

## ArInLi: An Accessibility-First Model for Inclusive AI Literacy in Secondary Education

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<https://sciforum.net/event/IOCES2026>

### INTRODUCTION & AIM

Artificial Intelligence Literacy (AI-L) is rapidly becoming a core priority in secondary education, requiring conceptual understanding, ethical awareness and critical engagement.

However, students with disabilities and those at risk of digital exclusion face significant barriers in accessing AI-enhanced learning environments.

**Aim:** ArInLi addresses this challenge through an accessibility-first approach, aiming to integrate AI knowledge, ethical reflection and inclusive classroom practice.

#### WHY IT MATTERS

1 in 5

Students in Europe has SEN or disability

40%

Lack basic digital skills

Open access ensures educational equity

### METHOD

#### DESIGN-BASED METHODOLOGY

Materials are continuously developed, tested and refined through real classroom use.

1

#### Iterative Dev

Classroom tested

2

#### Implementation

Real settings

3

#### Teacher Guidance

Active support

4

#### Accessibility-First

Universal design

Accessibility tools such as screen readers, text-to-speech, captioning and simplified text are integrated as core elements of the learning process.

### RESULTS & DISCUSSION

WEBSITE VISITS

55,852

Global active readers

COUNTRIES REACHED

30+

Sustained interaction

ArInLi has developed a **coherent ecosystem** of open educational resources combining conceptual learning, ethical reflection and classroom implementation.

User engagement reflects **sustained interaction** with the materials, particularly across European contexts, indicating real adoption beyond the initial project framework.

**The results demonstrate that AI literacy can be meaningfully integrated into secondary education when supported by structured guidance and accessibility-oriented design.**

#### PROJECT OUTPUTS

##### Open E-Book

Conceptual, ethical and pedagogical AI content.

##### Online Repository

Dynamic platform with teacher-ready materials.

##### Accessibility Supports

Assistive tools integrated directly into learning.

##### AI Copilot Guide

Structured classroom implementation model.

##### Teacher Training

Practical and pedagogical guidance for educators.

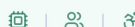
##### Inclusion Quality

Materials fully validated by special education experts.



#### UNIVERSAL INCLUSIVE ECOSYSTEM

Guarantees equity, active integration and digital empowerment across secondary school networks.



### ACCESSIBILITY FRAMEWORK

- Universal Design**  
All resources conceived following strict accessibility standards.
- Screen Readers & TTS**  
Full native compatibility with assistive tools.
- Simplified Text**  
Clear and highly accessible explanations.
- Captioning**  
Multimodal learning via subtitled video.
- Multilingual Support**  
Expansion across 4 European languages.

### CONCLUSION

ArInLi demonstrates a **scalable and replicable model** for inclusive AI literacy in secondary education. By embedding accessibility as a core design principle, the project enables meaningful participation.

**"Inclusive AI literacy is not a technological challenge, it is a pedagogical and ethical one."**

### FUTURE WORK / REFERENCES

#### FUTURE WORK

Future work will expand language coverage, refine teacher guidance through classroom feedback and strengthen European dissemination networks.

#### REFERENCES

- European Commission (2022). Digital Education Action Plan.
- UNESCO (2023). K-12 AI Curricula.