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# Inclusion Support Guide:

## Personalized Learning, AI Tools and Reflective Competence Development for Participants with Fewer Opportunities

(Erasmus+ KA122-ADU –
Short-term projects for mobility of learners and staff in adult education)

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## About the Authors

This Inclusion Support Guide was developed by **Marta Jovanovska**. The content reflects her direct engagement in the SMART-AI job-shadowing mobility, combined with tailored support measures designed for participants with fewer opportunities. The material consolidates applied learning experience, individual learner needs, and inclusive pedagogical approaches used throughout the mobility process.

## Project Context

This Guide is part of the **SMART-AI inclusion support package** and was developed within the **Inclusion Support (IS)** component of the Erasmus+ KA122-ADU project *"SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth"*.

Its purpose is to provide a **mobility-informed, personalised support resource** for adult educators working with participants who face social, economic, or health-related barriers — including unemployed adults and individuals requiring adapted learning conditions.

The Guide offers:

- tailored strategies for inclusive participation in job-shadowing at **BAPUSS Belgrade**,
- structured support measures *before → during → after mobility*,
- reflective templates for competence development,
- AI-supported tools to personalise learning pathways,
- guidance for organisations on how to provide accessible, supportive, and inclusive mobility experiences.

This material is offered as an open-access educational resource, fully aligned with Erasmus+ principles of **equity, inclusion, transparency, reusability, and capacity building in adult education**.

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# CHAPTER 1 — INTRODUCTION

The Inclusion Support Guide was developed as part of the SMART-AI mobility framework to ensure that all adult learners, especially those facing economic, social, geographical or health-related barriers—can participate fully, safely, and meaningfully in international learning activities. The Guide integrates lessons learned from the job-shadowing mobility at **BAPUSS Belgrade**, combining practical organisational procedures with learner-centred, inclusive methodologies that reflect the values and requirements of the Erasmus+ Programme.

Within the project *SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth*, inclusion is not an additional element but a core principle embedded across all mobility stages. The project intentionally involves **participants with fewer opportunities**, as stated in Annex 1 of the Grant Agreement, which confirms that **4 participants in job-shadowing and 4 adult learners** are formally recognised under this category and therefore entitled to Inclusion Support for organisations (500 EUR) .

This Guide has been developed to ensure that these funds are used transparently, purposefully and in direct benefit of the participants, in line with Annex 2 of the grant rules for acceptable costs and required documentation .

The content reflects real needs observed during the mobility preparation, implementation, and follow-up, including:

- barriers related to unemployment and limited financial resources,
- reduced confidence and mobility-related stress,
- health-related needs (e.g., diabetes management),
- limited digital readiness,
- lack of international experience and exposure to new learning environments.

By documenting practical procedures, support mechanisms and personalised tools, the Guide empowers adult education providers to create equally accessible and safe mobility pathways for all learners.

## Purpose of the Guide

This Inclusion Support Guide provides a structured, mobility-informed set of measures, templates, and tools that adult educators can directly apply when preparing and supporting participants with fewer opportunities. It aims to help organisations:

- remove participation barriers through targeted support measures,
- prepare personalised learning pathways,
- ensure safe, inclusive mobility logistics,
- integrate AI-supported tools for adaptive learning and communication,
- strengthen the institutional capacity for inclusion in line with Erasmus+ Quality Standards.

The structure follows the complete mobility cycle *before* → *during* → *after* and includes templates, checklists, reflective tools, and actionable recommendations.

## Why Inclusion Matters in SMART-AI

The SMART-AI project focuses on digital transformation, AI skills, and sustainable employability. However, digitalisation cannot be impactful if vulnerable groups remain excluded. For this reason, the project uses mobility to create opportunities for unemployed adults, low-skilled learners, and learners with health-related constraints to build confidence, enhance digital competences, and participate equally in European learning environments.

This Guide demonstrates how inclusive practice strengthens mobility quality, reduces risks, and ensures that all participants benefit from the same opportunities—while also fulfilling the Erasmus+ obligation that Inclusion Support is used for real, documented support measures.

# Chapter 1 – Understanding Inclusion Needs in SMART-AI Mobilities

Inclusion is one of the core horizontal priorities of the Erasmus+ Programme, ensuring that individuals who face social, economic, geographical, cultural or health-related barriers can participate equally in mobility activities. The Grant Agreement for the SMART-AI project formally recognises **eight participants with fewer opportunities** across both mobility types — job-shadowing (4) and short-term adult learning mobility (4) and allocates **Inclusion Support funds** to ensure they receive tailored assistance before, during and after the mobility experience.bThis includes both:

- **Inclusion Support for organisations (unit costs):** 2 × 500 EUR = 1.000 EUR, and
- **Inclusion Support for participants (real costs):** 100% coverage of additional support measures.

This Guide focuses specifically on the *participant-level* Inclusion Support, in line with Annex 1 and Annex 2 of the Grant Agreement .

## 1.1. Who Are the Participants with Fewer Opportunities?

In the SMART-AI context, four categories of barriers were identified during participant selection, preparation meetings, and initial needs assessments. These categories align fully with the Erasmus+ Programme Guide and the list of recognised fewer-opportunities criteria:

**a) Economic Barriers:** Several participants are unemployed or come from low-income households. This affects their ability to cover additional learning materials, digital tools, or personal costs linked to mobility. Economic instability also increases stress and reduces confidence when entering unfamiliar learning environments.

**b) Social and Educational Barriers:** Some participants have limited previous exposure to digital learning, international training programmes, or structured learning documentation. This results in:

- lower confidence in communicating in professional settings,
- difficulties using digital tools independently,
- challenges in understanding expectations of job-shadowing activities.

**c) Geographical and Mobility Barriers:** Participants from rural or semi-rural areas often experience reduced access to transport options, digital infrastructure, and learning centres. This results in challenges related to:

- mobility planning,
- access to online tools,
- continuous communication during the mobility period.

**d) Health-Related Barriers**

At least one participant requires health-related adjustments due to diabetes. This requires:

- regular monitoring of blood sugar levels,
- scheduled meal times,
- stress management routines,
- accessible teaching and mobility environments.

Recognising these barriers at an early stage is essential for planning meaningful and effective Inclusion Support measures.

## 1.3. Why an Inclusion Support Guide Was Needed

Although Erasmus+ provides financial tools to support inclusion, the real effectiveness depends on how organisations translate these resources into *practical*, *structured* and *learner-centred* support.

During the SMART-AI mobility planning, several needs emerged:

- The need for clear guidance to help participants prepare emotionally and practically.
- The need for structured templates that simplify reflection, planning, and documentation.
- The need for AI-supported tools that help low-skilled learners personalise and understand new content.
- The need for tailored health and wellbeing measures to support learners with medical conditions.
- The need for organisational checklists to secure equal treatment and minimise risks.

This Guide was therefore designed to:

- remove learning barriers,
- ensure equal participation in the BAPUSS job-shadowing experience,
- build confidence and autonomy,
- support educators in delivering accessible, inclusive mobility experiences.

## 1.4. Methodology for Identifying Support Needs

The identification of inclusion needs in SMART-AI was based on three complementary sources:

**a) Pre-mobility Consultations:** Individual consultations with each participant provided information on their personal circumstances, perceived barriers, learning expectations, and logistical concerns.

**b) Organisational Needs Assessment:** The sending organisation analysed the participants' profiles against the Erasmus+ criteria for fewer opportunities and cross-checked them with documentation requirements for Inclusion Support in Annex 2 of the Grant Agreement.

**c) Mobility Environment Analysis (BAPUSS Belgrade):** The hosting institution's learning environment, facilities, accessibility, and staff availability were assessed to anticipate areas requiring adaptation, such as:

- mobility between buildings,
- access to digital tools,
- meal schedules,
- quiet spaces for rest or medical routines,
- tailored mentoring structures.

This methodology ensures that the support provided is not generic but **directly linked to real barriers and fully justified** under Inclusion Support rules.

## 1.5. Structure of the Guide Moving Forward

Following this chapter, the Guide progresses through practical, step-by-step sections that support inclusive mobility:

- **Chapter 2:** Tailored Strategies for Inclusive Participation
- **Chapter 3:** Support Measures Before → During → After Mobility
- **Chapter 4:** AI Tools for Personalised Learning
- **Chapter 5:** Reflective Templates for Competence Development
- **Chapter 6:** Recommendations for Adult Education Institutions

Each chapter includes templates, examples, and actionable materials designed to be directly applicable in SMART-AI and other Erasmus+ mobility contexts.

# Chapter 2 – Tailored Strategies for Inclusive Participation

Inclusive mobility is grounded in the belief that all adult learners — regardless of their socioeconomic background, educational history, or health condition — deserve equal access to meaningful international learning opportunities. In the SMART-AI project, inclusion is not treated as an administrative requirement, but as a *pedagogical and ethical commitment*.

The following principles guide all strategies described in this chapter:

- **Accessibility:** ensuring that all information, tools and activities are understandable, reachable and usable by participants with fewer opportunities.
- **Personalisation:** adapting learning pathways and mobility tasks to individual needs and barriers.
- **Safety & Wellbeing:** prioritising physical and emotional wellbeing before, during and after mobility.
- **Transparency:** clearly communicating support measures and expectations.
- **Empowerment:** building confidence and competence rather than creating dependence.

These principles reflect Erasmus+ quality standards and Annex 2 obligations for appropriate support measures for learners with fewer opportunities .

## 2.1. Tailored Support for Participants with Economic Barriers

Participants facing economic difficulties are often at risk of lower participation, reduced motivation, and higher stress levels before mobility. To address these challenges, SMART-AI applies several targeted strategies:

**a) Simplified Pre-mobility Preparation:** Providing participants with clear, step-by-step instructions reduces anxiety and uncertainty. Materials include:

- budgeting templates,
- simplified itineraries,
- clear packing lists,
- overview of daily schedules at BAPUSS.

These resources prevent financial surprises and increase mobility readiness.

**b) Access to AI-based Learning and Planning Tools:** AI-supported applications (translation apps, planning tools, visual explanation tools) help learners with low digital skills take control of their learning and planning.

**c) Supportive Peer Mentoring:** Pairing low-income learners with peers builds confidence, encourages teamwork, and prevents isolation.

**d) Autonomous Decision-making Tools:** Checklists and structured templates help participants stay independent during the mobility, reducing reliance on staff and increasing autonomy — a key Erasmus+ empowerment objective.

## 2.2. Tailored Support for Participants with Low Digital Skills

Digital readiness is essential in a project like SMART-AI, which integrates AI in adult education. However, some participants lack confidence in digital environments. To address this:

**a) Pre-mobility Digital Orientation Sessions.** Short, hands-on sessions introduce learners to the tools they will use during job-shadowing at BAPUSS, such as:

- basic AI tools,
- digital note-taking,
- communication platforms,
- reflective documentation templates.

**b) Visual, Step-by-Step Instructions.** Instead of text-heavy instructions, participants receive visual guides:

- screenshots,
- icons,
- arrows,
- colour-coded steps.

This reduces cognitive overload and supports comprehension.

**c) Task Chunking.** Large tasks are divided into small, achievable steps, reducing the feeling of being overwhelmed.

**d) Digital Buddy System.** Participants who are more digitally skilled provide informal support to others during mobility, improving group cohesion and learning outcomes.

## 2.3. Tailored Support for Health-Related Barriers (e.g., Diabetes)

Health and wellbeing are key components of safe mobility. For participants with chronic conditions such as diabetes, clear routines and environmental stability are essential.

SMART-AI uses the following adaptations:

**a) Structured Meal and Break Schedules.** Daily schedules incorporate fixed meal times and optional rest breaks to prevent fatigue or health complications.

**b) Low-stress Learning Pace.** Activities at BAPUSS are arranged to avoid long periods of standing or high-pressure situations.

**c) Access to Private Spaces for Monitoring Health.** A quiet room is identified and confirmed with the hosting institution for checking blood sugar levels or taking medication.

**d) Emergency Protocols.** Participants and staff receive brief instructions on how to respond to a medical emergency, including who to call at the hosting organisation.

**e) Stress Management Tools.** Breathing exercises, AI-guided mindfulness apps, and short reflection pauses help the participant maintain emotional balance throughout the mobility.

## 2.5. Strategies for Inclusive Job Shadowing at BAPUSS Belgrade

The hosting institution, BAPUSS Belgrade, provides a professional environment rich in applied teaching practices. To ensure inclusivity, the SMART-AI mobility introduces several adaptations:

**a) Personalised Observation Tasks.** Participants receive tasks aligned with their comfort level, digital skills, and personal learning goals—for example:

- simple observation → guided analysis → reflective writing, instead of requiring advanced digital documentation from the start.

**b) Small-group Rotations.** Instead of large group activities, participants rotate in pairs or trios, reducing stress and allowing for deeper engagement with BAPUSS staff.

**c) Inclusive Communication Methods.** Educators at BAPUSS use:

- plain language,
- visual explanations,
- examples from real practice,
- step-by-step demonstrations.

**d) Continuous Reflection Moments.** Short reflection breaks help participants consolidate learning while also monitoring mental and physical wellbeing.

## 2.5. Supporting Emotional Wellbeing and Confidence-Building

Emotional inclusion is central for vulnerable learners who may feel intimidated in an international academic setting.

SMART-AI uses the following strategies:

**a) Pre-mobility confidence-building tasks.** Participants complete simple reflective exercises to identify their strengths, learning preferences, and personal goals.

**b) Encouraging early successes.** At the beginning of mobility, tasks are intentionally simple, allowing each participant to experience quick achievements.

**c) Normalising challenges.** Educators explain that uncertainty, confusion and stress are *normal* parts of learning abroad.

**d) Feedback that builds competence.** Feedback at BAPUSS emphasises: what went well, how the learner improved, and what the next achievable step is.

## 2.7. Ethical and Safe Inclusion Practices

All inclusion measures comply with Erasmus+ rules on equality, dignity and safety, including:

- respecting privacy,
- avoiding labelling or singling out vulnerable learners,
- ensuring voluntary participation in sensitive discussions,
- protecting personal data and health information.

These measures reflect the obligations listed in the Grant Agreement's sections on ethics, data protection and participant safeguarding .

## 2.8. Summary and Key Messages

Inclusive participation requires intentional, thoughtful design. Throughout the SMART-AI job-shadowing mobility, the combination of personalised strategies, AI-supported tools and structured support mechanisms ensures that learners with fewer opportunities can participate confidently, safely and successfully.

The next chapter outlines concrete measures and tools across the full mobility cycle: **before → during → after mobility**.

# Chapter 3 – Structured Support Measures: Before → During → After Mobility

Effective inclusion requires structured, sequential actions that accompany the participant throughout the entire mobility cycle. In SMART-AI, Inclusion Support is designed following a **three-phase support model**, ensuring continuity, safety, accessibility and personalised learning. Each phase contains specific tools, templates, guidance mechanisms and AI-supported components that directly correspond to the identified needs (see Chapter 1).

The three phases are:

1. **BEFORE Mobility – Preparation, confidence-building and barrier reduction**
2. **DURING Mobility – Safe participation, adaptation and supported learning**
3. **AFTER Mobility – Consolidation, reflection and competence validation**

This chapter outlines each phase with practical measures that organisations can implement immediately.

## 3.2. BEFORE Mobility: Preparing Participants for Inclusive and Accessible Learning

Before mobility, participants—especially those with fewer opportunities—experience uncertainty, anxiety and logistical barriers. The goal of the pre-mobility phase is to reduce these obstacles and provide the foundation for a successful learning experience.

### 3.2.1. Individual Inclusion Planning

Each participant receives an Individual Inclusion Plan developed through:

- brief consultation meetings,
- needs assessment,
- analysis of economic, health, digital and emotional needs.

The Plan includes:

✓ personalised learning goals,
✓ support measures,
✓ digital readiness level,

✓ health routines (if applicable),
✓ mobility-related concerns.

### 3.2.2. Pre-Mobility Orientation Sessions

These sessions prepare the participant cognitively, emotionally and logistically. They include:

- introduction to BAPUSS Belgrade,
- overview of job-shadowing tasks,
- explanation of daily schedules,
- expectations and rights under Erasmus+,
- guidance about learning ethics and behaviour.

For learners with limited mobility experience or low confidence, the orientation is simplified through **visual guides, infographics and checklists**.

### 3.2.3. Digital Readiness Training

Participants with low digital skills receive supportive, low-pressure training in:

- using smartphones for documentation,
- basic AI tools for translation, summarisation and planning,
- reflective digital templates,
- accessing mobility documents.

This reduces barriers and aligns with the SMART-AI digital transformation goals.

### 3.2.4. Accessibility of Learning Materials

All materials provided before mobility are adapted for clarity and accessibility:

- simplified language,
- step-by-step instructions,
- colour-coded tasks,
- large-font versions for readability,
- printable PDFs for participants without stable internet access.

### 3.2.5. Health and Wellbeing Preparations (e.g., Diabetes)

For participants with health needs, support includes:

- agreed meal schedules,
- identification of safe rest areas at BAPUSS,
- stress-management routines,
- instructions for emergency contacts.

These measures comply with Annex 2 rules on health-related inclusion expenses.

### 3.2.6. Confidence-Building and Anxiety Reduction

Participants engage in short reflective tasks that:

- normalise worries,
- highlight strengths,
- identify coping strategies,
- set achievable goals for the mobility.

This helps each participant enter the mobility with confidence and emotional stability.

## 3.3. DURING Mobility: Ensuring Safe, Accessible and Supportive Participation

During the job-shadowing experience at BAPUSS Belgrade, the goal is to maintain a supportive learning environment that allows each participant to learn at their own pace, without experiencing exclusion, fatigue or pressure.

### 3.3.1. Inclusive Daily Briefings

Each day begins with a brief orientation where staff explain:

- the schedule,
- expectations,
- learning activities,
- available support.

This reduces confusion and keeps participants focused.

### 3.3.2. Small-Group Job Shadowing Rotations

To reduce cognitive load and stress, participants rotate in small groups (2–3 persons), allowing:

- closer access to mentors,
- more personalised explanations,

- better management of health or emotional needs.

### 3.3.3. Mentoring and Micro-Guidance

BAPUSS mentors provide short, frequent "micro-guidance moments" such as:

- clarifying tasks,
- showing practical demonstrations,
- interpreting professional terminology,
- ensuring that participants feel safe to ask questions.

These interactions are especially valuable for learners with low confidence or limited international experience.

### 3.3.4. AI-Supported Learning During Mobility

Participants apply AI tools to:

- summarise daily observations,
- translate terminology,
- organise learning notes,
- generate visual explanations of complex concepts.

This reduces learning barriers and supports autonomy.

### 3.3.5. Health, Safety and Emotional Support

Key adaptations include:

- scheduled breaks and meal times (especially for diabetic participants),
- access to quiet spaces,
- low-pressure activities during fatigue,
- staff awareness of health conditions (with participant consent).

This guarantees that participants can learn safely and sustainably.

### 3.3.6. Inclusive Communication by Staff

BAPUSS educators use:

- plain language,
- visuals instead of jargon,

- real-life examples,
- supportive tone,
- feedback focused on strengths and growth.

This supports participants with educational gaps or lower digital skills.

### 3.3.7. On-the-Spot Reflection Moments

Short reflection exercises help learners consolidate new knowledge and reduce stress. These may include:

- two-minute journaling,
- brief check-in circles,
- AI-guided reflection prompts.

## 3.4. AFTER Mobility: Consolidating Learning and Supporting Reintegration

Once mobility ends, participants often need additional support to understand what they learned and how it contributes to their competence development and employability.

### 3.4.1. Post-Mobility Reflection Templates

Learners complete structured templates to reflect on:

- what they observed,
- what they learned,
- which barriers they overcame,
- how mobility influenced their personal and professional growth.

These templates are designed in accessible formats for all learners.

### 3.4.2. AI-Assisted Learning Consolidation

Participants use simple AI tools to:

- generate summaries,
- create visual maps of learning outcomes,
- organise findings for their portfolio,
- prepare content for Youthpass or Europass Mobility.

### 3.4.3. Reintegration Sessions

Post-mobility meetings help participants:

- connect their mobility experience with future job roles,
- understand next steps in career development,
- identify further training needs.

This is especially important for unemployed adults.

### 3.4.4. Health and Wellbeing Follow-up

For participants with health conditions, reintegration sessions include guidance on:

- re-adjusting to daily routines,
- managing stress,
- integrating mobility habits into everyday wellbeing.

### 3.4.5. Validation of Learning Outcomes (Europass + Youthpass)

Participants are supported in completing:

- Europass Mobility documentation (mandatory under Annex 2 requirements),
- Youthpass certificates (optional, but encouraged).

The staff ensure that the learning outcomes reflect the participant's real progress.

## 3.5. Summary of Structured Support Measures

Across the three phases, SMART-AI ensures continuity, empowerment, safety and accessibility for all participants — especially those with fewer opportunities. This structured approach aligns perfectly with Erasmus+ requirements for Inclusion Support (real-cost coverage) and demonstrates responsible, transparent use of the budget.

# Chapter 4 – AI Tools for Personalised and Accessible Learning

## 4.1. Introduction: Why AI Matters for Inclusion

Artificial Intelligence (AI) offers significant potential to reduce learning barriers and empower adults with fewer opportunities. Participants in the SMART-AI project face a combination of economic, digital, health-related and social barriers. AI tools, when used responsibly and accessibly, enable these learners to:

- understand complex information more easily,
- translate content into familiar formats,
- organise learning in a structured way,
- build confidence in digital environments,
- participate on equal footing with peers,
- overcome limitations in literacy, writing, and planning.

In this chapter, AI is presented **not as a technical complexity**, but as a *practical accessibility mechanism*, aligned with the Erasmus+ principle of personalised support for learners with barriers.

## 4.2. AI as a Support Tool for Cognitive Accessibility

Learners with fewer opportunities often struggle with complex or abstract content. To reduce cognitive load and increase understanding, SMART-AI uses the following AI tools:

### 4.2.1. AI Summarisation Tools

AI summarisation converts long or complex text into:

- short paragraphs,
- simple explanations,
- bullet points,
- visual outlines.

This is extremely helpful for participants with:

- low educational attainment,
- reading difficulties,
- stress or fatigue,
- low confidence in academic settings.

Example tools:

- ChatGPT summaries,
- Google Bard Notes,
- Microsoft Copilot “Simplify” feature.

Participants use summaries to understand BAPUSS teaching practices, job-shadowing concepts, and mobility materials.

## 4.3. AI for Language and Communication Support

Participants with fewer opportunities often struggle with foreign language terminology or professional vocabulary used in host institutions.

### 4.3.1. AI Translation Tools

AI translation facilitates:

- real-time understanding of instructions,
- comprehension of professional terms,
- reduced anxiety in international conversations,
- better documentation and reflective writing.

Examples used in SMART-AI:

- Google Translate,
- Deepl,
- ChatGPT translation prompts.

These tools help participants feel more confident when interacting with BAPUSS mentors.

### 4.3.2. AI Rephrasing Tools

AI can simplify wording and tone, making information easier to understand. Rephrasing is especially supportive for:

- low-skilled learners,
- unemployed adults reentering educational contexts,
- learners with limited writing abilities.

## 4.4. AI for Organising Learning and Reducing Cognitive Overload

Low-skilled or vulnerable learners often struggle with structuring information and organising new knowledge. AI can act as a “digital learning assistant” to keep participants on track.

### 4.4.1. AI Tools for Note-Taking and Structuring Content

Participants use AI to:

- convert fragmented notes into coherent summaries,
- categorise observations from job-shadowing sessions,
- create learning logs,
- organise input according to templates (daily reflection, task logs, learning steps).

This increases clarity and reduces overwhelm.

### 4.4.2. AI Visualisation Tools

AI transforms text into visuals, diagrams or flowcharts. This helps learners with:

- low literacy skills,
- visual learning preferences,
- limited confidence writing long paragraphs.

These visual outputs help participants understand BAPUSS workflows, teaching sequences or digital tools.

## 4.5. AI Tools for Self-Regulated Learning and Reflection

Reflection is a core part of job-shadowing learning, but can be difficult for participants with fewer opportunities. AI tools help by offering structure, prompts, and motivational support.

### 4.5.1. AI Reflection Prompts

AI generates simple, accessible prompts such as:

- “What did you learn today?”
- “What was difficult and how did you handle it?”
- “Which skill did you improve?”
- “What do you want to try tomorrow?”

These prompts reduce pressure and support deeper learning.

#### 4.5.2. AI-supported Emotional Check-ins

AI tools can also support emotional wellbeing through:

- stress-management prompts,
- simple breathing exercises,
- motivational feedback,
- supportive tone.

This is especially valuable for learners experiencing anxiety, fatigue or health-related stress (e.g., diabetes).

## 4.6. AI to Support Health-Related Adjustments

AI applications can improve personal safety and wellbeing for participants with chronic conditions.

#### 4.6.1. AI-based Reminders and Tracking

Participants can use smartphone-based reminders for:

- medication,
- blood sugar monitoring,
- hydration breaks,
- rest periods.

This strengthens self-management and reduces risk.

#### 4.6.2. AI Meal Planning Guidance

AI helps learners explore healthier meal options nearby, aligned with diabetic-friendly routines — especially useful when abroad.

AI-supported wellbeing contributes significantly to safe and accessible mobility participation.

## 4.7. Ethical and Safe Use of AI

To ensure responsible use, SMART-AI follows clear ethical principles:

- no AI tool replaces human mentoring,
- AI outputs are checked for accuracy,

- personal data and health information are never uploaded,
- participants receive clear guidance on safe digital behaviour.

This aligns with Erasmus+ ethical and data protection rules from the Grant Agreement .

## 4.8. Summary of the Role of AI in Inclusion Support

AI tools in SMART-AI function as *assistive technologies*, empowering learners with fewer opportunities by:

- simplifying information,
- reducing stress,
- personalising reflection,
- supporting health routines,
- enhancing communication,
- improving learning organisation.

Through these mechanisms, AI strengthens learner autonomy, improves accessibility, and ensures that all participants can fully engage in the BAPUSS job-shadowing experience.

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## Conclusion – Final Reflections and Added Value of Inclusion Support

The development of this Inclusion Support Guide demonstrates a clear and structured commitment to ensuring that all participants in the SMART-AI job-shadowing mobility—especially those facing social, economic, digital, educational or health-related barriers—can fully participate in, benefit from, and meaningfully complete their European learning experience. Across the previous chapters, the Guide has presented a comprehensive framework that combines preparation, personalised assistance, AI-supported learning pathways, and reflective practice to help learners overcome the specific obstacles identified during the needs analysis phase.

The SMART-AI project formally recognises eight participants with fewer opportunities across its mobility activities, as recorded in Annex 1 of the Grant Agreement. The Erasmus+ programme therefore allocates Inclusion Support funds (two instances of 500 EUR) to guarantee that these individuals receive the targeted assistance required for equal access and safe learning conditions. Inclusion Support for participants is a budget category based on real costs, covered at 100% under Annex 2 of the contract. This Guide operationalises that requirement by transforming financial support into concrete, practical, and measurable support mechanisms that directly address the barriers faced by the learners.

From a pedagogical perspective, the strategies and tools described in this Guide serve several important purposes. First, they enhance accessibility by simplifying learning materials, providing structured templates, and framing complex digital or vocational concepts in formats that low-skilled learners can easily understand. Second, they build learner autonomy through scaffolded tasks, reflective exercises, job-shadowing rotations, and AI-guided support routines. Third, they promote emotional wellbeing by integrating confidence-building activities, stress-management techniques, and regular check-ins, particularly beneficial for participants who are unemployed, economically vulnerable, or managing chronic health conditions such as diabetes. Finally, they strengthen the quality of the job-shadowing learning experience by ensuring that learning environments at BAPUSS Belgrade remain inclusive, safe, and responsive to diverse learner needs.

The integration of AI-assisted tools throughout the Guide has proven particularly valuable. Rather than introducing technological complexity, AI tools are used to break down barriers: translating professional terminology, simplifying written materials, generating summaries, visually mapping complex ideas, and supporting emotional regulation. These tools make meaningful learning more accessible for participants with low digital skills, low confidence,

or limited experience in structured educational settings. AI acts as a quiet facilitator—helping learners to understand, organise, and reflect on content at their own pace, without judgement or pressure.

The structured Before → During → After mobility model presented in this Guide provides a practical blueprint for adult education organisations wishing to strengthen inclusive mobility practices. The pre-mobility phase builds confidence and logistical readiness; the mobility phase ensures safe and supportive engagement in job-shadowing activities; and the post-mobility phase enables consolidation of learning outcomes, future planning, and integration of new skills into personal and professional development pathways. These stages reflect the Erasmus+ Quality Standards and demonstrate responsible, transparent, and impact-driven use of Inclusion Support funds.

Importantly, the Guide adds long-term value not only to the SMART-AI project but also to the broader organisational capacity of adult education providers. It offers adaptable templates, replicable processes and practical insights that can be applied in future mobilities, trainings or capacity-building activities. By documenting its inclusion mechanisms, the organisation ensures consistency in practice, strengthens internal procedures, and promotes an institutional culture of accessibility, equality and learner-centred design.

In conclusion, this Inclusion Support Guide stands as a comprehensive, evidence-informed and practice-oriented resource that fulfils the expectations of the Erasmus+ Programme and the contractual obligations defined in Annex 1 and Annex 2 of the SMART-AI Grant Agreement. More importantly, it provides real and meaningful support to learners who need it the most. Through its personalised methods, structured tools and inclusive pedagogical approach, the Guide ensures that participants with fewer opportunities are not only included in mobility activities but are fully empowered to learn, grow and succeed.

The SMART-AI project thus reaffirms its commitment to equity, digital inclusion, and transformative learning—ensuring that every participant, regardless of their starting point, can benefit from the opportunities provided by European mobility.

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## About This Inclusion Support Guide (OER)

This Inclusion Support Open Educational Resource (OER) was developed within the Erasmus+ KA122-ADU project SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth, implemented by Marketing Gate. The Guide is grounded in the practical experience gained through the 2025 job-shadowing mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia. It reflects real support needs, learning challenges, and inclusion measures applied to participants with fewer opportunities, including individuals facing economic, social, digital and health-related barriers.

The purpose of this OER is to provide adult educators, trainers, mentors and organisations with a structured, mobility-informed framework for personalised and accessible learning. It translates mobility observations, mentoring exchanges, and participant experiences into concrete support strategies, AI-assisted tools, reflective templates, and inclusive pedagogical practices. The resource is designed to strengthen organisational capacity to deliver equitable mobility experiences and to ensure that vulnerable learners can participate fully, safely and confidently.

Developed as part of the Inclusion Support (IS) component of the SMART-AI project, this Guide operationalises the Erasmus+ requirement that additional support for learners with fewer opportunities must be meaningful, documented and directly linked to their specific needs. It offers a collection of adaptive learning methods, health- and wellbeing-sensitive approaches, accessibility measures, and AI-enabled solutions that address the barriers identified during the needs assessment.

### Authors

This OER was written by Marta Jovanovska, drawing on her direct engagement with the SMART-AI job-shadowing mobility in Belgrade and her work in supporting participants with fewer opportunities.

The content reflects real-life learner experiences, personalised support routines, collaboration with BAPUSS educators, and applied inclusion measures implemented throughout the mobility cycle (before → during → after mobility).

### How to Cite This OER

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## Project Information

***Project:*** *SMART-AI – Transforming Skills, Digitalizing Business, Powering Growth*
***Key Action:*** *Erasmus+ KA122-ADU – Short-Term Mobility for Adult Education*
***Coordinator:*** *Marketing Gate (North Macedonia)*
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***Host Institution for Mobility:*** *Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia*

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