ENABLE

PROJECT NUMBER: 2025-1-DE02-KA220-VET-000351948

Best Practices
Handbook

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Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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WHO SHOULD USE THIS GUIDE?

The main target audience for this guide is VET trainers, as well as organisations and professionals involved in the education and training of persons with disabilities. It is designed as a practical resource to support the exploration and adoption of innovative applications of artificial intelligence in educational settings. Through concrete examples and case studies illustrating scalable AI-driven learning strategies, the guide aims to help educators enrich learning experiences, improve accessibility, and foster greater inclusion through the effective use of AI technologies.

Beyond the VET sector, this guide is equally valuable for a wide range of stakeholders committed to social innovation and inclusive development. It can help them explore innovative uses of AI, identify opportunities to integrate AI into their services, design assistive technologies, and develop solutions that better address the needs of persons with disabilities. Educational institutions, including schools and universities, may also use it as a strategic resource, drawing on its practical tools and examples to implement inclusive AI practices within their own settings.

Public authorities, policymakers, and regional development agencies may also find this guide highly relevant. It can serve as a reference for understanding successful initiatives that use AI to promote social inclusion, facilitate access to employment, and improve workplace integration for persons with disabilities. By building on proven approaches and real-world examples, public bodies can adapt and replicate similar programmes within their own communities, contributing to more inclusive labour markets and stronger support systems.

Ultimately, this guide is intended for anyone interested in advancing inclusive training strategies. It seeks to bridge the gap between technological innovation and social impact, empowering a diverse ecosystem of stakeholders to harness AI in ways that create meaningful, sustainable, and inclusive opportunities for all.

A GUIDE TO INCLUSIVE AI-POWERED EDUCATION AND TRAINING

Introduction

This guide provides valuable insights into innovative AI-powered training by bringing together a wide range of information, best practices, and cutting-edge methodologies from across Europe. It offers a comprehensive overview of how artificial intelligence can be effectively integrated into training and educational contexts, highlighting practical approaches, emerging tools, and scalable solutions.

In addition, the guide provides an extensive list of tools, together with their respective functions and features, as well as the contexts in which they can be applied within the education and training of individuals with higher support needs.

About the Project

The development of this guide is a component of the project known as ''EN-AI-BLE'', which emerges from the need to enhance employability and social inclusion for people with intellectual disabilities by developing innovative AI-powered vocational training in electronics. The project will create accessible digital learning tools and training resources that support learners in developing practical skills while earning recognised micro-credentials.

Through a combination of adaptive learning technologies, gamified educational content, and hands-on training activities, EN-AI-BLE seeks to break down barriers to vocational education and employment.

The project is co-funded by the European Union and coordinated by Carl von Ossietzky University of Oldenburg (Germany). It brings together eight organisations including universities, research institutions, training providers, and disability organisations from across Europe:

- Carl von Ossietzky University of Oldenburg – Germany [*Coordinator*]
- GUREAK LANEAN (*Spain*)
- European Association of Service Providers for Persons with Disabilities (EASPD) (*Belgium*)
- Groep Maatwerk (*Belgium*)
- P-consulting.gr (*Greece*)
- Minds Europe – Institute for Research Excellence and Technological Advancement – (*Serbia*)
- Basque International Research Association (*Spain*)
- CIFP Fadura LHII (*Spain*)

BEST PRACTICES

Definition of a good practice

In the context of this guide, we define ''best practice'' as approaches, experiences, or initiatives that have demonstrated effectiveness and can be successfully replicated in other settings of vocational training, or labour market integration models.

These practices encompass techniques and methods that yield positive outcomes and results. They are characterized by their innovation, creative problem-solving, positive impact on implementation, sustainability, and potential for replication or direct application.

Criteria

1. **Technical Feasibility:** The best practice is clearly understandable and practically implementable within existing technical, institutional, and operational constraints.
2. **Efficacy and Success:** The best practice has demonstrated proven effectiveness in achieving its intended objectives. It has been successfully adopted and has had a positive impact on learning and training environments.
3. **Replicability and Adaptability:** The best practice is adaptable and holds the potential for replication, making it suitable for similar objectives in diverse situations, including various local or national contexts.
4. **Innovation:** The best practice is considered innovative when it introduces novel, effective, and sustainable approaches for addressing societal challenges. It significantly improves outcomes and contributes to positive change.
5. **Relevance:** The best practice must be directly relevant to the needs, priorities, and challenges of the target context. It should address real problems faced by stakeholders and align with current strategic, educational, or institutional goals.

1. AI-ENABLE – Enhancing Inclusive Education in Higher Education Institutions with Artificial Intelligence

COUNTRY

Slovenia (Maribor); implementation in Slovenia, Spain, Portugal, and Turkey.

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2023–2025. The official project page lists the implementation period as 1 October 2023 to 31 December 2025.

IMPLEMENTING ORGANISATION

University of Maribor, Faculty of Electrical Engineering and Computer Science (Slovenia), coordinating a consortium with Istanbul University–Cerrahpaşa (Turkey), the Polytechnic University of Portalegre (Portugal), the University of Deusto (Spain), and the INUK Institute (Slovenia).

The University of Maribor, Faculty of Electrical Engineering and Computer Science, is a public university and research institution.

The consortium combines higher education institutions with a non-profit research and training organisation specialised in communication, inclusion, accessibility, and digital education.

FUNDED BY:

European Union – Erasmus+ KA2, Cooperation for innovation and the exchange of good practices (Project reference: 2023-1-SI01-KA220-HED-000160853).

TARGET GROUP AIMED AT:

Higher-education teachers, institutional leaders and managers, policy-makers, and support staff. Indirect beneficiaries are students with disabilities and special needs, as well as diverse learners in higher education.

FIND MORE INFORMATION

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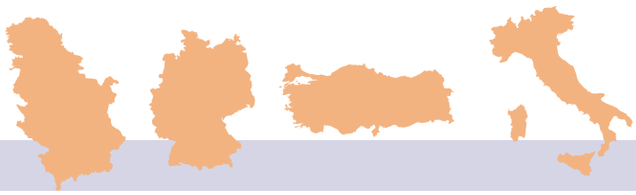
AI-ENABLE responds to a common higher-education challenge: institutions aim to become more inclusive, but staff often lack the knowledge, frameworks, and examples required to integrate AI responsibly. The project explores how AI can reduce barriers for students with disabilities and special needs, while also supporting language diversity, accessible materials, and more responsive student services. Its main strengths lie in a clear higher-education focus, multilingual open-access resources, and a strong emphasis on ethics, governance, and institutional readiness, treating AI as part of inclusive educational design and strategy rather than merely as a fashionable technology.

The implementation involved the development of a state-of-the-art analysis, a framework and guidelines for AI integration in inclusive education, a collection and validation of good practices, and an AI tools reference list. These outputs were translated into two open courses: AI Teach, aimed at higher-education teachers, and AI Lead, aimed at institutional leaders and managers. The platform is open access, multilingual, and self-paced. Each topic combines a short video, a downloadable PDF, a reflection task, and a quiz, making the training reusable for staff development and institutional learning. The courses were subsequently piloted and refined through direct user feedback.

AI-ENABLE has created a reusable learning infrastructure rather than a one-off training event. Publicly reported outcomes include two multilingual online courses, open-access project results, and a live platform that had already attracted more than 3,400 unique visitors by early 2026. Project news further reports that 27 teachers from four countries tested AI Teach in a guided pilot and that 44 stakeholders participated in validation workshops, leading to improvements in terminology, examples, navigation, quiz feedback, and media elements. AI contributes to this good practice by enabling more accessible learning design, more responsive student support, and more strategic institutional planning for inclusion.

However, successful transfer depends on institutional policy, digital infrastructure, and staff time for adoption. Regulatory and ethical content requires regular updating, as AI tools and regulations evolve rapidly. The project also faces common risks associated with inclusive AI practice, including potential bias, privacy concerns, uneven digital competence among staff, and the risk that convenience may be prioritised over accessibility and human oversight. Long-term institutionalisation will therefore depend on governance and not solely on course availability.

2. AI2Empower – Enhancing Abilities with AI: Professional Training for Inclusive Disability Support



COUNTRY

Serbia (Belgrade), with transnational implementation in Serbia, Germany, Türkiye and Italy.

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2025–2026. Publicly documented activity started in April 2025, with milestones including the September 2025 kick-off, the January 2026 Training of Trainers in Akşehir, the next phase of professional training in 2026, and a final conference planned for autumn 2026.

IMPLEMENTING ORGANISATION

The implementing organisation is the Society of Special Education and Rehabilitation Therapists (DTSER), Serbia, which coordinates a consortium, composed of GObey Academy (Germany), Artika Yaratıcı Sanatlar Derneği (Turkey), and Ondamind APS (Italy).

The organisation is a professional association and an adult education and capacity-building organisation. The consortium brings together expertise in digital transformation, social inclusion, mindfulness, and community outreach.

FUNDED BY:

European Union – Erasmus+ KA210 ADU (small-scale partnership in adult education).

TARGET GROUP AIMED AT:

Therapists, special educators, caregivers, social workers, rehabilitation and mental-health professionals, as well as students and parents with disabilities

FIND MORE INFORMATION

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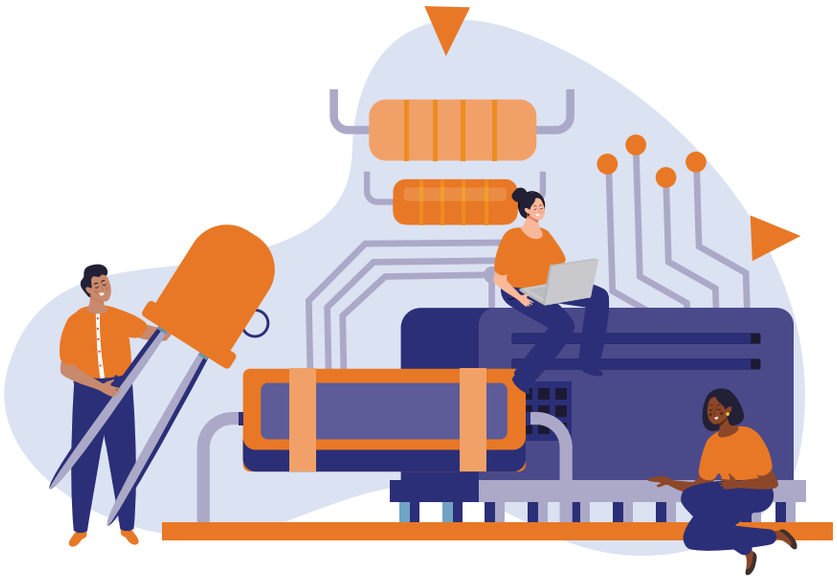
AI2EmpowerHub.com

AI2Empower addresses a concrete gap in adult learning for inclusion, as many disability-support professionals are interested in using AI but lack structured, ethical, and practice-oriented training. The initiative therefore connects inclusive education, rehabilitation, social care, and digital upskilling within a transnational model. Its main goal is to make AI practical and usable for frontline professionals who support people with disabilities. A key strength of the project is its focus on real professional settings rather than abstract concepts of ''AI literacy'', while combining innovation with inclusion, cultural sensitivity, accessibility, and emotional well-being.

The implementation follows a phased model consisting of a needs assessment, the co-creation of four specialized AI modules, Training of Trainers, hybrid training for professionals, and the publication of open resources on a multilingual digital platform / MOOC. Each partner contributes a distinct area of expertise: Serbia focuses on AI for personalized rehabilitation and education; Germany on practical AI tools for assessment, monitoring, and instruction; Turkey on culturally responsive AI content for marginalized groups; and Italy on mindfulness-integrated AI applications. By early 2026, the consortium had published the training book Empowering Inclusive Support with AI and delivered the Training of Trainers in Turkey.

Early outcomes include a modular European guide / book, four thematic training modules, a Training of Trainers model with 12 core trainers, a multilingual MOOC concept, and dissemination through conferences and professional events. AI contributes to this good practice by supporting professionals in personalizing support, improving planning and monitoring, and widening digital inclusion for people with disabilities. The most significant impact is the translation of AI from an abstract concept into practical and ethical day-to-day use. As implementation is still ongoing, further evidence on long-term institutional uptake and user-level impact will become available after the next national training rounds and the final project conference.

However, the model remains dependent on staff digital readiness, institutional uptake, and the continuous updating of tools and training content. Formal recognition or accreditation of the training would enhance sustainability. As with similar AI-for-inclusion initiatives, risks include privacy concerns, potential bias, overreliance on automated suggestions, and unequal access to infrastructure. Since the project is still in the implementation phase, comprehensive long-term impact data are not yet fully available.



3. LEADER AI – Learning Analytics and AI for Personalised Learning

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COUNTRY

European project (Cyprus, Greece, Estonia, Romania, Portugal)

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

Start date 31-12-2022

End date 30-12-2024

IMPLEMENTING ORGANISATION

LEADER AI is implemented by a research and innovation consortium of universities, research centres, and educational organisations, coordinated by the University of Nicosia, with partners including the University of the Aegean, Tallinn University, CARDET, University of Pitești, and Virtual Campus.

The consortium focuses on improving higher education through AI-driven learning technologies and pedagogical innovation.

FUNDED BY:

European Union – Erasmus+

TARGET GROUP AIMED AT:

Higher education teachers and instructors, academic staff and researchers, learning designers and educational technologists

FIND MORE INFORMATION

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https://leaderai.eu/contact/

Contact – LeaderAI

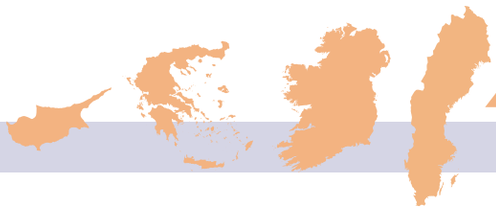
LEADER AI (Learning Analytics and AI for Personalised Learning) is a European Erasmus+ project that supports higher education institutions in integrating artificial intelligence into teaching and learning practices. Rather than developing a single AI tool, the project provides a practical framework, training, and resources to help educators use AI and learning analytics to better understand how students learn.

By analysing learner data, such as progress, engagement, and performance, educators can adapt their teaching approaches and create more personalised learning pathways, contributing to more inclusive learning environments in which learners receive the level of support they need to succeed. Through toolkits, scenario-based training, and pilot implementations, the project demonstrates how AI can enhance teaching quality, improve student outcomes, and support innovation in higher education.

The implementation followed a multi-step approach, beginning with a needs analysis to identify the challenges and requirements of higher education institutions. This was followed by the development of resources, including an AI Toolkit with guidelines and frameworks, scenario-based training materials, and a MOOC and e-learning platform. Training activities included train-the-trainer programmes and scenario-based workshops using real-life cases. Pilot testing was carried out through the implementation of training and tools in real educational contexts, and dissemination was ensured through events, conferences, and online resources aimed at broader adoption.

AI contributed significantly to this good practice by enabling personalised learning paths based on learner data and performance, improving teaching strategies through insights derived from learning analytics, supporting data-driven decision-making in education, and fostering better alignment between teaching methods and student needs.

4. AI4EDU



COUNTRY

Europe (Cyprus, Greece, Ireland, Sweden)

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

January 2023

Duration: 3 years (2023–2025)

IMPLEMENTING ORGANISATION

The consortium consists of various European organisations and forms a European research and innovation partnership composed of universities, research institutes, and educational organisations, including entities such as Athena Research Center, Luleå University of Technology, and the University of Cyprus.

FUNDED BY:

European Union – Erasmus+

TARGET GROUP AIMED AT:

Secondary school students, teachers and educators, educational stakeholders

FIND MORE INFORMATION

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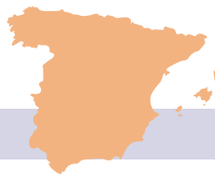
AI4EDU is a European project that develops and implements conversational AI assistants to support teaching and learning, addressing the need for more personalized and engaging education systems. The project focuses on integrating AI into education in a responsible and ethical way, with the aim of improving student engagement and autonomy, supporting teachers in lesson planning, assessment, and feedback, and enabling personalised learning experiences. A key strength of the project is its combination of pedagogy and AI technologies, ensuring that AI is not only innovative but also educationally meaningful and applicable in real educational situations.

An example is the ''Study Buddy'' system, in which a student asks a question and the AI processes it using natural language processing (NLP), retrieves relevant learning content such as textbook material or curriculum data, and generates a response using a large language model (LLM). The response is adapted to the student's level and the context of the lesson. In practice, the system explains concepts in simpler language, guides students step by step instead of simply giving answers, asks follow-up questions to stimulate thinking, and provides instant feedback.

The implementation of the project followed several key steps, including the development of two main AI tools: Study Buddy, a conversational AI tutor for students, and Teacher Mate, an AI assistant supporting teachers. These tools were integrated into real educational contexts through classroom pilots in multiple European countries, training sessions for teachers and students, and their use in activities such as lesson planning, studying, assessment, and feedback. The project applies advanced AI technologies, including large language models combined with educational content, retrieval-augmented generation (RAG) systems that retrieve data from trusted knowledge sources to ensure accurate, curriculum-aligned responses, and interactive dialogue systems for personalised support. Continuous evaluation was conducted to assess usability, learning impact, and acceptance in real-life settings.

AI has contributed significantly to this good practice by enabling personalised learning pathways adapted to individual students, providing real-time feedback and tutoring support, increasing student engagement, motivation, and autonomy, and supporting data-driven insights into student progress. The use of conversational AI has created a more interactive and adaptive learning environment, improving both teaching efficiency and learning outcomes. However, potential issues remain regarding the reliability of AI-generated content.

5. NEURON-UP



COUNTRY

Valencian Community, Spain

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2022-2024

IMPLEMENTING ORGANISATION

The Foundation of the Valencian Community San Francisco de Borja for People with Intellectual Disabilities is a private charitable foundation, providing social assistance, established on a non-profit basis and for an indefinite duration.

FUNDED BY:

Foundation San Francisco de Borja

TARGET GROUP AIMED AT:

People with intellectual disabilities

FIND MORE INFORMATION

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NeuronUP, professional cognitive rehabilitation and stimulation

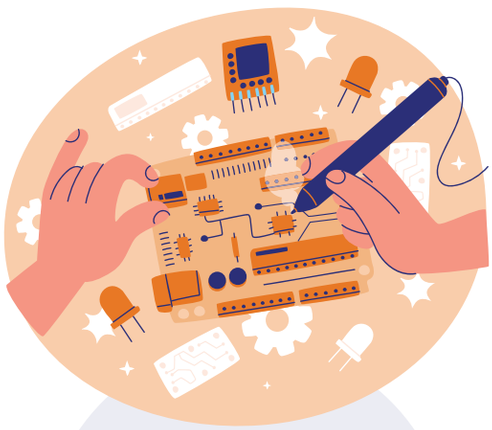
The use of Information and Communication Technologies (ICT) for people with intellectual disabilities has proven to be an effective practice for enhancing their abilities, facilitating task performance, and improving access to services, thereby promoting equal opportunities.

These technologies have significant potential for both learning and social inclusion, especially when considering the psychological and learning characteristics typical of this group. Moreover, they help address significant language disorders, encourage initiative to start activities and persistence in completing less motivating tasks, and support reflection and time management.

In this context, the NeuronUP platform has been used for approximately two years as a tool for cognitive stimulation. The program is based on the management of activities, both online and on paper, combined with a system for tracking results. Thanks to this platform, personalized sessions adapted to the specific needs of each user have been carried out, enabling an individualized approach in the intervention process.

A total of 25 users with high support needs have benefited from this program, working on different cognitive areas based on the results obtained from various assessment scales. Following these evaluations, exercises and applications were selected to target the areas with the lowest scores. The sessions carried out using the NeuronUP platform have contributed to the development of key cognitive functions such as memory, anticipation, decision-making, planning, monitoring, impulse control, inhibition of inappropriate responses, organized search, and cognitive and behavioral flexibility.

However, one of the main limitations of this practice is accessibility, as the platform operates on a subscription-based model that requires payment to access its full features. This can limit its availability for some users or institutions with restricted budgets, potentially creating inequalities in access to the tool and the benefits it provides.



6. VRAllexia: – Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia

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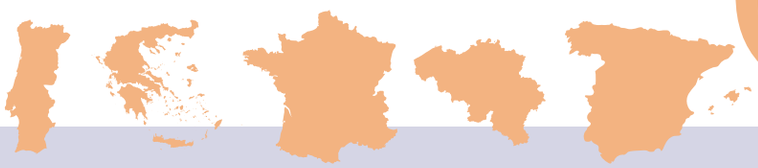

COUNTRY

European project: Italy, Portugal, Greece, France, Belgium and Spain

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2014-2020

IMPLEMENTING ORGANISATION

The partners participating in the project are universities, business associations, and education and training organisations

- Università degli Studi della Tuscia
- Università degli Studi di Perugia
- AEVA – Associação para a Educação e Valorização da Região de Aveiro
- Panteio Panepistimio Koinonikon kai Politikón Epistimón (Panteion University)
- TUCEP – Tiber Umbria Comett Education Programme
- Université Paris Nanterre
- Giunti Psychometrics SRL
- UCLL – UC Leuven-Limburg
- Universidad de Córdoba CentraleSupélec

FUNDED BY:

This project has been funded with **support from the** European Commission.

TARGET GROUP AIMED AT:

Dyslexic students

FIND MORE INFORMATION

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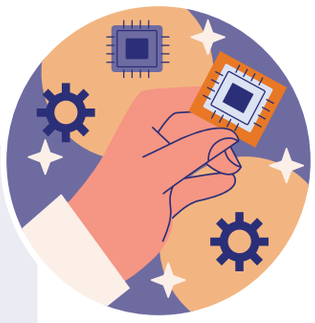
IO2 – Be Special (Se especial) – Vrailexia

Dyslexia is a genetic difference that affects an individual's ability to learn and process information, influencing at least 1 in 10 people. Individuals with dyslexia often show strengths in creativity, problem-solving, and communication, while experiencing challenges in spelling, reading, and memorizing facts. In higher education, students with dyslexia face significant difficulties that can lead to higher dropout rates compared to other students. Despite this, most existing tools are focused on primary and secondary education, and there is a lack of standardized methodologies tailored to higher education. In response, VRAILEXIA aims to change perceptions of dyslexia and develop tools to overcome these challenges while enhancing students' motivation and self-esteem.

The project has worked on establishing a common procedure across European universities to ensure student-centred services and learning environments based on Universal Design for Learning principles. Its approach encourages institutions to promote inclusion strategies that help all students identify and develop their own strengths and values. Building on the natural tendency of individuals with dyslexia towards visual thinking, creativity, and neurodiversity, VRAILEXIA has developed specific learning tools and services for university students with dyslexia, ensuring equal access and opportunities for academic success and lifelong learning. Through the integration of virtual reality and artificial intelligence, the project has implemented an adaptive digital e-learning platform called BESPECIAL. This represents an innovative combination of a specialized e-learning system for dyslexic students and the use of artificial intelligence as the core of its architecture, providing an adaptive interface capable of supporting learners throughout their university experience and at a later stage in life than previously addressed. Unlike traditional educational tools, which are often standardized, this approach takes into account the different types of dyslexia, such as phonological, surface, and rapid automatized naming dyslexia.

Artificial intelligence plays a central role in the project by enabling the development of algorithms based on a European database containing diagnostic data, test results, and psychological assessments of university students with dyslexia. These algorithms support the creation of new learning strategies, educational materials, and teacher training methods. The BESPECIAL platform is designed to be scalable and transferable, allowing its implementation across national and international universities with adaptations for different languages and academic contexts. Furthermore, although it is designed for students with dyslexia, it has the potential to be extended to other learning disabilities such as dyscalculia and dysgraphia. The methodological approach developed can also be applied beyond academia, including training and workplace environments.

However, there are still areas for improvement. The increasing regulation of artificial intelligence in education requires compliance with strict standards such as transparency, explainability, human oversight, data quality, non-discrimination, and risk management. Despite these efforts, there remains a risk that inappropriate use of AI could negatively affect fundamental rights, including equality, privacy, and access to education.



7. EDIDesK – Open Access Contents on Design for Equality, Diversity and Inclusion for Higher Education Programmes

COUNTRY

European project: Spain, Italy, Portugal, Croatia, Cyprus

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2023–2026 (36 months)

IMPLEMENTING ORGANISATION

The partners participating in the project are higher education education institutions and organisations specialising in design, digital learning, and inclusive education practices.

- Universidad de Alicante (Spain) – Coordinator
- University of Zagreb (Croatia)
- University of Aveiro (Portugal)
- University of Cyprus
- Politecnico di Milano (Italy)
- Additional partner NGOs and higher education organisations in Europe

FUNDED BY:

This project has been funded with support from the European Commission.

TARGET GROUP AIMED AT:

The target group includes higher education students, particularly those in design-related disciplines, as well as university teaching staff. It also addresses curriculum designers, inclusion and accessibility coordinators, and academic institutions that are implementing Equality, Diversity, and Inclusion (EDI) strategies.

FIND MORE INFORMATION

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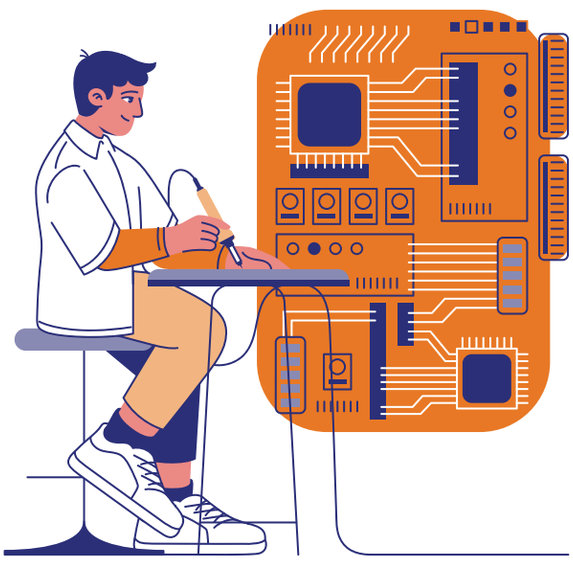
Home | EDIDesK Project | Erasmus+

The EDIDesK project responds to the growing need for structured teaching of Equality, Diversity, and Inclusion (EDI) in European higher education, particularly in design-related disciplines. Although EDI principles are increasingly acknowledged within universities, there is still a lack of standardized and open-access teaching materials and methodologies. The project aims to strengthen inclusive education by developing accessible, multilingual, and digitally supported teaching resources that can be used across European institutions. Its main strength lies in the creation of a shared European framework for teaching EDI through digital and open-access content, improving consistency, accessibility, and pedagogical quality.

The project is implemented through a collaborative European partnership involving universities and experts in design and education. Its activities include the development of open-access EDI teaching materials, the creation of structured educational modules for higher education programs, and the design of multilingual digital resources to support inclusion teaching. It also promotes collaboration among partner universities to standardize teaching approaches, integrates digital tools to enhance accessibility and knowledge sharing, and includes the testing and validation of materials within higher education contexts. This implementation is based on close cooperation between design education experts and inclusion specialists, ensuring that the results are both pedagogically robust and accessible.

Although EDIDesK is not an AI-native project, digital technologies and AI-supported systems contribute to structuring and adapting multilingual educational content, improving the accessibility of learning materials, supporting collaborative content creation, and enhancing the dissemination of inclusive teaching practices. The project's impact lies in increasing the availability and quality of EDI education across European universities, particularly through open-access digital resources that are highly transferable and adaptable to different disciplines, institutional contexts, and languages.

However, several challenges remain. These include the limited direct integration of advanced AI-driven adaptive learning systems, variations in implementation quality across partner institutions, and the need for stronger evaluation of learning outcomes. There is also a need to ensure the long-term sustainability of open-access resources and to continuously update content to keep it aligned with evolving EDI standards. While digital tools already improve accessibility, further integration of AI-based personalization could significantly enhance future developments of the project.



8. INEDU-Artificial Intelligence-Based Inclusive Higher Education

COUNTRY

European project: Poland, Lithuania, Spain, Germany

YEAR OF IMPLEMENTATION AND DURATION OF THE BEST PRACTICE

2024–2026 (24 months)

IMPLEMENTING ORGANISATION

The partners participating in the project are universities and educational organisations that specialise in inclusive education, digital transformation, and the integration of artificial intelligence into teaching and learning practices.

- The Pontifical University of John Paul II in Krakow (Poland) – Coordinator
- Kaunas University of Technology (Lithuania)
- Florida Centre de Formació Coop. V (Spain)
- University of Bayreuth (Germany)

FUNDED BY:

This project has been funded with support from the European Commission.

TARGET GROUP AIMED AT:

The target group includes higher education students with disabilities and special educational needs, as well as academic and teaching staff. It also involves administrative staff within higher education institutions, student support services and inclusion officers, and prospective university students with additional learning needs.

FIND MORE INFORMATION

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Ineduproject

Inclusive higher education remains a key priority across Europe, as universities increasingly recognise the importance of ensuring equal access and participation for students with disabilities and special educational needs. Despite ongoing progress in accessibility policies, many institutions continue to face challenges in providing consistent, scalable, and personalised support. The INEDU project addresses these challenges by integrating artificial intelligence into inclusive higher education practices, promoting a systemic approach that combines pedagogical innovation, digital transformation, and institutional capacity-building. Its main strength lies in the development of structured, AI-supported methodologies that enable universities to create inclusive learning environments, supporting both students and staff by improving accessibility, reducing barriers to academic participation, and fostering inclusive academic cultures.

The project is implemented through structured European cooperation between four universities with complementary expertise in inclusive education and digital innovation. It follows a multi-work package approach that includes the development of a compendium of inclusive education practices, the design of AI-based inclusive education scenarios for higher education, the creation of a training programme for academic staff on AI-supported inclusion, the development of a digital platform to support inclusive education strategies, and the piloting and validation of materials within partner institutions. The implementation is grounded in Universal Design for Learning principles and focuses on strengthening both the digital and pedagogical competences of educators. A key element of the methodology is the integration of AI-supported tools into teaching practices to enhance accessibility, adaptability, and responsiveness to diverse student needs.

Artificial intelligence plays a central role in enabling adaptive and inclusive learning environments within the project, supporting the development of personalised learning pathways, improving the accessibility of educational materials, assisting educators in identifying inclusive teaching strategies, enabling scenario-based learning design for diverse student profiles, and strengthening data-informed decision-making. The project's outputs are designed to be scalable and transferable across different higher education systems, with adaptability to various institutional contexts, disciplines, and student populations. In the long term, the initiative contributes to improving institutional readiness for inclusive education and supports the broader digital transformation of European higher education.

However, several challenges remain, including the need to ensure ethical and responsible use of artificial intelligence in educational contexts, address risks related to algorithmic bias and fairness, maintain transparency and explainability of AI-driven tools, protect sensitive student data in compliance with GDPR, and ensure equal access to digital infrastructure across institutions. Another key challenge is ensuring that academic staff receive sufficient training and support to effectively integrate AI tools into inclusive teaching practices. Continuous evaluation and stakeholder engagement are essential to ensure that AI-based solutions remain pedagogically sound, inclusive, and aligned with European ethical and educational standards.

TOOLS

The following section presents a curated selection of artificial intelligence tools that can be applied in the context of education and training, with a particular focus on supporting persons with disabilities and individuals with higher support needs. The inclusion of these tools is not intended to provide an exhaustive list, but rather to offer practical examples of AI-based solutions that can enhance accessibility, personalisation, and inclusion in learning environments.

The tools have been selected based on their potential relevance for inclusive education and training. In particular, consideration has been given to their capacity to support diverse learning needs, facilitate accessible content, promote learner engagement, and assist trainers in adapting materials and teaching strategies. While not all tools have been directly developed within the framework of the project, they reflect current technological developments that can complement and strengthen inclusive training practices.

To support usability and practical application, the tools include AI-powered browsers and assistants, learning platforms, creative and content-generation tools, and communication and support technologies.

Overall, this section seeks to bridge the gap between innovative AI technologies and their practical use in inclusive education, providing trainers, educators, and organisations with accessible and adaptable resources to enhance learning opportunities for all.

1. Microsoft Edge Co-pilot Mode

Microsoft Edge Co-pilot Mode

WHAT IT IS

AI assistant integrated into Microsoft Edge that helps users answer questions, summarise webpages, understand online content, and support browsing tasks. It works together with built-in accessibility tools such as Read Aloud, Immersive Reader, larger text, and keyboard shortcuts.

KEY FEATURES

- Answers questions and explains content
- Summarises webpages
- Supports reading and comprehension
- Works with accessibility tools (text-to-speech, simplified view, etc.)
- Assists with navigation and online tasks

ACCESS AND REQUIREMENTS

- Edge: free
- Basic Copilot: generally free
- Advanced features: may require Microsoft 365 or paid plan
- Microsoft account recommended
- Availability may vary depending on country or institution

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Create accessible learning materials
- Simplify complex texts
- Generate step-by-step instructions
- Summarise online resources
- Adapt content to different needs

For learners:

- Understand difficult terms and concepts
- Summarise webpages and translate texts
- Listen to content (read aloud)
- Get guidance while browsing or completing tasks

2. Perplexity Comet

Perplexity Comet

WHAT IT IS

AI-powered browser developed by Perplexity. It functions as a web browser with an integrated AI assistant that supports web research, summarises pages, compares information, manages tabs, and, when connected, can assist with tasks such as email, calendar, and online organisation.

KEY FEATURES

- Supports web research with AI assistance
- Summarises webpages and online content
- Compares information across sources
- Manages multiple tabs and information flows
- Assists with organisation tasks (email, calendar, etc.)
- Provides interactive, question-based guidance

ACCESS AND REQUIREMENTS

- Comet browser: free
- Advanced features (Perplexity/Comet Plus, Pro or Max): may require a subscription
- Registration or sign-in generally required for full functionality

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Prepare accessible training materials
- Quickly summarise online resources
- Compare multiple sources efficiently
- Create simplified explanations of complex topics
- Adapt instructions to different learning needs

For learners:

- Understand difficult content through explanations
- Summarise webpages
- Organise information from multiple tabs
- Ask follow-up questions for clarification
- Receive step-by-step guidance during online learning tasks

3. Claude Cowork

Claude

Claude Cowork

WHAT IT IS

Agentic AI tool developed by Anthropic for non-technical knowledge work. It can work with local files and folders, organise documents, synthesise information from multiple sources, prepare structured drafts, extract data from unstructured files, and support repeatable administrative or research tasks.

KEY FEATURES

- Works with local files and folders
- Organises and structures documents
- Synthesises information from multiple sources
- Prepares structured drafts
- Extracts data from unstructured content
- Supports repetitive administrative and research tasks

ACCESS AND REQUIREMENTS

- Requires a Claude account
- Desktop application required
- Available within paid Claude plans

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Find and summarise online resources on disability inclusion
- Prepare accessible explanations
- Compare assistive technologies
- Adapt complex web-based content into simpler language
- Create examples for AI literacy sessions

For learners:

- Understand complex webpages through explanations
- Summarise long content
- Support completion of online learning tasks
- Rewrite text in clearer and more accessible forms
- Receive contextual guidance while navigating digital services

4. ChatGPT Atlas web browser

ChatGPT Atlas web browser

WHAT IT IS

AI-powered web browser developed by OpenAI with ChatGPT integrated into the browsing experience. It can summarise webpages, answer questions about the current page content, compare information, support writing and rewriting, remember optional browsing context, and use agent mode for certain web-based tasks.

KEY FEATURES

- Summarises webpages and online content
- Answers questions based on current page context
- Compares information across sources
- Supports writing and rewriting tasks
- Remembers optional browsing context for continuity
- Offers agent mode for selected automated tasks

ACCESS AND REQUIREMENTS

- Currently available for macOS
- Core access available across several ChatGPT plan types
- Agent mode in preview for Plus, Pro, and Business users

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Find and summarise online resources on disability inclusion
- Prepare accessible explanations
- Compare assistive technologies
- Adapt web-based content into simpler language
- Create examples for AI literacy sessions

For learners:

- Understand complex webpages through explanations
- Summarise long content
- Support completion of online learning tasks
- Rewrite text in clearer and more accessible forms

5. Project Euphonia

Project Euphonia

Project Euphonia

WHAT IT IS

An AI-based communication translation tool designed to bridge the gap between neurotypical and neurodivergent communication styles. It translates language in both directions, from neurotypical to neurodivergent-friendly formats using clear and literal language, and from neurodivergent to neurotypical-friendly formats by adding social context. It also explains hidden meanings, indirect language, idioms, and social subtext, and provides optional context explanations to clarify expectations and emotions in social situations.

KEY FEATURES

- Bidirectional translation between communication styles
- Explains implicit meanings, idioms, and social cues
- Provides context to clarify expectations and emotions
- Customisable tone (neutral, empathetic, formal, casual)
- Simple, text-based and accessible interface

ACCESS AND REQUIREMENTS

- Free to use (web version)
- No registration required for basic use

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Adapt instructions to be clearer and more accessible
- Support inclusive communication in classrooms and training environments
- Facilitate understanding of feedback and expectations
- Improve communication in vocational and workplace preparation contexts

For learners:

- Understand instructions from teachers, trainers, or supervisors
- Decode workplace emails, feedback, and social expectations
- Practice expressing needs, boundaries, and questions clearly
- Develop communication skills in structured and supportive ways

6. Dreambox

Dreambox

WHAT IT IS

An adaptive learning platform powered by artificial intelligence, primarily focused on mathematics education. It adjusts lessons in real time based on the learner's responses and mistakes, providing a personalised learning experience. It is commonly used in schools and training centres and includes visual aids, step-by-step explanations, and continuous feedback through a web-based interface.

KEY FEATURES

- AI-driven adaptive learning system
- Real-time adjustment of lessons
- Focus on mathematics education
- Provides visual aids and step-by-step explanations
- Continuous feedback based on learner performance
- Web-based platform used in educational settings

ACCESS AND REQUIREMENTS

- Paid tool requiring an institutional or individual license
- Access through a web-based platform

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Deliver personalised mathematics instruction
- Monitor learner progress and adapt teaching strategies
- Support inclusive classrooms with differentiated learning pathways

For learners:

- Learn at an individual pace, reducing stress and frustration
- Receive tailored support based on specific difficulties
- Strengthen mathematical skills through guided, adaptive practice

7. Runway

runway

WHAT IT IS

A creative AI platform designed for content creation, including video editing, image generation, and text-to-video and image-to-video tools. It is cloud-based and accessible through a web browser, offering a simple and highly visual interface that allows users to produce digital content without requiring advanced technical skills or specialised equipment.

KEY FEATURES

- AI-powered video editing tools
- Image generation capabilities
- Text-to-video and image-to-video functionalities
- Cloud-based platform accessible from a browser
- Simple and visual user interface
- Supports creative digital content production

ACCESS AND REQUIREMENTS

- Free plan available with limitations
- Paid subscription plans for extended features
- User registration required

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Create visual and accessible learning materials
- Develop multimedia content for inclusive training environments
- Introduce learners to digital creative tools and skills
- Support vocational training in digital and creative fields

For learners:

- Develop creative and digital skills without complex equipment
- Express ideas through visual and multimedia formats
- Access learning through visual content, supporting different learning needs
- Prepare for digital and creative professions

8. Quizlet IA

Quizlet

WHAT IT IS

Quizlet is a study platform enhanced with artificial intelligence that supports learning through interactive tools such as flashcards, quizzes, and AI-based tutoring. It includes the "Q Chat" feature, which acts as an interactive study assistant, helping users understand content through guided explanations.

KEY FEATURES

- AI-powered quiz and flashcard generation
- Interactive study assistant (QChat) for guided learning
- Personalised practice and adaptive learning paths
- Multimedia support (text, audio, and repetition)
- Progress tracking and performance feedback

ACCESS AND REQUIREMENTS

- Free plan available with limitations
- Paid subscription plans for extended features
- User registration required
- Accessible via web browsers and mobile applications

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Create customised flashcards and quizzes tailored to different learning levels and needs
- Simplify complex content into manageable learning units
- Provide inclusive learning materials with audio and visual support
- Support differentiated instruction through personalised activities
- Monitor learner progress and adapt training accordingly

For learners:

- Reinforce knowledge through repetition and interactive exercises
- Receive step-by-step explanations and tutoring support via QChat
- Improve comprehension using simplified and structured content
- Learn at their own pace, enhancing independence and retention

9. Notebook LM

NotebookLM

Notebook LM

WHAT IT IS

AI-powered note-taking and knowledge assistant developed by Google. It allows users to upload documents (such as PDFs and Google Docs) and interact with their content by asking questions. The tool can generate summaries, explanations, quizzes, podcasts, and study guides, as well as create structured overviews and simplify complex information.

KEY FEATURES

- Uploads and processes documents (PDFs, Google Docs, etc.)
- Generates summaries and simplified explanations
- Creates quizzes, study guides, and podcast-style content
- Provides structured overviews of complex materials
- Enables interactive, question-based learning
- Supports step-by-step responses to user queries

ACCESS AND REQUIREMENTS

- Free to use
- Requires a Google account for access and functionality

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Adapt existing learning materials into more accessible formats
- Simplify complex documents for different learning needs
- Create summaries and structured content for teaching
- Quickly generate quizzes and study supports
- Provide clearer and more inclusive training resources

For learners:

- Understand complex content through simplified explanations
- Use the tool as a personal tutor with step-by-step guidance
- Access structured summaries to support comprehension
- Reinforce learning through generated quizzes and study guides
- Improve accessibility to learning materials, especially for learners with cognitive disabilities

10. Know T

Know T

WHAT IT IS

AI-powered study platform focused on flashcards, notes, and quizzes. It allows users to automatically generate flashcards and practice questions from notes or documents, supporting efficient and interactive learning. The platform incorporates AI tutoring features to guide users through content and enhance understanding.

KEY FEATURES

- Automatic generation of flashcards and practice questions
- AI tutoring for guided learning and explanations
- Spaced repetition system to improve memory retention
- Conversion of notes into structured learning materials
- Interactive and short learning exercises

ACCESS AND REQUIREMENTS

- Requires user registration
- Freemium model (basic features free, premium features available)

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Convert complex content into simple, structured learning units
- Create flashcards and practice activities for reinforcement
- Design accessible and easy-to-follow study materials
- Support learners with memory and attention difficulties
- Reinforce key concepts through repetition-based learning

For learners:

- Improve memory retention through spaced repetition
- Study using simple and clear flashcards
- Focus on short, interactive exercises that reduce cognitive overload
- Use AI tutoring for explanations and guidance
- Reinforce practical knowledge and routines in an accessible way

11. Socrative

socrative

Socrative

WHAT IT IS

Socrative is a classroom assessment tool that enables trainers to create quizzes, polls, and quick feedback activities. It allows real-time monitoring of learner responses and provides immediate insights into understanding through interactive questioning. The platform works across smartphones, tablets, and computers, making it flexible for different learning environments.

KEY FEATURES

- Real-time quizzes, polls, and assessments
- Instant feedback and analytics for trainers
- Supports multiple question types (multiple choice, true/false, short answer)
- Works across multiple devices (smartphones, tablets, computers)
- Interactive and easy-to-use interface

ACCESS AND REQUIREMENTS

- Requires a teacher account to create activities
- Students can join sessions using a code (no account required)
- Freemium model (limited free version, paid plans available)

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Create simple and accessible assessment activities
- Check learner understanding in small, manageable steps
- Provide immediate feedback to support learning
- Adapt assessment methods to different learning needs
- Monitor progress and engagement in real time

For learners:

- Receive immediate feedback to understand mistakes quickly
- Participate in low-pressure, interactive assessments
- Engage with simple and clear questions
- Improve understanding through step-by-step checking
- Stay motivated through interactive and accessible participation

12. Sana Learn

Sana

Sana Learn

WHAT IT IS

Sana Learn is an AI-driven learning platform (Learning Management System) designed to deliver personalised training experiences. It uses artificial intelligence to create adaptive learning paths based on learner behaviour, while also providing an integrated AI assistant that explains content and answers questions. The platform supports organisations by automating content creation and structuring knowledge into clear and accessible formats.

KEY FEATURES

- AI-driven personalised learning paths
- AI assistant for explanations and question answering
- Automated content creation and knowledge structuring
- Adaptive learning based on learner behaviour
- Integration with organisational learning environments

ACCESS AND REQUIREMENTS

- Requires user account and paid subscription
- Enterprise-focused (primarily designed for organisations)
- Integrates with company training and learning systems

POTENTIAL USES IN INCLUSIVE TRAINING

For trainers:

- Structure complex training content into clear and accessible paths
- Adapt training materials to different learner needs and capabilities
- Provide continuous AI-supported guidance during training
- Monitor learner progress and personalise instruction
- Support workplace learning environments with scalable solutions

For learners:

- Follow personalised learning paths adapted to their pace and abilities
- Receive continuous support through AI explanations and guidance
- Understand complex content through structured learning journeys
- Reinforce knowledge through adaptive and repeated learning
- Benefit from clear and accessible workplace training environments

ENABLE

PROJECT NUMBER: 2025-1-DE02-KA220-VET-000351948

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Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.