TRAIL Pilot Implementation Report

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0. Introduction

This report brings together the implementation experiences of ten pilot mobility projects carried out within the TRAIL initiative. The pilots were designed and delivered by partner organisations across Europe, each adapting the TRAIL approach to their own learners, contexts and educational aims. Together, they cover a wide range of mobility formats, from short group exchanges to individual volunteering placements and transnational learning journeys. Across all pilots, organisations worked to remove barriers that disadvantaged or underrepresented learners often face, and to strengthen the competence-oriented, reflective character of mobility activities.

In total, the pilots involved 127 participants, including learners and accompanying staff, with an additional group of local learners participating in Lithuania. Mobility destinations included Greece, Lithuania, Austria, Spain, Poland, Armenia, India and Italy, and one pilot provided hosting-only learning opportunities in Portugal. The pilots demonstrate a broad spectrum of learner groups, ranging from older adults and NEET youth to mixed transnational cohorts exploring inclusive mobility design.

The report summarises the development, delivery and outcomes of each pilot, highlighting how the TRAIL principles were integrated and how partners adapted activities to learner needs. The findings serve as a reference for future inclusive mobility initiatives, offering practical insights into design choices, facilitation approaches and supportive measures that contribute to safe, meaningful and empowering mobility experiences.

1. Innovation for Sustainable Development for Olderprenure

Prepared by: Vianne Law, blinc eG

Sending Country: Germany
Hosting Country: Greece

1.1. Learning Design and Structure

Summary

This TRAIL pilot mobility was designed to promote active ageing, social participation, and European belonging among older adults by engaging them in an international learning experience. From 14–17 April 2025, five older German learners (aged 65+) participated in a KA1 mobility course in Thessaloniki, Greece, titled *"Innovation for Sustainable Development for Olderpreneur."* The course used a Design-Based Collaborative Learning (DBCL) approach and brought together participants from across Europe, including university students from Serbia, Portugal, Italy, Greece, and Germany.

While the older participants worked in their own group rather than being integrated into the student DBCL teams, they participated fully in the joint elements of the programme: shared input sessions, feedback rounds, group discussions, social dinners, and cultural exchanges. These touchpoints were carefully designed to foster intergenerational dialogue and mutual recognition**.** For example, during team presentations, all groups — including the seniors — received questions and comments from the student teams, encouraging respectful exchange and valuing the seniors' insights and perspectives.

The course followed the full cycle of design thinking: empathise, define, ideate, prototype, and present — all framed around the UN Sustainable Development Goals (SDGs). Within this structure, the senior group explored their own sustainability challenge and developed a team response, culminating in a final presentation delivered to all participants.

The pilot was designed as an inclusive learning mobility experience under TRAIL to examine how older adults with limited prior mobility experience — due to language barriers, health limitations, or digital confidence — can meaningfully engage in international, intercultural learning experiences. The results demonstrate that, with appropriate support, older learners can participate successfully in European mobility projects, reinforcing their sense of connection to European values, their civic contribution**,** and their role as lifelong learners**.**

Target group

The participants were five older adult learners from Germany, aged 65 to 85, all of whom are retired or semi-retired. They are active in lifelong learning, local civic initiatives, or voluntary roles but had limited prior experience with Erasmus+ mobility, multicultural learning environment or design-based learning methods.

Key characteristics of the group:

- **Limited proficiency in English** and unfamiliarity with international team learning
- **Physical and cognitive ageing factors**, requiring a more flexible pace
- **Low confidence in navigating unfamiliar environments or digital tools**

Their primary motivation was to stay mentally active, contribute their life experience to sustainability challenges, and engage in intercultural and intergeneration exchange in a structured and supportive environment.

Learning fields and learning outcome

The mobility focused on **sustainability**, **intergenerational exchange**, and **inclusive European learning**. Through the course *"Innovation for Sustainable Development for Olderpreneur"*, older learners explored the UN Sustainable Development Goals (SDGs) using a structured **Design-Based Collaborative Learning (DBCL)** framework. Although they worked as a dedicated senior team rather than being integrated into student teams, their learning journey mirrored that of the younger participants, following all phases of the design thinking process.

Crucially, the course also created intentional opportunities for **intergenerational interaction** through joint inputs, informal social events, shared feedback rounds, and public presentations. These moments allowed the senior learners to experience being part of a wider European learning community — not just as observers, but as contributors. The course fostered active engagement, critical thinking, and personal growth, while addressing barriers commonly faced by older learners in international mobility.

Objective Knowledge: Understanding Sustainability	
Relevant subject, skill or competence:	Sustainability challenges; design thinking as a structured method; European identity.
Description:	Learners will develop a foundational understanding of sustainability and the UN Sustainable Development Goals (SDGs), with a focus on how these global challenges relate to their local lives and communities. They will also gain insight into the design thinking process as a tool for addressing sustainability issues. This learning will be framed within the context of shared European values, highlighting how, regardless of age, individual contributions matter in collective efforts toward a more sustainable Europe.

Objective Skills: Collaborating and Communicating Across Generations	
Relevant subject, skill or competence:	Intercultural and intergenerational communication; teamwork; idea development; creative expression
Description:	Learners will strengthen their ability to work collaboratively on sustainability-related challenges, contributing their ideas and perspectives in a respectful, supportive group setting. They will practise core skills such as active listening, intercultural communication, and visual or verbal presentation of ideas. By engaging with younger peers during feedback rounds and shared activities, they will contribute meaningfully to intergenerational dialogue around sustainable solutions.

Objective Attitudes: Building Confidence through Contribution to Sustainability	
Relevant subject, skill or competence:	Openness to learning and exchange; sense of civic responsibility for sustainability; confidence in European belonging
Description:	Learners will develop a stronger sense of confidence by actively contributing to discussions and ideas around sustainability. They will recognise their ability to make a meaningful impact on environmental and social issues, both locally and within a European context. Through intergenerational exchange and collaborative learning, they will foster openness to new perspectives and strengthen their emotional connection to shared European values — particularly the collective responsibility for sustainable development. This experience will help overcome barriers related to age, language, and mobility, reinforcing their sense of purpose and inclusion in shaping a more sustainable future.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 Morning	Orientation to the SDGs and Global Challenges	Facilitated group session using Canva Whiteboard and the SDG Explorer platform. Learners discussed sustainability topics connected to their lived experience. Interpretation support was provided.	To build awareness of global challenges and relate them to local realities. To support meaningful entry into the topic for older adults with limited digital or language proficiency.
Day 1 Morning	Introduction to Design Thinking and the DBCL Process	Explanation of design thinking stages. Facilitator used visual aids, and real-life examples. This activity was shared with student participants.	To introduce DBCL and show how it supports structured problem-solving. To ensure all learners understand the course framework and can follow the shared learning pathway.
Day 1 Afternoon	Problem Definition and Challenge Framing	The senior team, supported by a facilitator, used persona tools and "How Might We" framing templates to define their sustainability challenge. The activity was conducted at a self-paced rhythm.	To help learners analyse complex problems and formulate a clear challenge. To strengthen ownership and alignment with SDG priorities in a supportive group setting.
Day 2 Morning	Ideation Workshop	Guided creative thinking using mind maps and clustering tools such as the WOW-NOW-HOW matrix. Learners contributed ideas verbally and visually, supported by flexible facilitation.	To develop and structure solution ideas collaboratively. To build confidence in contributing to abstract thinking and innovation processes.
Day 2 Afternoon	Prototyping Concepts	Learners developed visual and physical prototypes using drawing, storytelling, and simple design tools.	To enable learners to express complex ideas tangibly. To promote the use of digital tools without requiring advanced technical skills.

		Shared dinner and informal discussions with students and staff. Supported interaction in a relaxed environment.	To foster emotional connection, inclusion, and a sense of European community. To reduce social distance and enhance cultural understanding.
Day 2 Evening	Social and Cultural Exchange		
Day 3 Morning	Peer-to-Peer Feedback Round	The senior team and student teams presented their draft solutions to one another in a structured feedback exchange. All groups used guiding prompts (e.g. "What's strong?", "What's unclear?", "What could be improved?"). Facilitators ensured a respectful, inclusive space for mutual feedback.	To foster intergenerational learning and recognition through dialogue. To enhance learners' ability to give and receive feedback across age, cultural, and experiential differences, while strengthening ownership of their own ideas.
Day 3 Morning	Preparation for Final Presentation	Based on feedback, the senior team refined their prototype and prepared their final presentation. Support included storytelling tips, speaking role rehearsal, and visual enhancement.	To enhance presentation skills, increase clarity of ideas, and prepare for effective public communication in an international group.
Day 3 Afternoon	Group Review and Reflection Session	The full senior group met with their facilitators for a structured reflection session. Visual tools and guided prompts were used to explore individual learning experiences, emotional highs/lows, and team process.	To consolidate learning, strengthen self-awareness, and deepen group cohesion through shared reflection on progress and personal development.
Day 4 – Morning	Final Presentation and Peer Feedback	Senior learners presented their project to the whole group. University student teams provided feedback and asked questions, creating respectful intergenerational dialogue.	To practise presenting ideas publicly and receive recognition from peers. To foster inclusion and shared learning between generations.
Day 4 - Afternoon	Reflection and LEVEL5 Validation	Guided self-assessment using the LEVEL5 framework. Learners reflected individually and as	To assess growth in knowledge, skills, and attitudes. To reinforce learners'

		a group on their learning journey. Discussion supported articulation of personal change.	awareness of their competence development and future learning potential.
Day 5	Return Journey Reflection and Follow-Up	During the journey back to Germany, the group engaged in an informal debrief facilitated by the accompanying mentor. Learners shared highlights, discussed what they had learned, and explored how they might apply their experiences in future learning or civic activities.	To consolidate learning through dialogue, support emotional closure, and connect the mobility experience to learners' personal and community contexts.

Mentoring and monitoring arrangements

A. Mobility Preparation and Follow-Up

Before the mobility, learners participated in a preparatory session organised by the blinc. This session introduced the course structure, clarified travel arrangements, and created space to ask questions and discuss expectations.
During the course, learners remained in regular contact with the blinc and AUTh facilitators, who provided daily check-ins, helped interpret learning tasks, and ensured that each participant could engage at their own pace

A post-mobility reflection session took place informally during the return journey to Germany. Learners shared personal highlights, discussed what they had learned, and explored how they could use their experience in future local or European learning opportunities.

B. On-site mentoring and facilitated learning support

An accompanying facilitator from blinc provided ongoing support throughout the mobility. This included clarifying activities, offering guidance during group work, helping with presentation preparation, and providing emotional reassurance. The mentor played a key role in making the course accessible and meaningful for all participants.

C. Structured reflection and self-assessment activities

Learners took part in a group reflection at the mid-way point of the course to assess their learning progress and discuss how they were experiencing the course at the mid-way point. On the final day, they completed a self-assessment using the LEVEL5 methodology, reflecting on their development in areas such as sustainability awareness, collaboration, and confidence in international learning settings.

Evaluation of learning outcomes

To support learners in recognising and articulating their personal development during the mobility, the **LEVEL5 validation system** was applied. The focus was on the competence area **"Spotting Ideas and Opportunities for Sustainable Development for Olderpreneur"** which aligns closely with the design-based collaborative learning activities experienced during the course.

On the final day of the mobility, learners participated in a guided reflection session facilitated by the sending organisation (blinc). Each participant completed an individual self-assessment using the LEVEL5 reference system. The process was supported by sentence starters and simplified prompts to ensure accessibility and encourage deep reflection.

Learners were invited to reflect on their development in the three competence dimensions:

- **Knowledge**: Understanding sustainability, the SDGs, and methods for generating and valuing ideas (e.g. spotting opportunities, prototyping, and visioning).

- **Skills**: Taking part in creative group work, contributing ideas, selecting tools, and presenting a solution aligned with sustainability values.

- **Attitudes**: Feeling motivated to take initiative, engage with others across generations and cultures, and contribute to sustainable development through learning and action.

The validation process itself also acted as a **formative learning moment**, helping learners connect their experience to broader goals and recognise their personal growth — particularly in areas such as creativity, sustainability awareness, and European engagement.

1.2. Implementation report

Development and planning process

This mobility pilot was developed within the TRAIL project to explore how older adults (60+) could meaningfully participate in European learning mobility. The idea emerged from the project's focus on inclusion and the opportunity to embed senior learners into an existing KA1 course — *"Innovation for Sustainable Development for Olderpreneur"* — hosted by Aristotle University of Thessaloniki (AUTh).

blinc, as the sending organisation, led the planning process, adapting the course for a senior group through mentoring, pacing adjustments, and coordination with AUTh. The development process was smooth and collaborative, with a shared commitment to inclusion. One of the most successful aspects was how quickly a shared understanding was reached between partners, allowing time to focus on learner support and logistical preparation.

A key challenge was anticipating the different needs of senior learners in a student-centred environment. This was addressed through early planning, regular communication, and the presence of an on-site facilitator who could adapt the learning in real time.

Delivery and facilitation:

The overall course structure — based on the design thinking process and framed within the DBCL methodology — was implemented in full. Senior learners participated in all key phases, from SDG orientation and ideation to prototyping, presentation, and reflection.

The host organisation, Aristotle University of Thessaloniki (AUTh)**,** led the overall coordination of the course and ensured a high-quality learning environment for all participants. AUTh organised the core programme activities, supported the inclusion of the senior team, and facilitated shared elements such as input sessions, feedback rounds, and social events that encouraged intergenerational exchange.

The senior learners were accompanied and mentored by a facilitator from the sending organisation **(**blinc), who provided pedagogical guidance, encouraged participation, and ensured that tasks and materials were accessible throughout the course. The programme offered a good balance between structured content and flexibility, allowing learners to engage at their own pace where needed.

The collaboration between AUTh and blinc ensured smooth delivery, with the learning environment remaining inclusive, interactive, and well-aligned with the needs and expectations of both senior and student participants.

Outcome and Impact

The learning mobility had a clear and positive impact on the senior participants. All five learners completed the full programme, actively engaging in the design thinking process and contributing to a collaborative sustainability project. Through their participation, they not

only experienced international and intergenerational exchange, but also developed competences in line with TRAIL's inclusive learning objectives.

Competence development was documented using the LEVEL5 validation system, focusing on the competence "Spotting Ideas and Opportunities for Sustainable Development." Learners demonstrated progress particularly in the areas of idea generation, group collaboration, and applying sustainability thinking in a structured process. Most self-assessed themselves at LEVEL5 between Level 2 and Level 3, showing both increased understanding and motivation to continue learning in this area.

Informal feedback gathered during the course and in the follow-up session on the return journey was very positive. Learners expressed satisfaction with the course content, the structure of the activities, and especially the mentoring support they received. Several reported feeling more confident, more open to intercultural exchange, and more aware of their ability to contribute to sustainability initiatives.

The experience confirmed that senior learners — when properly supported — can participate meaningfully in international challenge-based learning, and that mobility can serve as a powerful motivator for lifelong learning, civic engagement, and personal growth.

Inclusion aspect

This mobility pilot was specifically designed to include older adults (55+) who face multiple barriers to participating in international learning — including limited language proficiency, unfamiliarity with digital tools, and reduced confidence in navigating intercultural environments. All five participants had little or no prior experience with Erasmus+ mobility and would typically be excluded from standard KA1 learning settings.

To ensure their meaningful participation, several inclusion strategies were implemented:

- **Accompaniment and on-site mentoring**: An experienced facilitator from the sending organisation (blinc) accompanied the group throughout the mobility. This person provided constant pedagogical and emotional support, helped interpret learning tasks, and adapted the pace of engagement where needed.
- **Pre-mobility preparation and post-mobility follow-up**: Learners received a briefing before departure to reduce uncertainty and support confidence-building. A reflection session during the return journey allowed for closure, shared insights, and emotional processing of the experience.
- **Flexible programme design**: The course schedule allowed learners to take breaks and manage their own rhythm during more intensive sessions. Activities were structured to prioritise participation through visual methods, group dialogue, and shared storytelling rather than text-heavy or fast-paced work.
- **Intentional intergenerational exchange**: Although the senior group worked independently on their challenge, they took part in shared input sessions, peer feedback rounds, and social events with university students. These moments were carefully facilitated to ensure mutual respect and inclusion, and learners reported feeling welcomed and valued.

Overall, the pilot demonstrated that older adults can successfully take part in international learning mobility when the environment is supportive, the facilitation responsive, and the programme structure inclusive by design.

Action taken for Inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Flexible pacing, opportunity for breaks, simplified session structure	Structured afternoon sessions with flexibility to take breaks any time; use of printed visual materials	Learners appreciated having choices in their pace of engagement; flexibility helped reduce fatigue
Language and Communication Support	Limited English proficiency, need for interpretation and simple instructions	Accompanying bilingual mentor supported communication; course inputs summarised in simple language	Mentor's role was essential; interpretation support enabled learners to follow and contribute
Social and Cultural Integration	Desire to feel welcomed, connected and included in the group	Shared meals, social events, and peer feedback sessions planned to foster intergenerational exchange	Seniors felt welcomed and respected; enjoyed the informal exchanges with students
Physical Environment Adaptation	Comfortable access, minimal navigation stress, quiet space when needed	Low-barrier access to all locations; facilitator ensured comfort and orientation on-site	No accessibility issues reported; physical setup was manageable for all participants
Health and Well-being Consideration	Management of physical energy levels, mental comfort in unfamiliar settings	Gentle pacing of the day; optional reflection activities; reduced-pressure environment	Energy levels were steady across the week; relaxed structure helped learners stay engaged
Emotional and Psychological Support	Confidence building, reassurance, space to process experiences	Daily check-ins; group reflection sessions; continuous presence of trusted mentor	Learners reported feeling supported and safe throughout; regular reflection boosted confidence
Travel & Lodging Arrangement	Need for full support with booking, itinerary, and group coordination	All bookings (travel, lodging, transfers) handled by the sending organisation with group oversight	Delegating travel logistics removed a major barrier to participation; learners felt secure
Digital and Technological Assistance	Low familiarity with digital tools and digital course content	Facilitators assisted with use of visual tools (Canva); no learner was expected to use tech independently	Support with visuals and facilitation removed pressure; learners could focus on content and discussion

2. Europawoche

Source: Silas Wiemann

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Sending Country: Germany
Hosting Country: italy

2.1. Learning Design and Structure

Summary

The "Europawoche" KA1 mobility course was designed as a transformative international learning experience aimed at developing self-confidence, autonomy, and a sense of European belonging among individuals with psychological disabilities. The project emerged from the recognition that people facing psychological challenges often experience limited opportunities for international engagement and personal development outside their familiar environments. By creating a structured yet flexible learning framework, the initiative sought to address this gap and demonstrate that meaningful European mobility experiences can be both accessible and beneficial for this target group.

The project brought together two distinct learner cohorts—young adults aged 18-20 and mature learners aged 35-50—both experiencing psychological disadvantages. This intergenerational approach was deliberately chosen to enrich the learning experience through diverse perspectives while maintaining appropriate support structures for each group's specific needs.

The course, conducted from 13-18 October 2025 in Pisa, Italy, was structured around three primary learning objectives. First, participants were expected to develop greater self-confidence and autonomy by navigating unfamiliar situations, making independent decisions during scheduled free time, and managing their experiences in an international setting. Second, the programme aimed to foster intercultural competence and European awareness through immersive activities in historically and culturally significant locations across Pisa and Florence. Third, learners were challenged to enhance their teamworking and social skills through carefully designed collaborative activities that required negotiation, compromise, and collective problem-solving.

The pedagogical approach employed an open learning design that balanced structured group activities with intentional periods of unstructured time. This methodology enabled participants to gradually build confidence while practicing self-directed planning in a supportive environment. Activities such as sailing excursions pushed learners beyond their comfort zones in controlled settings, while the pizza-making workshop provided opportunities for team collaboration, compromise, and self-regulation. The strategic inclusion of both age-specific and intergenerational activities allowed participants to benefit from peer support within their cohorts while also engaging in meaningful cross-generational exchange, carefully calibrated to prevent overwhelming vulnerable learners.

Target group

The mobility programme included participants with psychological disabilities across two distinct life stages, reflecting different positions within the support system yet sharing common challenges and aspirations.

The younger cohort, aged 18-20, resided in rehabilitation programmes within residential group settings, working toward integration into the first labour market. The older group, aged 30-50, worked in sheltered workshops for people with psychological disabilities. Due to the nature of their conditions, first labour market employment remained currently unattainable for this group. Their support programmes prioritised autonomy, well-being, and structured daily activities to maintain social participation and prevent isolation.

Educational backgrounds ranged from lower secondary to higher education levels across both groups. Participants experienced multiple disadvantages limiting their access to mainstream educational and mobility opportunities. Limited English language skills constituted a primary barrier to international participation. Social anxieties and depression presented additional challenges for engagement in unfamiliar group environments. Low confidence in uncomfortable or unknown settings was common, as many had developed routines within familiar support structures. Deficiencies in social skills—including communication, self-regulation, and collaboration—complicated independent navigation of new social contexts. Several participants had never travelled internationally before, and most had

minimal exposure to European programmes or European values. These combined barriers had effectively prevented access to international learning opportunities.

Participants identified several clear objectives for joining the mobility. They aimed to meet new people and develop openness toward unfamiliar relationships. Successfully managing unknown circumstances represented an important goal, as did demonstrating courage in encountering new people and exploring an unfamiliar city. Effective teamwork was identified as a key learning objective, with relevance to both the mobility context and broader rehabilitation goals. Building self-confidence was the overarching motivation, as participants recognised the international mobility as an opportunity to challenge existing self-perceptions and develop new capabilities within a structured support framework.

Learning fields and learning objective

The mobility project addressed interconnected competence areas fundamental to personal development and social integration. The primary learning fields encompassed autonomy and self-confidence development, stress management techniques, and the cultivation of essential social competencies including self-regulation, communication, and teamwork. These foundational skills were complemented by intercultural learning objectives, designed to broaden participants' understanding of European cultural diversity and promote cross-cultural awareness. The deliberate inclusion of two distinct age groups introduced intergenerational exchange as an additional learning dimension, creating opportunities for knowledge sharing and mutual support across different life stages.

The overarching aim of the mobility project was to facilitate meaningful personal growth by engaging learners in carefully structured experiences within unfamiliar environments and social contexts. Participants with psychological disabilities frequently experience social anxieties that are triggered by new people and unfamiliar circumstances, often leading to avoidance behaviours that reinforce isolation and limit development opportunities. This mobility sought to address these patterns by providing a supportive framework within which participants could gradually confront and navigate novel situations.

The project operated on the principle that competencies such as autonomy, confidence, and social skills are most effectively developed through practical application rather than theoretical instruction alone. Through this approach, the project aimed to demonstrate that international mobility experiences, traditionally inaccessible to this target group, could serve as powerful catalysts for developing the skills necessary for greater social participation and labour market integration.

Objective 1 (Knowledge): Intercultural learning and understanding	
Relevant subject, skill or competence:	Intercultural learning and European understanding; tours through the cities of Pisa and Florence
Description:	Participants get to know two Tuscan cities and their heritage. Differences to living ways in Germany are highlighted. Also, the culture is learned by actively navigating through European cities and living in their culture.

Objective 2 (Skill): Intergenerational collaboration and communication in a group with different needs.

Relevant subject, skill or competence:	Communication, self-regulation and collaboration; Sailing and Pizza-Workshop in groups, as well as moving around in groups in their free time or other activities.
Description:	Learners will need to communicate about their needs, collaborate to reach a common goal and regulate themselves if not everything is going to plan. On the sailing boat it will be a key that they communicate otherwise it could become a dangerous situation. In the Pizza-Workshop they will need to collaborate and make compromise in the creation of their shared Pizza. In a big group of 20 learners with only 5 guiding persons, not every need can be met all the, therefore, compromise and collaboration is needed.

Objective 3 (Attitude): Building Confidence and Autonomy through successes in unknown circumstances

Relevant subject, skill or competence:	Autonomy, Self-confidence and Stress-management; Living and structuring days in a new Environment as an open method
Description:	Learners will learn to navigate in a new environment with a different culture and language. Around the planned activities, they need to structure their day on their own and need to find activities in new circumstances. Doing this they will encounter e.g. stressful situations, mastering this, it boosts their self-confidence, autonomy and stress-management. It is important to make positive experiences.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1	Travelling by train and plane	A lot of the participants never travelled with a plane before; others never left their hometown even by train. They will be learning by making a new experience	Learn about procedures at the airport and train. They could face stressful situations and learn to handle them.
Day 2 morning	Guided tour through Pisa	Explanations of the history of Pisa. The Guide talking freely and answering questions of the learners.	Learning facts about a foreign city and country. Getting to know workways and habits of local people. This promotes intercultural learning.
Day 2 afternoon	Free time in Pisa	Free time is given to process experiences and learn to structure a day in unknown circumstances.	Confidence in planning and structuring time autonomously.
Day 3 morning	Sailing trip in Marina di Pisa	Introduction of the leading guide on how to behave on a sailing boat. In groups of five they get on a sailing boat with a sailing guide. They will help the guide with necessary actions on the boat.	Learners will learn about key actions on a sailing boat. They will need to collaborate and communicate. For some they will get into scary/stressful circumstances and will need to stress manage and self-regulate but still communicate their needs.
Day 3 afternoon	Free time at the beach	Free time is given in another unknown environment for participants to rest, process experiences or use the time for more experiences.	Confidence in planning and structuring time autonomously.
Day 4	Trip to Florence, with free time	The opportunity to experience a big city in a group together with guiding persons was given as well as moving on their own in smaller groups	Confidence in handling a stressful situation of a crowded city.

Day 5	Pizza workshop	Introduction on foods and how they are used in a big plenum. Later they are divided in smaller groups two create their own dough that will be used later. Every group will get one traditional style of Pizza that they will top together.	Learners will learn how to bake a pizza and how to use new Italian foods. Furthermore, they will collaborate and communicate about the needed steps and their personal needs on how they want to use the food; Intercultural learning, cooking, collaboration and communication.

Mentoring and monitoring arrangements

As a part of the mobility program, monitoring and/or mentoring arrangements will be conducted. List what kind of monitoring and mentoring arrangements will be put in place, for example: scheduled dialogues, periodical reviews of the learning outcomes and completed tasks, consultations between the mentors at the hosting and sending organisation, etc.

A. Informal Preparation and follow-up

Preparation meetings were conducted between the hosting and sending organisations to establish clear communication channels and align expectations. These dialogues addressed participant profiles, specific support needs, and potential risk factors requiring attention during the mobility. The sending organisation provided detailed background information on individual participants to enable the hosting organisation to tailor support appropriately.

B. On-site mentoring and support

Daily dialogues between the guides and the participants about their well-being and their thoughts about the day.

Consultation between the hosting and sending organisation after every day to collect feedback for the activities and if needed, change plans for the following days.

C. Structured reflection

Follow-up consultations between the sending and hosting organisations were scheduled to evaluate overall outcomes, discuss individual participant development, and identify lessons for future mobility activities. The sending organisation conducted debriefing sessions with participants upon their return, providing structured opportunities to articulate learning achievements, reflect on personal growth, and translate mobility experiences into ongoing development goals within their regular support programmes.

Evaluation of learning outcomes

To assess the participants' individual development, the LEVEL5 validation system was applied. After a feedback session with the participants they will be externally evaluated by the accompanying persons and experts from blinc dependent on the behaviour during the mobility and the learning outcomes discussed in the feedback session after the mobility . The focus was on the topic of **"Autonomous and confident learning in a European context."**

The learners were assessed in three competence dimensions:

Knowledge: Understanding cultural differences and the heritage of a new city and country, and how to combine them with one's own cultural identity.

Skills: Guiding autonomously through an unknown environment, communicating with new people within and outside of the learners group, and self-regulation in stressful situations.

Attitudes: Feeling motivated to actively get into new circumstances, be brave in engaging with others, being open to different and new cultures and learn about them.

2.2. Implementation report

Development and planning process

The mobility project originated from discovering that the hosting institution in Italy had working relations with a local organisation delivering sailing activities for young people with cognitive disorders at the national level. This knowledge sparked the recognition that their experiential learning methodology and inclusive approach could be adapted to serve participants with psychological disabilities in an international context. The hosting organisation's proven track record in creating accessible, confidence-building activities for vulnerable groups provided the foundation for designing a broader European mobility programme that extended beyond single activities to encompass comprehensive personal development objectives.

The design process involved translating the hosting organisation's existing competencies into a structured yet flexible learning framework suitable for international participants with psychological disabilities. The programme architecture incorporated the sailing experience as a cornerstone teamwork activity while expanding the scope to include intercultural learning, autonomy development, and intergenerational exchange. Planning required careful calibration of challenge levels, balancing the need to create growth opportunities through unfamiliar situations against the risk of overwhelming participants whose psychological conditions made them particularly vulnerable to stress. The open learning design emerged from this consideration, integrating structured activities with intentional free time that would allow participants to practice autonomy at their own pace while having access to support when needed.

Coordination between sending and hosting organisations proved essential during the planning phase, particularly in establishing shared understanding of participant needs, support requirements, and realistic learning objectives. Designing appropriate intergenerational activities required particular attention, as the programme needed to create meaningful interaction opportunities between age groups while respecting their different capacities and avoiding situations where either cohort might feel inadequate or uncomfortable.

The most successful aspect of the development process was the effective adaptation of the hosting organisation's activity-based methodology to serve the specific needs of adults with psychological disabilities in an international setting. The sailing activity, transferred from its original context with cognitively disabled youth, proved highly effective for the target groups, validating the decision to build the programme around this proven approach. The balance achieved between structured activities and participant-directed time emerged as a design strength, enabling learners to develop autonomy progressively without excessive pressure.

The Florence excursion highlighted a key challenge in programme design: accurately predicting threshold levels for manageable challenge versus overwhelming stress. While the activity ultimately provided valuable learning experiences, the intensity proved higher than intended, particularly for older participants.

Delivery and facilitation:

Facilitating the programme required considerable flexibility and sensitivity to non-verbal cues, as participants with social anxieties and communication difficulties did not always articulate discomfort or confusion directly. The facilitator team developed informal protocols for checking in with quieter or more withdrawn participants, ensuring that those less likely to voice concerns still received appropriate support. The collaborative relationship between sending and hosting organisations

proved invaluable during delivery, as the sending organisation's familiarity with individual participants complemented the hosting organisation's local knowledge and activity expertise.

The experience confirmed that while careful planning provides essential structure, effective delivery for this target group requires ongoing responsive adaptation. The programme's success depended not on rigid adherence to predetermined schedules but on facilitators' ability to maintain core learning objectives while flexibly adjusting implementation to match participants' actual—rather than anticipated—capacities and needs.

Outcome and Impact

The mobility yielded observable competence developments across the targeted learning areas. A significant proportion of participants demonstrated increased social openness, actively engaging with new people despite initial anxieties. Participants acquired direct experience of Italian culture through structured activities and spontaneous interactions, developing intercultural awareness and broadening their understanding of European diversity.

Notable progress was evident in autonomy and spatial confidence. Learners progressively navigated Pisa and surrounding areas with increasing independence, demonstrating growing comfort in unfamiliar urban environments. By the programme's conclusion, many participants moved through the city autonomously, a marked advancement from their initial reliance on group support.

Overall participant satisfaction was high. Learners provided positive feedback, with many explicitly stating they would participate in future mobility programmes. This response was particularly significant given the target group's typical reluctance toward unfamiliar situations and international travel.

The excursion to Florence presented considerable challenges, particularly for the older participant group. The activity proved cognitively and emotionally demanding, with several learners reporting feelings of being overwhelmed by the intensity of stimuli. However, rather than viewing the difficult day negatively, they framed it as a valuable learning opportunity, recognising that managing demanding situations constituted an important aspect of personal development.

Inclusion aspect

This mobility was designed to support people with psychological disabilities in their integrational process to get into the first labour market. Participants with anxieties, a lack of communicational skills and struggles in self-confidence were helped to engage in a bigger group and boost their confidence in teamworking activities.

The mobility showed that people with psychological disabilities despite their anxieties can be supported to get out of their comfort zone and can develop their social skills while learning about European values and interculturality.

Action taken for Inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Flexible pacing, opportunity for breaks.	Structured day, with activities half a day and free time to rest.	Proved very effective
Language and Communication Support	Language barrier with limited English and no Italian	Translator for complex activities; support by the guiding people.	Key to make them feel more secure and at ease
Social and Cultural Integration	Desire to feel safe in an unknown environment.	Cultural support in shared events and meals. Guided tour through Pisa. Daily opportunities to get to know new people.	It takes time, it will not happen already on the first day
Physical Environment Adaptation	Limited walking distance for older group. Possibility to get to a quite space.	Include brakes and daily communication over well-being.	Good to give clear indications on that from the very beginning
Health and Well-being Consideration	Managing of social and physical energy levels. Mental comfort in unknown setting and well-being.	The trainers talked daily with the learners and reacted spontaneously on their well-being	Communication within the team of facilitators was key
Emotional and Psychological Support	Stress management, confidence building and encouragement. Space to process experiences	No strict plans, nobody had to do anything, they could choose their actions.	Enough trainers, so one can stay with the group, one can stay with the other person
Travel & Lodging Arrangement	Full support on booking and procedures on train or plane	All bookings (travel, transfer, accommodation) handled by sending organisation.	Worked well, necessary.
Digital and Technological Assistance	Younger participants were completely able to use e.g. navigation or messengers. Older group was also familiar and could navigate on their own.	Guides support with navigation and messengers if needed.	No additional comments.

3. Was kann Europa für Dich tun? *(What can Europe do for you?)*

(Pictures taken by the group and made available to the TRAIL consortium)

Prepared by: Sabine Wiemann, BUPNET GmbH

Sending Country: Germany
Hosting Country: Austria

3.1. Learning Design and Structure

Summary

The mobility project "What can Europe do for you?" was developed to provide a group of neurodivergent young people with the opportunity to explore the values, functions, and personal relevance of the European Union through an inclusive, hands-on learning experience in Vienna. The motivation behind this pilot mobility was to make European programmes such as Erasmus+ more tangible and relatable to those who often face barriers to participation due to cognitive, emotional, or psychological challenges.

The project is designed with both structure and flexibility to accommodate the individual needs of the participants, ensuring safety, accessibility, and autonomy. Objectives include enhancing participants' understanding of the EU, building self-confidence through mobility, and increasing their awareness of European opportunities available to them.

The programme takes into account the individual needs of the young people. Each day includes one major programme activity, followed by plenty of opportunities for individual reflection and leisure activities.

Why Vienna?

Due to its location at the heart of Central Europe and its history as the former capital of the Habsburg Empire, Vienna has always been a bridge between Western and Eastern Europe. It is therefore an ideal place to experience the diversity of Europe.

At the same time, as a German-speaking city, it provides a great environment for young people to learn and experience new things first-hand without any language barriers. The excellent public transport system makes it easy to get around safely and quickly.

Details:

- **Date:** 09–13 September 2024
- **Sending organisation:** IFAS and BUPNET GmbH, Göttingen, Germany
- **Host organisation:** ALPEMARE, Vienna, Austria
- **Number of learners involved:** 6
- **Number of accompanying persons/mentors:** 2

Target group

The group consisted of six young people (ages 18–26) facing neurodivergent challenges, such as ADHD, autism spectrum disorder, or learning difficulties. Most of them had low formal qualifications, limited professional experience, and had never been abroad before.

Their motivation for joining the mobility included:

- A desire to see new places and cultures in a safe and structured way
- Interest in European topics but no prior learning experiences on the EU
- Gaining orientation for future participation in European programmes
- Personal growth and increased independence

Learning fields and learning objective

The mobility project focused on several interrelated learning areas designed to support the personal, social and civic development of participating neurodivergent young people. One central field was European and civic education, which aimed to help participants understand the role and impact of the European Union in their everyday lives. The project also placed a strong emphasis on personal empowerment and development, providing a safe and structured environment in which learners could build confidence, develop self-awareness and explore their potential in unfamiliar situations.

Another important area was intercultural communication and cooperation, as the group interacted with local organisations, peers, and mentors in another country. This helped to foster empathy, openness and teamwork across cultural and personal differences. Lastly, the programme introduced elements of mobility-related competencies, such as navigating a foreign city, using public transport, and taking part in structured reflection. These competencies support autonomy and active citizenship in a European context.

The overall aim of the mobility programme was to empower participants by providing them with a real-life experience of Europe and showing them how mobility can be a tool for growth, connection and opportunity, even (and especially) for those who face personal or systemic barriers.

Objective 1 (Knowledge): Understanding Europe and the EU	
Relevant subject, skill or competence:	European awareness, civic competence, political participation
Description:	Participants will understand the basic functions and values of the European Union, recognize how EU decisions affect their lives, and explain why Europe matters for young people.

Objective 2 (Skill): Experiencing European Diversity	
Relevant subject, skill or competence:	Intercultural competence, social and cultural awareness
Description:	Participants will explore Vienna as a European hub, learn about its historical role as a bridge between East and West, and reflect on the diversity of European cultures in daily life and civic structures.

Objective 3 (Attitude): Empowerment and Openness	
Relevant subject, skill or competence:	Personal development, motivation, self-confidence Curiosity to explore foreign contexts and meet peers from other countries
Description:	Participants will build confidence in navigating new environments and develop a more positive attitude toward change, openness, and lifelong learning.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 – morning	Introduction & Workshop: Understand Europe	Interactive workshop, storytelling, group discussio	n/a
Day 1- afternoon	Exploring Vienna – cultural visit	Guided city tour, active observation, team tasks	Zet to know the city and how to move Around
Day 2	Exploring Vienna – Vienna & Europe	Observation, reflection and open discussion	Discover European traces in daily life and civic space
Day 3 – morning	Workshop: A social Europe – Know your rights!	Visit to NGO (CONCORDIA), small group work, reflection tasks	Awareness of youth rights, participation, social inclusion and NGOs' role
Day 3 – afternoon	Cultural & social time	Visit Vienna in pairs	Move around independently, select activities according to own interests, make choices
Day 4 – morning	Workshop: Opportunities in Europe – Make It yours!	Meeting with ÖJAB, peer exchange, Erasmus+ Examples, reflection tasks	Learn about practical opportunities for participation in EU programme
Day 4 - afternoon	Reflection & presentation	Creative documentation (journaling, drawing, digital tools), plenary sharing	Summarise learning outcomes, increase confidence, plan next steps

Mentoring and monitoring arrangements

To ensure a supportive and inclusive learning experience, the mobility programme included a structured mentoring and monitoring system tailored to the needs of neurodivergent participants. These measures aimed to create a safe learning environment, enable personal reflection, and track the progress towards the learning outcomes.

Activity 1: Introductory Meeting and Goal Setting

At the beginning of the mobility week, an orientation session was held with the host organisation (Alpemare) to welcome participants, clarify expectations, and introduce the learning objectives. In this session, learners had the opportunity to set personal goals and express any concerns or support needs. The session helped establish trust and set the tone for the week.

Activity 2: Daily Reflection and Feedback Sessions

Each day concluded with a structured reflection session, allowing participants to review what they had learned, share highlights and challenges, and connect their experiences to the learning outcomes. These sessions were facilitated in small groups or plenary and provided space for both verbal reflection and creative forms of expression. The facilitators documented progress and offered support where needed.

Activity 3: Peer Support and Learning Buddy System

Participants were encouraged to support one another during activities using a buddy system, fostering peer learning and a sense of shared responsibility. This informal mentoring approach was supervised by facilitators and aimed to reduce anxiety and build mutual understanding within the group.

Activity 4: Final Review and Future Planning

At the end of the week, a final mentoring session was conducted to summarise key experiences, highlight individual learning outcomes, and discuss future steps. Learners were encouraged to reflect on their personal growth and consider how they might continue their European learning journey, for example by exploring Erasmus+ opportunities or getting involved in local civic initiatives.

Validation of learning outcomes

The validation of learning outcomes in this mobility was carried out using the LEVEL5 system, a holistic competence-oriented assessment approach specifically developed for validating informal and non-formal learning. LEVEL5 evaluates learning outcomes in terms of knowledge, skills, and attitudes across different competence areas.

For this mobility, we selected the following competence from the TRAIL Competence Framework:

European Awareness and Participation

The validation process involved the following steps:

1. Pre-Mobility Assessment (Baseline):

At the beginning of the mobility, participants were invited to complete a LEVEL5 SPIDER self-assessment, reflecting on their current levels of knowledge, skills, and attitudes in the selected competence area. This helped establish a baseline and encouraged learners to think about their goals for the week.

2. Ongoing Reflection and Documentation:

Throughout the week, learners documented their experiences and reflections through daily journals, creative exercises, or verbal feedback during debriefing sessions. These moments were used by facilitators to monitor the development of competences and gather qualitative data.
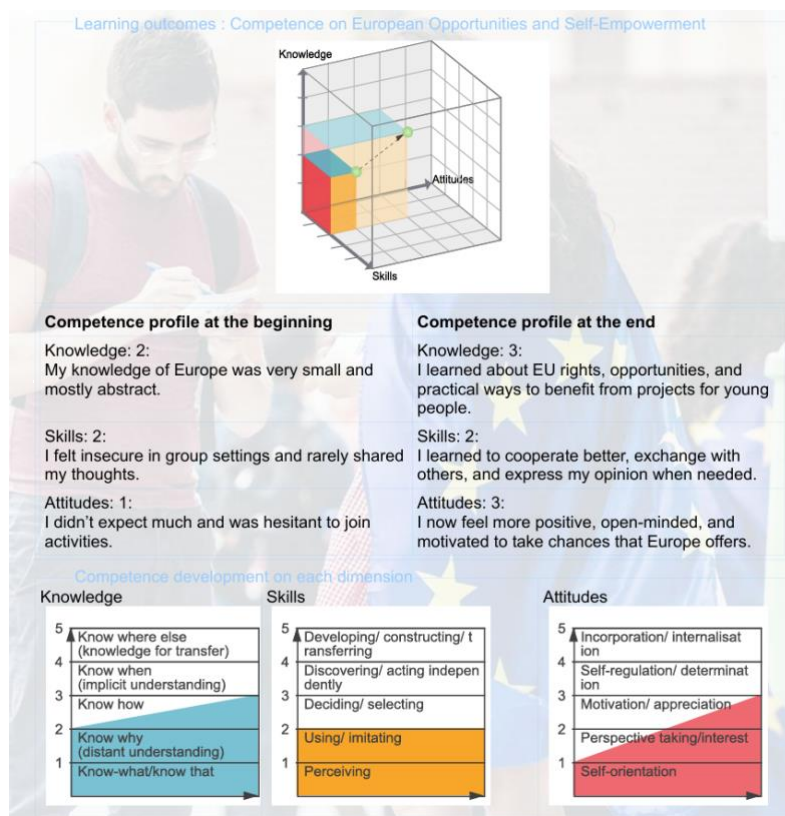
3. Post-Mobility Assessment:

At the end of the mobility, the learners repeated the LEVEL5 SPIDER self-assessment and participated in a guided reflection session to compare their learning progress. Where possible, peer feedback and mentor observations were integrated to support a multi-perspective evaluation.

4. Issuance of LEVEL5 Certificate:

Based on the documented progress and triangulated assessments, each participant received a LEVEL5 certificate. The certificate outlines the development in the three competence dimensions (knowledge, skills, attitudes) and includes a short narrative description of the learning achievements. One sample certificate has been attached to this report.

The validation process not only recognised the personal and social competences gained during the mobility but also boosted learners' self-confidence and awareness of their own development — especially valuable for neurodivergent learners who may have limited experience with formal recognition systems.

Learning outcomes : Competence on European Opportunities and Self-Empowerment

Competence profile at the beginning

Knowledge: 2:
My knowledge of Europe was very small and mostly abstract.

Skills: 2:
I felt insecure in group settings and rarely shared my thoughts.

Attitudes: 1:
I didn't expect much and was hesitant to join activities.

Competence profile at the end

Knowledge: 3:
I learned about EU rights, opportunities, and practical ways to benefit from projects for young people.

Skills: 2:
I learned to cooperate better, exchange with others, and express my opinion when needed.

Attitudes: 3:
I now feel more positive, open-minded, and motivated to take chances that Europe offers.

Competence development on each dimension

Knowledge
5 Know where else (knowledge for transfer)
4 Know when (implicit understanding)
3 Know how
2 Know why (distant understanding)
1 Know-what/know that

Skills
5 Developing/ constructing/ transferring
4 Discovering/ acting independently
3 Deciding/ selecting
2 Using/ imitating
1 Perceiving

Attitudes
5 Incorporation/ internalisation
4 Self-regulation/ determination
3 Motivation/ appreciation
2 Perspective taking/interest
1 Self-orientation

3.2. Implementation report

Development and planning process

The idea for this mobility project, titled "What can Europe do for you?", emerged from our ongoing efforts at blinc/BUPNET to promote inclusive learning mobility for disadvantaged groups. Within the framework of the TRAIL project, we identified the need to create meaningful mobility opportunities for neurodivergent young people—a group often underrepresented in European mobility programmes.

Drawing on our experience from previous projects such as VILMA (Validation of Learning Outcomes in Mobilities), and the IdA programme, we wanted to design a learning experience that combines European civic education, intercultural exploration, and personal empowerment. The aim was not only to introduce participants to the workings and values of the European Union but also to inspire confidence, autonomy, and a sense of belonging in a European context.

In the early development phase, we collaborated closely with our partners at Alepmare in Vienna, whom we knew from previous European projects, and who offered valuable input on local opportunities and potential hosting arrangements. The programme was tailored to meet the specific needs of the target group, taking into account accessibility, emotional support, flexible pacing, and space for individual reflection.

We used an inclusive co-design approach, involving mentors and educators familiar with the learners to shape the learning environment and select suitable themes and activities. The design thinking mindset also influenced how we structured the week — placing the learner experience and individual growth at the centre of the programme.

The most successful part of the development process was the creation of a safe, structured, yet flexible programme that allowed learners to explore, reflect, and grow at their own pace. A key challenge was ensuring that the content remained both accessible and meaningful for a neurodivergent audience with varying levels of prior knowledge and mobility experience. However, through careful planning, regular feedback loops, and strong cooperation with the hosting organisation, we were able to respond dynamically to these needs.

Delivery and facilitation:

The delivery of the mobility project took place from 9 to 13 September 2024 in Vienna, Austria, and was facilitated in close cooperation between blinc/BUPNET and Alpemare. The overall experience was positive and confirmed the feasibility of conducting inclusive mobility projects with neurodivergent participants when adequate preparation and support structures are in place.

The programme was delivered largely according to plan, with all key activities implemented:

- A welcome and orientation workshop on "What the EU means for me" helped set the tone for the week and introduced key themes.

- A guided EU city tour connected abstract EU values to tangible places in Vienna.

- The workshop at CONCORDIA Sozialprojekte offered an inspiring look into how NGOs bring European values to life, particularly in the fields of child protection, social inclusion, and empowerment.

- The session with ÖJAB showcased real-life opportunities and encouraged participants to consider how they might engage in future European programmes themselves.

Throughout the week, flexibility was key. While the programme provided a clear structure, adjustments were made on the spot based on the group's energy levels, needs, and feedback. For instance, additional quiet time was offered in the afternoons, and informal reflection activities were added for those who preferred alternative ways of engaging.

Facilitators and mentors played an essential role in scaffolding the learning experience, helping participants connect their personal reflections to the broader themes of European identity, rights, and opportunities. The learning buddy system was especially effective in building trust and encouraging peer support.

One notable aspect of facilitation was the emphasis on empowerment rather than instruction. Participants were encouraged to ask questions, share their stories, and contribute to group discussions in whatever form they felt comfortable—whether verbally, visually, or in written reflections.

While some logistical challenges (e.g., public transport delays or varying attention spans) required improvisation, the overall implementation went smoothly. The mix of structured learning, city exploration, and informal peer exchanges created a rich, immersive experience.

Outcome and Impact

The Vienna Mobility project produced significant and tangible outcomes for the participants and facilitating organisations. Despite their diverse needs and initial uncertainties, the experience proved that, when designed with care, inclusive mobility can be empowering, enjoyable and transformative.

Competence development:

- Thanks to the structured learning programme, reflective activities and mentoring support, participants demonstrated progress in multiple areas of competence.
- Increased European awareness: Participants could clearly articulate the impact of EU decisions on daily life, and many expressed a newfound interest in European programmes.
- Improved communication and social interaction skills: Working in small, intercultural groups helped many participants to become more confident in expressing themselves and in actively listening.
- An enhanced sense of empowerment and self-efficacy: Several participants voiced their pride in completing a journey abroad and reported feeling more capable and independent.
- There was growing interest in further learning or engagement opportunities. Some learners expressed interest in participating in further mobility projects or volunteering activities in their local community.
- These developments were captured and validated using the LEVEL5 methodology, particularly with regard to engagement and self-confidence.

Participant satisfaction:

Feedback from participants was consistently positive. They appreciated the combination of formal and informal learning, the supportive atmosphere, and the opportunity to safely explore a new environment. The opportunity to share experiences with peers in similar situations was especially valuable, as highlighted in the final evaluation session.

Quote from one of the accompanying mentors:

It was amazing to see how new encounters, cultural discoveries, and shared experiences in Vienna boosted everyone's confidence and inspired a lasting curiosity for Europe.

For BUPNET, this mobility confirmed the applicability of the TRAIL approach when working with neurodivergent learners, and highlighted the importance of thorough preparation, accessible formats and continuous mentoring. This experience has informed the organisation's approach to future mobility projects, particularly those involving participants with fewer opportunities.

The hosting organisation, Alpemare, also reported positive experiences and expressed interest in developing more inclusive learning formats and joining the wider TRAIL community.

Inclusion aspect

This mobility project was explicitly designed as an inclusive learning opportunity for young neurodivergent participants who typically face barriers to taking part in European programmes. The project adopted the **TRAIL principles of learner-centredness, accessibility, and empowerment** throughout its preparation, implementation, and follow-up.

The programme was tailored to meet the learners' needs through adapted content, structured mentoring, and flexibility in the learning methods. The core aim was to demonstrate that **European mobility is possible, meaningful, and beneficial for all learners**, including those with mental health challenges or cognitive processing differences.

Action taken for inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Structured days with clear routines and downtime	Daily programme with only one major activity per day; rest and social time included	Helped reduce cognitive load and anxiety; supported concentration and motivation
Language and Communication Support	Easy-to-understand information, reduced complexity	Plain language, visual support, repetition; summaries provided	Participants felt safe and understood; encouraged active participation
Social and Cultural Integration	Need for trust, belonging and orientation	Group-building activities, clear group rules, buddy system	Created a positive, respectful group dynamic and strengthened peer support
Physical Environment Adaptation	Avoid overstimulation and fatigue	Quiet accommodation, use of public transport at off-peak times, accessible locations	Helped participants feel safe and capable; no issues reported
Health and Well-being Consideration	Mental health-related needs (stress, anxiety, energy management)	Daily mentoring, quiet time, flexible participation options	Crucial for positive learning experience; gave space to manage emotions constructively
Emotional and Psychological Support	Reassurance, individual attention, safe space to express concerns	Personal mentors, structured feedback, active listening	Strengthened self-confidence; learners opened up progressively
Travel & Lodging Arrangement	Need for predictability and support during travel	Accompanied group travel, clear instructions, travel info kits	Participants managed well and reported feeling proud of their achievement
Digital and Technological Assistance	Limited ability to manage digital tools (e.g. transportation app) independently	Optional use of devices, support when needed; simple formats	Participants preferred physical materials; no issues with digital overload

4. Inclusive Continuous Professional Development

Source: Smart Revolution team members in Barcelona, June 2025.

Prepared by: Enrica Pautasso, Smart Revolution

Sending Country: Italy
Hosting Country: Spain

4.1. Learning Design and Structure

Summary

Four SMART staff members participated in a three-day European learning and networking event in Barcelona, hosted by the European Association of Innovation Consultants (EAIC). Three of them suffer from specific health conditions that need particular attention when travelling and the aims of the TRAIL pilot were:

- To design an inclusive mobility activity as sending organisation
- To increase travel security awareness and sense of responsibility of the target pilotees during mobility

The TRAIL pilot consisted then in the development of a set of tools and procedures to ensure an inclusive and safe travels for all participants, with a focus on health disadvantages, and included a learning session addressed to all staff members of the company.

The pilot prompted a broader internal review of travel practices, resulting in a more structured approach to ensuring staff safety during travel.

Target group

Four staff members of Smart Revolution, two females and two males, all between 35 and 43 years old, two directors and two senior project managers. Two of them have coeliac disease, and one needs to take life-saving medication daily due to chronic health issues. The fourth one, with no particular health issues, needs to be informed and sensitised about the specific needs of the travel companions, especially on the coeliac disease since food contamination can cause high distress.

All of them are involved in the EU project management department of the company, focusing on Business Development and Innovation, therefore the learning and networking event promoted by EAIC is a key annual opportunity for them to be updated on the latest developments in their field and create new job collaborations.

Learning fields and learning objective

The pilot focused on increasing Travel Security Awareness and Inclusion during business travels, with a particular focus on health-related disadvantages.

Objective 1 (Knowledge): Understanding the needs and the related risks of specific medical conditions when travelling	
Relevant subject, skill or competence:	Coeliac disease
Description:	Having a clear understanding of what having a coeliac disease means, knowing which behaviours and practices can cause contamination and what to do in cause of contamination.

Objective 2 (Skill): Being able to set up a travel plan to ensure safety and inclusion among participants	
Relevant subject, skill or competence:	Safe and inclusive travel planning and management Being able to spot possible risks and plan countermeasures
Description:	Set up a checklist for travel preparation that includes safety and inclusive aspects Set up a plan to respond to health emergencies during mobility

Objective 3 (Attitude): Increase Travel security awareness and sense of responsibility	
Relevant subject, skill or competence:	Security risks that may occur during travels, especially related to health conditions Being determined to act responsibly towards oneself and other people with health disadvantages.
Description:	Being aware of risks/incidents/emergencies that can occur during mobilities Having a high level of attention on own behaviour not to harm others

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
30 min	Travel Security: Information and Procedure pre-departure	PPT presentation Self-study	Understanding the new travel procedures set up by the company to ensure safety and inclusion among participants
1 h	Travel Security and Inclusion	F2f learning module delivered by the company's travel security manager during a staff meeting. Included information of the coeliac disease.	Having a deeper comprehension of the tools and procedures for travel security. Understanding the main risks related to coeliac disease and behaviours to adopt not to cause contamination
2 h	Pre-departure Plan	Practical development of individual tasks pre-departure and check lists (analysis of context of country of mobility, emergency contacts, analysis of potential risks)	Having a comprehensive understanding of the context and the potential risks. Being prepared to deal with risks and emergencies
3 days	Mobility	Participants go on mobility	Applying new knowledge acquired on travel security and inclusion Becoming aware of the importance of being prepared for potential risks and on adopting the correct behaviours not to harm other participants
30 min	Feedback	Each participant has a bilateral exchange with the travel security manager of the company to share his/her feedback. Guided discussion.	Becoming aware of own competence development Reflecting on improvements that can be made

Mentoring and monitoring arrangements

Before the mobility experience, all participants took part in a dedicated learning session integrated into a regularly scheduled staff meeting. This session focused on presenting and explaining the company's newly adopted approach to travel security and inclusion. The objective was to ensure that all staff members were fully informed about the updated procedures, safety protocols, and inclusive practices designed to support diverse needs during work-related travel.

In the preparation phase, each participant developed an individual travel plan tailored to their specific needs and circumstances. These plans were then shared and reviewed in collaboration with the Travel Security Manager. This step allowed for a thorough risk assessment and ensured that all necessary precautions and accommodations were addressed in advance, fostering a proactive and personalized approach to travel safety.

Following the mobility, each participant took part in a structured feedback session with the Travel Security Manager. These one-on-one debriefings served to evaluate the effectiveness of the travel arrangements, identify any issues encountered, and collect suggestions for further improvement. The insights gained from these sessions contributed to the continuous refinement of the company's travel security and inclusion strategies.

Evaluation of learning outcomes

To help participants recognise and express their personal development throughout the mobility experience, the LEVEL5 validation system was implemented, with a particular focus on the competence area of Travel Preparation for Disadvantaged Groups. The validation process itself also acted as a **formative learning moment**, helping learners connect their experience to broader goals and recognise their personal growth — particularly in relation to inclusion of health-related disadvantaged persons in all areas of their personal and professional life.

4.2. Implementation report

Development and planning process

At our company, international travel is a regular part of our work routine, as staff members frequently attend meetings, events, and training opportunities abroad. However, through our participation in the TRAIL project, we became aware of a critical gap in our internal processes: we had never fully considered the potential disadvantages or specific needs some staff members might face while travelling, nor had we developed a structured strategy for travel preparation and management that ensured both **safety** and **inclusion**.

This realisation prompted the management team to carry out a thorough assessment of potential risks and vulnerabilities among our employees. The analysis revealed that three staff members had health-related conditions that, if not properly addressed, could pose significant challenges and safety risks during travel.

Leveraging the expertise of one of our managers with a professional background in Travel Security, we initiated the development of a new, more comprehensive approach to travel preparation. This new model not only focused on risk prevention and logistical planning, but

also integrated **inclusion** as a core principle—ensuring that individual needs and circumstances were taken into account throughout the entire travel process.

The introduction of this inclusive travel management approach was met with strong support across the company. Staff members appreciated the recognition of their unique needs and felt more supported and valued as individuals. One of the main challenges we encountered was finding the right balance between protecting the **privacy** of those with health-related conditions and raising **awareness** among the broader team to foster understanding and sensitivity.

Overall, the initiative proved to be highly successful. It sparked a complete revision of our internal travel policies and procedures, resulting in a safer, more inclusive framework that now enables all employees to participate in international mobility with greater confidence and security.

Delivery and facilitation:

The newly developed travel policies and procedures were fully implemented across the organisation. As part of this process, all staff members took part in a face-to-face learning session aimed at familiarising them with the updated approach to travel safety and inclusion. This session provided practical guidance, raised awareness of potential risks, and equipped employees with the tools needed to manage their travel in a more informed and proactive way.

The four team members selected for the mobility experience completed all **pre-departure modules and checklists**, which included a thorough assessment of the destination context, identification of potential risks, and preparation of personalised travel plans. This preparatory phase proved to be a crucial step in ensuring a smooth and safe experience abroad.

During the three-day mobility, only **minor health-related issues** were reported. Thanks to the comprehensive pre-assessment and individual planning, participants were able to manage these situations independently and effectively, without disruption to the programme or the need for external intervention.

Participants unanimously expressed appreciation for the support provided throughout the process. In particular, they highlighted the **proactive involvement of the management team** and the expert facilitation of the **Travel Security Manager**, whose guidance played a key role in building confidence and ensuring that everyone felt secure and included throughout the experience.

Outcome and Impact

The learning mobility produced several concrete outcomes, both at the individual and organisational levels.
From an organisational perspective, it triggered the full implementation of new, inclusive travel policies and procedures. These were designed to ensure that all staff members—regardless of personal circumstances—could travel safely and with adequate support. The initiative marked a turning point in how our organisation approaches work-related mobility, placing greater emphasis on risk awareness, personalised planning, and inclusion.

All staff members took part in a dedicated face-to-face learning session prior to the mobility, where they were introduced to the new travel framework and trained on how to assess travel contexts and manage potential risks. The four participants selected for the mobility completed detailed pre-departure modules and risk assessments, which allowed them to prepare thoroughly for the experience.

In terms of competence development, we applied the LEVEL5 validation system to support participants in recognising and articulating their personal growth throughout the mobility. The focus was on key competences such as self-management, travel risk awareness. Participants reported increased confidence in managing travel independently, especially in unfamiliar or potentially challenging contexts. The ability to anticipate and handle minor health-related issues during the mobility—without the need for external support—was a clear demonstration of their strengthened competences.

Learner satisfaction was high. Participants praised the overall organisation of the mobility, the relevance of the preparatory activities, and in particular, the continuous support provided by the management team and the expertise of the Travel Security Manager. The post-mobility feedback sessions offered valuable insights and confirmed the positive impact of the experience. Participants felt seen, supported, and empowered, and their feedback also contributed to further refining our internal travel procedures.

In conclusion, the mobility not only enhanced individual competences but also initiated a sustainable change in organisational practices, making future mobilities safer, more inclusive, and more effective.

Inclusion aspect

The pilot focused on ensuring safety and inclusion for travelling participants with health-related disadvantages.

Actions taken for inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Being able to respond to health risks and emergencies	Pre-departure planning, context analysis Sensibilisation of all travelling staff	It was key for the proper development of the mobility
Language and Communication Support	No specific requirement and action needed.		
Social and Cultural Integration			
Physical Environment Adaptation			
Health and Well-being Consideration	Being prepared to deal with risks related to Coeliac disease and daily life-saving medications Being sensitised on other participants' health needs/risks	Learning session dedicated to coeliac disease.	Improved knowledge and awareness of all participants, reduced health risks
Emotional and Psychological Support	No specific requirement and action needed.		
Travel & Lodging Arrangement			
Digital and Technological Assistance			

5. Smartphone and the Internet in various aspect of life

Prepared by: Rimvydas Velykis and Skaidra Grabauskiene, Kaunas TAU

Sending country: Lithuania
Hosting Country: Poland

Co-funded by
the European Union

5.1. Learning Design and Structure

Summary

This TRAIL pilot mobility was designed to promote active ageing, social participation, and European belonging among older adults by engaging them in an international learning experience. From 07 to 13 of October 2024, fifteen older Lithuanian learners (aged 65+) participated in a KA1 Group mobility visit in Jelenia Gora, Poland, titled „**Smartphone and the Internet in various aspect of life**".

The older participants participated fully in the joint elements of the programme: shared input sessions, feedback rounds, group discussions, social dinners, and cultural exchanges. These touchpoints were carefully designed to foster intergenerational dialogue and mutual recognition**.** For example, during team presentations, all participants received questions and comments from the teachers, encouraging respectful exchange and valuing the seniors' insights and perspectives.

The course followed the full cycle of modern basic ICT technologies: long-term application of primary computer literacy, which is necessary in the modern world for all age groups, in everyday life: buying a bus ticket, a ticket to an event online, going to and reading information about historical places in a foreign country, asking local people using Google Translate, translating a restaurant menu, finding the shortest route to a desired object in a foreign country using maps programs, sharing images you like with colleagues, posting them on social networks, etc. Within this structure, the senior group explored their own sustainability challenge and developed a team response, culminating in a final presentation delivered to all participants.

This practice as an inclusive learning mobility experience examine how older adults with limited prior mobility experience — due to language barriers, health limitations, or digital confidence — can meaningfully engage in international, intercultural learning experiences. The results demonstrate that, with appropriate support, older learners can participate successfully in European mobility projects, reinforcing their sense of connection to European values, their civic contribution**,** and their role as lifelong learners**.**

Target group

The participants were 15 older adult learners from Lithuania, aged 65 to 85, all of whom are retired or semi-retired. They are active in lifelong learning, local civic initiatives, or voluntary roles but had limited prior experience with Erasmus+ mobility, multicultural learning environment or design-based learning methods.

Key characteristics of the group:

- **Limited proficiency in English** and unfamiliarity with international team learning
- **Physical and cognitive ageing factors**, requiring a more flexible pace
- **Low confidence in navigating unfamiliar environments or digital tools**

Their primary motivation was to stay mentally active, contribute their life experience to sustainability challenges, and engage in intercultural and intergeneration exchange in a structured and supportive environment.

Learning fields and learning outcome

The mobility focused on **sustainability** (the trip is organized by bus with intermediate stops, which meets the requirements of green travel) and **inclusive European learning** (meetings with our closest neighbours, with whom our country has long-standing historical ties). These moments allowed the senior learners to experience being part of a wider European learning community — not just as observers, but as contributors. The course fostered active engagement, critical thinking, and personal growth, while addressing barriers commonly faced by older learners in international mobility.

Objective Knowledge: Understanding of basic digital technologies and their applications in everyday life	
Relevant subject, skill or competence:	Digital literacy, sustainable travel, European cultural and historical awareness
Description:	Participants acquired knowledge on how to use digital tools such as smartphones and internet-based applications for everyday tasks while abroad (e.g., navigation, translation, getting information).

Objective Skills: Basic ICT skills – using smartphones for: (finding and using maps and navigation apps, using Google Translate, sharing photos or posting on social media)	
Relevant subject, skill or competence:	ICT (Information and Communication Technology) skills, communication, critical thinking, teamwork
Description:	Learners developed practical ICT skills, including using smartphones for navigation, translation, and online communication. They practiced problem-solving through tasks and sustainability-focused presentations. Communication and intercultural interaction skills were enhanced through discussions, feedback sessions, and shared learning experiences with peers from different backgrounds.

Objective Attitudes: Openness to lifelong learning – embracing learning opportunities at any age and confidence in using digital tools – overcoming fear or hesitation around technology	
Relevant subject, skill or competence:	Lifelong learning, intercultural openness, environmental responsibility, social inclusion
Description:	The mobility experience encouraged a positive attitude toward continued learning and active engagement in international environments at any age. Participants showed increased openness to new cultures and ideas, a stronger sense of European identity, and a commitment to environmentally friendly travel. The inclusive setup promoted confidence, respect, and a sense of belonging, empowering seniors to contribute meaningfully to group learning and intercultural dialogue.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 Morning	Joint activities of the Lithuanian and Polish groups - Ice breaking and integration Workshops – using ICT tools	Joint activities of Polish and Lithuanian group, breaking the ice, integration exercises.	Participants will develop skills of cooperation and group communication, and establish cross-cultural ties.
Day 1 Afternoon	Trip to Lower Silesia Monument's Miniatures Park – sightseeing with practice of using camera, translator, Google Lens	Practical classes on using QR codes, searching for information on the Internet, translating web pages, using Google Translate, Google Lens, the camera and filling out forms.	Participants will learn how to effectively use digital tools such as translator and Google Lens, and how to search and fill out forms online.
Day 2 Morning	Visit to Karkonosze Museum with special IT tasks for learners Practice using camera, translator and audioguide Joint workshops of Lithuanian and Polish group	Tour with practical use of camera, Google Translate and Google Lens	Participants will deepen their skills in using the camera, translating and recognizing objects with digital tools. In addition, they will learn about the history and culture of Lower Silesia through miniatures of the region's most important monuments.
Day 2 Afternoon	Tasks: ●WhatsApp ●Common photos album in the Google cloud ●Google Maps ●Rummikub game - training of cognitive skills	Workshops on using WhatsApp, creating shared albums in Google Photos, using Google Maps, and training cognitive skills through the game Rummikub.	Participants will develop digital skills in group communication, organizing photos in the cloud, and navigating with Google Maps
Day 3 Morning	Visiting the Nature and Education Center - Sobieszów Palace and Museum of Nature in Cieplice Special IT tasks for learners: Practice of using camera, translator, QR code, common album on GD	Educational visit with ICT tasks: use of camera, translator, QR codes, shared album on Google Photos.	Learning outcomes: Participants will learn how to use digital tools in practice in a natural and cultural context. They will learn about the flora and fauna of the Karkonosze Mountains and the history of nature conservation in the region, while developing knowledge of local ecology and cultural heritage.

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Day 3 Afternoon	Visiting Cieplice with the city game - practice of using Google Maps and WhatsApp	A tour of Cieplice combined with an urban game, during which participants use Google Maps and WhatsApp messenger.	Participants will improve navigation skills using Google Maps, learn how to communicate effectively in a group using WhatsApp, and develop teamwork skills. In addition, the history and interesting places of Cieplice.
Day 4	Visit to Książ Castle and Palm House Improve of digital skills: ● Browsing and Searching for Information ● QR Code Exploration ● Using Translators ● Google Lens for Identifying Plants ● Practise different camera functions, like zooming or adjusting focus ● Shared Photo Album - practice uploading and sharing files digitally	A tour with practical use of digital tools for finding information, scanning QR codes, translating and taking photos.	Participants learn about the history of Książ Castle, including its architecture and importance in the region. At the palm house, they will learn about the diversity of flora, using Google Lens to identify plants. They will improve their camera and translator skills, and learn how to add photos to cloud albums.
Day 5 - Morning	Workshops: Tasks: ● Edition of photos (collage, film) ● Effective communication in Whatsapp groups - tips and exercises ● Safety on the internet - sharing and presentation of self-learning materials ● How to learn from the internet? ● Training of cognitive skills	Workshops on photo editing (collages, videos), WhatsApp group communication, Internet safety, and learning to use Internet resources independently.	Participants will develop multimedia editing skills and learn how to use the Internet safely and effectively.
Day 5 - Afternoon	Summarising and evaluation. Certificates	Discussion, summary of acquired competencies, completion of digital evaluation questionnaires, distribution of certificates	Participants will summarise and consolidate the knowledge gained during group learning.

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Mentoring and monitoring arrangements

A. **Mobility Preparation and Follow-Up**

Pre-mobility preparation sessions were organized by the sending organisation (Kaunas TAU), including introductory meetings to explain the programme, set expectations, and assess individual learner needs.

Regular consultations between mentors and coordinators from both sending and hosting organisations facilitated alignment of goals and sharing of relevant information about participants' progress and challenges.

After the mobility, a follow-up evaluation session was conducted to gather feedback, discuss learning outcomes, and support learners in applying their newly acquired competencies in everyday life.

B. **On-site mentoring and facilitated learning support**

During the mobility, experienced facilitators and trainers from the hosting organisation provided daily mentoring and support, guiding participants through practical ICT workshops and cultural activities.

Mentors adapted the pace and complexity of tasks based on continuous observation of learners' engagement and confidence levels.

One-on-one support was available for participants with special needs, such as visual impairments or limited digital skills, ensuring inclusiveness and personalized learning.

Facilitators encouraged open communication and active participation, creating a supportive environment where learners could ask questions and practice new skills without pressure.

C. **Structured reflection and self-assessment activities**

Throughout the mobility, participants were invited to engage in structured reflection activities, including group discussions and individual feedback rounds after each session.

Learners completed self-assessment questionnaires designed to evaluate their development across three competence dimensions:

Knowledge: Reflecting on their understanding of digital tools, sustainable travel, and intercultural awareness.

Skills: Assessing their ability to use smartphones and applications for practical tasks, communicate in intercultural settings, and collaborate within groups.

Attitudes: Considering changes in their motivation for lifelong learning, openness to new experiences, confidence in technology use, and sense of belonging to the European community.

These reflections were facilitated by mentors, helping learners articulate their progress, recognize challenges, and set personal goals for continued learning.

Evaluation of learning outcomes

Participants gained knowledge of digital tools and local cultural heritage, while developing practical skills in translation, navigation, multimedia editing, and problem-solving. The activities encouraged openness to intercultural cooperation, responsible use of technology, and motivation for continuous learning in real-life contexts.

Knowledge: Understanding the use of digital tools (camera, Google Translate, Google Lens, QR codes, Google Maps, WhatsApp, cloud storage, photo editing). Awareness of safe and effective internet use, including communication and data sharing. Knowledge of cultural heritage, history, and ecology of the Lower Silesia and Karkonosze regions. Understanding methods for collaborative online work, such as shared photo albums and group messaging.

Skills: Practical ability to use ICT tools for translation, navigation, object recognition, and multimedia editing. Communication and teamwork skills through integration activities and group workshops. Problem-solving and cognitive skills through games (e.g., Rummikub) and digital tasks. Research and information management skills (searching online, verifying information, completing digital forms).

Attitudes: Openness to intercultural cooperation and integration with peers from different countries. Willingness to use digital tools responsibly and safely. Curiosity and engagement in exploring cultural, historical, and natural contexts through ICT. Motivation for continuous learning and applying digital knowledge in real-life situations.

5.2. IMPLEMENTATION REPORT

Development and planning process

This mobility project originated from the growing recognition of the need to include older adults in European lifelong learning initiatives, particularly those focused on digital inclusion and sustainability. The idea was developed in response to barriers often faced by senior learners — such as limited mobility experience, lack of digital confidence, and social isolation — and aimed to create an inclusive, meaningful intercultural learning experience.

Planning involved close collaboration between the sending organisation (Kaunas TAU) and the hosting organisation (Fundacja PCKK Edukacja i Rozwój in Poland). We tailored the programme to be accessible and engaging, focusing on hands-on use of smartphones and the Internet in everyday situations. A green travel approach was chosen for the journey to underline sustainability, using bus transport with intermediate stops.

The most successful part of the planning was the creation of an inclusive curriculum that combined digital literacy, cultural visits, and social integration activities. Challenges included accommodating varying levels of ICT proficiency, limited English skills, and some participants' health concerns. Adjustments were made to ensure support at every stage.

Main challenge: Anticipating and meeting varying levels of digital competence while also ensuring full participation in intercultural elements.

Delivery and facilitation:

The course was delivered as planned and closely followed the programme structure. Sessions included both instructional and interactive elements such as shared input, group discussions, social events, and individual tasks. Facilitators ensured that all participants — regardless of digital background — were guided step by step.

The participants completed all practical tasks (e.g., using apps for navigation and translation). In some cases, small adjustments were made to allow more time for digital exercises, as some learners required additional support.

Outcome: The planned learning objectives were met, and the flexibility in delivery helped ensure all learners could engage fully.

The mobility was delivered largely according to the original plan. All scheduled workshops, cultural visits, and group activities took place from October 7 to 13, 2024, in Jelenia Góra and surrounding areas.

Participants actively engaged in practical ICT workshops—learning to use QR codes, translators, navigation apps, and social media. The cultural visits (e.g., Park of Miniature Monuments, Książ Castle) provided meaningful contexts to apply digital skills. Facilitators adapted to participants' pace and needs, providing extra language support and digital assistance.

While most participants met the planned learning outcomes, some required more individual support than initially expected, especially those with visual impairments or limited mobility. The social integration activities, such as joint meals and group discussions, exceeded expectations in fostering cross-cultural dialogue and building participants' confidence.

Outcome and Impact

All participants improved their basic digital literacy, including using smartphones for communication, navigation, and information access. Participants became confident using smartphones for translation, navigation, online purchasing, and sharing photos.

Enhanced intercultural understanding and social participation: Seniors engaged in meaningful dialogue with Polish peers, reinforcing their European identity and feeling part of a wider community.

Increased environmental awareness: The choice of green travel and sustainability-themed challenges raised participants' consciousness about eco-friendly mobility.

Competence development was evident through participants' final group presentations and feedback rounds. Learners expressed high satisfaction, appreciating the supportive environment and the practical relevance of skills learned. The feedback highlighted participants' newfound confidence in digital tools and increased motivation to continue lifelong learning.

Feedback: Participants reported high satisfaction, particularly valuing the supportive learning environment, the opportunity to meet peers from a neighbouring country, and the confidence they gained in using technology.

Inclusion aspect

This pilot directly addressed inclusivity by targeting older adults — a group often underrepresented in international learning mobility. It accounted for age-related barriers such as language limitations, health needs, digital skills gaps, and travel-related anxiety, offering an accessible and empowering learning experience. This pilot mobility directly addresses inclusion by engaging older learners who face mobility, language, and digital skill barriers. It demonstrates that, with tailored support and a respectful environment, these learners can fully participate in international mobility and intercultural learning.

Actions taken for inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Slower pace, adequate breaks, practical relevance	Scheduled regular breaks, hands-on tasks, and real-life applications	Well-received; seniors appreciated the structure and clarity
Language and Communication Support	Low English proficiency	Bilingual support and use of visual aids; encouraged peer support	Bilingual support and use of visual aids; encouraged peer support
Social and Cultural Integration	Desire for meaningful intercultural exchange	Social dinners, joint discussions, team presentations	Participants enjoyed learning from peers and sharing their experiences
Physical Environment Adaptation	Comfort and accessibility needs	Chose accessible venues, ensured seating and mobility-friendly layouts	No major issues; all venues were suitable for the group
Health and Well-being Consideration	Medication schedules, need for rest	Scheduled downtime, provided health information in advance	Helped learners feel safe and supported
Emotional and Psychological Support	Anxiety about technology and travel, anxiety over new experience	Regular check-ins, friendly facilitation, supportive group dynamic	Participants expressed feeling valued and encouraged
Travel & Lodging Arrangement	Comfortable and safe transport and accommodation	Bus travel with stopovers; hotels near training venues	Smooth travel experience with minimal stress for participants
Digital and Technological Assistance	Limited smartphone and app use skills	One-on-one guidance, simplified instruction, peer support	Significant skill improvement noted; some needed extra time and repetition

6. Modern technologies complement design ideas

Prepared by: Rimvydas Velykis and Jolanta Velykiene, Kaunas TAU

Sending country: Poland
Hosting country: Lithuania

6.1. Learning Design and Structure

Summary

This TRAIL pilot mobility was designed to promote active ageing, social participation, and European belonging among older adults by engaging them in an international learning experience. From 07 to 12 of April 2025, ten older Poland learners (aged 65+) and 2 leading persons-teachers participated in a KA1 Group mobility visit in Kaunas, Lithuania, titled "Modern technologies complement design ideas".

The older participants participated fully in the joint elements of the programme: shared input sessions, feedback rounds, group discussions, social dinners, and cultural exchanges. These touchpoints were carefully designed to foster intergenerational dialogue and mutual recognition. For example, during team presentations, all participants received questions and comments from the teachers, encouraging respectful exchange and valuing the seniors' insights and perspectives.

The course followed the full cycle of modern basic ICT technologies: Artificial intelligence, gaming, VR and while introducing unique graphic and jewelry techniques during practical creative workshops "Casting with acrylic paints" and "Fashion design and jewellery".

Within this structure, the senior group explored their own sustainability challenge and developed a team response, culminating in a final presentation delivered to all participants.

This practice as an inclusive learning mobility experience examine how older adults with limited prior mobility experience — due to language barriers, health limitations, or digital confidence — can meaningfully engage in international, intercultural learning experiences. The results demonstrate that, with appropriate support, older learners can participate successfully in European mobility projects, reinforcing their sense of connection to European values, their civic contribution, and their role as lifelong learners.

Target group

The participants were 10 older adult learners from Poland, aged 65 to 85, all of whom are retired or semi-retired. They are active in lifelong learning, local civic initiatives, or voluntary roles but had limited prior experience with Erasmus+ mobility, multicultural learning environment or design-based learning methods.

Key characteristics of the group:

- **Limited proficiency in English** and unfamiliarity with international team learning
- **Physical and cognitive ageing factors**, requiring a more flexible pace
- **Low confidence in navigating unfamiliar environments or digital tools**

Their primary motivation was to stay mentally active, contribute their life experience to sustainability challenges, and engage in intercultural and intergeneration exchange in a structured and supportive environment.

Learning fields and learning outcome

The mobility focused on **sustainability** (the trip is organized by train and a local with intermediate stops, which meets the requirements of green travel) and **inclusive European**

learning (meetings with our closest neighbours, with whom our country has long-standing historical ties).

These moments allowed the senior learners to experience being part of a wider European learning community — not just as observers, but as contributors. The course fostered active engagement, critical thinking, and personal growth, while addressing barriers commonly faced by older learners in international mobility.

Objective Knowledge: Understanding of basic of Artificial Inteligence AI and Virtual Reality VR samples and their applications in everyday life	
Relevant subject, skill or competence:	Digital literacy, art skills, sustainable travel, European cultural and historical awareness
Description:	Participants acquired knowledge on how to use digital tools such as ChartGPT, Dali, Copilot and Gemini and internet-based applications for VR Meta Oculus glasses (e.g., virtual travels, gaming, social communication, relaxation, getting information).

Objective Skills: Basic AI and VR skills – using computer, smartphones for: (finding and using information, asking wide interesting questions, make animation and pictures, working with 360 degree video)	
Relevant subject, skill or competence:	ICT (Information and Communication Technology) skills, communication, critical thinking, teamwork
Description:	To understand whether AI is dangerous and useful for older people, how it can help in information searches, increase work productivity, whether VR technologies can help reduce the feeling of loneliness in old age, broaden horizons in virtual trips, and help with coordination of movements by performing special exercises.

Objective Attitudes: Openness to lifelong learning – embracing learning opportunities at any age and confidence in using digital tools – overcoming fear or hesitation around technology	
Relevant subject, skill or competence:	Lifelong learning, intercultural openness, environmental responsibility, social inclusion
Description:	The mobility experience encouraged a positive attitude toward continued learning and active engagement in international environments at any age. Participants showed increased openness to new cultures and ideas, a stronger sense of European identity, and a commitment to environmentally friendly travel. The inclusive setup promoted confidence, respect, and a sense of belonging, empowering seniors to contribute meaningfully to group learning and intercultural dialogue.

Objective Knowledge: To get acquainted with non-standard art creation techniques: acrylic casting on canvas, interior details, clothing modeling, etc.

Relevant subject, skill or competence:	Practical participation in art workshops revealed the creative potential of seniors. It turned out that the process was interesting not only for women who created something in their youth, but also for men who tried to express their thoughts on canvas for the first time.
Description:	Seniors also wanted to participate in artistic creative workshops, for which Kaunas TAU is well known in Lithuania among other universities of the third age. Therefore, acrylic casting techniques were organized, and the participants were able to create very interesting and effective works that they took home. They also visited the house of a famous artist, where they got acquainted with her clothes, jewelry, glass, and interior works.

Objective Skills: Become familiar with the preparation of substrates, the process of mixing and pouring paints, adjustments, and completion of the final artistic product.

Relevant subject, skill or competence:	Artistic skills, communication, critical thinking, teamwork
Description:	In addition to art and design, the seniors independently visited the Lithuanian capital Vilnius, where they had a tour of the Old Town and met with the management of Vilnius MČTAU University. The program was supplemented by a joint dinner with a tasting of ancient dishes. The history of Lithuania and Poland is very closely linked historically and culturally, so delving into common facts was very interesting for both Polish seniors, Kaunas TAU listeners, and young participants from India of the newly established social English club "Feel Free".

Objective Attitudes: Openness to lifelong learning – embracing learning opportunities at any age and confidence in using digital tools – overcoming fear or hesitation around technology

Relevant subject, skill or competence:	Lifelong learning, intercultural openness, environmental responsibility, social inclusion
Description:	The mobility experience encouraged a positive attitude toward continued learning and active engagement in international environments at any age. Participants showed increased openness to new cultures and ideas, a stronger sense of European identity, and a commitment to environmentally friendly travel. The inclusive setup promoted confidence, respect, and a sense of belonging, empowering seniors to contribute meaningfully to group learning, intergenerational communion and intercultural dialogue.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 Morning	Joint activities of the Lithuanian and Poland groups *Place: VMU Academy of Education.* Ice breaking and integration. **Artificial intelligence, gaming, VR. Is it dangerous or is it very useful for the elderly?** Lectors: Lukas Misiukevicius, Matas Kuvikas and Rimvydas Velykis. Tasks: ChatGPT, Copilot, Gemini.	Joint activities of Polish and Lithuanian group, breaking the ice, integration exercises.	Participants will develop skills of cooperation and group communication and establish cross-cultural ties. Seniors learned about AI capabilities, programs suitable for seniors for information search, creating artistic photo and video content using AI.
Day 1 Afternoon	• Hands-on virtual reality experience with Oculus Quest headsets. • Kaunas TAU 360 video footage from Erasmus+ project mobilities review o Visit to the "Science Island" https://mokslosala.lt	Practical classes on using Meta Oculus Quest 2 glasses: using ALCOVE VR software, BEAT Saber and other games.	Seniors learned about VR capabilities, programs suitable for seniors for movement coordination, virtual travel, relaxation, information search, and social communication. They learned about the VR 360 video creation process using the INSTA360 III camera. The participants independently visited the new "Science Island", where they watched a planetarium presentation in Polish.
Day 2 All day	**Educational visits to historical and ethnographic sites, taking photographs of the sites and uploading the photos to a WhatsApp group** Visiting **Trakai Castle** Learning about Lithuanian history, Grand Duchy of Lithuania and culture	Tour with practical use of camera, Google Translate and Google Lens	Participants will deepen their skills in using the camera, translating and recognizing objects with digital tools. In addition, they learned about the history and culture of Vilnius and Trakai, of the region's most important monuments , especially during the period of the Grand Duchy, when

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	Bus trip to Kaunas visiting the Rumšiškės Open-Air Museum		Lithuania became the largest European state from the Baltic to the Black Sea
Day 3 Morning	Creative workshops together with students of the Faculty of Design. *Place: VMU Academy of Education. K.Donelaičio 52-501.* o **Education "Casting with acrylic paints".** Lector Audone Valciukiene.	Practical participation in art workshops revealed the creative potential of seniors. It turned out that the process was interesting not only for women who created something in their youth, but also for men who tried to express their thoughts on canvas for the first time.	Learning outcomes: Each participant created their own piece of art on canvas, dried it, packaged it, and took it home as a souvenir. They understood how, with the right tools and experienced teachers, it is possible to create a beautiful painting in one day without having basic skills.
Day 3 Afternoon	**Education "Fashion design and jewellery".** Visit to Inga's Petrikaitė private art studio Traku str. 5, Kaunas	Toured the interior of the artist's home, her clothing collection, and her jewelry exhibition	They visited the house of a very famous artist, where they got acquainted with her clothes, jewelry, glass, and interior works. Listened to interesting stories about the artist's life and career. Over dinner, they learned about and tasted the dishes of 15th-century Polish-Lithuanian nobles.
Day 4	Visiting **Vilnius** **Meeting with MČTAU leaders** *https://mctau.lt/* Visiting and photographing historical sites in Vilnius	A tour with practical use of digital tools for finding information, scanning QR codes, translating and taking photos, bought tickets through applications, searched for objects using navigation applications	Participants learn about the history of Vilnius old town, including its architecture and importance in the region. They will improve their camera and translator skills, and learn how to add photos to cloud albums. Meeting with the leaders of MČTAU discussed cooperation opportunities.
Day 5 - Morning	*Place: VMU Academy of Education.* **Problems of exclusion of the elderly.**	Discussion, summary of acquired competencies, completion of digital	Participants listened to an interesting lecture by the Kaunas TAU Rector about

		evaluation questionnaires, distribution of certificates	the problems of aging and possible solutions, about the activities of the National TAU Association and steps taken to initiate new laws protecting older people. Participants summarised and consolidated the knowledge gained during group learning.
	● **Ageing.** ● **Opportunities** ● **Importance of international cooperation.** Lector - Kaunas TAU Rector N.P. Večkiene. Summarising and evaluation. Certificates		

Mentoring and monitoring arrangements

A. Mobility Preparation and Follow-Up

Pre-mobility preparation sessions were organized by the sending organisation (PCKK), including introductory meetings to explain the programme, set expectations, and assess individual learner needs.

Regular consultations between mentors and coordinators from both sending and hosting organisations facilitated alignment of goals and sharing of relevant information about participants' progress and challenges.

After the mobility, a follow-up evaluation session was conducted to gather feedback, discuss learning outcomes, and support learners in applying their newly acquired competencies in everyday life.

B. On-site mentoring and facilitated learning support

During the mobility, experienced facilitators and trainers from the hosting organisation provided daily mentoring and support, guiding participants through practical workshops and cultural activities.

Mentors adapted the pace and complexity of tasks based on continuous observation of learners' engagement and confidence levels.

One-on-one support was available for participants with special needs, such as visual impairments or limited digital skills, ensuring inclusiveness and personalized learning.

Facilitators encouraged open communication and active participation, creating a supportive environment where learners could ask questions and practice new skills without pressure.

C. Structured reflection and self-assessment activities

Throughout the mobility, participants were invited to engage in structured reflection activities, including group discussions and individual feedback rounds after each session.

Learners completed self-assessment questionnaires designed to evaluate their development across three competence dimensions:

Knowledge: Reflecting on their understanding of digital tools, sustainable travel, and intercultural awareness.

Skills: Assessing their ability to use smartphones and applications for practical tasks, communicate in intercultural settings, and collaborate within groups.

Attitudes: Considering changes in their motivation for lifelong learning, openness to new experiences, confidence in technology use, and sense of belonging to the European community.

These reflections were facilitated by mentors, helping learners articulate their progress, recognize challenges, and set personal goals for continued learning.

Validation of learning outcomes

Participants gained knowledge of digital tools and local cultural heritage, while developing practical skills in translation, navigation, multimedia editing, and problem-solving. The activities encouraged openness to intercultural cooperation, responsible use of AI technology, and motivation for continuous learning in real-life contexts.

Knowledge: Understanding the use of AI tools and smartphone apps (camera, Google Translate, Google Lens, QR codes, Google Maps, WhatsApp, cloud storage, photo editing). Awareness of safe and effective internet use, including communication and data sharing. Knowledge of cultural heritage, history, and ecology of the Kaunas, Vilnius and Trakai regions. Understanding methods for collaborative online work, such as shared photo albums and group messaging.

Skills: Practical ability to use AI and VR tools for finding information, ard design and animation, 360 video building, navigation, object recognition, and multimedia editing. Communication and teamwork skills through integration activities and group workshops. Problem-solving and cognitive skills through games (e.g., BeatSaber, Alcove) and digital tasks. Research and information management skills (searching online, verifying information, completing digital forms).

Attitudes: Openness to intercultural cooperation and integration with peers from different countries. Willingness to use digital tools responsibly and safely. Curiosity and engagement in exploring cultural, historical, and natural contexts through ICT. Motivation for continuous learning and applying modern digital and unique art design knowledge in real-life situations and leisure.

6.2. IMPLEMENTATION REPORT

Development and planning process

This mobility project originated from the growing recognition of the need to include older adults in European lifelong learning initiatives, particularly those focused on digital inclusion and sustainability. The idea was developed in response to barriers often faced by senior learners — such as limited mobility experience, lack of digital confidence, and social isolation — and aimed to create an inclusive, meaningful intercultural learning experience.

Planning involved close collaboration between the sending organisation (PCKK, Poland) and the hosting organisation (Kaunas TAU in Lithuania). We tailored the programme to be accessible and engaging, focusing on hands-on use of smartphones, Internet, AI and VR in everyday situations. A green travel approach was chosen for the journey to underline sustainability, using train and bus transport with intermediate stops.

The most successful part of the planning was the creation of an inclusive curriculum that combined digital literacy, cultural visits, and social integration activities. Challenges included accommodating varying levels of ICT proficiency, limited English skills, and some participants' health concerns. Adjustments were made to ensure support at every stage.

Main challenge: Anticipating and meeting varying levels of digital competence while also ensuring full participation in intercultural elements.

Delivery and facilitation:

The course was delivered as planned and closely followed the programme structure. Sessions included both instructional and interactive elements such as shared input, group discussions, social events, and individual tasks. Facilitators ensured that all participants — regardless of digital background — were guided step by step.

The participants completed all practical tasks. In some cases, small adjustments were made to allow more time for digital exercises, as some learners required additional support.

Outcome: The planned learning objectives were met, and the flexibility in delivery helped ensure all learners could engage fully.

The mobility was delivered largely according to the original plan. All scheduled workshops, cultural visits, and group activities took place from April 7 to 12, 2024, in Kaunas, Vilnius, Trakai and surrounding areas.

Participants actively engaged in practical AI, VR and art workshops. The cultural visits (e.g., Trakai Castle, Vilnius old town, joint dinner in Kaunas old town) provided meaningful contexts to apply digital skills. Facilitators adapted to participants' pace and needs, providing extra language support and digital assistance.

While most participants met the planned learning outcomes, some required more individual support than initially expected, especially those with visual impairments or limited mobility. The social integration activities, such as joint meals and group discussions, exceeded expectations in fostering cross-cultural dialogue and building participants' confidence.

Outcome and Impact

All participants improved their basic digital literacy, including using smartphones for communication, navigation, and information access. Participants became confident using smartphones for translation, navigation, online purchasing, and sharing photos.

Enhanced intercultural understanding and social participation: Seniors engaged in meaningful dialogue with Polish peers, reinforcing their European identity and feeling part of a wider community.

Increased environmental awareness: The choice of green travel and sustainability-themed challenges raised participants' consciousness about eco-friendly mobility.

Competence development was evident through participants' final group presentations and feedback rounds. Learners expressed high satisfaction, appreciating the supportive environment and the practical relevance of skills learned. The feedback highlighted participants' newfound confidence in digital tools and increased motivation to continue lifelong learning.

Feedback: Participants reported high satisfaction, particularly valuing the supportive learning environment, the opportunity to meet peers from a neighbouring country, and the confidence they gained in using technology.

Inclusion aspect

This pilot directly addressed inclusivity by targeting older adults — a group often underrepresented in international learning mobility. It accounted for age-related barriers such as language limitations, health needs, digital skills gaps, and travel-related anxiety, offering an accessible and empowering learning experience. This pilot mobility directly addresses inclusion by engaging older learners who face mobility, language, and digital skill barriers. It demonstrates that, with tailored support and a respectful environment, these learners can fully participate in international mobility and intercultural learning.

Actions Taken for Inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Slower pace, adequate breaks, practical relevance	Scheduled regular breaks, hands-on tasks, and real-life applications	Well-received; seniors appreciated the structure and clarity
Language and Communication Support	Low English proficiency	Bilingual support and use of visual aids; encouraged peer support	Bilingual support and use of visual aids; encouraged peer support
Social and Cultural Integration	Desire for meaningful intercultural exchange	Social dinners, joint discussions, team presentations	Participants enjoyed learning from peers and sharing their experiences
Physical Environment Adaptation	Comfort and accessibility needs	Chose accessible venues, ensured seating and mobility-friendly layouts	No major issues; all venues were suitable for the group
Health and Well-being Consideration	Medication schedules, need for rest	Scheduled downtime, provided health information in advance	Helped learners feel safe and supported
Emotional and Psychological Support	Anxiety about technology and travel, anxiety over new experience	Regular check-ins, friendly facilitation, supportive group dynamic	Participants expressed feeling valued and encouraged
Travel & Lodging Arrangement	Comfortable and safe transport and accommodation	Bus travel with stopovers; hotels near training venues	Smooth travel experience with minimal stress for participants
Digital and Technological Assistance	Limited smartphone and app use skills	One-on-one guidance, simplified instruction, peer support	Significant skill improvement noted; some needed extra time and repetition

7. Meeting Sand Sports, Inclusion and Sustainability

Prepared by: Roberto Gamboa, Leiria Polytechnic University

7.1. Learning Design and Structure

Summary

This TRAIL pilot was designed to promote social inclusion among young adults, inclusion and sustainability using informal activities related to sand and beach sports. From 26 to 29 of May 2025 in Peniche, Portugal, intitled *"Meeting Sand Sports, Inclusion and Sustainability".* The course used a Design-Based Collaborative Learning (DBCL) approach and brought together students from Portugal and Poland and Finland.

The course started with an inspirational day prepared by students and professors from Leiria Polytechnics followed by a design thinking inspired method framed around the UN Sustainable Development Goals (SDGs) and the question: "How can sand sports be more inclusive and contribute to a greater sustainability awareness?".

The pilot was designed as an inclusive learning experience under the TRAIL project to improve social integration of young adults with health limitations or reduced income but willing to meaningfully engage in international learning experiences. The results demonstrate that sand sports and informal learning can be a great environment to help in inclusion projects, reinforcing the sense of social connection and team work**.**

Target group

The 26 participants were young adult learners, aged 18 to 24. They are from the region of Leiria and active in local sport communities, civic initiatives or voluntary roles, but limited experience with multicultural learning environments or design-based learning methods.

Key characteristics of the group: Some physical and cognitive limitative factors**,** requiring a special attention and low confidence in navigating unfamiliar environments, with some low social skills. Their primary motivation was to develop international social skills while reflecting about sand sports and the ocean as a privileged environment for inclusion and sustainability awareness in an international supportive environment.

Learning fields and learning outcome

The pilot focused on inclusion and sustainability awareness using sand sports. Through the course *""Meeting Sand Sports Inclusion and Sustainability"*, learners explored the UN Sustainable Development Goals (SDGs) using a structured **Design-Based Collaborative Learning (DBCL)** framework. They worked in teams and were inspired by the first day with activities prepared by Leiria Polytechnics students and professors in partnership with Peniche Padle Series, PPS, a local organization, then, using design thinking inspired methods they got the challenge: "How can sand sports be more inclusive and contribute to a greater sustainability awareness?".

Objective Knowledge: Understanding Inclusion and Sustainability	
Relevant subject, skill or competence:	Inclusion and Sustainability challenges using design thinking inspired methodology.
Description:	Learners will develop a foundational understanding of sustainability and the UN Sustainable Development Goals (SDGs), with a focus on inclusion and reflect on how these global challenges relate to their local lives and communities. They will also gain insight into the design thinking process as a tool for addressing sustainability issues. This learning will develop individual contributions to develop collective efforts toward a more inclusive and sustainable world.

Objective Skills: Collaborating and Communicating Internationally	
Relevant subject, skill or competence:	Intercultural and international communication; teamwork; idea development; creative expression
Description:	Learners will strengthen their ability to work collaboratively on sustainability and inclusion related challenges, contributing with their ideas and perspectives in a respectful, supportive group setting. They will practise core skills such as active listening, intercultural communication, and visual or verbal presentation of ideas.

Objective Attitudes: Building Confidence through Inclusion and Sustainability	
Relevant subject, skill or competence:	Openness to learning and exchange; sense of civic responsibility for inclusion and sustainability.
Description:	Learners will develop a stronger sense of confidence by actively contributing to discussions and ideas around inclusion and sustainability. They will recognise their ability to make a meaningful impact on environmental and social issues, both locally and internationally. Through intergenerational exchange and collaborative learning, they will foster openness to new perspectives and strengthen their emotional connection, particularly the collective responsibility for inclusion and sustainable development. This experience will help overcome barriers related to health limitations, language, and mobility, reinforcing their sense of purpose and inclusion in shaping a more sustainable future.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 Morning	Orientation to the SDGs and Global Challenges	Presentation and facilitated group session using the SDG Explorer platform. Learners discussed sustainability topics connected to their lived experience.	To build awareness of global challenges and relate them to local realities. To support meaningful entry into the topic of inclusion and sustainability.
Day 1 Morning	Inspirational experience at the Beach, in the Sand Sports Meeting	Explanation of the Sand Sports Meeting activities the inclusion and sustainability questions addressed and the problems.	To understand the Sand Sports Meeting activities and how they relate to inclusion and sustainability awareness.
Day 1 Afternoon	Experience at the Beach, in the Sand Sports Meeting	Experience the Sand Sports Meeting different activities with other students, feeling the diversity and difficulties in different difficulties	Engage with the difference and feel the importance of inclusion and sustainability.
Day 2 Morning	Introduction to Design Thinking and the DBCL Process	Explanation of design thinking stages. Facilitator used visual aids, and real-life examples. This activity was shared with student participants.	To introduce DBCL and show how it supports structured problem-solving. To ensure all learners understand the course framework and can follow the shared learning pathway.
Day 2 Morning	Ideation Workshop	Guided creative thinking using brain storm and clustering tools. Learners contributed with ideas, writing, verbally, or visually, supported by flexible facilitation.	To develop and structure solution ideas collaboratively. To build confidence in contributing to abstract thinking and innovation processes.
Day 2 Afternoon	Prototyping Concepts	Learners developed visual and digital prototypes using drawing, storytelling, and simple design tools	To enable learners to express complex ideas tangibly. To promote the use of digital tools without requiring advanced technical skills.

Day 3 Morning	Adapted Surf experience	Back to the beach to participate in an adapted surf experience, with inclusion objectives.	Learn how to develop an adapted surf experience for people with physical limitations.
Day 3 Afternoon	Presentation and Peer Feedback	Learners presented their project to the whole group. Peers provided feedback and asked questions, creating a respectful dialogue.	To practise presenting ideas publicly and receive recognition from peers. To foster inclusion and shared learning.
Day 4 Morning	Reflection and LEVEL5 Validation	Reflection and self-assessment inspired by the LEVEL5 framework. Learners reflected on their learning journey in articulation with personal change.	Reflection about knowledge, skills, and attitudes development. To reinforce learners' awareness of their competences.

Mentoring and monitoring arrangements

A. On-site mentoring and facilitated learning support

Facilitators provided ongoing support throughout the mobility. This included clarifying activities, offering guidance during group work, helping with presentation preparation, and providing emotional reassurance. The mentor played a key role in making the course inclusive and meaningful for all participants.

B. Structured reflection and self-assessment activities

Learners took part in a group reflection at the mid-way point of the course to assess their learning progress and discuss how they were experiencing. On the final day, they completed a self-assessment using the LEVEL5 inspired methodology, reflecting on their development in areas such as inclusion, sustainability awareness, collaboration, and confidence in international learning settings.

Evaluation of learning outcomes

To support learners in recognising and articulating their personal development during the mobility, the **LEVEL5 validation system** was applied. The focus was on the competence area **"Spotting Ideas and Opportunities for Sustainable Development,"** which aligns closely with the design-based collaborative learning activities experienced during the course.

Learners were invited to reflect on their development in the three competence dimensions:

- **Knowledge**: Understanding sustainability, the SDGs, and methods for generating and valuing ideas (e.g. spotting opportunities, prototyping, and visioning).

- **Skills**: Taking part in creative group work, contributing ideas, selecting tools, and presenting a solution aligned with sustainability values.

- **Attitudes**: Feeling motivated to take initiative, engage with others across generations and cultures, and contribute to sustainable development through learning and action.

The validation process itself also acted as a **formative learning moment**, helping learners connect their experience to broader goals and recognise their personal growth — particularly in areas such as creativity, inclusion and sustainability awareness.

7.2. Implementation report

Development and planning process

This mobility pilot was developed within the TRAIL project to explore how young adults could improve their knowledge about inclusion and sustainability and experiencing it in relation with sand sports meaningfully participating in an international pilot. The idea emerged from the project's focus on inclusion and the opportunity to relate to sand sports, an already existing event related to inclusion, prepared by the Leiria Polytechnic's students and professors with the PPS local organization in Peniche, Portugal.

Most successful part was the initial inspirational meeting in the sand, that connected the participants and provided the adequate environment do develop the challenge in the following days. The adapted surf was also a very special moment. Also very successful were the final presentations and reflections.

Delivery and facilitation:

The overall course structure was based on the design thinking process and framed within the DBCL methodology. Learners participated in the SDG orientation phase, the ideation, prototyping, presentation, and final reflection phase.

The host organisation, Polytechnic of Leiria, led the overall coordination of the course and ensured a high-quality learning environment for all participants. Organised the core programme activities, and facilitated team's work.

Learners were accompanied and mentored by facilitators who provided guidance, encouraged participation, and ensured that tasks and materials were accessible throughout the course. The programme offered a good balance between structured content, outside activities and flexibility, allowing learners to engage at their own pace where needed.

Outcome and Impact

The learning mobility had a strong positive impact on the participants. All participants actively engaging in the design thinking process and contributing to collaborative conclusions. Through their participation, they experienced international cooperation and developed competences in line with TRAIL's inclusive learning objectives.

Competence development was documented using the LEVEL5 validation system, focusing on the competence "Spotting Ideas and Opportunities for Sustainable Development." Learners demonstrated progress particularly in the areas of idea generation and group collaboration.

Informal feedback gathered during the course and reflections on the final day was very positive. Learners expressed satisfaction with the course experience the structure of the activities, and the support they received. Several reported feeling more aware of their ability to contribute to sustainability and inclusive initiatives.

Inclusion aspect

This pilot was specifically designed to foster inclusion and sustainability awareness, using the informal environment of the sand sports and the ocean. Participants could experience the sand sports meeting and even an adapted surf experience, showing the inclusion potential of these environment.

Actions taken for inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Flexible pacing, opportunity for breaks, informal structure	Structured afternoon sessions with flexibility to take breaks any time;	Learners appreciated having choices in their pace
Social and Cultural Integration	Desire to feel welcomed, connected and included in the group	Shared meals, beach environment and peer feedback sessions	Leaners felt welcomed and respected; enjoyed the informal exchanges
Physical Environment Adaptation	Comfortable access, minimal navigation stress, quiet space when needed	Low-barrier access to all locations; facilitator ensured comfort and orientation on-site	No accessibility issues reported; physical setup was manageable for all participants
Health and Well-being Consideration	Management of physical energy levels, mental comfort in unfamiliar settings	Gentle pacing of the day; optional reflection activities; reduced-pressure environment	Energy levels were steady across the week; relaxed structure helped learners stay engaged
Emotional and Psychological Support	Confidence building, reassurance, space to process experiences	Daily check-ins; group reflection sessions; continuous presence of trusted mentor	Learners reported feeling supported and safe throughout; regular reflection boosted confidence

8. The Inarrêtables ("Unstoppable") project

Prepared by: Pierrette DESCHAMPS, *Eurasia net* and Matthieu FORTUNIER, *Association AFK*

Sending Country: France
Hosting Countries: Armenia and India

8.1. Learning Design and Structure

Summary

The Inarrêtables ("Unstoppable") project, led in close cooperation between Eurasia net and AFK, aims to provide international mobility opportunities to young NEETs ("Not in Education, Employment or Training") from the Bouches-du-Rhône department who are furthest from such experiences. Building on AFK's involvement in the TRAIL CPD and its long-standing work with local youth organisations, the partners jointly ensured that the mobility concept, preparatory activities, and mentoring approach were fully aligned with TRAIL's objectives. Through this collaboration, the project provides structured support for young people facing social, educational, or financial obstacles, enabling them to participate in meaningful international volunteering experiences that help strengthen transversal skills, intercultural competence, autonomy, and employability.

We strongly believe that international mobility is a powerful tool for social and professional inclusion. By participating in international volunteering projects (either short- or long-term) within the European Solidarity Corps or the French Civic Service framework, participants engage in missions of general interest abroad, in Europe or Asia. Such experiences help develop essential transversal skills (adaptability, intercultural communication, problem-solving) and strengthen self-confidence, autonomy, and future employability.

Our focus is on those coming from QPV (*Quartiers Prioritaires de la Ville*, "Priority Neighbourhoods" in France, a public policy designation for urban areas facing higher unemployment and social inequalities) and/or already engaged in reintegration pathways through public employment support schemes such as France Travail or Mission Locale. The project's name "Inarrêtables" reflects our conviction that, when given the right opportunities and support, these young people can overcome barriers and unlock their potential.

The volunteering mobilities offered through this project are individual placements, meaning each participant carries out their mission independently within the host organization. Even though the project participants may meet before the mobility at diverse occasions (pre-departure trainings and meetings), this is not a group volunteering project.

Why this project

Statistics and field experience show that international mobility has a significant positive impact on young people's future prospects, especially those from disadvantaged backgrounds. It not only broadens their horizons and strengthens civic engagement, but also improves employability through the acquisition of new skills and a better sense of direction for their professional path. By deliberately targeting young people who are less likely to access such opportunities, Inarrêtables aims to reduce inequalities in access to international mobility.

Objectives

- Offer international volunteering opportunities to NEETs with fewer opportunities.

- Support participants in developing soft skills, autonomy, and self-confidence.

- Contribute to participants' professional integration through experiential learning abroad.

- Promote intercultural understanding and active citizenship.

The mobility opportunities take place between Europe and Asia, with participants engaged in missions lasting from 2 months minimum up to 12 month maximums. In the context of the TRAIL programme, two volunteers from the *Inarrêtables* project are currently on placement: one in India (hosting organization: Sambhali Trust) and one in Armenia (hosting organization: Armenian Volunteer Corps). The first cohort involves a small group of learners, with plans to scale up participation in future editions.

Target group

The Inarrêtables ("Unstoppable") project targets young people aged 18 to 30 living in the Bouches-du-Rhône department (Southern France) who are NEETs (Not in Education, Employment or Training). Most participants have low or interrupted educational backgrounds (often without higher education qualifications) and limited professional experience, with little or no previous exposure to international environments.

They are considered as having fewer opportunities according to Erasmus+ and ESC definitions, in particular:

- Economic obstacles: low-income households, financial insecurity.
- Educational obstacles: early school leaving, low qualifications.
- Social obstacles: living in "Quartiers Prioritaires de la Ville" (meaning "Priority Neighbourhoods" in France, designated urban areas with high unemployment and social challenges) or in rural areas with limited access to opportunities.

The volunteering mobilities in this project are individual placements, not group volunteering (even though the pre-departure trainings are done as a group).

Participants join to:

- Gain work-related skills and soft skills (adaptability, teamwork, communication).
- Improve self-confidence, autonomy, and their sense of initiative.
- Discover new cultures and broaden their horizons.
- Strengthen their employability and future career prospects through an impactful international experience.

Their main motivation is to break isolation, overcome barriers to employment, and actively shape their future through an opportunity they would not have accessed without tailored guidance and support.

Learning fields and learning objective

The Inarrêtables project is rooted in non-formal and experiential learning through international volunteering. The main fields of learning include:

- **Intercultural competence**: understanding and respecting cultural diversity, adapting to new environments.
- **Civic engagement**: contributing to missions of general interest and understanding global citizenship.
- **Soft skills development**: teamwork, communication, adaptability, problem-solving, and conflict resolution.
- **Professional skills**: depending on the host organization's mission, participants may acquire sector-specific skills in fields such as education, environment, social inclusion, youth work, or community development.
- **Personal growth:** autonomy, self-confidence, and resilience.

The overall aim of the mobility project is to use international volunteering as a tool for social and professional inclusion for young people with fewer opportunities. By engaging in meaningful activities abroad, participants develop transferable skills, broaden their perspectives, and strengthen their employability. The learning process is supported by mentoring before, during, and after the mobility to ensure that acquired skills can be recognised and valued in their future education or career pathways.

Objective 1 (Knowledge): Intercultural communication	
Relevant subject, skill or competence:	Intercultural communication
Description:	Upon completion of the mobility, the participant will be able to: • Understand cultural differences and similarities and their impact on communication styles. • Apply strategies for effective and respectful communication in a multicultural context. • Demonstrate openness, adaptability, and empathy when interacting with people from diverse backgrounds. • Recognise and manage potential misunderstandings arising from cultural differences.

Objective 2 (Skill): Professional skills	
Relevant subject, skill or competence:	Professional skills : competences essential for supporting the young person's future employability
Description:	Upon completion of the mobility, the participant will be able to: • Identify and apply work-related skills relevant to the host organization's field (e.g. education, social inclusion, environment, youth work). • Demonstrate improved time management, organisational abilities, and sense of responsibility in a professional setting. • Use the experience to build a stronger professional profile, including clearer career goals and enhanced employability. • Translate skills gained through volunteering into assets for future education, training, or employment pathway

Objective 3 (Attitude): Autonomy and self-confidence	
Relevant subject, skill or competence:	Autonomy and self-confidence: capacity to feel at-ease in intercultural and professional contexts
Description:	Upon completion of the mobility, the participant will be able to: • Take initiative and make informed decisions in unfamiliar situations. • Demonstrate increased independence in daily tasks and work responsibilities during the mobility. • Show greater confidence in their own abilities and potential, both personally and professionally. • Use this strengthened autonomy and self-confidence as a foundation for future learning, training, or employment opportunities.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 – morning	Introduction to Volunteering: Debate & World Café	**Non-formal method and activities will be applied throughout the whole training.** **Moving debate** to explore the concept of volunteering and distinguish it from related notions such as salaried work, or "voluntourism." Participants take positions, exchange arguments, and reflect on values and ethics of volunteering. **World Café** to encourage small-group discussions about personal motivations, expectations, fears, and aspirations related to their volunteering experience. Interactive facilitation methods fostering critical thinking and peer learning.	Participants will: ● Understand the definition and values of volunteering, and how it differs from other forms of engagement. ● Reflect on their own motivations, concerns, and goals for the mobility project. ● Improve communication skills and confidence in expressing ideas in a group. ● Develop a first sense of ownership and commitment to their upcoming experience abroad.
Day 1 – afternoon	Understanding Culture: Group Work & Iceberg Model	**Small-group activity**: Participants work together to define what "culture" means to them. They brainstorm words and concepts, write them on post-its, and create a visual word cloud on a board. Each group presents their result to the others to foster exchange and multiple perspectives.	Participants will: ● Gain a broader and more nuanced understanding of the concept of culture. ● Recognise that culture is made up of both visible and invisible elements.

		Iceberg of Culture exercise: Using the iceberg metaphor, participants explore what is visible (e.g. food, language, clothing) and invisible (e.g. values, beliefs, communication styles) in a culture. Discussion helps participants identify potential cultural differences and prepare for intercultural adaptation during their mobility.	• Improve collaboration, presentation, and critical-thinking skills. • Develop initial strategies for cultural awareness and adaptation in their host country.
Day 2 – morning	Intercultural Dialogue: Experiential Games & Theoretical Reflection	**Conversation Rules Exercise:** Participants attempt to follow conversation rules with substituted words (e.g., "music," "instruments," and "dance" replaced by "table," "scarf," and "elevator"). -> Reflection prompts: How did they feel? How did they treat "foreigners" (those not following the same rules)? What emotions or insights emerged? **Intercultural Card Game (BARNGA):** Participants play a card game in silence, with slightly different rules per table—without knowing the differences beforehand. Rotations between tables simulate moving between different cultural contexts with unknown norms. Debriefing explores emotional reactions, strategies for adaptation, and links with real-life intercultural experiences. **Theoretical Debrief & Dialogue:** Group discussion on the concept of intercultural dialogue: What does it mean? Why is it important in volunteering? What are the conditions	Participants will: • Understand how cultural norms influence communication and behaviour. • Recognise emotions linked to unfamiliarity, ambiguity, and cultural difference. • Apply theoretical concepts (e.g., Social Identity Theory) to real-life intercultural interactions. • Identify key conditions for effective and respectful intercultural dialogue. • Develop adaptability, empathy, and strategies for navigating cultural diversity during their mobility.

		required for respectful and open dialogue? Facilitators link participant insights to practical skills for adapting to new cultural environments and fostering inclusive communication.	
Day 2 – afternoon	Conflict Management & Risk Management	**Conflict Management:** Group discussion on the concept of conflict: What is a conflict? What is your personal relationship to conflict? How do you react in conflict situations? • Introduction to Nonviolent Communication (NVC) and the OSB tool (Observation, Sentiment, Besoin/Need) to provide practical techniques for managing conflicts constructively. • Interactive exercises and role-play to practice NVC strategies. **Risk Management:** Participants are divided into small groups and given **case studies** related to potential risks during international mobility (e.g., health, safety, cultural misunderstandings). Each group analyses the case and discusses possible solutions. Groups present their analysis to the larger group for collective discussion, reflection, and feedback. Facilitators highlight strategies for anticipating and mitigating risks in real-life mobility contexts.	Participants will: ● Understand different types of conflict and reflect on their personal conflict styles. ● Learn and practice techniques of Nonviolent Communication to manage conflicts constructively. ● Develop problem-solving and teamwork skills through collaborative case analysis. ● Acquire practical strategies to anticipate, assess, and respond to risks during international mobility. ● Enhance their personal safety, responsibility, and preparedness for volunteering abroad.

Mentoring and monitoring arrangements

Our PILOT focuses on the preparatory phase.

[Activity 1]

Monthly individual mentoring sessions are organised with each participant starting from their selection for the mission (before departure) and continuing until the end of the mobility. These sessions focus on:

1. Defining which competences should be developed according to the participant's professional or educational project.
2. Working on CVs, motivation letters, and tools for job or training search.
3. Reviewing completed tasks and conducting periodical assessments of learning outcomes to identify acquired competences and how to showcase them in future contexts.
4. Adjusting tasks and responsibilities during the mobility if needed to ensure alignment with the participant's career or study goals.

[Activity 2]

Regular consultations are organised between the mentor from the hosting organisation and the mentor from the sending organisation. These meetings aim to:

1. Monitor the participant's progress regarding assigned tasks and learning outcomes.
2. Ensure the participant feels comfortable in the mission and well integrated in the host country.
3. Discuss any challenges or potential difficulties and, if necessary, adjust the participant's tasks to better support their learning and personal development objectives.

Evaluation of learning outcomes

Evaluation format:

The evaluation of learning outcomes will be conducted through **continuous assessment** and **structured reporting**:

- **Continuous assessment**: Ongoing evaluation during the monthly individual mentoring sessions and regular formal discussions with the volunteers. These sessions allow mentors to track the participant's progress, reflect on acquired skills, and adjust tasks or learning objectives if needed.
- **Structured reports**: Two pre-filled reports completed by the participant (one at mid-term and one at the end of the mobility) serving as self-assessment tools. These reports are then reviewed and discussed with the mentors from both the sending and hosting organizations to validate learning outcomes, provide feedback, and highlight competences gained.

This combination ensures both formative assessment (continuous support and guidance) and summative assessment (structured reporting of learning achievements), reinforcing reflection and professional development throughout the mobility.

Evaluation criteria:
The criteria will be "Intercultural communication" as understood in the LEVEL5 Validation system.

Evaluation procedures:
The evaluation will take place **online** to ensure the presence of all parties despite geographical distances: the volunteer, the hosting organization's tutor, and the sending organization's tutor. ● **Evaluators:** The two tutors, together with the volunteer for the self-assessment elements. ● **Procedure in case of contested results:** If there is a disagreement on the assessment, a discussion will be held between the two tutors and the volunteer to clarify and resolve the issue. If the disagreement persists, an additional meeting will be organized with other staff members from the sending and hosting organizations (excluding the tutors) to reach a final resolution. ● **Transmission of results:** Assessment outcomes and feedback will be shared among the volunteer and both organizations through email and formal reporting to ensure transparency and mutual validation of learning outcomes.

8.2. Implementation report

Development and planning process

The development and planning of this mobility cycle were carried out jointly by Eurasia net and AFK, building on the long-standing Unstoppables ("Inarrêtables") programme and enhancing it through the competence-oriented approach promoted by TRAIL. Both organisations coordinated the identification of participants, the design of preparatory activities, and the structure of mentoring and follow-up. Regular check-ins between AFK and Eurasia net helped refine learning objectives, review challenges, and ensure that the mobility followed a coherent and supportive pathway for the young participants. Building on this shared groundwork, we observed that NEETs from Priority Neighbourhoods (Quartiers Prioritaires de la Ville, QPV) or those enrolled in reintegration pathways often face multiple barriers to accessing volunteering or training abroad.

The planning process involved:

- Identifying target participants in the Bouches-du-Rhône department through Mission Locale and France Travail.
- Designing mobility opportunities aligned with the French Civic Service frameworks.
- Developing a mentoring and monitoring system, including monthly individual sessions, structured reports, and continuous feedback mechanisms.
- Structuring preparatory training sessions (e.g., intercultural dialogue, conflict and risk management, personal and professional skills).

The most successful aspect was the tailored mentoring and the individual approach, which allowed us to align tasks and learning objectives with each participant's professional or educational aspirations. The main challenges were logistical coordination and ensuring continuity of support for participants in different countries (India and Armenia). Online tools proved essential to overcome distance barriers.

Delivery and facilitation:

The delivery of the mobility was led by Eurasia net, which facilitated the preparatory sessions, intercultural activities, and mentoring arrangements. AFK contributed in a supportive capacity, mainly through coordination check-ins and occasional input on participant needs and follow-up. This helped ensure continuity between planning and implementation, while Eurasia net carried out the core facilitation and day-to-day support for the learners.

The experience in organizing and facilitating the mobility was very positive. The learning program was delivered largely according to the initial plan, with minor adjustments made to:

- Adapt sessions to participants' prior knowledge and specific learning needs.
- Adjust tasks during the mobility to better match each participant's project of professional integration or study continuation.

The preparatory workshops, mentoring, and continuous monitoring ensured a high level of engagement and allowed for real-time adaptation. Participants were actively involved in all planned activities, from intercultural games to reflection and skills development exercises.

Outcome and Impact

Although the mobilities are still ongoing, the jointly delivered support by AFK and Eurasia net has already produced clear results. Through regular coordination and shared monitoring, both organisations contributed to a more structured, competence-focused learning process. TRAIL's influence strengthened the reflective dimension of the mobility, enabling participants to better recognise their progress in areas such as intercultural communication, autonomy, and professional behaviour. AFK's involvement in follow-up discussions helped ensure consistency and continuity across the different stages of the mobility. Building on this foundation, several concrete outcomes are already visible:

1. Competence development: Participants improved in intercultural communication, professional skills, autonomy, and self-confidence. They were able to reflect on their experiences, articulate skills gained, and apply them to future professional or educational pathways.

2. Participant satisfaction: Learners reported high satisfaction with the preparatory training, mentoring support, and the overall volunteering experience. The activities helped them feel more confident and motivated for future opportunities.

3. Mentoring effectiveness: Monthly individual sessions and structured reports facilitated continuous learning, reflection, and progress tracking. Tutors observed tangible growth in skills and attitude, and participants could clearly link learning outcomes to their career or study projects.

Overall, the project confirmed that individualized international volunteering is a powerful tool for social and professional inclusion for young people with fewer opportunities, particularly when supported by structured mentoring, preparatory training, and continuous reflection.

Inclusion aspect

The *Inarrêtables* ("Unstoppable") pilot directly addresses inclusive mobility by targeting young people with fewer opportunities who are often excluded from international experiences. These include NEETs (*Not in Education, Employment or Training*) from Priority Neighbourhoods (*Quartiers Prioritaires de la Ville*, QPV) and participants enrolled in reintegration pathways through France Travail or Mission Locale.

By offering individualized volunteering placements abroad, supported with tailored mentoring, preparatory workshops, and continuous reflection, the project ensures that participants:

- Overcome social, financial, educational, and geographical barriers.
- Develop intercultural, professional, and personal competences.
- Gain meaningful experiences that enhance employability and social integration.

This approach ensures that mobility opportunities are accessible to those who traditionally have limited access, making international volunteering a truly inclusive tool for personal and professional development.

Actions taken for inclusion

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Flexible schedule, tailored activities, clear guidance on tasks and learning outcomes.	Designed individualized mobility paths; included preparatory workshops, mentoring sessions, and structured reflection moments; adjusted tasks according to participant needs.	Individual approach was highly effective; allowed rapid adaptation to participants' abilities and aspirations.
Language and Communication Support	Limited proficiency in English or host country language; need for clear instructions and support for intercultural communication	Provided multilingual preparatory materials; mentors facilitated discussions in simple English/French; organized intercultural games and exercises to practice communication skills.	Participants gained confidence in communicating across languages; exercises were engaging and practical.
Social and Cultural Integration	Feeling included in the host community, understanding local culture, avoiding isolation	Conducted intercultural workshops, Iceberg of Culture, BARNGA game; supported social integration with host organization mentors; encouraged peer exchange.	Activities effectively fostered intercultural awareness and peer bonding; participants reported feeling more prepared for mobility.
Physical Environment Adaptation	Safe, accessible living and working conditions	Verified accommodation and workspace suitability; ensured participants had necessary resources and facilities.	No issues reported
Health and Well-being Consideration	Physical and mental well-being during mobility	Provided information on local healthcare; scheduled mentoring to check on well-being; promoted healthy routines.	Participants said continuous support helped them feel secure and cared for
Emotional and Psychological Support	Confidence, motivation, coping with anxiety or uncertainty	Monthly individual mentoring; continuous check-ins; guided reflection and discussion on challenges; encouraged self-assessment	Participants showed increased self-confidence and autonomy; mentoring considered crucial!

Travel & Lodging Arrangement	Accessible travel options, safe and adequate accommodation	Coordinated travel arrangements; ensured secure accommodation; provided financial guidance for travel and daily expenses	Smooth travel and housing arrangements reduced participants' stress
Digital and Technological Assistance	Use of online tools for mentoring, learning, and reporting	Organized online mentoring and evaluation sessions; provided support for using digital platforms; facilitated remote communication with mentors	Online tools enabled effective monitoring despite geographical distance; participants adapted well to digital tools

9. Mentoring and preparation for Youth Exchange "Active GenerAction"

A learning process about active citizenship *(image from the infopack of the mobility project)*

Prepared by: Silvia PADRINI, Hors Pistes and Matthieu FORUNIER, *Association AFK*

Sending Country: France
Hosting Country: Italy

9.1. Learning Design and Structure

Summary

This project is composed of seven collective workshops designed to prepare a local group of youngsters for an international youth exchange focused on Citizenship, Identity, and Active Participation. Hors Pistes has long experience in combining local learning with international mobility, and joined TRAIL's competence-oriented development activities to further strengthen the structure and inclusiveness of this preparatory phase. The mobility serves as a strong motivator, while the local workshops help the group address social, linguistic and psychological barriers, develop teamwork and positive group dynamics, and engage meaningfully with the topic before departure.

We opted for a combination of local learning and international mobility due to our past experiences with the effectiveness and impact of this combined approach. The international mobility serves as a motivator, engaging young people and providing them with a rich intercultural experience, while the local learning process helps the group overcome challenges (social, linguistic, psychological), helps creating team-work and positive group dynamics before the departure and dive into the topic beforehand, ensuring active participation during the mobility.

The objectives of the workshops are:

- Overcome obstacles to international mobility;
- Design together the content of the workshops (learning to own the responsibility of your own learning)
- Reflect on the concepts of culture and identity
- Develop linguistic skills (english, italian)
- Learn and exchange about active citizenship
- Preparing the mobility (logistical and pedagogical aspects)

Our PILOT focuses on the preparatory phase.

As a final result of this pathway, the group of youngsters took part in the youth exchange "Active GenerAction", from the 24th of August to the 4th of September 2025.

The project is organised by our partner organisation ASAI, based in Turin (Italy) and Hors Pistes is the French sending organisation. The mobility will involve 35 people coming from 5 countries.

Target group

The target group of the workshops are 6 young people coming from one neighborhood in the outskirts of Marseille and 1 social worker. The young people are between 17 and 21 years old.

Most of them are going to school, some of them are working.

These youngsters can be considered as having fewer opportunities for different reasons: economical difficulties, social problems, migration background, geographical obstacles (their neighborhood is poorly connected to the city center).

Despite these obstacles, the participants are very motivated, interested, engaged and participate actively in the process (even though the engagement was an issue for few of them).

Learning fields and learning outcome

The international mobility serves as a motivator, engaging young people and providing them with a rich intercultural experience, while the local learning process helps the group overcome challenges

(social, linguistic, psychological), helps creating team-work and positive group dynamics before the departure and dive into the topic beforehand, ensuring active participation during the mobility.

The pre-departure training focused on:

- International mobility;
- Non formal education
- Culture and identity
- Communication in foreign language
- Active citizenship
- Project preparation

Outcome 1 (Knowledge): Information about international mobility	
Relevant subject, skill or competence:	Knowing how to use international mobility possibilities.
Description:	We expect the participants to acquire knowledge about the Erasmus+ program, but also the ESC, and many other ways to realize an international mobility after this first Youth Exchange.

Outcome 2 (Knowledge): Knowledge of english (and italian notions)	
Relevant subject, skill or competence:	Language knowledge (english and italian)
Description:	We expect the participants to acquire basic knowledge in Italian language, in order to be able to have some small discussions with the locals during their mobility. English will be used for the YE activities, so we will encourage participants to (re)activate their english knowledge with dedicated activities.

Outcome 3 (Knowledge): Knowledge of culture, politics and history in France and Italy	
Relevant subject, skill or competence:	Culture, politics and history knowledge
Description:	We expect the participants to know better about their own (French) culture, history and politics in order to explain it to the other participants during the YE. It is also very important for them to understand the realities of the territory they are going to.

Outcome 4 (Knowledge): Knowledge of stereotypes, prejudices and discrimination	
Relevant subject, skill or competence:	Stereotypes, prejudices and discrimination knowledge
Description:	We expect the participants to understand stereotypes, prejudices and discrimination : Most of them already have notions and experience about it, but it is important for us to

make them understand that they also have stereotypes (eg about Italy) and how/why they conceived it.

Outcome 5 (Skill): Learning to learn	
Relevant subject, skill or competence:	Learning to learn
Description:	Thanks to non-formal education, we expect the participants to increase their "learning to learn" skills. They will be able, after the training, to learn by themselves from different situations.

Outcome 6 (Skill): Empathy	
Relevant subject, skill or competence:	Empathy
Description:	Thanks to non-formal education and group training, the participants will increase their empathy skills, in order to better understand the other participants (and people) feelings and emotions.

Outcome 7 (Skill): Being able to communicate in foreign languages	
Relevant subject, skill or competence:	Communication in foreign languages
Description:	After the development of their language knowledge (outcome 2), it is important that the participants overcome the language gap with each others. This combination of knowledge & skills will allow them to express themselves during the YE.

Outcome 8 (Skill): Interacting with others with intercultural sensitivity	
Relevant subject, skill or competence:	Intercultural sensitivity
Description:	Just like for language, the knowledge of others culture (outcome 3) will allow us to explain the participants how to use this knowledge during the YE. Interacting with others with intercultural sensitivity is primordial in every mobility.

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes:
Day 1 – 9:30 - 11h30	Presentation	This workshop's aim is to introduce the project, to share information, to get to know each other's - Energizer - Get to know each other - Presenting the project: local workshops and mobility	**Knowledge:** Information about international mobility **Skills**: Being able to work in teams
Day 1 – 13:30 - 15h30	Co-design	This workshop's aim is to clarify the details of the project and to define what we what to learn and how everyone want to propose an learning content - Q&A time - Setting our learning objectives - Defining roles of facilitation (the youngsters will facilitate a workshop about active citizenship)	**Skills**: Learning to learn in a non-formal learning environment Engaging, taking responsibilities and take action together **Attitudes:** To develop autonomy and sense of initiative
Day 2 – 9:30 - 11h30	Intercultural	This workshop's aim is to experience the fact that identity is a complex concept, changing and evolving and every individual has different perspectives - Identity puzzle - "60 seconds = 1 minute?" - Talking about different perspectives - What did we learn?	**Knowledge:** Knowledge of stereotypes, prejudices and discrimination **Skills:** Empathy. Interacting with others with intercultural sensitivity **Attitudes:** Openness and curiosity towards diversity. Respect for oneself and others
Day 2 – 13:30 - 15h30	Linguistic	This workshop's aim is to practice English and starting getting familiar with Italian Energizer (English): - Speed dating (English) - Memory (English)	**Knowledge:** Knowledge of English. Knowledge of notions in Italian **Skills:** Being able to communicate in foreign languages

		- Mimes (Italian) - The weather vocabulary (Italian) - The game of Directions (Italian)	
Day 3 – 9:30 - 11h30	Active citizenship	This workshop's aim is to open the topic of active citizenship and building and activity to discuss with other people about it - Local: "Community mapping" - Global: Defining together few questions for our moving debate about active citizenship	**Knowledge:** Knowledge of culture, politics and history in France and Italy **Skills:** Capacity to interact and work with others, undertaking social and political action, challenging and transgressing existing power structures
3 days in May	*Preparatory visit*	*Faiza (participant) + Enrico (Leader)*	*Cf Faiza's Assessment*
Day 4 – 9:30 - 11h30	Meeting other groups and debating	This workshop's aim is to meet new people and exchange points of view on active citizenship - Moving debate about active citizenship	**Skills:** Engaging, taking responsibilities and take action together Respect for oneself and others Learn and share through dialogue: listening skills, questioning skills, critical thinking
Day 4 – 13:30 - 16h30	Preparation for departure	This workshop's aim is to close the local phase of the learning process and to prepare the last aspects of the mobility - Learning assessment of the cycle of workshops - Fears, expectations, contributions for the mobility - Defining the last logistical aspects - Preparing the group's pedagogical contribution	**Skills:** Learning to learn**.** To develop autonomy and sense of initiative

Mentoring and monitoring arrangements

With Tutor : Constant contact, including regarding lack of engagement with participants. The tutor has more information about the young people's lives and can therefore explain and help HP with individual cases: absences, late arrivals, academic progress, etc. Enrico's perspective made it clear that the young people were doing their best. One participant was abroad for several months but remained in regular contact with Enrico.

With Hosting Organization :

- Prior to the project: First, build the partnership, explain the group backgrounds, profiles, difficulties, etc. Also identify the local group (Italians) and hold discussions.
- Preparatory visit.

With participants :

- After the workshops and discussions, reassure them and give them the opportunity to participate more. A little individual mentoring, then.
- For the rest, mentoring from Enrico (Tutor).

Evaluation of learning outcomes

Before, during & after *the mobility activity, the participant's learning outcomes will be assessed in the following way:*

Evaluation format:
Self-assessment (before) During the exchange, activities will be planned to understand the progress made in learning. Afterwards, an assessment will be carried out to move from informal learning to skills.

Evaluation criteria:
Personal objectives decided by the young people. Rather informal learning. Idea of finding three learning challenges during the project, but without this leading to an assessment.

Evaluation procedures:
Hosting Org. : Conduct activities at the end of the exchange to gather lessons learned and transfer the results to the Sending Org. Sending Org. : Will do a cold assessment later and send it to HO. The learning process is then rather informal: assessors are facilitators/mentors.

9.2. Implementation report

Development and planning process

The idea for this project came from the young participants' tutor, who wanted to enable them to travel abroad in order to develop their intercultural skills and their relationship with others. He contacted Hors Pistes, an organisation specialising in international mobility for young people (including those with fewer opportunities). The development and planning of this mobility were carried out by Hors Pistes in close cooperation with the tutor, with AFK providing complementary support during key preparation stages. Regular check-ins between Hors Pistes, AFK and the tutor helped review the learners' profiles, anticipate challenges and refine the structure of the preparatory workshops. This collaborative approach strengthened the design of the learning pathway, ensured coherence between partners and helped maintain a clear focus on the competences the participants needed before departure. The schedule was drawn up in consultation between the tutor, the group of participants, the sending organisation and the host organisation.

The main challenge was securing the young people's commitment, particularly in terms of attending the workshops and keeping to the agreed schedule in the days leading up to departure.

The main success was Faiza's participation in the preparatory visit, which led to a significant increase in her self-confidence (see LEVEL5 assessment). She spoke English and Italian, organised some aspects of the trip independently, took notes and created a Canva presentation for the group at the next workshop (logistics, history, etc.).

Delivery and facilitation:

As mentioned above, this was the most complicated aspect of organising the project. The young people's inconsistent commitment to the preparation schedule meant that Silvia had to constantly adapt (see LEVEL5 assessment).

Silvia, the Hors Pistes trainer, has over 10 years' experience in organising this type of mobility and preparation. However, as each group is different, she has learned to adapt accordingly. In this case, she systematically planned a plan A, a plan B and a plan C depending on the young people's level of engagement and the number of those present. AFK contributed through coordination check-ins and occasional input on adapting the programme to the group's needs. This supportive involvement helped maintain continuity between earlier planning discussions and the implementation phase, while Hors Pistes carried out the core facilitation work with the learners.

By the end of the first day, after getting to know the group and the difficulties she was likely to encounter, it was therefore expected that the schedule could change quickly.

Outcome and Impact

As mentioned above, many of the young people's skills were developed during the pre-departure preparation; this is often necessary and helps ensure that the mobility itself runs smoothly. The contribution of TRAIL's competence-oriented approach helped give additional structure to this reflection process, supporting participants in identifying their learning progress more clearly.

In particular, participants developed their cultural, linguistic, communication and citizenship skills.

Feedback on the pre-departure preparation was very positive, with participants generally satisfied with how it went. Their tutor was also very satisfied. All participants who took part in the pre-departure preparation left for their mobility programme, which was one of the primary objectives.

The rest of the results will become apparent during the exchange. The language workshops could have been developed further (according to the young people), but this was mainly due to their apprehension as the departure approached.

All six young people who participated in the preparation workshops travelled to Italy for 10 days, hosted by ASAI in Turin. The youth exchange "Active GenerAction", from 24 August to 4 September 2025, focused on citizenship, identity and active participation and involved 35 people from five countries.

Inclusion aspect

The participants can be considered as having fewer opportunities for different reasons: economical difficulties, social problems, migration background, geographical obstacles (their neighbourhood is poorly connected to the city center). The key aspects of inclusion are: Collecting needs, co-design of the programme and space to express their feedbacks

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Discuss about discrimination	Need shared with the HO, took into account while preparing the program	Very positive cooperation with the HO
Language and Communication Support	Refresh English - learn basic Italian	Linguistic workshop - a playful approach to build confidence	The participants wanted more language activities.
Social and Cultural Integration	To share also their origins' culture, not only the French culture	Intercultural night prepared with multicultural approach	It's our approach in all the international mobilities
Physical Environment Adaptation	No specific need		
Health and Well-being Consideration			
Emotional and Psychological Support	Have an educator they know with them	Enrico take part in the whole process	Very positive
Travel & Lodging Arrangement	No tents	We shared the information with the HO, they booked a big house	Ok
Digital and Technological Assistance	No need - the group does not have digital obstacles		

10.*Designing Inclusive Mobility*

Prepared by: Vianne Law, blinc eG

Sending country: Germany
Hosting county: Lithuania

10.1. Learning Design and Structure

Summary

This TRAIL mobility pilot, *Designing Inclusive Journeys*, took place from 13–17 October 2025 in Kaunas, Lithuania, and brought together 22 participants from five countries (Germany, Lithuania, Portugal, Italy, and France). The group consisted of 14 learners and 8 trainers, including individuals with experience in adult education and facilitation, some of whom also acted as accompanying persons.

The inclusion of trainers in the mobility had a dual purpose: to support the delivery of the course and to observe, reflect, and learn from the interaction dynamics within a mixed group. By experiencing the mobility alongside participants, trainers were able to gather first-hand insights on how different learner needs surface in real time, and how facilitation methods and group processes might be adapted to ensure inclusion and accessibility in future settings.

The pilot intentionally brought together a highly diverse group of learners rather than focusing on a single disadvantaged target group. This decision reflected TRAIL's commitment to intersectionality and real-world complexity: in many learning environments, individuals bring overlapping and varied challenges. Participants included unemployed university graduates, older adults with health or language-related barriers, first-time travellers, immigrants, and a participant with travel-related trauma. The international and mixed-background group allowed for rich peer learning, empathy-building, and cross-cultural exchange — all of which are central to developing truly inclusive mobility learning formats.

The course created a supportive and engaging space where learners could gain confidence, develop new perspectives, and contribute meaningfully regardless of background or experience. Many participants overcame initial anxieties — whether related to language, travel, or group dynamics — and reported feeling empowered by the collaborative process. Learners expanded their intercultural awareness, strengthened their communication and teamwork skills, and gained a deeper understanding of how inclusion can be designed and practised in real-world mobility settings.

Target group

This mobility brought together 14 adult learners with varied experiences of disadvantage, reflecting the TRAIL project's aim to address inclusion not through single-group targeting, but by developing learning environments that embrace diversity within diversity. Rather than isolating one "type" of disadvantaged learner, the course intentionally combined individuals with intersecting social, economic, and personal challenges — an approach grounded in TRAIL's recognition that inclusion in mobility requires flexible, responsive formats that can adapt to real-life complexity.

Participants came from across the partnership countries (Germany, Lithuania, Portugal, Italy, and France) and included:

- Recent university graduates facing prolonged unemployment and uncertainty about their career paths

- Senior learners with age-related health needs and limited English language confidence

- First-time international travellers, some with strong emotional barriers to travel

- Individuals with migrant or ethnic minority backgrounds, often navigating exclusion in education and employment

- One participant with a travel related trauma, requiring special attention to psychological safety

These learners were not grouped by category but engaged as individuals in a shared learning experience. The group dynamic allowed for peer empathy, mutual support, and intergenerational exchange, making the course a living laboratory for observing how inclusive facilitation, co-creation, and mobility planning can work across diverse needs.

This inclusive mix also enabled the project team to test strategies and gain insights into how mobility programmes can be designed to remain both structured and adaptable, and how organisations can better prepare to host learners with a range of complex backgrounds in future KA1 settings.

Learning fields and learning outcome

The main learning field of this mobility project was creativity and innovation, with a specific focus on applying these competences to the co-creation of inclusive mobility solutions. The course invited learners to engage with a real-world social challenge — how to make mobility experiences more accessible and meaningful for people with fewer opportunities — and to explore this challenge through hands-on, collaborative design work.

Inclusive mobility served as a thematic framework, offering a tangible and personally relevant context in which to practise creative thinking, teamwork, and visualisation skills. Learners were not expected to solve systemic issues, but to experience what it means to co-create, prototype, and test ideas in a way that centres empathy, inclusion, and shared ownership.

The overall aim was to strengthen learners' capacity to work creatively and collaboratively in diverse groups, while also supporting personal growth in confidence, communication, and openness to others. Through the experience of designing for inclusion, learners became more aware of barriers — both visible and invisible — and developed a stronger sense of agency in contributing to positive change.

Objective Knowledge: Understanding Barriers and Possibilities in Inclusive Mobility	
Relevant subject, skill or competence:	Inclusive mobility; accessibility; social design; design thinking fundamentals
Description:	Learners will develop a basic understanding of what makes mobility experiences inclusive or exclusive for different people. Through group discussions, personal stories, and real-life examples, they will explore social, cultural, and emotional barriers to participation. They will also become familiar with the design thinking approach as a way to understand user needs and co-create more accessible learning journeys.

Objective Skills: Co-creating Inclusive Solutions in Diverse Teams	
Relevant subject, skill or competence:	Creative problem-solving; ideation; prototyping; teamwork; visual thinking
Description:	Learners will build their ability to work creatively and collaboratively in small groups. They will use simple design tools such as personas, brainstorming techniques, and low-fidelity prototyping to develop ideas that improve access and inclusion in mobility learning. This will strengthen their confidence in contributing ideas, visualising concepts, and presenting solutions — even in an unfamiliar or international setting.

Objective Attitudes: Openness, Confidence, and Empathy Through Mobility Learning	
Relevant subject, skill or competence:	Self-confidence; empathy; intercultural openness; overcoming fear
Description:	Learners will grow in their openness to others, their willingness to participate, and their confidence in themselves as contributors to shared learning. Many began the course unsure of how to engage in an international group or hesitant to share their perspective. Through facilitated activities and shared experience, they increased their awareness of others' challenges — including those of immigrants, people with disabilities, or younger generations — and developed a more inclusive and empathetic mindset..

Learning pathway and activities

Timing	Title of Activity/Session/Task	Learning methods	Learning outcomes
Day 1 Afternoon	Welcome, City Tour and Empathy Walk	Participants were welcomed and introduced to Kaunas through a guided city tour. In parallel, small groups took part in a blind walking tour led by visually impaired guides.	To introduce learners to the host context and begin reflection on accessibility in public space. To initiate emotional engagement and empathy-building.
Day 2 Morning	Orientation and Introduction to Design Thinking	Facilitated session introducing the design thinking process and DBCL approach. Learners discussed personal barriers and expectations related to mobility.	All participants to understand the learning framework. To allow participants connecting individual experiences with the broader theme of inclusive mobility.
Day 2 Afternoon	Visit to Blind and Visual Impairment Association and Exchange Session	The group visited the Kaunas Blind Association. Activities included: tech demonstrations, Braille system overview, a blindfolded navigation task, and a structured exchange with blind/visually impaired participants	A deepened understanding of lived experiences of disability. To explore how inclusive mobility can be co-designed with users. To promote mutual respect and learning.
Day 3 Morning	Creative Reflection: "How is the Weather Today?"	Each participant shared a personal weather metaphor to describe how the course felt so far (e.g. sunny, foggy, stormy), with explanation.	To check in on learners' emotional and cognitive experience mid-way through the course. To support open expression and foster group connection.
Day 3 Morning	Challenge Framing and Persona Development	Learners worked in small, mixed teams to develop user personas based on real-life or imagined mobility challenges. Teams then crafted "How Might We" questions.	How to identify concrete inclusion challenges. Participants will analyse barriers from the perspective of different user groups and formulate relevant problem statements.

Day 3 Afternoon	Ideation and Concept Development	Teams used creative brainstorming tools (e.g. mind maps, clustering, WOW-NOW-HOW) to generate possible solutions. Ideas were visualised and discussed with facilitators.	Participants will engage in creative thinking and co-creation. This help them to build confidence in expressing ideas, regardless of language or digital skill level.
Day 3 Evening	Social and Cultural Exchange	Shared dinner and informal discussions with students and staff. Supported interaction in a relaxed environment.	To foster emotional connection, inclusion, and a sense of European community. To reduce social distance and enhance cultural understanding.
Day 4 Morning	Peer Feedback and Iteration	Teams presented their challenge and proposed ideas/solutions to each other and received structured feedback. Opportunities to revise or expand ideas were provided.	To practise constructive feedback and evaluation. To strengthen presentation and communication skills in a supportive, intercultural setting.
Day 4 – Morning	Prototyping Inclusive Mobility Solutions	Each team selected one idea to develop into a tangible concept. Teams used storyboards, sketches, and simple mock-ups to prototype their solution.	To translate abstract ideas into visible, testable formats. To promote inclusive design without requiring advanced technical knowledge.
Day 4 - Afternoon	Preparation for Final Presentation	Teams worked independently and with facilitators to finalise their prototype concepts, prepare visuals or storyboards, and organise their group presentation.	To support learners in structuring their ideas for clear communication. To encourage ownership, group decision-making, and confidence in presenting outcomes.
Day 5 Morning	Participating in the TRAIL Final Conference	Learners took part in the TRAIL Final Conference, which included presentations, discussions, and shared insights from partners. They contributed actively through listening, reflection, and questions.	To situate their learning within a European project context. To reflect on shared experiences across countries and recognise the impact of their contribution to the project.

Day 5 Morning	Final Group Presentations	Each team presented their inclusive mobility concept to the full group and conference guests. Presentations were supported by visuals or storytelling.	To share ideas publicly and receive recognition for group work. To strengthen communication skills and validate learning through presentation.
Day 5 Morning	Reflection and Feedback with Mentimeter	Participants responded to reflective prompts via Mentimeter and some gave personal speeches about their experience.	To gather immediate feedback on learning impact. To allow for emotional closure and peer appreciation at the end of the mobility.

Mentoring and monitoring arrangements

The mentoring and monitoring approach for this mobility was decentralised by design. Each partner organisation was responsible for preparing and supporting their own learners before, during, and after the course. This allowed mentoring to be tailored to the specific needs, contexts, and communication styles of each national group — an important consideration given the diversity of learner backgrounds across the partnership.

1. Pre-mobility

Prior to the mobility, all partners held preparation meetings with their learners, using a common TRAIL Preparation Pack. The materials ensured that every participant received essential guidance about travel, accommodation, and course structure, while each organisation could personalise the delivery to match their learners' literacy levels, language needs, and confidence. These sessions helped reduce anxiety and established trust between learners and their sending organisations.

2. During mobility

During the course, each organisation provided light-touch but consistent mentoring. Daily check-ins, often held informally at the end of each day, gave learners space to express how they were feeling, raise questions, or simply decompress. This approach was particularly appropriate for learners with lower energy levels, travel-related anxiety, or limited experience in fast-paced group settings. Rather than creating pressure through tightly scheduled reviews, the mentoring approach prioritised emotional safety, personal agency, and low-barrier communication.

The decentralised mentoring system also made it possible to respond more flexibly to the realities of each group — for example, adjusting to the needs of senior learners, first-time travellers, or participants with cultural or psychological barriers to mobility. While no single model was imposed, all partners shared a common intention: to ensure that each learner felt supported, listened to, and able to participate meaningfully in the programme.

3. Post mobility

After the course, follow-up conversations were held by most sending organisations, either informally during the journey home or in meetings shortly after return. These discussions allowed learners to reflect on their experience, share highlights or challenges, and begin to articulate how they might use what they learned in future mobility programmes, community engagement, or personal development. For many, it was also a chance to reconnect socially and bring closure to what had been an intense and often transformative week.

Structured reflection was embedded in the course programme through creative and low-threshold formats, such as the mid-week "weather check" activity and the Mentimeter-based group reflection during the final day. These served as moments for group sense-making and personal feedback, while still respecting the emotional pace and language comfort levels of participants.

This adaptive and learner-centred approach proved effective in supporting a wide variety of participants across national and social contexts, and reflects the TRAIL project's commitment to inclusive, needs-responsive mobility learning.

Evaluation of learning outcomes

Evaluation of the learning process in this course was carried out through trainer-led observation and group reflection. The approach focused on recognising learners' development in areas such as creativity, confidence, communication, and participation in intercultural teamwork.

Each trainer observed their learners throughout the week — particularly during group tasks and final presentations — and provided feedback based on their engagement, collaboration, and contribution to the design process. These reflections were guided by the LEVEL5 competence framework "Confidence and Creativity in Mobility Learning."

Learners were evaluated across the three core competence dimensions:

- Knowledge: Understanding the purpose of creative group work and the relevance of inclusive design in mobility contexts.
- Skills: Contributing actively to collaborative idea development, using creative tools to visualise solutions, and communicating effectively within diverse teams.
- Attitudes: Demonstrating increased confidence, openness to new perspectives, and a willingness to participate in unfamiliar intercultural learning settings.

This approach allowed for an inclusive and low-pressure way of recognising progress, especially suitable for learners unfamiliar with formal evaluation or hesitant to engage in written reflection in English. All learners will receive LEVEL5 certificates based on the trainer evaluations, providing recognition of their individual development throughout the mobility experience.

10.2. Implementation report

Development and planning process

The course "Designing Inclusive Journeys" was foreseen in the TRAIL project as one of its core international learning mobility activities. It was designed collaboratively by the partner organisations and aimed to bring together learners and trainers from different countries to explore the topic of inclusive mobility through a practical, design-driven approach. The programme built on experiences from earlier national pilots and CPD training and applied the Design Thinking methodology to the shared theme of accessibility and inclusion in learning mobility.

The course targeted a diverse mix of learners, including older adults, unemployed graduates, first-time travellers, and individuals with physical or psychological challenges. One aim was to test how different learner profiles engage in international learning environments, and how this diversity influences the group dynamic.

Recruitment of international learners was a significant challenge. Many had unpredictable life circumstances, making it difficult to commit in advance. For example, a refugee learner received a job offer shortly before the course and had to withdraw; another with a physical disability could not attend due to the unavailability of their caregiver. One participant, who delayed booking travel, later shared that their hesitation was caused by a fear of flying. These cases highlight the hidden barriers some learners face — often undisclosed during initial recruitment.

Transport to Kaunas also presented difficulties, especially in autumn, with limited flight and train options. This required flexibility in both planning and budgeting.

A joint online pre-course meeting for all participants was considered but ultimately not held due to scheduling conflicts, time zone differences, and the late confirmation of learners. However, a decentralised preparation approach had been planned from the start. Each partner organisation conducted its own mentoring and preparation meetings using a shared TRAIL Preparation Pack. This ensured that learners received relevant, accessible, and tailored support in their native language and context. It also served as a safeguard in the absence of a joint session and proved effective in helping learners arrive better prepared.

Overall, while the planning phase required continuous coordination and last-minute adjustments, the collaborative development process and flexible mentoring strategy allowed the course to proceed in line with TRAIL's goals for inclusive, learner-centred mobility.

Delivery and facilitation:

The course was delivered largely according to plan. The Design Thinking structure was implemented as outlined, with learners working in mixed-nationality teams to explore and co-design inclusive mobility solutions. All core sessions and activities took place as scheduled, including the empathy walk, excursion to the Kaunas Blind Association, design phases, and final presentations.

Minor adjustments were made to better support learners' diverse needs. Working sessions were shortened (09:30–12:00 and 13:30–16:00) to manage energy levels and allow flexibility. Each team had a facilitator who adapted support based on group dynamics, language needs, and pacing. Faster-moving teams were given early access to upcoming tasks; others received simplified explanations or additional guidance.

Facilitators adjusted content delivery using plain English and concrete examples. Social activities and warm-ups were used to build group cohesion and ease communication.

The visit to the Blind Association was a highlight, offering powerful insights into inclusion and independence. The final presentations took place during the TRAIL Final Conference and were well received by the audience.

Despite initial uncertainty during recruitment and travel, all activities were delivered successfully. Learner engagement was high, and trainers reported positive group dynamics and visible progress across teams.

Outcome and Impact

The course had a clear impact on both individual learners and group dynamics. Participants reported increased confidence in engaging with international groups and improved creative thinking skills. Many learners overcame initial hesitation, particularly around language use and group collaboration. Several participants who were quiet at the beginning became more active and took visible roles in group work and presentations.

The mixed composition of the group — including age, background, and nationality — created opportunities for peer learning. Learners became more aware of the experiences and challenges of others, especially those with disabilities or migration backgrounds. The

interaction with the Kaunas Blind Association was especially impactful, challenging assumptions and increasing respect for different forms of independence.

Trainers observed clear competence development in terms of communication, creativity, and participation. Local learners, particularly older adults from Kaunas, expressed pride in working and presenting in English. One participant shared that it was the first time they had spoken English in public and that they were glad they accepted the challenge.

Feedback through Mentimeter and post-course surveys was highly positive. Participants appreciated the inclusive atmosphere, supportive facilitation, and balance between structured tasks and flexibility. This reaffirms that inclusive, mixed-group mobility can be both feasible and highly effective when supported appropriately.

Inclusion aspect

This course was designed to test inclusive mobility in practice by involving learners from a wide range of backgrounds and needs. Participants included older adults, long-term unemployed graduates, first-time international travellers, individuals with travel anxiety, and people from minority or migrant backgrounds. Each partner organisation selected learners according to their local context and supported them before and during the mobility.

The course applied inclusive mobility principles in both content and format. The learning topic itself — "Designing Inclusive Journeys" — invited learners to explore how mobility can be made more accessible. At the same time, the structure of the course modelled those principles: mixed working groups, flexible scheduling, clear and simplified communication, tailored support from national trainers, and options for different paces of learning.

Participants experienced inclusion not only as a topic to study, but as a lived group dynamic. The course demonstrated how intercultural and intergenerational mobility learning can be made accessible, even for those with limited prior experience, if preparation, mentoring, and facilitation are adapted to learner needs.

Actions taken for inclusion:

Area	Learners' needs	Actions taken	Trainer Experience & feedback
Program Design and Scheduling	Mixed levels of learning speed and stamina (e.g. youth vs. seniors)	Shortened daily sessions (09:30–12:00 and 13:30–16:00); flexible pacing; teams managed their own breaks	Helped reduce fatigue and allowed trainers to check in informally; learners valued the relaxed rhythm
Language and Communication Support	Wide range of English fluency — from fluent to struggling	Plain English used in facilitation; visual aids and simple instructions; informal support from trainers	Communication improved over time; learners adapted and supported each other in discussions
Social and Cultural Integration	Initial hesitation across age groups and cultural backgrounds	Social activities (city tour, empathy walk, energisers); continuous work in mixed groups	Learners became more open and curious; group dynamics improved steadily
Physical Environment Adaptation	Need for accessible space and adaptable pacing	Fully accessible venue; break flexibility during sessions	Venue worked well for all; some learners used breaks for physical recovery
Health and Well-being Consideration	Senior health needs; seasonal illness (flu/cold); general fatigue	Basic supplements and masks made available; sessions missed were accommodated without pressure	A few participants skipped sessions but stayed engaged overall; flexibility was appreciated
Emotional and Psychological Support	Anxiety, reluctance to share personal challenges	On-site trainers embedded in teams; trust-building through daily check-ins and mentoring	One learner disclosed travel anxiety mid-course; support was provided discreetly
Travel & Lodging Arrangement	Limited connections to Kaunas; last-minute changes; financial limitations	Partners supported travel planning; flexible arrangements were made for late confirmations	Travel was a stress point but manageable; support from partners was key
Digital and Technological Assistance	Uneven digital skills across the group	Digital tools were kept simple; flipcharts provided for core activities; groups used digital tools optionally	Using low-tech formats helped ensure no one was excluded; some used Canva/Miro as added value

11. Conclusion

The pilot projects presented in this report show the diversity and adaptability of inclusive mobility practice across different countries, learner groups and organisational settings. While each pilot had its own objectives and operational realities, several shared elements proved consistently valuable: careful preparation, clear communication between sending and hosting organisations, structured mentoring and follow-up, and opportunities for learners to articulate their progress. These practices strengthened participants' confidence, autonomy and intercultural understanding, while also supporting trainers in responding flexibly to emerging needs.

The pilots also demonstrate how the TRAIL approach can enhance existing mobility work rather than replace it. By introducing a stronger competence orientation, encouraging reflective learning pathways and reinforcing inclusive learning design, TRAIL contributed to more intentional and supportive experiences for learners. The insights gained from these pilots provide a foundation for further development within the TRAIL community, especially as organisations continue to refine their mobility programmes and embed inclusive practices more systematically.

As the TRAIL Network grows, these pilot experiences offer a shared evidence base for continued collaboration, mutual learning and quality improvement. They highlight the potential of inclusive mobility to open opportunities for learners who might otherwise remain excluded, and show how coordinated efforts between organisations can build more accessible, responsive and empowering mobility pathways across Europe.

TRANSITION TO ACCESSIBLE AND INCLUSIVE LEARNING

Project Partners

Project Website

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https://trail-project.eu/