COURSE BROCHURE | ERASMUS+ TRAINING

AI for All – Inclusion in Education and Work

Use assistive and generative AI to remove learning barriers, create accessible resources and strengthen equitable participation in education and training.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Madeira	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Madeira, Portugal. Check current editions, fee and inclusions before booking.

Course description

AI can expand access to information and participation, but poorly designed systems may reproduce barriers, bias or exclusion. This structured Erasmus+ course helps educators examine where AI can support inclusion and how it can be used responsibly across diverse educational and vocational contexts.

Participants will explore assistive and generative AI applications such as speech-to-text, text-to-speech, captioning, translation and text adaptation. Through guided testing and inclusive design activities, they will create alternative ways for learners to access, understand and express learning, with attention to disability, neurodiversity, language, culture and socio-economic context.

The course combines Universal Design for Learning, accessibility review, ethical reflection and collaborative project work. Participants will evaluate limitations and bias, protect human judgement and learner dignity, and develop an inclusive learning activity and transfer plan for their own institution.

Who the course is for

For educators

Teachers, trainers, inclusion and support staff, VET professionals, school leaders and other education professionals working with diverse learners. The course is particularly relevant for those seeking to improve accessibility, differentiation, multilingual communication and equitable participation through responsible AI-supported practice.

At a glance

Course level: Basic to Intermediate AI Literacy

Prerequisites: Basic digital skills are recommended. No previous AI experience or programming knowledge is required.

Working language: English. Please contact the team if you are unsure about the course level or working language.

CURRICULUM FOCUS

Accessible AI & Assistive Technology / Universal Design & Differentiation / Equity, Bias & Participation

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Digital Inclusion & Barrier Analysis** - Identify digital, linguistic, cognitive and accessibility barriers, and analyse how AI may reduce or reproduce exclusion in educational and vocational contexts.

02 **Assistive AI & Accessible Content** - Use speech-to-text, text-to-speech, captioning, translation and text-adaptation tools to create alternative ways of accessing educational content.

03 **UDL-Informed Adaptation & Differentiation** - Apply Universal Design for Learning and differentiation principles to adapt resources while maintaining meaningful learning goals and learner agency.

04 **Multilingual & Multimodal Communication** - Develop inclusive visual, textual and multilingual materials that support understanding, expression, participation and belonging.

05 **Bias, Ethics & Responsible AI Use** - Evaluate AI-supported resources for bias, representation, privacy, accuracy and accessibility, and define appropriate human review and safeguards.

06 **Inclusive Project Design & Implementation** - Design an accessible learning activity or project and prepare a realistic plan for implementation, review and improvement in an educational setting.

07 **European Peer Exchange & Institutional Transfer** - Compare inclusive practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Digital Inclusion, Learner Variability & AI

- Analyse learner diversity, digital participation and common barriers to access and engagement.
- Audit an educational activity or resource for linguistic, cognitive, sensory and socio-economic barriers.
- Examine where AI may support inclusion and where it may reproduce bias, dependency or exclusion.
- Explore responsible use principles, learner dignity and the role of human professional judgement.
- Define an inclusion challenge that will guide the practical project developed during the course.

DAY 3

Assistive AI & Accessible Content

- Test speech-to-text, text-to-speech, captioning, translation and text-adaptation tools.
- Compare output quality, language accuracy, privacy considerations and accessibility limitations.
- Create alternative formats for a selected educational resource using appropriate assistive features.
- Apply plain-language, readability and accessible-content principles to AI-supported adaptations.
- Review the adapted resource against learner needs and the original learning objective.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Multilingual Communication, Representation & Belonging

- Develop visual and multilingual communication that supports understanding across different learner contexts.
- Explore translation and localisation while checking meaning, cultural relevance and representation.
- Create an inclusive narrative or communication resource using text, image and accessible alternatives.
- Examine how language, imagery and AI outputs may reinforce or challenge stereotypes.
- Use peer feedback to strengthen clarity, dignity, belonging and learner participation.

DAY 5

Differentiated Learning & Inclusive Project Design

- Develop anonymised learner profiles representing different strengths, needs and barriers.
- Design multiple pathways for engagement, representation and expression using UDL-informed principles.
- Create differentiated supports without unnecessarily lowering expectations or learner agency.
- Co-design an accessible learning activity connected to the selected inclusion challenge.
- Test and refine the project using an accessibility checklist and structured peer review.

DAY 6

Inclusive Project Showcase, Transfer & Impact

- Finalise and present the inclusive learning activity or project developed during the course.
- Evaluate accessibility, participation, bias and responsible AI use through peer and trainer feedback.
- Reflect on European practices.
- Complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Barrier Analysis & UDL-Informed Design

Participants audit resources and learning activities, identify barriers and learner variability, and use UDL-informed decisions to plan multiple pathways for access, participation and expression.

Assistive AI Experimentation & Accessible Content Production

Guided practical tasks explore captioning, speech-to-text, text-to-speech, translation and text adaptation, with critical comparison of accuracy, accessibility and limitations.

Collaborative Inclusive Project Development & Accessibility Review

Participants co-design an inclusive learning activity, test it against learner profiles and accessibility criteria, and refine it through peer and trainer feedback.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Accessible Multilingual Learning Activity**
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> Imagine an educator adapting a learning activity for participants with different language backgrounds, abilities and access needs. Participants identify barriers, create alternative formats using appropriate AI-supported tools, design meaningful ways for all learners to participate and review the result for accessibility, bias and practical use. This example illustrates one possible application; actual activities may vary.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Laptop

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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