InterAct

LEARNING PROGRAMME

Inclusive Adult Education: Empowering Socially Vulnerable and At-Risk Learners

10-DAY COURSE

50 learning hours | Course programme

Inclusive Adult Education: Empowering Socially Vulnerable and At-Risk Learners – 10-Day Course

Introduction and Description

This course offers a comprehensive, theoretically grounded and practice-oriented examination of the pedagogical, ethical and structural complexities involved in teaching socially vulnerable, at-risk and endangered groups within adult education. It situates vulnerability within a broader socio-political and cultural framework, conceptualising it not as an inherent characteristic of individuals but as a dynamic condition shaped by intersecting structural inequalities, historical marginalisation, economic constraints, migration trajectories, disability, linguistic barriers, trauma, discrimination and limited access to educational opportunities. By foregrounding intersectionality, the course enables participants to critically interrogate how power, identity and social positioning influence adult learners' experiences, motivations and agency within formal and non-formal learning environments.

Participants engage with major theoretical paradigms in adult education, including andragogy, transformative learning, critical and emancipatory pedagogy, community education, trauma-informed approaches and strengths-based frameworks. These perspectives provide analytical tools for examining how adult learners make meaning of their experiences, negotiate identity, and participate in learning processes characterised by asymmetrical power relations. Through these lenses, participants explore the implications of learner diversity, socio-emotional needs, cultural and linguistic plurality, and psychosocial barriers for instructional design, assessment and classroom practice.

The course adopts a multi-method approach that integrates conceptual lectures with applied workshops, case studies, role-play simulations, educational visits and collaborative digital tasks. This structure supports the transition from theoretical understanding to informed pedagogical decision-making. Participants learn to design inclusive learning environments that promote psychological safety, accessibility, dignity and empowerment, and to select or adapt teaching methods responsive to adult learners' lived realities. Attention is given to differentiated instruction, Universal Design for Learning (UDL), participatory methodologies, multimodal communication, creatively mediated learning and strategies for supporting learners experiencing trauma, social dislocation or low confidence. Ethical considerations—including safeguarding, confidentiality, relational boundaries, culturally sensitive communication and the responsibilities of educators in contexts of vulnerability—are continuously interrogated.

By the end of the training, participants are equipped to critically evaluate existing practices, identify systemic and classroom-level barriers, and propose pedagogically robust, context-sensitive interventions aligned with principles of equity, inclusion and social justice. The course culminates in the development and presentation of an inclusive educational project in which participants synthesise theoretical insights, empirical observations and practical experience into a coherent, evidence-based plan for implementation in their professional settings.

Methodology and Assessment

The course employs a blended, participatory methodology combining theory-based lectures, experiential workshops, problem-based learning, case analyses, simulations, educational visits and digital collaboration via EPALE. Emphasis is placed on reflective practice, dialogue, peer learning and the co-construction of knowledge. Participants progressively apply concepts to design inclusive interventions tailored to vulnerable adult learners.

Assessment is continuous and formative, based on participation, reflective journals, micro-teaching tasks and peer feedback. The final assessment consists of an inclusive lesson or programme plan, presented and discussed during the concluding session.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Vulnerability & Contexts

• Analyse social vulnerability as an intersectional and multidimensional condition shaped by structural inequalities and personal risk factors.
• Critically examine how policy frameworks, institutional cultures and socio-economic contexts influence the participation of vulnerable adults in learning.
• Distinguish major groups considered at risk (e.g., migrants, low-literacy adults, unemployed individuals, persons with disabilities) and evaluate their diverse learning needs.

Pedagogical Knowledge & Theoretical Competence

• Interpret and apply key adult education theories—including andragogy, transformative learning and critical pedagogy—to contexts involving vulnerable learners.
• Evaluate the principles of emancipatory, participatory and strengths-based approaches and their implications for adult learning design.

Teaching Practice & Instructional Design

• Select, adapt and justify appropriate teaching methods, techniques and materials based on learners' needs, linguistic backgrounds, motivations and psychosocial circumstances.
• Design inclusive, flexible and culturally responsive learning activities using UDL, trauma-informed practices and differentiated instruction.
• Employ collaborative, narrative-based, creative and non-formal strategies that enhance engagement, agency and empowerment.

Professional Judgement & Ethical Practice

• Identify ethical dilemmas in working with vulnerable learners and formulate responses aligned with dignity, autonomy, confidentiality and safeguarding principles.
• Demonstrate advanced skills in reflection, mediation, conflict management and supportive communication.
• Develop an evidence-based inclusive educational plan for implementation in their professional context.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't

cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Introduction, Foundations & Key Concepts
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Conceptualising social vulnerability
11.15 - 11.30	Break
11.30 - 12.15	Determinants of vulnerability
12.15 - 13.00	Identification of challenges and opportunities for inclusion
Day 2	Adult Education Frameworks & Theoretical Foundations
09.00 - 09.45	Overview of adult education theories
09.45 - 10.30	Transformative learning in adult education
10.30 - 11.15	Emancipatory and critical approaches
11.15 - 11.30	Break
11.30 - 12.15	Heutagogy and strengths-based approaches
12.15 - 13.00	Good examples of emancipatory programmes
Day 3	Understanding Socially Vulnerable Groups
09.00 - 09.45	Typologies of vulnerable learners
09.45 - 10.30	Psychosocial dimensions
10.30 - 11.15	Cultural and linguistic diversity in adult classrooms
11.15 - 11.30	Break
11.30 - 12.15	Strengths, assets and resilience factors

12.15 - 13.00	Learner personas
Day 4	Teaching Methods for Vulnerable Groups I
09.00 - 09.45	Principles of inclusive instructional design
09.45 - 10.30	Accessible and adapted teaching strategies
10.30 - 11.15	Collaborative and participatory methods
11.15 - 11.30	Break
11.30 - 12.15	Arts-based and embodied pedagogies
12.15 - 13.00	Designing inclusive learning activities
Day 5	Teaching Methods for Vulnerable Groups II
09.00 - 09.45	Engagement and retention strategies
09.45 - 10.30	Identity, narrative and storytelling approaches
10.30 - 11.15	Trauma-informed teaching
11.15 - 11.30	Break
11.30 - 12.15	Conflict management and classroom mediation
12.15 - 13.00	De-escalation strategies
Day 6	Case Studies & Real-World Scenarios
09.00 - 09.45	Guided analytical frameworks for examining complex situations
09.45 - 10.30	Realistic crisis scenarios
10.30 - 11.15	Applied problem-solving
11.15 - 11.30	Break
11.30 - 12.15	Role-play simulations
12.15 - 13.00	Identifying institutional responsibilities
Day 7	Educational Visit
09.00 - 09.45	Educational visit to a local adult education center
09.45 - 10.30	Meeting staff and programme coordinators
10.30 - 11.15	Observing classroom practice

11.15 - 11.30	Break
11.30 - 12.15	Comparing institutional practices
12.15 - 13.00	Creating a shared inventory of effective inclusive strategies
Day 8	Digital Collaboration & EPALE
09.00 - 09.45	Digital inclusion and accessibility
09.45 - 10.30	Online tools for adult education
10.30 - 11.15	EPALE for networking and project development
11.15 - 11.30	Break
11.30 - 12.15	Designing an EPALE-based collaborative activity
12.15 - 13.00	Ethical considerations
Day 9	Individual Support & Project Development
09.00 - 09.45	Individual support clinic
09.45 - 10.30	Developing inclusive lesson or programme plans (part 1)
10.30 - 11.15	Developing inclusive lesson or programme plans (part 2)
11.15 - 11.30	Break
11.30 - 12.15	Designing assessment for vulnerable groups
12.15 - 13.00	Reviewing draft projects using inclusion quality indicators
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.

**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.