InterAct

LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Inclusive Adult Education: Empowering Socially Vulnerable and At-Risk Learners – 5-Day Course

Introduction and Description

This course offers a theoretically rigorous and practice-relevant examination of the pedagogical, ethical and organisational challenges inherent in teaching socially vulnerable, at-risk and endangered groups within adult education. Grounded in contemporary research and critical perspectives, the course conceptualises vulnerability as a dynamic and intersectional condition shaped by socio-economic inequalities, migration histories, disability, linguistic marginalisation, trauma, discrimination and the cumulative effects of exclusion. Rather than treating vulnerability as an individual deficit, the course positions it within broader systemic processes, enabling participants to scrutinise how institutional cultures, policy frameworks and social power relations shape adult learners' opportunities for participation, achievement and empowerment.

Participants engage with foundational and emerging adult education theories—including andragogy, transformative learning, critical pedagogy, inclusive and strengths-based frameworks—to analyse how adults construct meaning, negotiate identity and exercise agency in learning environments. Special attention is given to the implications of diversity, low literacy, psychosocial barriers and cultural–linguistic plurality for the design of equitable and accessible learning experiences. Through a sequence of lectures, structured workshops, reflective tasks and an educational visit, participants develop the capacity to design inclusive, psychologically safe and culturally responsive environments that acknowledge learners' lived experiences while fostering self-efficacy, collaboration and autonomy.

Practical sessions focus on adapting teaching methods, selecting appropriate techniques for diverse learner profiles, applying Universal Design for Learning (UDL), supporting trauma-affected learners and fostering learner engagement through creative, participatory and multimodal approaches. Ethical considerations—including safeguarding, confidentiality, relational boundaries, and dignity-oriented communication—are integrated throughout. The course culminates in the development and presentation of a context-sensitive inclusive educational plan that synthesises theoretical insights with practical pedagogical strategies suitable for implementation in participants' professional contexts.

Methodology and Assessment

The course employs a blended methodology combining research-informed lectures, structured workshops, guided reflection, collaborative dialogue, practical design tasks and an educational visit that enables participants to observe inclusive adult education practices in context. Learning is based on active engagement, critical inquiry and the co-construction of knowledge, with a strong emphasis on reflective practice and context-sensitive adaptation of pedagogical strategies.

Assessment is continuous and formative, based on participation, reflective journals, and the progressive development of an inclusive lesson or programme plan. The final assessment consists of the presentation of an evidence-based educational intervention demonstrating the participant's ability to apply theoretical and methodological principles to real professional contexts.

Learning Objectives

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

Understanding Vulnerability & Contexts

• Critically analyse social vulnerability as an intersectional construct influenced by structural inequalities and contextual risk factors.
• Evaluate the ways in which institutional practices, adult learning policies and socio-economic contexts influence participation and outcomes for vulnerable learners.
• Distinguish key vulnerable groups and assess their diverse educational, linguistic, psychosocial and motivational needs.

Pedagogical Theories & Conceptual Competencies

• Interpret and apply major adult learning theories—such as andragogy, transformative learning and critical pedagogy—to contexts involving vulnerable adult learners.
• Examine the relevance of inclusive, emancipatory and strengths-based paradigms for designing equitable adult education initiatives.
• Analyse the interplay between learner identity, prior experience and power relations in adult education settings.

Instructional Design & Teaching Practice

• Design inclusive, accessible and culturally responsive learning environments grounded in UDL principles and trauma-informed practice.
• Adapt teaching methods, materials and communication strategies to accommodate low-literacy learners, linguistically diverse groups and participants facing psychosocial barriers.
• Employ multimodal, creative and participatory approaches that foster engagement, self-expression and learner autonomy.

Professional Ethics, Reflection & Implementation

• Demonstrate ethical sensitivity and sound judgement in addressing confidentiality, safeguarding, dignity, and communication with vulnerable adults.
• Apply reflective practice to evaluate their own assumptions, biases and professional behaviour.
• Develop a coherent, evidence-based inclusive educational plan transferable to their institutional setting.

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: 400 €

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 (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations: Understanding Vulnerability & Adult Learning Contexts
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	Theoretical foundations of adult learning
12.15 - 13.00	Identification of challenges and opportunities for inclusion
Day 2	Understanding Diverse Vulnerable Groups & Their Learning Needs
09.00 - 09.45	Distinguishing among socially vulnerable groups
09.45 - 10.30	Psychosocial and motivational dimensions
10.30 - 11.15	Cultural and linguistic diversity
11.15 - 11.30	Break
11.30 - 12.15	Strengths-based and resilience-focused approaches
12.15 - 13.00	Learner personas
Day 3	Inclusive Methods, Strategies & Adaptation of Teaching
09.00 - 09.45	Inclusive and accessible instructional design
09.45 - 10.30	Teaching methods suited to vulnerable groups
10.30 - 11.15	Tools and techniques to foster engagement and retention
11.15 - 11.30	Break
11.30 - 12.15	Trauma-informed and emotionally responsive teaching
12.15 - 13.00	Micro-teaching
Day 4	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 5	Application, Individual Support & Closing
09.00 - 09.45	Assessment and evaluating learning for vulnerable groups
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.