



## TRAIL Continuing Professional Development Design

Facilitating Inclusive Mobility



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## 0 Preface

Transition to Accessible and Inclusive Learning (TRAIL) is an Erasmus+ project that aims to strengthen the capacity of adult education providers to deliver inclusive mobility opportunities for learners with fewer opportunities, particularly those experiencing mental health challenges, neurodivergence, socio-economic barriers, or limited learning mobility experience.

This Continuing Professional Development (CPD) Concept Report presents the overarching curriculum, structure, and learning elements of the TRAIL CPD for trainers and mobility practitioners. It provides a clear and practical outline of the CPD flow, including preparatory activities, online training modules, in-person training, and piloting in real organisational settings. The report also highlights the resources developed to support the CPD, available on the TRAIL Hub.

The document is intended for organisations, educators, and practitioners interested in strengthening their capacity to design and facilitate inclusive learning mobility.



## 1 Introduction

Inclusive learning mobility has the potential to open doors, strengthen independence, and support personal growth for adult learners who have fewer opportunities. Yet, for many individuals with mental health challenges, neurodivergence, physical limitations, or socio-economic barriers, access to mobility experiences is restricted by a combination of practical, informational, and systemic obstacles. The TRAIL project was established to address these inequalities by designing learning mobility opportunities that are accessible, supportive, and meaningful. Central to this mission is the TRAIL Continuing Professional Development (CPD) programme, a structured professional development pathway that equips practitioners, educators, and mobility coordinators with the skills, tools, and confidence needed to plan, facilitate, and evaluate inclusive mobility activities.

The TRAIL CPD programme, "Facilitating Inclusive Mobility", is a structured learning pathway designed to equip trainers, mobility coordinators, and professionals in adult education with the competences required to support disadvantaged adult learners in international mobility contexts. Adults with fewer opportunities often face a combination of practical, emotional, and informational barriers that limit their access to mobility programmes. These barriers can include anxiety related to unfamiliar environments, accessibility needs, limited travel experience, or challenges associated with neurodivergence and mental well-being. The TRAIL CPD provides practitioners with targeted training and tools to ensure mobility experiences are accessible, safe, and supportive for all learners.

The CPD is closely aligned with the TRAIL Competence Framework, which maps the essential competences required for planning, facilitating, and evaluating inclusive mobility. While the framework contains a broad range of competences, the CPD does not aim to assess or validate all of them. Participants are exposed to many competences-such as project management, creativity, teamwork, communication, and problem-solving-particularly through the practical elements of the programme, including the pre-excursion and the piloting phase. These stages make use of a design thinking-inspired methodology (Design-Based Collaborative Learning), enabling participants to learn through real tasks, collaboration, and contextual problem-solving.

Within this holistic learning approach, four domain-related competences emerge as the primary focus of the TRAIL CPD:

- spotting ideas and opportunities for disadvantaged learners
- mentoring adult learners from vulnerable backgrounds
- travel preparation for disadvantaged groups
- developing inclusive, competence-oriented mobility learning

The TRAIL CPD is organised chronologically to reflect the real stages of mobility planning and delivery. Participants begin with an experiential pre-excursion to explore inclusive mobility from the learner perspective and the design based collaborative learning (DBCL) methodology, followed by the Facilitating Inclusive Mobility Online Modules that provide essential knowledge and strategies. This is complemented by a five-day in-person workshop focusing on applied facilitation of inclusive mobility. The CPD concludes with a piloting phase in which trainers implement their newly developed mobility concepts with real



learners in their organisational context. Brining together this four stages, will be a comprehensive TRAIL CPD: Facilitating Inclusive Mobility.

The TRAIL CPD aims to foster practitioner confidence, strengthen organisational readiness, and support the development of mobility offers that create meaningful opportunities for adult learners with fewer opportunities.

### **Defining People with fewer opportunities**

"People with fewer opportunities," as defined by Erasmus+, are individuals facing obstacles that limit their effective participation in mobility programs. This broad category includes:

- Disabilities: Physical, mental, intellectual, or sensory impairments.
- Educational challenges: Early school leavers, individuals with low qualifications, or those with learning difficulties.
- Economic barriers: Long-term unemployment, low income, or financial instability.
- Cultural and social challenges: Immigrants, refugees, ethnic minorities, or those facing discrimination.
- Health issues: Chronic conditions or psychiatric challenges.
- Geographical barriers: Residents of remote or underserved areas.

Inclusive mobility focuses on tailored, needs-based approaches to create supportive environments, enabling these individuals to participate fully and equitably in mobility learning opportunities.

## 2 CPD Structure and Overview

The TRAIL CPD is designed as a progressive learning pathway that reflects the stages of planning, delivering, and reviewing mobility activities. The course combines exploration, conceptual learning, applied practice, and implementation. This structure ensures that trainers develop a balanced blend of knowledge, facilitation skills, and practical experience relevant to inclusive mobility.

The curriculum was developed through a competence-oriented and experience-based approach. The learning pathway is designed to move gradually from exploration, to structured learning, to applied practice. The CPD brings together several didactic elements:

- Competence orientation: each phase supports the development of competences defined in the TRAIL Competence Framework.
- Design-Based Collaborative Learning: used particularly during the pre-excursion and group work activities, encouraging teamwork, exploration, and contextualised problem-solving.
- Blended learning: combining online preparation with in-person learning to allow flexibility while maintaining depth.
- Experiential learning: participants observe, discuss, and design mobility activities in authentic settings, strengthening relevance and transferability.

To give an overview of the CPD pathway, the table below summarises the four phases and their learning focus.

CPD Phase	Description	Main Learning Focus
<b>Pre-Excursion</b>	Initial exploration of inclusive mobility; introduction to DBCL; field observations and group reflection.	Understanding learner needs; identifying challenges and opportunities; early idea generation.
<b>Online Modules</b>	Eight self-paced modules providing the conceptual foundation for inclusive mobility.	Building core knowledge; learning practical approaches; establishing shared understanding.
<b>In-Person Training</b>	Five-day workshop on applied facilitation and mobility planning.	Practising facilitation; refining mobility concepts; teamwork and problem-solving.
<b>Piloting Phase</b>	Implementation of mobility concepts with learners in organisations.	Applying methods in context; supporting learners; reviewing effectiveness and outcomes.

This approach ensures that trainers not only understand inclusive mobility but also learn how to apply it in their own organisational context.



### 3 Learning Curriculum and Programme Design

The TRAIL CPD curriculum is designed as a structured, chronological learning pathway that guides participants from initial exploration to applied practice and implementation. It progresses through four interconnected stages: an experiential pre-excursion, self-paced online learning, a five-day in-person training programme, and a piloting phase where participants apply their learning within their organisational context.

The curriculum integrates competence-oriented learning, Design-Based Collaborative Learning (DBCL), blended learning, and experiential/piloting elements. This ensures that participants develop knowledge, facilitation skills, and contextual understanding necessary for supporting disadvantaged adult learners in mobility settings. Each phase strengthens specific competences within the TRAIL Competence Framework, with particular emphasis on the four domain-related competences that form the core of the CPD.

#### 3.1 Pre-Excursion: Learning Mobility and Early Concept Development

The CPD begins with a 5-day pre-excursion, which introduces participants to inclusive mobility through direct experience. Rather than beginning with theoretical content, participants are immersed in the physical, emotional, and organisational aspects of mobility, allowing them to view mobility through the learner perspective. This is particularly important for trainers working with adults who may experience anxiety, sensory overload, unfamiliar environments, or uncertainty during travel.

Within the TRAIL project, the pre-excursion took place from 17 – 21 Jun 2024, Peniche, Portugal. The program of the TRAIL pre-excursion is as below.

TRAIL Pre-excursion Program					
Venue: IPL, Peniche, Portugal					
	Monday 17.06.	Tuesday 18.06.	Wednesday 19.06.	Thursday 20.06.	Friday 21.06.
Morning		<b>09:30</b> Meeting for Berlengas Island excursion 📍 Boat company: Feeling Berlenga (boarding pier) Largo da Ribeira Marina, Peniche	<b>09:30</b> Design Thinking Input Start of work in groups	<b>09:30</b> Continuation of Design Thinking groups Preparation of group presentations	<b>10:00</b> Reflection and next step for TRAIL
		Packed lunches on the island	<b>13:00-14:30</b> Lunch at Canteen	<b>13:00-14:30</b> Lunch at Canteen	
Afternoon	<b>14:00</b> Welcome and Introduction • Objective of the week • Ice-breaker • Excursion assignments	Island Excursion	<b>14:30</b> Cultural Activity: Dance <b>15:00</b> Input: Adapted surf Paulo Ferreira, Surfing Club <b>16:00</b> Work groups Group Presentation	<b>14:30 - REVEAL16 conference</b> Keynote • A trail towards inclusion and equity, Célia Sousa Group Presentations Voting & Award	



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## Objectives of the Pre-Excursion

- experience mobility as learners, identifying potential barriers and opportunities
- build a shared foundation of understanding across all participants
- observe accessibility, inclusion, and communication issues in practice
- learn to identify needs through guided observation
- introduce Design-Based Collaborative Learning (DBCL)
- begin generating early concepts and ideas for mobility pilots

## Activities and Learning Experience

During the pre-excursion, participants travel and navigate new environments as a group. They engage in site visits, observe how different contexts support or hinder participation, and discuss their findings in structured reflection rounds. Participants examine transportation, group dynamics, sensory environments, staff–learner communication, and support structures.

The pre-excursion also introduces DBCL through practical exploration. Through group-based tasks, participants identify challenges and opportunities, document observations, and share insights. Early idea generation begins here, forming the initial basis for the mobility concepts later developed in Marseille.

## DBCL in the Pre-Excursion

Design-Based Collaborative Learning (DBCL) is a team-based learning method rooted in design thinking and problem-solving. It emphasises identifying real challenges, generating ideas, and developing context-sensitive solutions. During the pre-excursion, DBCL was used to:

- encourage collaborative exploration
- help participants recognise user needs
- support early ideation for mobility design
- strengthen observation and analytical skills
- promote teamwork and constructive discussion

DBCL is particularly suited to inclusive mobility planning because it enables trainers to identify needs before creating solutions. It also reinforces the competence of spotting ideas and opportunities for disadvantaged learners, which forms one of the four core competences of the TRAIL CPD.

### 3.2 Online Modules: Conceptual and Methodological Foundations

Following the exploratory pre-excursion, participants engage with the Facilitating Inclusive Mobility online modules. This phase provides the conceptual and methodological grounding needed for the in-person training and the subsequent piloting phase. Whereas the pre-excursion focuses on observation, reflection, and early idea generation, the online modules introduce the underlying theories, principles, and structured approaches that support inclusive mobility practice.

The online modules serve as the knowledge base of the CPD. They familiarise trainers with key terminology, essential strategies, and the components of competence-oriented mobility learning. They also ensure that all participants share a consistent understanding of inclusion, accessibility, communication, mentoring, and learner support prior to meeting in Marseille. This common foundation makes it possible for the in-person training to focus more intensively on applied practice, case-based exercises, and collaborative development work.

The online phase also prepares participants for the design-oriented methods used later in the CPD. Many of the tools and strategies introduced online feed directly into the Design-Based Collaborative Learning (DBCL) activities used during the in-person workshop and the development of national pilot schemes. By combining asynchronous study with reflective tasks, the online modules support self-directed learning and enable participants to review, revisit, and deepen their understanding at their own pace.

## Facilitating Inclusive Mobility

### A CPD for Practitioner

Follow the path of 5 sequential modules that guide you through planning a mobility program, from outreach and preparation to implementation. The three additional modules, covering crosscutting themes, provide essential insights to enhance your approach throughout the process.





## Objectives of the Online Phase

- introduce core concepts and approaches relevant to inclusive mobility
- provide participants with practical tools they can begin applying in their own organisations
- establish shared terminology and understanding among all CPD participants
- connect mobility tasks to competence development
- ensure participants arrive at the in-person workshop with a solid conceptual foundation
- prepare trainers for DBCL-based work, reflection tasks, and competence-oriented planning in Marseille

## Overview of the Online Modules

The eight online modules are organised as a learning journey that follows the stages of a mobility process. Modules 1 to 5 form a sequential pathway that guides practitioners through pre-mobility preparation, mobility delivery, and post-mobility evaluation. The remaining three modules address crosscutting themes—disability and disadvantage, mentoring, and accessible communication—which are relevant at every stage and strengthen the overall inclusive approach.

### 1. Increasing Awareness and Reaching Participants

Participants learn methods for making mobility opportunities visible and accessible for learners who are often excluded from mainstream outreach. The module introduces inclusive communication principles and explores why existing mobility information frequently fails to reach those who need it most.

### 2. Preparing Participants for Inclusive Mobility

This module focuses on the full spectrum of preparation tasks, including health and safety briefings, intercultural orientation, expectation management, and emotional readiness. Trainers learn how to structure preparation activities and support learners in building confidence prior to the mobility experience.

### 3. Travel Considerations for People with Disabilities and Other Needs

Participants explore accessibility requirements, risk mitigation strategies, communication challenges, and logistical considerations for learners with diverse needs. The module highlights practical steps to ensure travel is safe and dignified for all participants.

### 4. Didactic Development of Inclusive Mobility Learning Formats

This module introduces competence-oriented learning and the principles of inclusive curriculum design. Participants learn to structure mobility activities as learning experiences that are meaningful, achievable, and tailored to learner needs.

### 5. Evaluating and Validating Progress for Adult Learners with Fewer Opportunities

Participants examine approaches to competence-oriented assessment, including the use of micro-indicators, observation tools, and LEVEL5 validation. The module emphasises recognising small but meaningful steps in learner development.



## 6. Disability vs. Disadvantage: Definition and Concepts

This module defines the concepts of disability and disadvantage within the context of inclusive mobility. It provides an overview of different types of disability and their implications for learning, participation, and support needs.

## 7. Mentoring Adult Learners with Fewer Opportunities

Participants examine mentoring strategies suited to adults experiencing mental health challenges, neurodivergence, or social disadvantage. The module covers communication, emotional support, and facilitation approaches that help maintain learner confidence and safety during mobility.

## 8. Inclusive and Accessible Communication

This module strengthens participants' ability to use plain language, visual communication, and multiple formats to support understanding. It also addresses communication strategies for diverse groups with different processing needs.

### **3.3 In-Person Training**

The five-day in-person training in Marseille, France took place from 23 – 28 March 2025. It forms the applied component of the TRAIL CPD. Building on the foundations established during the pre-excursion and the online modules, this phase brings participants together to deepen their understanding of inclusive mobility and to translate their emerging ideas into concrete pilot concepts. The programme combines structured inputs, collaborative design tasks, guided reflections, and peer exchange, creating an environment in which conceptual learning and practical planning come together.

A central feature of the in-person training is the introduction and application of Competence-Oriented Learning and Validation (COLV). Two dedicated sessions on LEVEL5 and COL familiarise participants with the structure of competence-oriented learning, the process of defining indicators, and the documentation of learner progress. These sessions were sequenced early in the programme to give participants the necessary tools for designing their pilot concepts using the COLV approach. Throughout the week, participants revisited these principles while developing the competence structure and inclusive elements for their own mobility activities.

The programme also includes targeted inputs on key aspects of inclusive mobility facilitation. Sessions addressed digital and intercultural communication, trauma-informed teaching, motivating disadvantaged learners, accessible communication, and understanding diverse learner needs. These inputs provided participants with practical strategies relevant to disadvantaged adult learners, including those with mental health challenges, neurodivergence, sensory sensitivities, or low confidence. Additional sessions explored the particular circumstances of youth and senior mobility, supporting participants in adapting their approaches to different demographic groups.

A significant portion of the programme was dedicated to collaborative Mobility Development Group Work. Using Design-Based Collaborative Learning (DBCL) methods,



participants worked in small groups to analyse their organisational context, review learner needs, and begin shaping the structure of their national pilot activities. The DBCL approach supported iterative idea development, encouraging participants to test assumptions, refine concepts, and connect the insights gathered during the pre-excursion with the competence-oriented tools introduced during the workshop.

The in-person training therefore represents the point at which the CPD's creative, conceptual, and practical elements converge. By the end of the programme, each partner organisation had developed a draft mobility concept that integrates inclusive design elements, competence-oriented learning structures, and the adjustments required to support disadvantaged learners effectively. These concepts formed the basis for the piloting phase, in which participants applied and evaluated their plans within their own organisational settings.

The program of the five-day training was planned as followed:



**TRAIL C1 Training Program**  
**24-28 March, Marseille**

	25.03 (Tue)	26.03 (Wed)	27.03 (Thu)	28.03 (Fri)
10:00 – 10:15	Intro, Welcome and Ice Breaking	Overview	Overview	Mobility Project Presentation
10:15 – 11:15		Digital/Intercultural Communication (AFK)	Travel Preparation for Diverse Needs (Smart)	
11:15 – 11:30		Break (15 min)		
11:30 – 12:30	Participant Salon: Learning Mobility Everywhere	Trauma-informed Teaching (Blinic)	Motivating Disadvantaged Learners (blinic)	Evaluation & Closing
12:30 – 14:00		Lunch		
14:00 – 14:30	LEVEL5 and COL	Understanding Disadvantaged Learners and Accessible Communication (IPL)	Senior on Mobility (TAU)	
14:30 – 15:15			Youth on Mobility (AFK)	
15:15 – 15:30		Break (15min)		
15:30 – 16:50	Mobility Development Guideline + Matching	Mobility Development (Group work)	Mobility Development (Group work)	
16:50 – 17:00		Recap & Announcement		
Evening Activity	<b>18:00 EXCURSION (optional)*:</b> International Carnival Night. Explore the traditions of Carnival practicing and learning new languages through interactive booths	19:30 Joint Dinner		

\*Organised by: [La Marmite Joyeuse](#), more than a canteen, La Marmite Joyeuse is above all a place that fosters social connections around culinary activities. It also serves as a community resource centre for the neighbourhood, a space for meeting, mutual assistance, and sharing, both on a daily basis and during times of crisis.



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## Activities and Learning Experiences

The in-person training combined conceptual input with applied exercises. Participants took part in interactive workshops on trauma-informed teaching, digital and intercultural communication, motivating disadvantaged learners, and accessible communication. They explored the needs of youth and senior participants in mobility contexts and considered the specific barriers and support strategies relevant to these groups.

Competence-Oriented Learning and Validation (COLV) was introduced through practical exercises in which participants identified competences relevant to their target groups,



defined indicators using LEVEL5, and mapped learning activities to competence development. These activities supported trainers in understanding how mobility experiences can be designed as structured learning pathways rather than isolated travel events.

Mobility Development Group Work formed a substantial part of the programme. Working in mixed and national teams, participants developed early versions of their pilot concepts using DBCL methods. They analysed learner needs, identified key learning goals, explored inclusive facilitation strategies, and incorporated competence orientation into their planning. Reflection rounds and peer feedback sessions supported the refinement of their designs and strengthened collaborative learning across partner organisations.

### **Objectives of the In-Person Training**

- deepen understanding of inclusive mobility through collaborative, competence-oriented learning
- introduce and apply the principles of Competence-Oriented Learning and Validation (COLV)
- support participants in developing mobility concepts that integrate inclusive design elements and learner-centred approaches
- strengthen facilitation, mentoring, and communication competences relevant to disadvantaged adult learners
- connect DBCL methods with practical planning and pilot development
- prepare participants for designing, documenting, and evaluating their pilots in alignment with TRAIL and KA1 requirements

### **3.4 Piloting Phase: Application and Consolidation**

The piloting phase represents an essential component of the TRAIL CPD, as it enables participants to apply their learning within the realities of their organisational context. While the earlier CPD phases focus on exploration, knowledge-building, and collaborative design, the pilot stage brings these elements together in practice. Inclusive mobility cannot be fully understood or developed through theory alone; practitioners need the opportunity to translate their plans into concrete activities, work directly with their target groups, and experience the complexities, constraints, and opportunities that arise when facilitating mobility with learners who face diverse barriers.

Piloting also provides space for adaptation. Every organisation involved in TRAIL works with different learner groups, resource levels, and mobility traditions. Some partners implemented short-term mobility experiences, while others prepared longer-term stays or local preparatory initiatives. The piloting phase allows trainers to adjust the tools, methods, and strategies introduced in the CPD so they fit their specific context. Through this process, trainers develop a deeper understanding of what inclusive mobility requires in practice and how to tailor their approaches to meet the needs of their learners. This contextualised application is central to ensuring that competence development extends beyond the training environment and becomes integrated into everyday organisational practice.

An additional purpose of the piloting phase is to strengthen practitioners' confidence with administrative and reporting requirements. Each pilot is documented through an implementation report that mirrors the structure of the Erasmus+ KA1 Mobility Learning



Agreement. This template was designed to familiarise trainers with the planning and documentation standards expected in KA1 mobility projects. For many practitioners, these reporting processes can be demanding, particularly when working with disadvantaged learners who require additional support. By integrating this documentation explicitly into the piloting phase, the CPD provides a guided way for trainers to gain experience with KA1 reporting while reflecting on their pedagogical decisions, facilitation processes, and learner outcomes.

The piloting phase therefore serves a dual function. It consolidates the competences developed throughout the CPD by allowing trainers to test and refine their approaches with actual learners. At the same time, it builds organisational capacity by introducing trainers to the practicalities of planning, documenting, and reviewing inclusive mobility programmes. Through reflection and feedback, trainers contribute valuable insights to the TRAIL partnership, enriching the shared understanding of how inclusive mobility can be effectively implemented across diverse educational settings.

### **Objectives of the Piloting Phase**

- enable trainers to apply CPD methods, tools, and approaches within their organisational context
- strengthen practical competence by working directly with learners who face diverse barriers
- adapt inclusive mobility concepts to real conditions, resources, and learner needs
- build confidence in managing KA1-style reporting and documentation using the implementation report template
- support reflective practice by encouraging trainers to assess outcomes, challenges, and areas for improvement
- contribute insights and feedback to the TRAIL partnership for further development of tools and resources



## 4 Supporting Resources

The TRAIL project has developed a set of resources that complement the CPD and support trainers and organisations in planning, delivering, and evaluating inclusive mobility activities. These resources are designed to provide practical guidance, promote consistent standards, and strengthen organisational readiness for working with learners who face diverse barriers to participation. All resources are made available through the TRAIL Hub (<https://trail-project.eu/trail-hub/>). The Hub is structured into six sections, each serving a specific purpose in supporting inclusive mobility.

### 4.1 Inclusive Mobility Exhibition

This section presents a curated collection of good practices from across Europe, showcasing different ways organisations support disadvantaged learners in mobility contexts. Examples can be filtered by country and by thematic focus, offering users inspiration and concrete ideas for developing inclusive mobility offers.

### 4.2 TRAIL CPD Course

The *Facilitating Inclusive Mobility* CPD modules are hosted on the Hub and can be accessed individually or as a full training pathway. The modules provide practitioners with strategies for planning, communicating, mentoring, and evaluating inclusive mobility activities within their organisational context.

### 4.3 Inclusive Mobility Prototypes

This section displays prototypes created during the Design Thinking workshop in Peniche. Developed through collaborative design, each prototype outlines an inclusive mobility concept tailored to specific disadvantaged groups. The section illustrates how creativity and user-centred design can generate new mobility ideas.

### 4.4 Project Resources

Key project documents—such as the TRAIL Competence Framework, Inclusive Mobility Quality Criteria, and survey findings—are collected here. These resources provide the conceptual grounding for the TRAIL approach and support organisations seeking to strengthen their inclusive mobility practices.

### 4.5 Inclusive Mobility Platform

This section links to mobility opportunities published on the PROVIDE platform. Offers are created by organisations experienced in supporting learners with fewer opportunities and include details on how programmes can be adapted to individual needs. It serves as a practical matchmaking space for mobility providers and practitioners.

### 4.6 Inclusive Mobility Self-Assessment

The self-assessment tool helps organisations review their readiness for inclusive mobility across six key areas, including planning, preparation, delivery, and validation. It offers structured, non-judgemental feedback and supports organisations in identifying development needs and monitoring progress over time.



## 5 Conclusion

The TRAIL CPD provides a structured and practical pathway for strengthening the capacity of trainers and organisations to deliver inclusive mobility opportunities for adult learners with fewer opportunities. Through its combination of experiential exploration, online learning, applied in-person training, and context-based piloting, the CPD equips practitioners with the competences, tools, and confidence needed to plan and facilitate mobility activities that are accessible, supportive, and pedagogically sound.

The accompanying TRAIL Hub extends this learning into organisational practice. By offering access to examples, tools, prototypes, and self-assessment instruments, the Hub supports ongoing development and encourages organisations to embed inclusive mobility within their regular provision. The integration of competence orientation, DBCL principles, and KA1-aligned documentation ensures that the CPD not only enhances practitioner skills but also strengthens institutional readiness for future mobility initiatives.

Together, the CPD and the resources hosted on the TRAIL Hub form a coherent framework that supports the long-term development of inclusive mobility across Europe.



# TRANSITION TO ACCESSIBLE AND INCLUSIVE LEARNING



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## Project Partners



## Project Website

