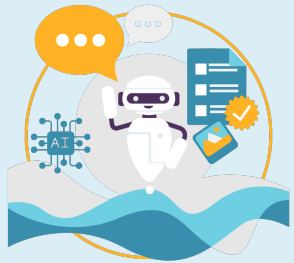


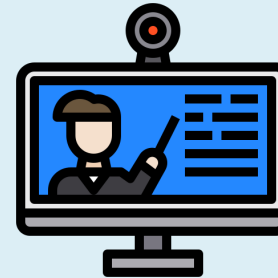
In the Absence of Learning Communities: GenAI Learning Companions Under Educational Exclusion

13

Why this matters?



- On-demand and personalized support.¹
- Simplifying concepts and building soft skills.²
- Broadening pathways to aspirations.³



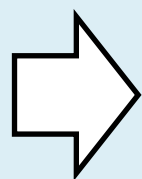
- Privacy and surveillance concerns.
- Shared devices.
- Lack of learning communities.

How did we approach it?



Recruitment Survey

n = 140 · CTI and
Snowball Sampling



Introductory Sessions

Familiarizing Participants
with PD Process

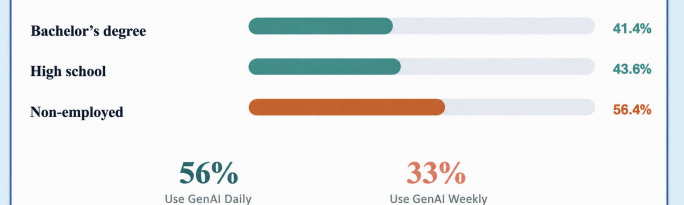


Remote Participatory Design (PD)

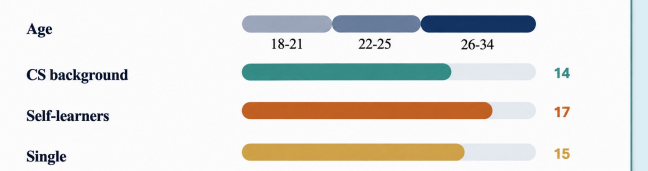
20 women · Five Sessions ·
~3 h Each Session · in
Persian



Recruitment survey (N=140)



PD participants (N=20)



What did we find?

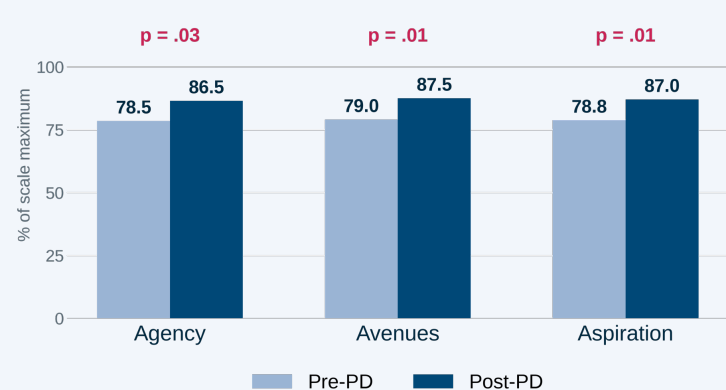
Emergent Roles of GenAI

-  **A peer**
always available, at their level
-  **A mentor**
step-by-step guidance, structured feedback
-  **A career guide**
mock client talks and interviews

GenAI Constrained by Risks

-  **Privacy and surveillance**
shared devices, visible traces
-  **Contextual mismatch**
unsafe or unrealistic advice
-  **Pedagogical challenge**
direct answers feel like progress

What Changed After the PDs



What Safe GenAI Means Here

*Not "Can the model answer?" but "Can
learners safely rely on it?"*



From Constraints to Accountable Design



D1 AI-facilitated
virtual learning
spaces



D2 Safety-first
interaction design



D3 Learning
integrity with
reasoning



D4 Learning under
household
constraints



D5 Localization
toward real
opportunities

Regional Transferability



Methodological transfer



Reskilling and career reorientation



Migration and multilingualism

Hamayoon Behmanush

Research Interests: GenAI for
Education, Human-AI Interaction,
Marginalized Communities



Acknowledgment: This is joint
work with Freshta Akhtari, Ingmar
Weber and Vikram Kamath
Cannanure



References

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- ² Behmanush et al. (2025), *Online Learning and GenAI: Supporting Women's Aspirations...*, ACM COMPASS 2025, [doi:10.1145/3715335.3735479](https://doi.org/10.1145/3715335.3735479)
- ³ Behmanush et al. (2025), *Hope, Aspirations and the Impact of LLMs on...*, WALLS 2025, [doi:10.1007/978-3-032-17604-2_14](https://doi.org/10.1007/978-3-032-17604-2_14)