and contextualized fashion. This modular, decentralized approach puts information materials and resources in the hands of community mentors allowing them to calibrate their training delivery, and provide youth, marginalized community members, adult learners and senior Canadians with content that makes sense to their daily lives. The program materials are designed to be targeted at a range of demographic communities, and can

be deployed by libraries in ways that are most relevant to their respective neighbourhood branches and communities. The CoPs model has been highly correlated to project success.

Applied Learning. Using the core tenets of experiential and applied learning, the program is designed to ensure all learning activities and deliverables will be structured, intentional and authentic, all activities will require advanced preparation, full orientation and contextualization. All of the activities will be monitored in a way that supports continuous improvement. The delivery of all stages of the programming will include structured reflection and completion will be recognized. The entire program will be fully assessed and evaluated.

Phase One Objectives

Quantitative Success Metrics

- Train 11 Mentors by Spring 2020
- Train 33 Regional Champions who will deliver public-facing training to library patrons
- Train patrons in 20 public libraries as part of the pilot. These pilot sessions should be targeted at key segments of the Canadian public by Fall 2020. The expectation is that several regional mentors will train members of their communities within the first 6 months after receiving their training sessions.

Qualitative Success Metrics

- Generate 60-75 per cent satisfaction with the training among mentors and public attendees
- Generate 60-75 per cent validation of the
- claim, “I understand AI, machine learning and AI thinking” after receiving training
- Generate 60-75 per cent confirmation for the claim, “I believe this training is important for others to receive” after receiving training
- Create an evaluation report to ensure iterative, continuous improvement by Fall 2020 to inform Phase Two and Phase Three expanded national programming

Phase One Tactics

Planning

Leadership Consultation Meeting 1. A Fall 2019 leadership meeting with key stakeholders to discuss program direction and approach. This session will be held to provide key leadership and community voices with a ‘check in’ and deep consultation on the proposed approaches and

format. This outreach will increase stakeholder investment and engagement as the rollout begins and help to situate/promote the **AI For All Canada** Mentors Fellowship.

Grassroots Consultation Meeting 2. Based on a continuous improvement model, the feedback received from the first meeting will be implemented and addressed in this second discussion. This follow-up engagement will ensure trust and engagement remains high. This will present the ideas formulated in the first consultation to front-line workers for their feedback and further refinement.

Initiation

AI for All Canada Fellows Program. This key program will encourage and incent library staff leadership, professional librarians and staff to become a part of the pilot program. The **AI For All Canada** leadership will work closely with directors of public libraries across Canada to position and promote this fellowship program. In exchange for participating in the program and holding at least one session imparting the training to three peers in the public library system that the **AI for All Canada** Fellows participant and can themselves select. **AI For All Canada** Fellows will receive travel and registration funding for their attendance at the Superconference in Jan. 29-Feb. 1, 2020. Fellows must commit to attendance of a day-long session on Jan. 27, 2020, and to deliver regional training to their fellow library staff and librarians in their region. This program will support these Mentors by securing time and rooms for them to deliver an abridged version of the training in a conference session at the regional conferences. This plan anticipates that each of the 11 Mentors will train at least 3 regional colleagues.

Fellows will be accepted into the pilot program on the basis of the following selection criteria:

- 1) **Geographic representation.** Selection based on representation from each province and territory with breakdowns as follows:
 - Ontario - 1
 - Quebec - 1
 - BC - 1
 - Alberta - 1
 - Manitoba - 1
 - Saskatchewan - 1
 - Nova Scotia - 1
 - Newfoundland - 1
 - New Brunswick - 1
 - PEI - 1
 - Northwest Territory, Yukon, Nunavut- 1

Total: 11

- 2) **Gender representation.** Candidate selection should be based on population distribution with the goal of balanced male/female/non-binary representation.

3) **Language representation.** At least 2 of the 11 Mentor participants should be able to provide the training in French.

3) **Time commitment.** Each applicant will be asked to commit at least 3 days a month after training for 6 months to the program. This includes a commitment to deliver the training to colleagues and patrons at least twice (each) during the first 6 months after the program. They will also be asked to evaluate the program and participate in feedback sessions.

4) **Teaching experience.** Applicants with previous pedagogical experience will be preferred, this can include both technological, literacy or maker space program delivery.

5) **Personal motivation.** Applicants will be asked to provide a brief overview (350-400 words) of their own personal motivation to become a part of this pilot program.

AI for All Canada Mentors Guide. Based on stakeholder consultation sessions, this mentor guide will provide the trained library staff and librarians in the best practices for community-based delivery of machine learning, AI and algorithmic literacy. This accessible, clear and engaging guide will walk mentors through the program goals and objectives, strategic vision, the key role they play in this pivotal training for Canadians. The guide will be provided to the mentors after receiving the training, along with a hard-copy completion certificate and digital badge that allows the mentors to position this achievement as part of their professional development.

Web Platform Development. This modular web presence will be made available to key stakeholders for feedback in a soft launch in early 2020, and will provide details about the program with goals, methodologies and foundational materials for trainers. In Phase One, the web presence will have the lesson plans for four (4) pedagogical programs created for specific demographic groups of library patrons such as transitional youth and vulnerable seniors for regional library mentors to share and deliver. The website will include a mentors-only section which will include a feedback forum, discussion board and pages with mentor tips, as well as an online version of the mentor guide. This section will also provide links with downloadable, print-on-demand materials included in the AI Mentors Care Package Box.

Executing

Training Sessions. An **AI for All Canada** Supersession will be positioned to the attendees of a conference on Jan. 29-Feb. 1, 2020 at the Metro Toronto Convention Centre (MTCC). To ensure the highest level of knowledge transfer, it is recommended that one session of 11 members be trained in a day-long breakout sessions prior to the first day of the Superconference. This is being tentatively positioned as Jan. 27, 2020 as there is another event on Jan. 28, 2020. The invitation and outreach materials will position that space is limited, and that there is a hard 11-person cap on the participants. Those selected for the Mentors program will be alerted in advance of the conference by lettermail and e-mail. Their travel and accommodation costs will be defrayed by the **AI For All Canada** Mentors program.

Regional Library Conference Training. Mentors will be asked to deliver the same training received at the Superconference. Mentors will receive training scripts, slides, exercises and supporting materials to deliver **AI For All Canada** training to a maximum of 3 of their regional peers. This training will be positioned as day-long professional development opportunity and the chance to be a part of a historic program designed to empower Canadians. Each of these training recipients will receive a mentor guide and access to the online presence to get materials, tips and frequently asked questions. There are the following regional library conferences:

- Manitoba Library Association; Winnipeg, Manitoba; April 6-7, 2020
- Canadian Federation of Library Associations (National Forum); Winnipeg, Manitoba; April 8, 2020
- British Columbia Library Association; Richmond, BC; April 15-17, 2020
- Alberta Library Conference; Jasper, Alberta; April 23-26, 2020
- Saskatchewan Library Association; TBD; May 2020
- L'Association des bibliothèques publiques du Québec (ABPQ): Rendez-Vous; TDB; May 2020
- Atlantic Provinces Library Association; TBD; June 2020

AI Mentors Care Package Box. This deliverable will ensure the program can be low-overhead and completely turn-key to the initial Canada library mentors who participate in this program. An eco-friendly, low-waste, 8 x 6 x 4" lightweight 32 ECT corrugated boxes will contain the following supportive materials: including for example, business cards drive library patrons to online materials, 4-colour, standard print postcards drive library patrons to online materials, 4-colour printed posters 11 x 17 designed to be customized for local events, posters 18 x 24 designed to be customized for local events, stickers for participants, Champion buttons - AI Literacy Champion, lesson sheets, classroom activity sheets, lesson overviews, activities to try at home, lesson overviews, certificates of completion blank for customization for attendees; 8.5" X 11" high-quality paper stock, and **AI for All Canada**-branded memory keys loaded with classroom support materials for self-printing (this includes the Mentor Guide).

Hands-On Kits. For some of the participants who are interested in going further in their AI training and learning, this program can provide hands-on kits to allow some learners to play and code directly. These kits can potentially be used and reused for learning activities. Completed kits can be shared with other learning groups to see tangible examples of how these DIY kits have been made by community members. This will enable learners to experience the tangible result of algorithmic literacy in their communities.

- Google AIY Voice Kit
 - Google AIY Image Kit
 - SpheroBolt Robot
 - Wonder Workshop DO01 Dot Robot
-

Ongoing Field Visits and Outreach. After the Phase One launch, and based on library stakeholder feedback, the team will make a trainer/speaker available once every 6-8 weeks for staff discussions, in-person training and support. The targeted library branches will be those recommended by key stakeholders consulted by the program leadership team.

Project Funding

The objective of the **AI for All Canada** project is to facilitate artificial intelligence (AI) awareness and skill development for all Canadians. Public and private agencies and organizations have been uniformly outspoken in identifying the importance of AI to Canada and the need for Canadians to understand the opportunities and the challenges of this new technology. The funding model for **AI for All Canada** is to assemble a partnership of private and public funding. This broad spectrum of funders represents those who are committed to AI awareness and AI literacy in Canadians. Canadian public libraries will be key funding partners by making substantial in-kind commitments with their staff and facilities

- **Phase One (Proof of Concept):** Seed funding from a lead agency with early partners providing additional funding for this proof of concept phase. If successful, the project will transition to Phase Two.
- **Phase Two (Expanding the Reach):** Early partners will be invited to extend their support and new partners will be encouraged to join. This phase substantially expands the scope of the project allowing more Canadians to participate through an increased number of participating libraries. Phase Two will require significant financial commitments.
- **Phase Three (Sustainability and New Opportunities):** This phase sustains the project as an ongoing program in Canadian libraries through core funding from public and private sources. During this phase, project members will explore extending this program to schools in Canada.

Timeline

Planning and Initiating Timeline

Phase One Timeline - Planning/Initiating



Executing Timeline

Phase One Timeline - Executing



Governance

Steering Committee

Mandate. The Steering Committee will have full project stewardship and approval of all activities. This group is accountable for the program's go-forward strategy, fundraising, planning, financial management, fundraising, legal/contractual requirements, and general oversight of the program. Members of the committee will be expected to:

- Attend Steering Committee meetings
- Identify resources for the Operations Committee which will have responsibility for executing the program
- Given final approval and have final authority on project scope changes, approve change requests
- Provide guidance to help resolve any conflicts and bottlenecks
- Receive monthly status updates
- Give final, formal approvals and sign-off on project deliverables and milestones

Co-Chairs: (Lead Chair positions change each month)

Operations Committee

The operation committee will be responsible for the project management requirements, timelines, schedule as well as logistics, coordination, communications in support of the program. The Operations Committee will be responsible for the successful on-time and on budget fulfillment of the program. Chaired by the project co-ordinator, this group will include key members of the committee & subcommittee chairs and steering committee members. This team will drive:

- Procurement processes in support of online and classroom curriculum content
- Deliverables creation and approvals
- Website creation
- Management of core subcommittees and workgroups including the partnership committee, community advisory, mentors (post Phase One), curriculum, training, toolkit and online experience working groups

Partnership Subcommittee

Mandate. The Partnership Subcommittee will be tasked with community management and outreach to a broad cross-section of funders, content and fulfillment partners. This subcommittee will provide oversight on the following initiatives:

- Partner identification and outreach
- Community management and co-ordination of consultative sessions
- Stakeholder communication and management
- Ensuring a broad based of feedback on the approach and execution
- Identification of partnership issues, questions and requirements

To support all of the other programmatic deliverables, the following work groups will be formed:

Community Advisory Work Group - This work group will be tasked with identifying grassroots, community-based leaders and diverse feedback for refinement of programming and deliverables.

Mentors Work Group - This group will be composed of early-stage, Phase One mentors who will provide ongoing evaluation and oversight for the program among their peer community.

Pedagogical Work Group - This team will include a diverse, instructor-led working team to consult and create the program course content, drive the conceptual and design of program materials and ensure the materials are based on sound pedagogical principles. This team will design the training experience for both the Mentors and the general public. This consultative and operational work group will design the one-day training for Mentors as well as the lesson plans for the four sample lessons the Mentors will be delivering to their library patrons. This team will work closely with the Partnership Subcommittee for materials, best practices and feedback. This team will be tasked with curating and refining the pedagogical content within the **AI For All Canada** working with the training group and the Partnership Subcommittee. This team will work to refine the materials to ensure the content is designed with a clear sense of the audience in mind. Tasked with creating an online presence, this team will work with the suppliers and Partnership Subcommittee to audit existing online assets and collecting best practices to support the Training and Toolkit Work Group teams to ensure the online materials complement the educational materials and pedagogical delivery.

Evaluation Work Group - This team will create the key performance indicators and monitor change requests, and stakeholder feedback. This team will be responsible for collecting interim feedback and final Phase One Pilot reporting to funders and stakeholders.

Appendix A

Curated, Pre-Existing Learning Content

Many organizations and agencies have created algorithmic and digital literacy learning materials of varying scope and for various demographics. As much as possible, and with the approval and support of these organizations, the **AI for All Canada** project will reuse and/or repurpose these materials.

Toronto Public Libraries: Algorithmic Literacy Program. Launched August 2019 led by Jonathon Hodges.

Actua: <https://actua.ca/en> "AI for Education" is an initiative led by the non-profit Actua in Ottawa, who will provide elementary and high school teachers with a handbook and training on how to incorporate accessible artificial intelligence (AI) lessons in their classroom.

Elements of AI This online course is part of Finland's national AI strategy. It is widely used internationally (including at TPL). <https://www.elementsofai.com/>

MIT Media Lab's Blakeley H. Payne, Ethics for Middle-School Learners. AI ethics workshop for youth. <https://www.media.mit.edu/projects/ai-ethics-for-middle-school/overview/>

Generation AI (UNICEF): An international initiative to understand the implications of AI for children. <https://www.unicef.org/innovation/GenerationAI>

Coursera, Machine Learning, Stanford University
<https://www.coursera.org/learn/machine-learning>

AI4All: A Stanford University initiative focused on diversity and inclusion in AI by providing workshops and events for high school students from diverse backgrounds. Gates Foundation funding. <http://ai-4-all.org/>

Coursera, Introduction to TensorFlow for Artificial Intelligence, Machine Learning, and Deep Learning, deeplearning.ai <https://www.coursera.org/learn/introduction-tensorflow>

Lynda.com, Artificial Intelligence Foundations: Thinking Machines, www.lynda.com

Lynda.com, Master the Fundamentals of AI and Machine Learning, www.lynda.com

Udemy, Machine Learning A-Z™: Hands-On Python & R In Data Science,
<https://www.udemy.com/machinelearning/>

Udemy, The Beginner's Guide to Artificial Intelligence in Unity,
<https://www.udemy.com/artificial-intelligence-in-unity/>

New Zealand Digital Literacy Initiative,
<https://coep.nz/2019/06/30/centre-for-open-practice-launches-free-digital-literacy-courses-for-all-new-zealand-learners/>

MindFuel: Engaging K-12 students with innovative experience focused on various STEM topics including computational thinking and AI. <https://mindfuel.ca/>

CanCODE: There are a number of initiatives funded through this federal program that could be presented in or hosted by public libraries that would complement the objectives of **AI for All Canada**. <https://www.ic.gc.ca/eic/site/121.nsf/eng/home>
