



Inclusive Mobility Quality Criteria and Label

TRAIL Report



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1 Introduction

Achieving inclusion in mobility programmes for adult learners is not just aspirational—it is essential for building equitable and diverse learning opportunities across Europe. Yet, many organizations supporting disadvantaged groups continue to face major challenges: unclear standards, inconsistent support, and a lack of practical benchmarks for delivering high-quality mobility experiences.

This report is a key outcome of the TRAIL project, which promotes inclusive mobility by equipping adult education practitioners with proven approaches and clear frameworks. Drawing from desk research, interviews, surveys, and direct feedback from practitioners who have completed the TRAIL continuing professional development programme and implemented inclusive mobility programmes, this report provides:

- An introduction to the TRAIL Inclusive Mobility Criteria, presenting their purpose, underlying principles, and practical relevance for organizations.
- The content and practical application of the criteria, offering concrete guidance for implementation.
- An explanation of the TRAIL Inclusive Mobility Badge, outlining its role as a mark of quality and describing the process for applying.
- Actionable steps and resources to support organizations in adopting and sustaining inclusive mobility practices.

Developed in collaboration with European partners, this document is intended as a practical reference for organizations aiming to increase participation, improve quality, and strengthen networks for inclusive adult education mobility.



2 TRAIL: Inclusive Mobility Quality Criteria

The TRAIL Quality Criteria provide the foundation for the TRAIL Inclusive Mobility Label. They serve as a practical framework for designing, implementing, and evaluating inclusive mobility learning programmes for disadvantaged adult learners. Rooted in the principles of learner-centred and competence-based education, the criteria support course developers, facilitators, and programme managers in creating flexible, accessible, and empowering learning experiences.

The criteria are structured across six key thematic areas:

1. **Phase 1: Course Planning & Co-Design** – Designing programmes that anticipate support needs and involve learners in shaping content
2. **Phase 2: Pre-Mobility Preparation** – Ensuring learners are emotionally, practically, and socially prepared for mobility
3. **Phase 3: Inclusive Course Delivery** – Structuring delivery to support regulation needs, inclusion, and meaningful participation
4. **Phase 4: Post-Mobility Integration** – Facilitating reflection, recognition, and reintegration after the course
5. **Inclusive Competence-Oriented Learning and Validation** – Embedding competence development and inclusive assessment throughout the learner journey
6. **Diverse Learning Modalities** – Applying varied and accessible formats of learning, expression, and reflection to enable participation across different abilities and learning styles

Each criterion is accompanied by practical examples that illustrate how it can be implemented in real-world contexts. These examples are non-exhaustive and can be adapted or expanded to suit different target groups and national settings.



2.1 Phase 1: Course Planning & Co-Design

This phase focuses on designing the learning offer in a way that anticipates learner needs and allows for flexibility. Many disadvantaged learners have limited prior experience with international travel, structured learning, or intercultural encounters. Anxiety, sensory needs, low stamina, and life instability may require adapted learning formats.

Quality Criteria

1. Diverse Learner Profiles Inform Design

The course design takes into account different learning profiles, including sensory, cognitive, linguistic, and emotional needs. Learners with lived experience of disadvantage are involved in reviewing or shaping course structure or resources.

- Example: Use feedback from past participants to adapt activity formats (e.g. replace long discussions with movement-based tasks).

2. Flexible Structure and Pacing

Learning programmes are modular and can be delivered in shorter formats or with extended breaks. Learners can adapt the programme to suit their individual needs.

- Example: Learners can join preparatory sessions separately, complete tasks asynchronously, or take breaks when needed.

3. Preparation Built into the Course Timeline

The course includes a clear in-person preparation phase, not just a single info meeting. This phase introduces the location, transport, intercultural context, and emotional aspects of travel.

Example: Map-based navigation games, travel simulations, or “what-if” scenario discussions.

4. Support Strategies Planned in Advance

The course plan includes backup strategies for dropout, overload, or emotional crisis. A designated support person (mentor, accompanying person or “buddy”) is identified and available.

- Example: Quiet corner during learning sessions; emergency contact person available via phone outside hours.

5. Multiple Modes of Engagement

Content and tasks are offered in varied formats (audio, visual, simplified text, physical tasks). Learners can choose how they show their participation and reflect on their learning.

- Example: Instead of written journals, learners use voice notes or photo diaries.

6. Specific Needs Assessment and Arrangement

Learning, accessibility, medical, and mental health-related support needs are identified early. Adjustments and accommodations are planned before course delivery.

- Example: Adjust session lengths, provide mobility aids, or arrange interpretation based on individual needs.

2.2 Phase 2: Pre-Mobility Preparation

This phase ensures that learners feel informed, supported, and emotionally ready before leaving their home environment. Many disadvantaged learners face uncertainty, anxiety, or practical challenges when preparing to travel abroad.

Quality Criteria

1. Personalised and Guided Orientation

Learners receive orientation adapted to their needs, including simplified language, visual formats, and small group or personal consultation.

- Example: A travel preparation booklet with pictograms, translated key phrases, or WhatsApp-based info updates.

2. Inclusive Travel Planning

Travel and accommodation arrangements are planned together with learners to ensure they are feasible and responsive to special needs. Travel steps are explained through rehearsal or simulation. Practical and emotional concerns (e.g. “What if I get lost?”) are openly addressed.

- Example: Roleplay airport check-in or public transport navigation in the local city before departure.

3. Collaborative Goal Setting

Learners define personal learning and mobility goals with a facilitator. Goals should be simple, with quick wins and visible results to boost confidence.

- Example: "I want to speak in front of the group once," or "I want to find out how accessible the city centre is."

4. Involvement of Key Support People

Community supporters (family, job centre advisors, social workers) are involved in briefings and prepared to provide ongoing support.

- Example: Family member invited to first group session; support worker receives the mobility schedule.

5. Confidence-Building Activities

Activities help learners build self-efficacy before travel, such as sharing fears, creating comfort kits, or connecting with past participants.

- Example: A “mobility moodboard” workshop where learners visualise what helps them feel safe and strong.

6. Intercultural Communication and Awareness

Learners are introduced to basic principles of intercultural communication and cultural differences they may encounter during mobility. Activities support respectful interaction, awareness of norms, and strategies for navigating misunderstandings or unfamiliar behaviours.

- Example: A guided activity using scenarios, images, or role-play to explore how greetings, body language, or time expectations differ across cultures—and how to respond with curiosity and confidence.

2.3 Phase 3: Course Delivery

The course delivery phase must be structured to minimise overload, maximise engagement, and allow for emotional regulation. Many disadvantaged learners experience fluctuating energy, sensory sensitivity, or confidence loss in unfamiliar contexts.

Quality Criteria

1. Predictable Structure with Flexibility

Activities are balanced to avoid overload. Breaks and rhythm are adjusted to suit learners' needs.

- Example: Sessions include optional breakout tasks or self-paced stations.
- Example: A quiet room is available for breaks, especially for neurodiverse learners to de-stimulate.

2. Room Arrangements

Ensure physical space is accessible and comfortable (e.g. quiet zones, soft lighting, flexible seating).

- Example: Ensure wheelchair access where needed, minimise use of stairs.

3. Accessible and Inclusive Communication

Instructions and materials are in plain language and available in multiple formats. Learners' communication needs are considered throughout.

- Example: Learners can choose between reading slides, listening to recordings, or watching short videos.
- Example: Avoid colourful or overly complex design to reduce sensory overload for autistic learners.

4. Respect for Comfort and Regulation Needs

The environment supports rest, movement, and emotional regulation.

Example: Provide a designated calm space or "step out" card for learners to use during sessions.

- Example: Avoid strenuous activities; adapt movement tasks for older learners to prevent discomfort or back pain.

5. Facilitated Participation

Use inclusive, low-barrier strategies for participation.

- Example: Learners contribute by placing stickers on a shared board instead of speaking in front of the group.

6. Coaching and Mentoring

Provide one-to-one or small group check-ins to support learners with emotional or personal challenges.

- Example: Daily check-ins using colour cards or one-on-one walk-and-talk sessions.



2.4 Phase 4: Post-Mobility Integration

Returning home is a critical moment where learners process what they experienced. Without structured reflection and support, many lose confidence or feel isolated after the course ends.

Quality Criteria

1. Post-Course Communication

Use familiar, low-barrier communication channels to maintain contact.

- Example: WhatsApp group messages, voice notes, or a phone call from a mentor.

2. Simple Reflection Tools

Reflection is supported through accessible tools to help learners process their emotional and social development.

- Example: Emoji charts, voice recordings, or memory boxes to document experiences.

3. Peer Exchange and Testimony

Learners have the opportunity to share their experiences with others through facilitated formats that reinforce self-recognition and community learning.

- Example: A storytelling circle, podcast recording, or creative exhibition where learners present highlights and challenges of their mobility experience to peers or new participants.

4. Re-entry and New Personal Initiatives

Encourage follow-up activities and mentoring to support learners' next steps after mobility.

- Example: Invite learners to a post-mobility storytelling café; offer a one-to-one mentoring session two weeks after return.

5. Connection to Next Opportunities

Learners are signposted to follow-up opportunities in their local area.

- Example: A printed handout or digital map with local volunteering options, training courses, or peer groups.

6. Celebration and Recognition

Learners' achievements are acknowledged through informal ceremonies and accessible documentation.

- Example: A personalised "learning story" photo card summarising key moments and strengths.



2.5 Inclusive Competence-Oriented Learning and Validation

Inclusive mobility learning should be designed with a clear focus on developing and validating competences—defined not only as knowledge, but as the ability to apply skills, values, and attitudes in real-life contexts. For disadvantaged learners, recognising and valuing these developments can build confidence, create visibility, and support personal transformation.

This section outlines quality criteria for embedding competence-oriented learning and inclusive validation practices into programme design. Frameworks such as LEVEL5 can structure and document this development in a flexible and learner-driven way.

Quality Criteria

1. Competence-Oriented Learning Goals in Context

Learning outcomes focus on meaningful, transferable competences that reflect the learners' life context (e.g. self-advocacy, communication, confidence in new settings). Goals are expressed in accessible language.

- Example: “Learners will develop confidence to express personal needs in unfamiliar settings” or “Learners will practise navigating public transport independently.”

2. Integrated Real-Life Situations for Competence Building

Activities simulate or address real mobility-related situations to support practical application of learning.

- Example: Learners roleplay asking for directions in a new city, practise explaining their needs to a host organisation, or explore a city map to plan accessible travel routes.

3. Multiple Pathways for Engagement and Assessment

Learners can demonstrate their learning in different ways (e.g. photos, movement, building, audio reflections), not only in written form.

- Example: A learner chooses to document progress through a photo diary instead of completing a worksheet.

4. Structured Reflection, Observation, and Feedback Mechanisms

Learner progress is continuously supported through intentional reflection and inclusive observation practices. Facilitators use visual aids and scaffolding to guide learners in recognising their own development—emotionally, socially, and cognitively—throughout the mobility experience. At the same time, trainers actively observe learner participation and provide formative feedback. Peer feedback is facilitated through structured and respectful group formats.

- Example: Weekly guided reflection using colour-coded prompts, emotion cards, or adapted LEVEL5 reflection sheets to track confidence or self-expression
- Example: Observation grids completed by facilitators during group activities, followed by short peer feedback rounds using visual tools or sentence starters



5. **Collaborative Meaning-Making and Group Validation**

Competence development is discussed and celebrated collectively using inclusive formats such as group storytelling, visual metaphors, or competence trees. This allows shared recognition and reinforces social learning.

- Example: Learners co-create a “competence wall” with drawings, keywords, or artefacts that represent key takeaways, challenges overcome, or personal achievements.

6. **Accessible Validation and Recognition Tools**

Learning outcomes are documented and recognised through user-friendly, inclusive validation tools. These may include personalised learning stories, success portfolios, or visual certificates.

- Example: Each learner receives an illustrated card summarising their competence growth, co-created with the facilitator using LEVEL5-inspired descriptors (knowledge, skills, attitudes).





2.6 Diverse Learning Modalities

In addition to the phase-based quality criteria, this section highlights core strategies for using **diverse learning modalities** that support accessibility, motivation, and personal development across all stages of an inclusive mobility programme.

Many disadvantaged learners benefit from approaches that go beyond traditional teaching and allow for flexible, creative, and real-life engagement. By offering different ways to access content, contribute, and reflect, these modalities help ensure that all learners can meaningfully participate and experience success—regardless of their literacy levels, cognitive profiles, or previous education experience.

These strategies are relevant throughout the course lifecycle and can be adapted to the needs of specific target groups.

Key Considerations

1. Meaningful Contexts

Use real-life, relatable situations reflecting the lived experiences of learners and the practical realities of mobility.

- Example: Learners plan transport routes or explore accessibility in the host city
- Example: Activities help learners prepare emotionally for new environments and systems abroad

2. Social, Cooperative, and Interactive Learning

Design inclusive group work that allows for different types of participation and interaction.

- Example: Visual mapping, role play, or movement-based group activities
- Example: Peer contributions through drawing, storytelling, or object-based tasks

3. Reflective and Scaffolded Learning

Use guided reflection tools that support learners with different levels of literacy, verbal ability, or emotional awareness.

- Example: Learners reflect using emoji scales, storytelling cards, or recorded voice notes
- Example: Reflection templates adapted from frameworks such as LEVEL5

4. Discovery and Learner-Led Inquiry

Enable learners to explore their own questions and interests as part of the course process.

- Example: Learners research personal mobility concerns (e.g., “What helps me feel safe when I travel?”)
- Example: Small projects driven by learner-identified topics or problems





5. **Personalised Learning Pathways**

Offer flexible, modular formats that allow learners to engage with tasks in ways that suit their preferences and needs.

- Example: Choice of format: visual, written, oral, or practical
- Example: Optional support tools or simplified versions for learners with fatigue or concentration difficulties

6. **Constructive, Visible Outcomes**

Design tasks with clear, achievable outputs that help learners track progress and build motivation.

- Example: Learners create a mobility preparation kit, checklist, or photo diary
- Example: Group shares learning through posters, exhibitions, or co-created guides



3 TRAIL Inclusive Mobility Badge

The TRAIL Inclusive Mobility Badge has been developed to increase the visibility and credibility of mobility programmes that are intentionally designed to support disadvantaged adult learners. It responds to a practical need: while many organisations are eager to be more inclusive, there is often uncertainty—both internally and externally—about what inclusion looks like in practice, what support is actually required, and whether key conditions are in place.

For potential sending partners and learners, it can be difficult to assess whether a mobility programme is truly accessible. Learners may hesitate to disclose mental health or accessibility needs due to stigma or privacy concerns. At the same time, hosting organisations may unintentionally overpromise or fail to deliver on specific needs, due to limited experience or coordination. This creates uncertainty, risk, and in some cases, missed opportunities.

In practice, inclusive mobility often depends on longstanding partnerships built on mutual trust, clear communication, and experience working with disadvantaged groups. However, these partnerships are not always easy to identify or access. Many operate informally or within closed networks, limiting the ability of new actors or learners to find inclusive offers with confidence.

The TRAIL Badge helps to bridge this gap by offering a transparent and practical way to:

- Support organisations in assessing and improving their readiness to host disadvantaged learners
- Promote mobility offers that align with the TRAIL Inclusive Mobility Criteria
- Build trust and clarity in partnerships and communication
- Increase visibility of inclusive learning opportunities across the sector

Rather than being a rigid certification system, the badge is intended as a developmental and supportive tool, helping organisations reflect on their strengths, identify areas for growth, and publicly demonstrate their commitment to accessible mobility.

3.1 Who can apply

The TRAIL Badge is open to any organisation working in adult learning mobility. There are two ways to apply:

- Organisation-based badge: for providers that offer all or most of their mobility programmes in an inclusive format
- Offer-based badge: for organisations that are still developing their overall inclusive strategy but have one or more specific mobility courses that meet the TRAIL quality criteria

The same criteria and assessment apply to both options.



Example of the TRAIL Badge: Organisational, and Offer-based

3.2 How to apply

The TRAIL Badge application process is designed to be simple, reflective, and supportive. It is based on the same criteria used in the TRAIL Self-Assessment Tool. Organisations are encouraged to use the process not only as a quality check, but as an opportunity to review their own practices and identify areas for growth. The steps below outline how to apply for the badge and gain recognition for your inclusive mobility offer.

1. Complete the TRAIL Self-Assessment Tool

The self-assessment covers six key thematic areas (as listed in the TRAIL Inclusive Mobility Quality Criteria):

- Course Planning and Co-Design
- Pre-Mobility Preparation
- Inclusive Course Delivery
- Post-Mobility Integration
- Competence-Oriented Learning and Validation
- Diverse Learning Modalities

Each area includes two sets of practical criteria. For each set, applicants indicate whether they have applied the practices described by choosing: Not yet, In progress, or Yes. The self-assessment can be completed via <https://trail-project.eu/inclusiveness-questionnaire/>

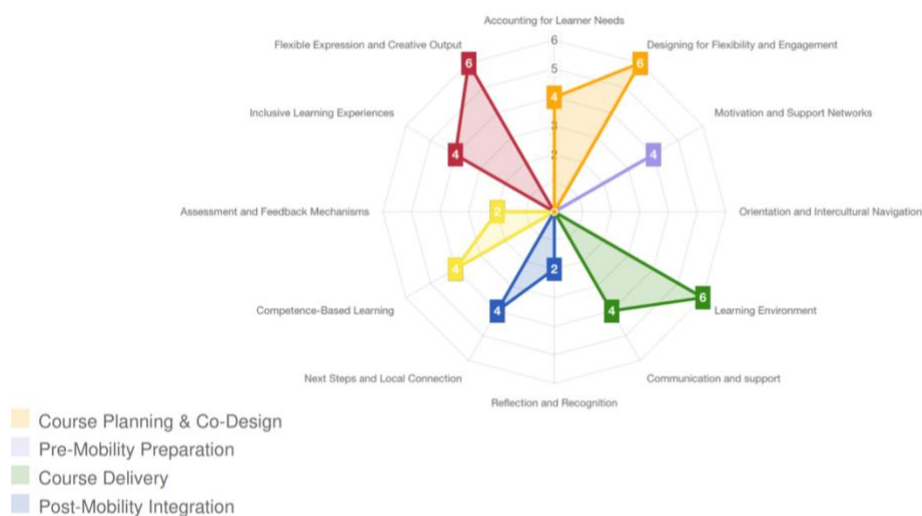


Figure 1. Example of self-assessment test result

2. Submit your results

Export your completed self-assessment as a PDF and submit it to the TRAIL EU Network Committee (made up of representatives from the original project partner organisations) and fill in the application form via: <https://forms.gle/6u5EPCXShyiaYtc7>

3. Meet the minimum threshold

To receive the badge, the application must demonstrate that:

- At least 70% of all criteria have been fulfilled, and
- A minimum of 50% has been fulfilled in each of the six thematic areas

All criteria and sub-criteria are equally weighted.

4. Review and feedback

The TRAIL Committee will review each submission. If clarification or improvement is needed, the applicant will be invited to revise and resubmit.

5. Badge award and visibility

Once approved, the organisation or mobility offer will receive the digital TRAIL Inclusive Mobility Badge.

- Certified offers can be promoted on the PROVIDE platform
- They will appear on the dedicated Inclusive Mobility page: <https://provide-eu.org/product-tag/inclusive-mobility/>
- Badge holders may also be invited to contribute examples to the TRAIL network and exhibition.

4 Conclusion

The TRAIL Inclusive Mobility Criteria and Badge provide a practical and learner-centred framework for implementing and recognising inclusive mobility offers in adult education. They support organisations in translating inclusion goals into concrete, quality-assured practices that meet the needs of disadvantaged learners.

Importantly, the TRAIL Badge is more than a recognition tool—it is a key mechanism for strengthening and expanding the TRAIL Network (<https://trail-project.eu/trail-network/>), a European community of practice dedicated to inclusive learning mobility. The badge process supports transparency, fosters mutual trust, and facilitates new partnerships among mobility providers who share a commitment to quality and accessibility.

By using these criteria and engaging with the TRAIL Badge, organisations contribute directly to the long-term development of the TRAIL Network. Together, they shape a more connected, competent, and inclusive landscape for adult learning mobility in Europe.



TRANSITION TO ACCESSIBLE AND INCLUSIVE LEARNING



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