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TCA/ NET DETAILS

TCA/ NET name:	Collaboration for Inclusion: Best Practices for Erasmus+ Adult Education Mobilities Involving Learners with Disabilities
Venue:	Gibson's Hotel, Dublin, IRELAND
Dates:	23 March 2026 – 27 March 2026
Number of participants:	30
Target group:	Adult education organisations delivering formal, non-formal and informal learning programmes for persons with disabilities. Erasmus+ Programme experience level: Newcomers and less experienced organisations (e.g.,: organisations that have participated in staff mobility but are new to learner mobility)
Sector/s:	Adult education
Original aims and objectives:	This contact-making seminar focused on inclusion of persons with disabilities within the adult education sector, with a



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particular emphasis on Erasmus+ opportunities for inclusive learner mobilities. This training activity welcomes participants with diverse abilities and offers full accessibility, with inclusion support available to ensure equal participation for everyone. It is designed to help organisations working with adult learners with disabilities to:

- Discover how the Erasmus+ programme Key Action 1 Mobility opportunities can be used to improve access, participation and support for adult learners with disabilities.
- Share and learn about inclusive practices, accessibility tools, non-formal methods, and organisational strategies from peer organisations across Europe.
- Build networks and partnerships with like-minded organisations to pave the way for joint project development.

During this event, participants were able to:

- Explore the range of Erasmus+ funding opportunities applicable to adult education organisations operating in disability inclusion (staff and learner mobility).
- Hear from practitioners and organisations who have implemented inclusive adult education programmes and used Erasmus+ funding to support learners with disabilities.
- Actively contribute to the collection of good practices, tools, and strategies relevant to their home organisations.
- Participate in structured partner-finding sessions, networking activities and thematic workshops to identify shared interests and possible future collaborations.
- Create action plans or ideas for future Erasmus+ project proposals focused on adult learners with disabilities and inclusion.



PREPARATION

How was the content of the training developed?

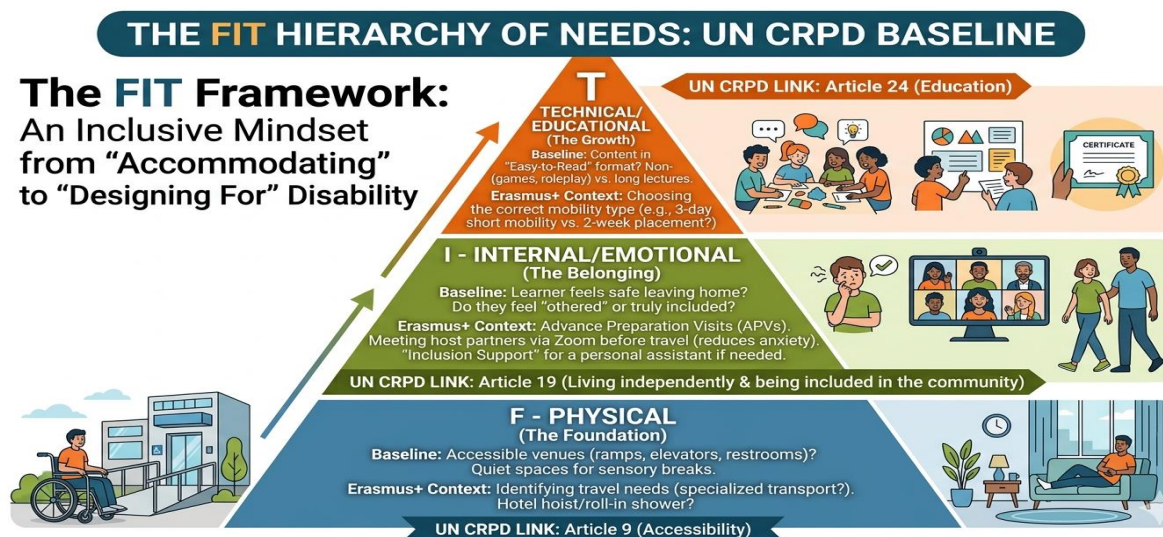
The content of the training was developed through a collaborative preparation process that involved regular online meetings among the trainers, who are based in different countries. The programme design was informed by the aims and objectives of the activity, participants' identified learning needs, and accessibility considerations gathered prior to the training.

A key reference point in developing the content was the FIT Framework, created by the trainers – Seamus Quinn and Laura Alčiauskaitė – to support a shift from an “accommodating” mindset to designing for disability from the outset.

The framework focuses on **three interconnected dimensions** of the hierarchy of needs:

1. Physical access as the foundation,
2. Internal and emotional belonging as a condition for meaningful participation
3. Technical or educational design as the area where learning can grow.

The FIT model helped ensure that the programme addressed inclusion not only as a question of logistics or access arrangements, but also as a matter of safety, belonging, learning design and participation.



The content followed a logical flow of the learning process. It started by getting participants to know each other better, creating a safe and brave space and sharing a common understanding of inclusion and disability in the context of Erasmus+ Adult Education, then moved towards practical examples, exchange of experiences, reflection on access needs, and, finally, developing the ideas



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for future inclusive mobility projects. Such a structure allowed participants to first connect with each other and with the topic, and then gradually move into more practical, project-related work.

Particular attention was paid to making the content relevant to participants' professional realities and responsive to the group's diverse experiences. Accessibility and inclusion were integrated throughout the design process, influencing both the choice of methodologies and the organisation of learning activities to support meaningful participation for all participants.

Was a prep meeting included? Please describe what was discussed and agreed.

The online preparation meetings were included in the development and finalisation of the training. The trainers held online preparation meetings before the activity, as they are based in different countries – Ireland and Lithuania. These meetings were used to discuss the overall programme flow, learning objectives, methodology, division of roles, participant needs, accessibility considerations, and the practical arrangements needed to support the training.

In addition to the online preparation, the trainers met in Dublin on 22 March – the day before the training started. This meeting was used to check the hotel and working space, review the accessibility and suitability of the venue, meet with the Léargas officers, introduce them to the full planned programme and clarify practical and organisational details. The final adjustments to the programme were also made during this meeting, taking into account the space, logistics, access, and learning needs of the participants, as well as any last-minute considerations.



TEAM MANAGEMENT

How effectively did the team work together?

This TCA was facilitated by two trainers – Séamus Quinn (Ireland) and Laura Alčiauskaitė (Lithuania). The trainers had never worked together before and, since both of them are based in different countries, much of the preparation took place through regular online meetings. Despite this, the cooperation was smooth and easy. Both trainers worked efficiently by bringing different but complementary energies to the room: Séamus brought playfulness and an ability to energise the group, while Laura brought deeper reflection and warmth to the learning space.

The different facilitation styles complemented each other well. Séamus contributed strongly to the development and framing of the FIT Framework and helped bring a creative and expressive dimension to the programme. Meanwhile, Laura supported the process by connecting the discussions to access needs, learner-centred thinking and the wider human rights context. Her facilitation style also helped make conversations about disability and accessibility feel open, honest and less intimidating for participants.

The cooperation between the trainers was based on trust, flexibility and open communication. Tasks were divided naturally, adjustments were made when needed, and both trainers supported each other during facilitation. This helped create a training environment that was engaging, reflective, practical and light at the same time.

How did you work with the National Agency?

The representatives of Léargas were actively involved from the very beginning of the TCA. They took responsibility for the main organisational aspects of the activity, including arranging the venue and catering, maintaining regular communication with selected participants, and organising the evening activity, which included a visit to the Celtic Nights experience. They also supported the logistics for inviting the Suisha group from HORIZONS and EPALE representatives to contribute to this TCA.

During the training itself, two Léargas officers, Jemma Lee and Stephanie Ajayi, were present and actively supported the process. Their role was not limited to logistical support as they also contributed to the learning content by presenting Erasmus+ opportunities in the field of Adult Education and by supporting participants as they developed ideas for future inclusive mobility projects.

The cooperation with Léargas was very smooth and well-coordinated. Communication was clear, responsibilities were shared effectively, and the trainers felt very supported throughout both the preparation and implementation of the activity.



PARTICIPANTS

How did participants engage?

During the TCA, participants were engaged through a wide range of non-formal education methods. The programme combined plenary discussions, work in smaller groups, peer exchange, individual reflection, creative tasks, presentations, Q&A moments and practical work on future project ideas for collaboration. Different methods were intentionally used to keep the learning process active, accessible, and varied.

From the beginning, the trainers used icebreakers and group-building exercises to help participants get to know each other better and create a safe, brave learning space. Creativity was also used as a way to support their networking and exchange - e.g., when participants presented their organisations through the metaphor of a “menu”. This helped participants introduce their work in a more engaging way, while also identifying possible links between organisations.

The TCA also included reflective and conceptual methods. For example, participants used Dixit cards for personal reflection and took part in discussions on different understandings of disability, including the difference between integration and inclusion, as well as the medical and social models of disability. These concepts were then connected to the Erasmus+ Adult Education context and to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), especially in relation to accessibility and inclusive mobilities of adult learners.

A central method used throughout the training was the FIT Framework, which supported participants in looking at inclusive mobility through physical access, emotional belonging and educational design. The framework was used not only as a concept, but also as a practical lens for analysing mobility experiences, access needs, learner-centred preparation and planning the projects for future mobilities.

A strong emphasis was placed on connecting learning with practice. Participants worked with needs analysis, were introduced to accessibility and inclusion check-list, reflected on pre-during-post mobility support, and engaged with real-life examples such as the Suisha group visit and performance. In the later stages of the TCA, they worked creatively in groups to develop and present future project ideas for collaboration, receiving feedback from peers and reflecting on possible next steps.

Overall, the engagement of participants was supported by combining creativity, reflection, practical planning and peer learning. This helped participants stay involved not only intellectually, but also through interaction, exchange and hands-on work connected to inclusive Erasmus+ mobility.



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Our Participants - combining creativity, reflection, practical planning and peer learning.

Were they the right selection of participants? Were there any particular challenges working with the group?

Overall, the group of participants was very engaged, motivated and open to learning. They actively contributed to discussions, showed interest in the topic of the TCA and appreciated the opportunity to exchange practices and ideas with others. The group atmosphere was positive, friendly and supportive, and many participants were willing to reflect honestly on accessibility, inclusion and the practical challenges of organising Erasmus+ Adult Education mobilities involving learners with disabilities.



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At the same time, there were some challenges related to participant selection and continuity of participation. One of the aims of the TCA was to support the development of future collaborative mobility project ideas, with a particular interest in strengthening future applications involving Irish organisations. In this context, the participation of Irish organisations was especially important, as they were expected to play a key role in hosting or co-developing future cooperation activities. However, several Ireland-based participants were only able to attend part of the programme, rather than the full three days. This had an impact on the group dynamics and made the partnership-building process more challenging, as some participants were not present for the full learning journey or for all stages of project idea development.

Another challenge was that participants had different levels of connection to the Adult Education field and to work with adult learners with disabilities. While most participants were connected to the topic in some way, not all of them were directly working with adult learners with disabilities and fewer of them had specific experience with learners with intellectual disabilities, which was an important focus of the activity. This diversity brought valuable perspectives to the group, but it also meant that some participants needed more time to connect the content of the TCA with their own organisational context and with the specific aims of planning future inclusive mobility projects.

For future similar activities, it may be useful to strengthen the selection criteria and expectations communicated before the activity. This could include clearer emphasis on the importance of full participation throughout the programme, as well as ensuring that selected participants are connected to Adult Education, have a relevant organisational role and that they are in a position to contribute to the development of future Erasmus+ mobility projects. This would support stronger continuity, clearer partnership-building and more concrete outcomes from the TCA.



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COLABORATION FOR INCLUSION - OUR MISSION STATEMENT IN ACTION

Overview and analysis of participant feedback:

The evaluation of the Training and Cooperation Activity (TCA) reveals overwhelmingly positive responses from participants, highlighting their exceptional satisfaction. The event successfully created a robust framework to foster inclusion within the Erasmus+ Adult Education initiative, while also encouraging meaningful connections and networking among professionals across Europe. Although the participants arrived home feeling invigorated and inspired by the collaborative spirit of the event, many also admitted to feeling a bit weary from the intensive and challenging program that kept them actively engaged throughout. Léargas garnered significant accolades for its impeccable organisation, warm hospitality, and clear, supportive communication, ensuring that all attendees felt welcomed and valued during the experience.

Overall Satisfaction

100% of respondents selected "Very satisfied" (19 out of 19).

Participants praised the event as "excellently prepared," highlighting the meticulous organisation and attention to detail that underpinned its success. Many described the experience as "stimulating," pointing to engaging discussions and thought-provoking content that kept them



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captivated throughout. The event's intensity was also noted, with some participants remarking that it was "the best TCA event I have ever attended." Despite the rigorous demands of the schedule, which left some feeling exhausted by the end of the day, this fatigue was a testament to the productive, industrious atmosphere fostered during the sessions. Overall, the combination of high-quality programming and active participation made the event a memorable and valuable experience for all involved.

Organisation and Facilities (Venue, Food, etc.)

From the 19 respondents: Very Satisfied: 17 respondents; Somewhat Satisfied: 2 respondents

Qualitative Feedback:

The venue received widespread acclaim for its excellent accessibility, allowing all attendees to navigate the space with ease. Participants appreciated the comfortable ambience, which contributed to a productive atmosphere throughout the event. The seamless integration of hosting sessions, accommodation, and dining options at the same venue was particularly praised, as it simplified logistics for everyone involved. A standout feature of the experience was the impressive variety and quality of food choices available. Attendees relished the delicious meals and snacks provided, which added to their overall satisfaction. However, one suggestion from the feedback highlighted the potential benefit of incorporating outdoor activities. This addition could offer participants a refreshing change of scenery and a chance to recharge between the longer indoor sessions.

Organiser National Agency (Léargas)

Feedback from 19 respondents - Very satisfied: 17 respondents Somewhat satisfied: 2 respondents

The Léargas team received glowing reviews for being attentive, helpful, welcoming, and present at every step. Pre-event communication was noted as exceptionally clear, and individual team members were highlighted for being highly engaging and informative.

Event Content (Theory vs. Practice, Setup, Materials)

Of 19 respondents: Very satisfied: 17 respondents Somewhat satisfied: 2 respondents

The balance of inputs, collaborative group brainstorming, independent project work, and the digital platform used (Padlet) were highly effective.

A few participants noted minor repetitions in the introductory sections and highlighted that the long hours made information retention challenging. One participant felt the content leaned heavily toward physical/intellectual disabilities at the expense of a broader look at general Erasmus+ adult education frameworks. However, this was the very intention of the TCA.

Networking Outcomes & Application Intentions

Networking Success: 100% (19/19) of participants answered "Yes" to having successfully met



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European partners and networked. Participants established a WhatsApp group to maintain this network. The Padlet serves as a common ground for partnership building and resource sharing.

Intentions to Submit for the Next Call for KA1 Programmes:

Yes: 11 respondents

No: 8 respondents

Intentions to Submit for the Next Call for KA2 Programmes:

Yes: 6 respondents

No: 13 respondents

Overall, majority of participants intend to submit the project application for the next call for KA1 and KA2 Programmes, with some participants indicating they are going to apply for both calls.

OUTCOMES & FUTURE IMPACT

Will any tangible materials (e.g. guides, websites, tools) be produced as a result of the TCA?

The main tangible materials produced as a result of this TCA were the FIT Framework and the project ideas for future collaboration developed by participants by the end of the training.

The **FIT Framework** was introduced as a practical tool to support organisations in planning inclusive Erasmus+ Adult Education mobilities involving learners with disabilities. It can help participants reflect on physical access, internal and emotional belonging, and technical or educational design when preparing future mobility activities.

In addition, participants worked on developing **project ideas for international collaboration** for the future. These ideas reflected the learning, discussions and partnership-building that took place during the activity, and may serve as a basis for future Erasmus+ cooperation and inclusive mobility projects between participating organisations.



MAKING EUROPEAN CONNECTIONS

How do participants plan to share knowledge in their organisations after the TCA?

Participants outlined detailed, multi-tiered plans to disseminate the insights gained from the TCA:

Internal Dissemination

Organising presentations, meetings and formal briefings to line managers, internal team meetings, and sharing sessions at annual end-of-school-year dissemination events.

Plans to strategically align project outcomes across various institutional units and run internal research to gauge staff motivation for future mobilities.

The Publishing of summaries and updates on internal MS SharePoint portals and digital platforms

External Dissemination

Participants mentioned writing articles and blog posts directly on the **EPALE** platform and updating user profiles to facilitate future hosting partnerships.

Circulating public communication Updates via organisational websites, newsletters, and official social media channels (Facebook, Instagram) while also sharing through their networks; disseminating knowledge through existing regional networks, regional government resources, teacher centres, and disability service networks.

Participants indicated that knowledge transfer would extend beyond simply reporting on the event. Many described plans to apply new accessibility approaches, adapt mobility project ideas, develop new Erasmus+ projects, and establish collaborations with partners met during the seminar. Overall, participants viewed knowledge sharing as an ongoing organisational development process, with a



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strong commitment to embedding learning into institutional practice rather than treating dissemination as a one-off activity.

Did you observe any changes in the skills or behaviour of participants over the TCA?

Some changes in participants' awareness and behaviour could be observed over the course of this TCA. At the beginning, many participants were still exploring what truly inclusive Erasmus+ Adult Education mobility could mean in practice, especially when working with learners with disabilities and different access needs.

As the training progressed, participants became more confident discussing accessibility and inclusion in a more holistic way. Their reflections moved beyond physical access alone towards a broader understanding of inclusion that encompasses emotional safety, belonging, communication, educational design, pacing, and learner-centred preparation. The use of the FIT Framework supported this shift by giving participants a practical way to think about physical, internal/emotional and technical/educational dimensions of organising an inclusive mobility activity.

The visit of the Suisha group and their performance on the second day of the TCA was highly impressive as a real-life experience of inclusion of young people with intellectual disabilities, and it showed how much talent, creativity and confidence can emerge when learners are given the right support, space and trust. It also helped TCA participants move beyond abstract discussions about inclusion and see practically what meaningful participation can look like in practice. The performance and the following exchange created an emotional and practical learning moment, highlighting the importance of focusing not only on access needs, but also on people's strengths, voices, self-expression and potential.

In addition, the presence of a trainer with lived experience of disability also contributed to the learning process in a meaningful way. It allowed some discussions about accessibility, inclusion and equity to become more concrete and grounded in real experience, while also modelling the importance of involving learners with disabilities not only as "passive beneficiaries", but also as the active co-creators in educational and mobility activities.

It is likely that such experience contributed to how participants approached project planning. Through the needs analysis work, examples of good practice, discussions on pre-during-post mobility support, and the development of future project ideas for collaboration, participants started to connect inclusion more directly with the needs of their learners. They became more attentive to the role of the adult learner in the process and to the importance of co-design, preparation, partnership-building and realistic accessibility planning.

In terms of behaviour, participants became increasingly open to peer learning, asking questions, sharing challenges and exchanging practices with others, especially since they come from very different practical and educational backgrounds. By the third day of this TCA, the group was more



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actively engaged in developing collaborative ideas and giving each other feedback, suggesting increased confidence and readiness to apply the learning in their own organisational contexts.

In the participants' feedback, although the survey was completed immediately after the event, they identified several perceived changes. Many reported increased confidence in designing E+ mobility projects, supporting learners with disabilities, engaging in international partnerships, and promoting inclusion within their organisations. Participants also described a stronger understanding of inclusive practices and practical approaches to accessibility. Networking emerged as a key outcome, with many actively exchanging contacts and exploring future collaborations. In addition, participants demonstrated greater reflective practice by considering how their own organisational approaches could be strengthened to improve inclusion and participation.

How do you think this TCA will affect participants' work practice in the future?

This TCA is likely to affect participants' future work practice by strengthening their awareness of what is needed to make Erasmus+ Adult Education mobility more inclusive and accessible for adult learners with disabilities, especially those with learning disabilities. During the TCA, participants were encouraged to think about inclusion not only as a matter of physical access, but also to relate it to emotional safety, belonging, communication, educational design and meaningful participation.

One expected impact is that participants will be more attentive to learning and access needs of their adult learners from the beginning of the project planning process, rather than treating accessibility as an additional or last-minute arrangement. Through the FIT Framework, needs analysis activities and discussions on pre-, during-, and post-mobility support gave participants an opportunity to reflect on how to prepare mobility projects in a more learner-centred way.

In addition, this TCA may influence participants' organisational practice by encouraging stronger cooperation with adult learners themselves, partner organisations and relevant support structures. Participants worked on future project ideas for collaboration, which may help them transfer the learning into more concrete Erasmus+ mobility plans and cooperations.

The participant's feedback also confirmed that the TCA successfully strengthened participants' confidence, knowledge and capacity to implement inclusive Erasmus+ mobility activities for adult learners with disabilities. Participants intend to disseminate learning widely through internal training, professional networks and digital communication, while embedding new approaches into organisational practice. The event also fostered strong international networking, with many participants already planning future collaborations and Erasmus+ applications. Feedback indicates that the seminar achieved its objectives by combining high-quality practical learning, meaningful exchange of good practice and excellent organisational support, leaving participants well-equipped to drive more inclusive adult education across their organisations.

Overall, the activity is expected to support participants in designing mobility experiences that are more thoughtful, inclusive and co-designed with their adult learners. Even for participants who may not immediately develop a project application, the TCA can influence their daily work by changing



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how they understand accessibility, how they ask about their learners' needs, and how they approach inclusion in educational activities.

Recommendations

Pacing and Length: Shorten the formal daily program or introduce refreshing, structured outdoor/off-site cultural activities to combat participant exhaustion.

Field Trips: Integrate more practical site visits to local exemplary inclusion initiatives (e.g., the *Suisha Arts* project) to ground theoretical practices.

Application Workshops: Offer optional, practical breakout sessions dedicated to project writing, partner matching, and navigating application forms to help convert "No" responses into future applications.

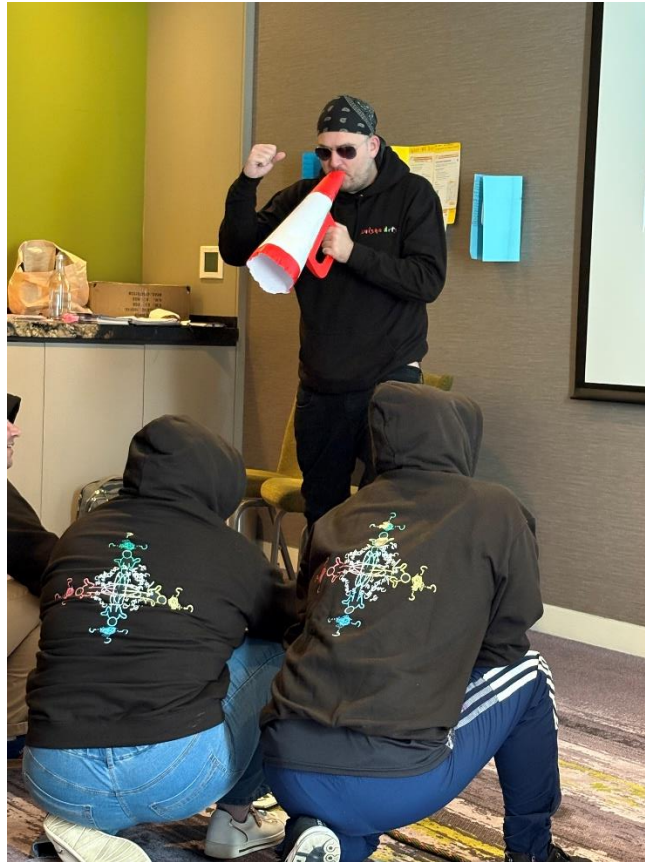
It is essential to **synchronise TCA** activities effectively with the respective application deadlines to ensure optimal outcomes. Many organisations were awaiting results on KA2 project applications submitted by their NAs.

Keeping Organisations in the Room: This is particularly pertinent for national participants. Ensuring these organisations stay for the full duration of the training is an increasing issue. It interrupts the training process and brings an element of flippancy that can affect the attainment of the training objectives. This may also be related to the previous recommendation.





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Our Guests - 'Suisha' in Action



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THANK YOU PARTICIPANTS AND TEAM LÉARGAS!!!



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APPENDICES

Yes/No

Padlet

<https://padlet.com/CSTeam/collaborating-for-inclusionr4bqgwvpriq2aotl>

Info Pack

<https://padlet.com/CSTeam/collaborating-for-inclusion-r4bqgwvpriq2aotl/wish/YDgnZeqzVmrYZwrA>

Training Schedule

<https://padlet.com/CSTeam/collaborating-for-inclusion-r4bqgwvpriq2aotl/wish/LNV1Q70jMRLoZmq3>

Online Meeting Slides

<https://padlet.com/CSTeam/collaborating-for-inclusion-r4bqgwvpriq2aotl/wish/e9YpQNpmqYPRWxjM>