



INTRA -Innovative Technologies of Responsible Automation
2022-1-IT02-KA220-ADU-000085744

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JOINT REPORT WP4

Evidence of the experimentation and validation of the INTRA Model



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2022-1-IT02-KA220-ADU-000085744

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Introduction

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Work Package 4 (WP4) – “Capacity building” – is the point at which the INTRA project enters the most concrete and demonstrative phase. Here the model and the e-learning platform are assessed directly with groups of adults, in different life and work contexts and with methods of use typical of adult learning: fragmented times, autonomous learning, heterogeneous needs, distinct levels of familiarity with digital tools. It is the phase that allows the partnership to verify with empirical evidence the maturity of the solution and its ability to generate training value in real conditions of use.

In WP4 the project pursues two complementary purposes. The first concerns the innovation of adult education in an operational sense: proposing an accessible, modular, independently manageable and transferability-oriented learning experience. The second concerns the production of robust evidence: documenting that this experience supports the development of skills perceived as useful in work and daily life and that the platform is used continuously until completion.

The context of reference is that of the transitions that cross work and society: digitization, automation, new forms of organization and greater demand for adaptability. In this context, adult reskilling and upskilling are strengthened when they include technical skills and soft skills that make learning itself sustainable: stress management, self-regulation, motivation, planning, autonomy and confidence in the use of digital environments. WP4 puts these dimensions at the centre of the verification.

From a methodological point of view, WP4 is designed as an iterative process in three experimentation sessions: September–December 2024, February–May 2025, July–October 2025, with dedicated moments of monitoring and evaluation between sessions.

This scanning makes possible a cycle of progressive improvement: each session produces data and feedback; these are analysed and translated into operational indications and the next session allows a new verification on a different group. The three phases allow you to consolidate the strengths of the model and optimize aspects of the user experience and the transferability of the content.

A decisive element of WP4 also concerns the size and variety of the sample. The project involves a minimum of 300 adults in the three partner countries, including different profiles (employed, unemployed and disadvantaged groups).

This target has a substantial value: it guarantees observational breadth and allows the platform to be evaluated on adult populations with dissimilar needs and conditions. A large and varied experimentation increases the quality of inferences, because it makes visible both the common dynamics and the differences related to context, age, professional background and level of digital skills.

Once the experimentation is completed, the WP4 Joint Report performs a scientific and operational synthesis function. It is the document that integrates the evidence produced in the three national trials (Italy, Romania, Poland) along the three test sessions, returning a unified view of the results and the



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validation trajectory. The aim is to consistently consolidate what the national reports show individually and to produce a comparative framework capable of supporting decisions and recommendations.

The Joint Report collects three levels of evidence, which together describe the performance of the model. The first level is quantitative: registrations, module completion, progress of the course, quiz results and usage indicators tracked in the platform. The second level is qualitative: interviews, open comments, focus groups and observations collected by the partners during and after fruition. The third level is interpretive: the perceived impact on skills, expressed through the ability of users to describe changes in stress management, time organization, motivation, awareness and autonomy of digital learning.

The “joint” dimension has a specific methodological value because it allows a comparative reading. The cross-sectional analysis makes it possible to identify recurring patterns between countries and phases, distinguishing between structural elements of the model (stable and transferable) and aspects that depend on the composition of the group, the context of implementation or accompanying choices. This reading orients the final refinements and makes explicit the factors that support the effectiveness of the platform on different adult populations.

This Joint Report closes WP4 by presenting an organic picture of the experimentation and validation of the INTRA model. At the same time, it prepares the ground for consolidation and dissemination, because it translates the results into readable evidence, operational recommendations and transferability indications. It is the document that makes the WP4 path visible: three cycles of tests, systematic collection of data and feedback, progressive refinement and confirmation of the platform’s ability to support the development of skills in adults in an accessible and replicable way.

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The INTRA model. What is evaluated in WP4

When we talk about the “INTRA model” it is better to imagine it as an integrated ecosystem, built to accompany the adult along three steps that, in practice, feed each other: mapping and recognizing one’s skills, developing them with an agile training course centred on real life, making them visible and expendable through a logic of evidence and (progressively) certification. This approach is already very clear in the design of WP3: a smart platform in which the user creates his or her own profile, enhances formal/non-formal/informal skills, identifies areas of strength and improvement, accesses “re-orientation” courses and benefits from the support of a digital counselor, with a certification horizon on blockchain.

Smart Platform

The first characterizing element of the model is the choice of an environment that functions simultaneously as a Learning Management System, as an orientation space and as a container of data useful for monitoring. In INTRA, the platform is not simply the “place” where content is uploaded: it is the infrastructure that allows the model to exist and be observable. This choice brings together, in an integrated way, three typical needs of adult education: to offer a clear and usable training path, to support processes of awareness and self-orientation and to produce reliable evidence on participation and results.

In WP3, this integrated function is entrusted to Moodle, chosen as an e-learning system for its flexibility, technological maturity and ability to support different approaches (asynchronous, synchronous and blended), maintaining strict control over the teaching organization and usage data. Moodle becomes the operational support of an idea of adult education that enhances autonomy, readable progression and the possibility of learning “in blocks” compatible with everyday life.

As an LMS, Moodle offers a solid framework for building a course that has a clear sequence, a manageable pace and a variety of resources. Moodle allows you to organize content and activities in an orderly way, including text, images, audio, video and interaction tools (quizzes, forums, chats).

This point is relevant because INTRA works on themes (stress, motivation, time management) that require an alternation of explanation and application: the didactic value increases when the user quickly moves from “understanding” to “trying” and Moodle allows this alternation to be built in a natural way.

In addition, Moodle supports a scalability logic: once a course has been built, it can be replicated, updated, adapted and transferred, maintaining structural consistency. For an Erasmus+ project that aims at international experimentation and potential future dissemination, this is an important condition: the same training system can be proposed in different contexts, monitoring differences and maintaining comparability.



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INTRA understands the platform as a context that supports adults in becoming aware and defining personal and professional priorities. The choice of Moodle dialogues well with the logic of adult learning: the adult learns more effectively when he perceives usefulness, when he integrates previous experiences and when he has margins of autonomy in the path.

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In practice, this means designing an experience where the user can:

- immediately understand the purpose of the path and the expected benefits;
- manage time and pace according to their constraints;
- easily find what he has already done and what remains to be completed;
- connect content to lived situations, thanks to exercises and guided reflections.

An adult chooses to continue a training course when he sees meaning and when the experience is governable. Structural elements (modules, units, final quizzes, progress indicators) function as implicit orientators: they make progression visible and help maintain continuity. In national reports on experiments, this dimension often emerges as one of the most appreciated factors: intuitive platform, clear steps and the possibility of learning in micro-sessions without losing the thread.

The third function, decisive for the model, is the ability of the platform to act as a container of data useful for monitoring. Moodle supports assessment and reporting: creation of quizzes, automatic collection of results, tracking of activities and progress, with access to statistics and logs.

This dimension transforms the e-learning environment into an observable device: it allows you to reliably describe what happened during the experimentation and to do so in a comparable way between sessions and countries.

In WP4, where experimentation takes place in three cycles and in three countries, this observability is essential to support an iterative logic: data are collected (completions, quiz scores, attempts), cross-referenced with qualitative feedback (interviews, comments, focus groups) and realistic and targeted refinements are identified. In Polish and Romanian reports, for example, the use of in-platform tracking to track quiz completion and results is an explicit part of the methodology.

From the point of view of evaluation research, this means being able to support conclusions on three levels:

- participation: how many people start and how many finish;
- learning: what results they obtain in the tests;
- experience: what they report in terms of usefulness, difficulty, transferability.

An interesting aspect of the Moodle choice is the possibility of adding, on top of the basic structure of the course, components that enrich the experience: for example, the conversational layer (Skillbot/chatbot) and the certification of skills via blockchain. Moodle supports integrations and



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standards (SCORM) and can communicate with external tools, making a “layered” platform viable, where the core remains stable and services evolve.

The chatbot, which in ITRA takes the name of “SkillBot”, is designed as operational support to the user: technical assistance, orientation in the course, suggestions on content, feedback and resources.

The blockchain, on the other hand, is a verifiable and transparent level of certification, integrated into Moodle through plugins and issuance logics linked to completions and results.

The platform, therefore, also becomes a “place of evidence”: what is completed and what is overcome can be transformed into attestation.

If we put these three functions together (LMS, guidance, monitoring) the choice of the smart platform clarifies an underlying principle of the INTRA model: adult education works when it is readable, manageable, practical and observable. Moodle allows this experience to be designed with mature tools and at the same time provides the basis for a robust validation cycle in WP4, because it makes progress and results traceable and allows qualitative feedback to be integrated in a structured way.

E-Learning Path

If the platform is the infrastructure, the heart of the INTRA model lies in the way the learning experience is built. Here the choice is on a short, modular e-learning path designed for adults who want tools that can be used immediately. The INTRA course is structured in three modules that cover three transversal areas with a remarkably high impact on professional and daily life:

- 1) Stress and emotion management,
- 2) Personal development and motivation,
- 3) Time management.

This triad is not a didactic choice that builds a logical progression. It starts from the most urgent and universally recognizable theme (stress and emotional management), moves on to the more identity and motivational dimension (personal development, self-efficacy, goals) and arrives at the operational dimension that often makes everything else sustainable (organization of time and priorities). The course addresses what really affects the ability to withstand loads, change habits, maintain continuity and transform intentions into actions.

Design-wise, the modules share a recurring structure, which is one of the strengths of the model: the user quickly understands “how the course works” and then flows with less friction. Each module through a very orderly logic: introduction/rationale, objectives, contents divided into sub-units, activities and exercises, in-depth materials and finally quizzes.



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This repetition reduces the cognitive load related to navigation and orientation, leaving mental energy for actual learning. When the adult has little time, any organizational friction is a potential cause of abandonment. A predictable structure helps maintain continuity.

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Alongside the structure, the course uses a simple but effective methodological principle: brief explanation → guided application → consolidation. The contents are accompanied by practical ideas (reflections, techniques, exercises) and a final quiz that performs two functions: verification of comprehension and “closure” of the module, with a sense of completion.

Modulo 1 – Stress & Emotional Management

The first module focuses on stress, emotions and self-regulation skills. He starts from the main theoretical frameworks (e.g. Selye; Lazarus and Folkman; Hobfoll) and arrives at concrete strategies and techniques: mindfulness, breathing, relaxation, cognitive approaches, up to more creative activities such as art therapy.

The module aims to strengthen skills that adults recognize as useful: identifying early signals, understanding triggers, distinguishing emotions and automatic reactions, choosing more functional responses. From a didactic point of view, the combination of theory + techniques has an important effect: it legitimizes personal experience (“it is normal to feel stress”), frames it with understandable concepts and provides tools that are quick to use.

In terms of design, the strength of the module also lies in its universality: it is easily “hooked” by people with quite diverse backgrounds. In the experiments, this characteristic translated into a high perception of usefulness, because all the beneficiaries found a point of contact with their routine.

Modulo 2 – Personal development & Motivation

The second module works on personal development, motivation and central constructs such as self-esteem and self-efficacy. This module includes more conceptual elements but with a practical goal: to make the adult able to read himself better, recognize internal and external barriers and set realistic and sustainable goals.

From a skills perspective, the point here is to build tools that help motivation last: micro-goals, clarity on priorities, reinforcement of self-efficacy and management of self-sabotage. This is very consistent with the idea of capacity building: the ability to improve skills often depends on the ability to sustain a path over time and motivation becomes an element of sustainability.

From an instructional design perspective, this module tends to be slightly more “challenging” because it requires conceptual attention. In terms of experimentation, this is often where you see a little more variability in quizzes, because some distinctions require more careful reading. The model manages this complexity well because it maintains accessible language and inserts reflective exercises that make concepts less abstract.



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Module 3 – Time Management

The third module addresses time management: goals, planning, prioritization, delegation, interrupt management and countering procrastination. The user is provided with a rich range of tools: SMART/SMARTER, Eisenhower matrix, classical principles such as Pareto and Parkinson's and a focus on "time thieves" and task flow management.

Here the application logic is even more immediate: the adult tends to quickly perceive the return of time management tools because they are linked to concrete tasks (deadlines, lists, projects, administrative load, care work). The module works well when it helps to transform the "feeling of continuous urgency" into a minimum system of organization: few priorities, realistic planning, reduction of multitasking.

At the model level, it is interesting to note that time management also acts as a "sustainability module": it improves the probability that the adult will maintain both the techniques learned and the motivation to continue training over time. In other words, better organizing time is not only a competence goal, but it is also a condition for making lifelong learning viable.

Insights

A significant design element of the INTRA course is the presence of additional materials that are called "broadening the message" and extend the module with tests, audio, cases or insights.

The course has an essential core, which can be completed by everyone and a layer of expansion for those who want to deepen or have specific needs.

From a training perspective, this is an elegant compromise: it maintains the accessibility and lightness of the basic path, while at the same time offering opportunities for customization. It is also a useful solution in heterogeneous groups, because it allows those who are already experienced to find value without perceiving the module as too introductory and for those who are less experienced to complete without feeling overwhelmed.

Quiz

Each module culminates in a final quiz consisting of eight questions. In INTRA, the quiz performs a consolidation function rather than a selection function: it helps the user to quickly check if he has grasped the key concepts and produces useful data for monitoring (progress, performance, any more complex areas). This standardization of verification is also a tool for comparability since it allows you to observe trends and differences between groups without burdening the experience.

The structure of the three modules and the application logic of the e-learning course represent a strong pillar of the INTRA model: highly relevant content, stable and recognizable design, alternation between theory and practice, the possibility of in-depth study and a light but useful verification system for consolidation and monitoring.



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E-wellbeing Toolkit

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The E-wellbeing Toolkit is the tool that makes the skills learned in e-learning practicable in everyday life. This is where the INTRA model shifts the focus from the mere use of content to a set of practical activities, handouts, factsheets, resources and self-monitoring tools designed to support continuity, reflection and application. The Toolkit was born with a very clear idea: the well-being of the adult and his personal and professional effectiveness depend on a balance that involves work, mental and physical health, relationships and time management; A learning program that deals with soft skills grows when it also includes tools to “take care” of one’s daily functioning.

The INTRA Toolkit is organized into three sections (Guidance, Counseling, Soft skills) that correspond to three typical needs that emerge in adult life: orientation and direction, managing moments of difficulty and transition, strengthening transversal skills useful in different contexts.

The conceptual framework of the Toolkit is presented as part of a “pathway to adult well-being” that considers the connection between work, health, work-life balance and quality of relationships. The main declared objective is to strengthen individual awareness to understand aspirations and potential, in order to support more congruent and satisfying daily and role choices; Added to this is a complementary objective, linked to the increase in well-being in life contexts (personal, family, work, free time) and, consequently, satisfaction and commitment.

The methodology used by the toolkit is participatory and interactive, with activities designed to produce personalized experiences and, in some cases, accompanied by the support of an expert (counselor/coach). An interesting element is the emphasis on self-assessment tools, because they make the path adaptable: the user observes himself, identifies needs and strengths and selects activities in a more targeted way.

In addition, the Toolkit includes a collection of good practices, references and useful resources, precisely to offer a concrete basis that supports the exercise and makes it sustainable over time (contacts, platforms, digital tools, suggestions for well-being practices and monitoring).

Section A – Guidance

The first section is dedicated to **Guidance**, interpreted as a continuous process of self-exploration and understanding, aimed at making informed and meaningful decisions; coaching enters as a personalized guide that supports motivation and overcoming obstacles. The Toolkit emphasizes that, in a dynamic and transitional world, personal guidance becomes a central competence: it gives language and structure to what often remains confused (desires, values, priorities) and helps to transform it into choices and action plans.

This section proposes three main activities, each described with objective, methodology, tools, duration, operating instructions and supporting attachments.



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- **Simulated Coaching Session:** an experiential activity that allows participants to understand the coaching process “from the inside”, with an emphasis on active listening, open posture, empathy and effective questions. It is an interesting device because it transforms coaching from an abstract concept into a concrete experience and develops communication and reflective skills that remain useful even outside the training setting.
- **Timeline of one’s life:** a creative and structured exercise that invites you to reconstruct significant moments of your path, identify transitions and reflect on values, interests and goals. The sequence envisaged (construction of the timeline, guided reflection with questions, sharing and planning of small steps) makes visible the logic of the Toolkit: starting from experience, giving it meaning and then translating it into realistic actions.
- **Personal Orientation Test:** a questionnaire to explore “360°” personalities, skills, attitudes and inclinations, with the aim of offering a more complete orientation base. It is a clear example of how the INTRA model uses self-assessment to transform personal insights into readable and questionable elements.

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The Guidance section works on a skill that often remains implicit: the ability to give direction to choices, manage transitions and transform aspirations into a viable plan.

Section B – Counseling

The second section deals with Counseling as a tool for personal and specialized development, capable of expanding awareness and the possibility of choice, also supporting motivation and full use of skills. In the Toolkit, counseling is presented as a process oriented towards emotional and psychological support during personal and professional challenges, with the idea of bringing out “latent” resources and opportunities while working on concrete tasks and situations.

The objectives indicated are truly clear: self-knowledge and feedback, imagination and planning of preferred scenarios (educational and professional), autonomy and decision-making capacity, emotional support, development of social and self-management skills, construction of attitudes oriented towards action and growth.

Here too, the Toolkit proposes three operational activities, with instructions and attachments:

- **Develop self-awareness and model self-esteem:** a guided activity that helps to read one’s own way of functioning (strengths, areas of vulnerability, self-assessment mechanisms) and to build simple practices to support stable and functional self-esteem. It is useful because it connects awareness and continuity: feeling capable directly affects motivation and perseverance.
- **Predispositions:** an exercise in exploring personal and professional predispositions that makes the interests, preferences and conditions in which the person best expresses energy and skills clearer. The activity translates this information into practical indications to guide choices, objectives and daily organization.



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- It is time for a change: a short path that works on readiness for change, helping to define what to transform, which resources to activate and what first steps to take. The expected outcome is an essential plan of sustainable micro-actions, with attention to real constraints and maintenance over time.

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These activities offer a protected and guided context to work on issues that, in adult life, directly affect motivation, emotional resilience and decision-making skills.

Section C – Soft skills

The third section is dedicated to Soft skills, understood as a set of skills, knowledge and attitudes indispensable in personal and social contexts: communication, critical thinking, creativity, stress management, leadership, problem solving. The Toolkit describes them as skills that support adaptability in changing environments and contribute both to work performance and to the overall well-being and balance of one's commitments.

The three main activities of the section are built to be practical and “transferable”:

- Five-minute time management: a short daily exercise that works on time awareness, identification of “time thieves”, daily micro-commitments and final reflection (with possible group sharing). It is a perfect example of the INTRA approach: small repeated gesture, self-observation, progressive adjustment.
- Six hats to make a better decision: an activity that introduces a structured method of decision-making (useful both individually and in teams), with an implicit focus on managing biases, perspectives and conflicts.
- The dream in the drawer: an exercise aimed at bringing out “postponed” desires, transforming them into goals and steps of realization, with a motivational and identity effect very suitable for the adult in transition or in the relaunch phase.

Additional Resources

A feature that makes the Toolkit particularly useful in the INTRA model is the presence of final sections with an indication of online platforms, recognized certifications, feedback and self-assessment tools, tips for practicing wellness and tools or apps for monitoring well-being. This “service” part has an important function: it helps the user to build a support environment and maintain continuity even after the end of the course.

The Toolkit is a practical and empathetic guide: a framework that combines exercises, supporting documentation and monitoring tools, with the idea of supporting continuous progress, balance and satisfaction. And, above all, with the ability to adapt over time to emerging needs, different sectors and new social and organizational priorities.



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Digital counselor e Skillbot

Digital Counselor

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In the INTRA model, the Digital Counselor represents the device that makes the training experience more “human”, continuous and person-oriented. The platform offers content and activities; The counselor transforms that content into an accompanied path, in which the user feels guided, supported and able to make informed choices. The Digital Counselor is a reference figure who integrates educational, guidance and digital skills, with the aim of facilitating access, permanence and the effectiveness of learning.

Learning at INTRA benefits from a balance between autonomy and accompaniment. The Digital Counselor works precisely on this balance: he helps the user to read the platform, to interpret his progress, to connect the modules to his needs and to transform techniques and concepts into realistic routines. In this sense, the counselor performs three main functions:

- 1) Orientation function. The counselor facilitates the definition of personal and professional goals consistent with the client’s situation, enhancing previous experience and real constraints (time, load, life context). This orientation naturally links to the INTRA modules and the Toolkit: the user identifies what is needed “now” and chooses relevant tools, which are more likely to be applied.
- 2) Didactic facilitation function. The counselor supports the understanding of the contents, invites the use of exercises and in-depth materials in a targeted way, promotes effective study strategies and strengthens the self-efficacy of the user. The figure therefore works as a “bridge” between content and competence, bringing a method into everyday life.
- 3) Function of support for well-being and continuity. The INTRA model focuses on stress management, motivation and time management. The counselor supports continuity precisely through these aspects: he helps the user to recognize signs of overload, to choose sustainable micro-actions, to maintain motivation with realistic and progressive goals. This dimension is naturally linked to the idea of e-wellbeing and the need to accompany the person through transitions and changes.

Skillbot

Alongside the figure of the counselor, INTRA introduces a conversational layer: Skillbot, a chatbot integrated into the Moodle environment. Skillbot is an assistant that can support the user along the entire journey, with quick responses, practical guidance and micro-interactions that reinforce motivation and attention.

The value of Skillbot lies in its accessibility: the user gets help when the need arises, with a simple and immediate channel. This is particularly relevant with adults who study at irregular times (evenings, weekends, work breaks) and who benefit from “light” but constant support.

In the INTRA model, Skillbot performs the following functions:



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- Onboarding and initial orientation: it helps the user to enter the course, understand the structure of the modules and set a pace of use consistent with their own times.
- Navigation support: answers practical questions (“where do I find...”, “how do I shoot...”), promoting a fluid and orderly experience.
- Content clarification: Provides succinct explanations or cross-references to specific sections when the user encounters a concept that requires a second step.
- Quiz preparation and feedback: Offers guidance on what to review, suggests resources and reinforces the idea that the quiz works as consolidation.
- Reminders and motivational support: Send short messages that help maintain continuity, proposing micro-goals and encouraging module closures.
- Resource suggestion: directs towards in-depth materials (“broadening the message”) and Toolkit activities consistent with the needs expressed by the user.

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These functions make Skillbot a component that reinforces the internal coherence of the model: content, exercises, toolkits and progress tracking are “held together” by a conversational interaction that guides the user in practical choices.

Skillbot and Digital Counselor can use the information available on the platform (progress, quizzes, attempts, points where the user slows down) to propose more relevant support. This means that the accompaniment becomes more precise: those who proceed quickly receive suggestions for further study and expansion activities; those who proceed in small steps receive support centred on continuity and micro-actions; Those who show difficulties on an issue receive a reminder of targeted resources and specific exercises. Personalization here takes a concrete and sustainable form: less “extra content”, more “right indications at the right time”.

The Digital Counselor is a figure with the ability to provide educational accompaniment, guidance, reading the needs of adults, managing digital tools and interpreting platform data.

The quality of the model also depends on this: the platform offers structure; The counselor and chatbot offer continuity, meaning and support.

In an implementation perspective, the counselor also contributes to the quality and reliability of the experience: he promotes a conscious use of tools, supports practices that respect the person and fosters a learning climate based on trust, autonomy and responsibility. The chatbot, in turn, becomes a channel that makes this quality “scalable”, maintaining consistency of support between groups and countries.

In the application logic of the model, the success of the INTRA platform is also measured by its ability to sustain continuity and completion and to generate a perceived impact on skills. Digital Counselor



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and Skillbot act precisely on these two levels: they make the experience more accessible and accompanied, increasing the likelihood that the techniques learned will become repeated behaviours. In other words, they transform an e-learning path into a trajectory of personal and professional development, with support that remains close to the user throughout the process.

Certification of skills with Blockchain

Within the INTRA model, the certification of skills represents the step that makes learning visible, expendable and transferable. It is a strategic trajectory: the e-learning platform produces results and learning traces; The certification system transforms those results into a verifiable and recognizable certificate, useful for the user and useful for the contexts that welcome him (training, work, orientation).

The basic idea is simple and very current: adults accumulate skills in different ways (formal, non-formal, informal) and often struggle to make them readable. INTRA, with its modular architecture and Toolkit, generates micro-evidence and observable progress; Certification allows these advances to be “fixed” in a format that can accompany the person over time. In this perspective, the blockchain is introduced as an infrastructure capable of supporting verifiable digital certificates, with an elevated level of trust in the data and with clear control over the authenticity of the attestation.

The blockchain is a technology suitable for managing credentials and certifications because it ensures properties that become decisive when it comes to spendability: traceability, integrity of the record, verifiability and transparency.

In a European ecosystem, where people and paths move between different countries, institutions and systems, the possibility of verifying a certificate quickly and reliably creates a concrete advantage: it reduces ambiguity, increases trust, facilitates recognition.

In the INTRA model, the blockchain certificate is configured as “proof” of the competence acquired, linked to a path and a defined set of requirements. The value lies in the combination of learning data (which is born in the platform) and attestation (which is issued and made verifiable in a distributed ledger).

The integration of the Blockchain with Moodle is a practical and achievable point: the platform collects information on completion and results; An integrated system enables the issuance of a digital certificate when defined conditions are reached.

Moodle acts as a “data source” and educational context, while the blockchain acts as a “attestation level”.

The workflow is easily described in five steps:

1. the user completes a combination of tasks (modules + toolkit);
2. the platform records evidence: completion, quiz results, participation in the planned activities;



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3. a set of rules verifies that the requirements are met;
4. a digital certificate is generated and linked to a verifiable identifier;
5. The certificate is made available for consultation and control via blockchain, according to the rules established by the model.

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This scheme highlights a methodological aspect: certification requires clear and verifiable criteria and these criteria must already be born in the didactic design.

The scientific heart of the certification, in INTRA, is the matrix of skills that connects modules, expected results, methods of acquisition and verification criteria.

The matrix performs two functions: it makes explicit “what is certified” and it makes observable “with what evidence”.

For example, on the Stress management module, the matrix links competence to indicators such as understanding fundamental concepts, ability to recognize the effects of stress and application of techniques and strategies; The assessment criteria include quizzes, activities and exercises included in the course.

On the Time management module, the matrix includes objectives and priorities, management of “time thieves”, planning and delegation, with evidence related to quizzes and activities, up to the construction of a practical time management plan.

A logic of skills and criteria is also proposed for the Toolkit: self-awareness, emotional management, problem solving, effective communication, self-reflection and personal planning skills, supported by exercises, simulations and guided tools.

This structure is what allows the certification to remain anchored to the real training value: the credential arises from what the user has done, understood, applied and from the way in which the system has tracked and verified this evidence.

The issuance of certificates is automated with a “smart contract” system when defined conditions are met.

From an implementation perspective, this means that the certification process becomes consistent, repeatable, consistent across groups and countries.

The interesting part, for an educational model, is that the emission criteria can be calibrated on different levels: certification for each module, certification for completion of the entire pathway, or micro-certifications linked to specific units and toolkit activities. This approach is consistent with the idea of adult learning that proceeds by progressive goals and that enhances even small advances, as long as they are well defined and well documented.



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Certification, in the INTRA model, therefore takes on a cultural as well as a technical role: it helps the adult to build an identity of competence. The certificate becomes a recognizable signal that says: “this person has completed a path, has achieved measurable results, has worked on relevant soft skills”. In a labour market that places increasing value on soft skills and self-regulation, a verifiable credential accompanied by a clear skills matrix can support guidance, transition and growth.

At the same time, certification supports continuity: it makes progress more visible and strengthens motivation, because it transforms the completion of the course into a “portable” result, which remains beyond the individual training experience.

The trajectory towards certification on blockchain is perfectly consistent with the INTRA architecture. The platform (Moodle) produces data and traces; the modules and the Toolkit produce skills and applications; the skills matrix connects results and evidence; The blockchain makes attestation verifiable and transferable.

It is a step that completes the model, because it closes the cycle: learning → application → evidence → recognition. And, in the logic of Work Package 4, this makes validation even stronger, because the data collected during the experimentation can also be read as a concrete basis for an attestation system capable of accompanying the adult over time.



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Assessment methodology and data sources

When closing a Work Package such as WP4, the quality of the Joint Report depends above all on the clarity of the evidence collection process. In the INTRA project, the evaluation methodology has been set up from the beginning as a common framework, applicable in Italy, Romania and Poland and replicable in the three planned experimentation sessions (September–December 2024; February–May 2025; July–October 2025).

The guiding idea is to build an assessment capable of describing the adult experience throughout the cycle of use, from the first access to the end of the course, maintaining two fundamental qualities: comparability between countries and sessions and adherence to the way adults really learn in e-learning (personal rhythms, distributed times, “block” use of content, practical application). The project also defines the measurable elements and dimensions to be observed along the experimentation path, so the evaluation is presented as a designed, orderly and verifiable process.

The WP4 evaluation was built with a mixed approach: an intentional combination of quantitative and qualitative data, collected in a complementary way. This setting has three operational advantages:

- 1) The first advantage concerns descriptive completeness. The quantitative data, tracked in the platform, describe the progression: accesses, progress, completions, quiz results, any attempts. The qualitative data, collected through interviews, focus groups and open comments, describe the meaning of the experience: clarity, perceived usefulness, transferability, perceived difficulties, proposals for improvement.
- 2) The second advantage concerns triangulation. When the same evidence emerges from different sources (e.g., a consistent completion pattern, a consistent learning performance and a consistent qualitative narrative), reading becomes more robust, because it is grounded in different tracks of the same phenomenon.
- 3) The third advantage concerns transferability. An Erasmus+ project works by definition on different contexts; A mixed methodological framework allows to distinguish stable elements of the model (valid in several contexts) from elements influenced by the group or the local setting. Also for this reason, the partners have kept the structure of the tools and the collection logic stable, leaving room for linguistic and organizational adaptation.

First data source: tracking

The first source of WP4 data is represented by in-platform tracking. INTRA uses Moodle as a delivery and monitoring environment; the choice of Moodle enhances the system’s ability to support reporting, activity logs, progress tracking, quiz results and interaction analysis.



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From an evaluation point of view, this means that the model automatically generates a substantial part of the useful evidence: the platform records what the user does and when he does it. In practical terms, tracking produces a database that typically includes:

- participation (registered user, active user);
- advancement (progression in units/modules);
- completion (completion status for modules and tasks);
- tests (scores, timestamps, any attempts, passing status when set).

This information is particularly suitable for experimenting with a training prototype because it allows you to observe the progress in an orderly manner and to accurately reconstruct the trajectory of use. In the national reports, the use of tracking as a basis for data collection is made explicit as part of the methodology (monitoring of completion and collection of quiz results via the platform).

An important aspect, here, is the function of tracking as a tool for governance of the experimentation: it allows the partner to understand how the group is proceeding, when to activate a reminder, when to provide support and when to plan the final qualitative collection. The platform data supports both the evaluation and the operational management of the pilot.

Second data source: quiz

The second data source is the final quizzes associated with each module of the e-learning path. The structure of the INTRA course includes three modules, each closed by a quiz. Assessment is an integrated part of instructional design.

In WP4, quizzes perform an evaluation function with three characteristics: lightness, standardization, comparability.

- Lightness, because the quiz is short and manageable in times compatible with adult life;
- Standardization, because the structure and position of the quiz in the path remain stable between countries and sessions;
- Comparability, because a uniform set of questions per module allows simple and immediate analyses, useful for comparing phases and samples and for linking the outcome to the content actually presented.

At the data level produced, quizzes generate scores, completion status, any attempts and timestamps. This data, read together with progress and completion, becomes an indicator of “consolidation” that naturally integrates into reporting. Several partner reports explicitly describe the methodology as a combination of in-platform tracking and final quizzes per module.

A relevant element for the methodology is also the coherence between quiz and content: the quiz is placed as a final step of the module and as an opportunity for synthesis. From an evaluation point of



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view, this offers a useful indicator to observe alignment between materials and verification and to feed reflection on improvement in subsequent sessions.

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Third data source: qualitative collection

The third data source concerns qualitative collection, which in WP4 has been set up as an interpretative and complementary component to platform data. This part serves to read the user experience in a discursive and contextualized way: perception of utility, clarity, rhythm, transferability, elements that facilitate continuity, optimization proposals.

On an operational level, qualitative collection was carried out through tools consistent with national contexts and with the availability of the participants:

- short individual interviews at the end of the course;
- focus groups or feedback meetings with small groups;
- Open comments collected at the end.

In national reports, the qualitative component is described as an integral part of the system, often together with a summary of recurring themes and reformulated quotes.

The quality of this data source depends a lot on the structure of the trace. For this reason, the qualitative evaluation was oriented towards constant dimensions, directly linked to the INTRA model:

1. quality of materials (clarity, language, internal coherence of the modules);
2. usability of the platform (navigation, readability, progress tracking);
3. perceived usefulness and transferability (applicable techniques, examples of use in real contexts);
4. perceived impact on skills (stress/emotions, motivation, time management, digital autonomy);
5. operational suggestions for finishing (formats, multimedia, use cases, micro-improvements).

This grid allows for comparability between sessions and countries, while leaving room for partners to explore aspects emerging from the local target group.

Guidelines and tools

The evaluation of the trial benefited from guidelines and formats that make the data set sortable. Each partner worked with a set of tools that converge in three “packages” of evidence:

- 1) Platform evidence (monitoring and progress).



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This includes excerpts or reports of completion and progression, used to describe: enrolled, active, completions, progress by module and quiz results. Using Moodle as an LMS makes these outputs available in a systematic and replicable way.

2) Learning evidence (quiz).

This includes quiz results by module: scores and, when detected, attempts and times. The quiz is an integral part of the e-learning structure and is treated as a standardized tool for consolidation and measurement.

3) Interpretative evidence (qualitative).

These include summary notes from interviews and focus groups, open comments and a selection of reformulated and anonymized quotes for return. National reports show this method of qualitative synthesis as a common practice. As regards qualitative data collection, the partners adopted common interview formats.

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The harmonization of this evidence takes place through the reporting structure: each phase report presents methodology, group characteristics, quantitative results and qualitative reading on a recurring basis. The Joint Report inherits this structure and makes it comparative.

An important aspect concerns the timing of data collection. In WP4, the assessment path has been designed with measurement points located at key moments in the user journey:

- during fruition, through continuous tracking (progress, completion);
- at the end of the module, through the quiz that closes the teaching unit;
- at the end of the course, through qualitative collection (interview/focus group/comments), centered on overall experience and transferability.

This scan makes it possible to distinguish between “what happens while studying” and “what remains at the end” in terms of perception and skills. In addition, the repetition of the same procedure in the three sessions allows you to observe the maturation of the platform and the model through successive cycles of experimentation.

Data collection in WP4 is based on two principles: quality and protection.

In terms of quality, the combined use of tracking + quizzes + qualitative allows triangulation: the platform data describes the path; quizzes describe consolidation; Feedback describes perception, usefulness and transferability. This triangulation is consistent with the iterative logic of the three sessions, because it facilitates comparative readings and supports “evidence-based” improvement decisions.

In terms of protection, reports and qualitative collection have been set up in aggregate mode and with reformulated/anonymized citations, maintaining attention to the confidentiality of participants and the responsible management of the data collected on the platform.



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This methodology makes it possible to validate the INTRA model on several levels, maintaining continuity between countries and experimentation cycles:

- the platform produces an observable and replicable base;
- Quizzes guarantee a standardized and easily comparable indicator;
- the qualitative makes the experience readable and connects tools and contents to real needs;

In the following chapters, this methodological framework becomes the basis for presenting in an orderly manner: samples and target groups, details of the three sessions in the three countries, quantitative results, qualitative evidence, impact on skills, validation and operational recommendations.



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Sample and experimentation sessions

WP4 brought the INTRA model into its “in vivo” validation phase, through three experimentation sessions conducted in Italy, Romania and Poland over the period 2024–2025. The system was conceived as a progressive path: a first phase of start-up and calibration, a second phase of expansion and consolidation, a third phase dedicated to the robustness of the model on more heterogeneous groups and on a refined version of the platform.

Target

The project indicates an overall target of involving 300 adult learners in the three partner countries, with attention to employed profiles, people in transition and disadvantaged groups or with additional support needs.

In this framework, the partners have built their samples with a coherent methodological principle: to select groups that credibly represent the audience of adult education and continuing education, enhancing the variety of ages, roles and life contexts.

The recruitment strategy was based on territorial and professional networks: contacts with educational and socio-training communities, the third sector, services, administration, professional contexts and networks of adults interested in personal and professional growth tools. This choice has guaranteed samples made up of people with realistic routines, distributed times, differentiated motivations and concrete goals. The national reports confirm this approach by describing groups composed of professionally active adults, school and training stakeholders, people engaged in social work, administrative and service roles, freelancers and workers in transition.

Within this framework, the experimental groups allowed to observe the INTRA model along three dimensions, which also guide the interpretation of WP4 in the Joint Report:

- Relevance to the project target: adult participants interested in transversal skills with personal and professional repercussions, in line with the contents of the course and with the e-wellbeing Toolkit.
- Variety within the groups: different ages, different professional backgrounds, distinct levels of familiarity with online learning and living conditions that make the use variable.
- Progression between sessions: a trajectory that increases sample size and complexity, while maintaining a common base that supports cross-country comparability.

The participation documented during the three sessions reaches 314 trained adults, exceeding the threshold indicated in the project and offering a large critical mass for subsequent analysis.

The distribution by country, over the three sessions, is as follows:

- Italy: 138 participants (18 + 62 + 58)



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- Romania: 58 participants (18 + 20 + 20)
- Poland: 118 participants (28 + 30 + 60)

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Already at this level, three recognizable and complementary national trajectories can be observed:

- Italy works with a coherent territorial basin (Rome and metropolitan area) and maintains high volumes from session two onwards;
- Romania favours smaller and more well-kept groups, with a large age and variety of professional backgrounds;
- Poland combines initial professional variety, involvement of education stakeholders in session two and a broad openness to heterogeneity in session 3, with higher average age and differentiated profiles.

The three sessions

The design of WP4 envisages three windows of experimentation distributed throughout the final year and a half of the project, with the aim of accompanying the INTRA platform towards a consolidated form ready for dissemination.

The three sessions had complementary functions:

- Session 1 – Start-up and first validation in the field
The platform comes into real use with initial groups, often more contained, useful for observing access, orientation and first reactions.
- Session 2 – Sample Expansion and Consolidation
The sample grows in number and, in some contexts, focuses on professionally structured groups (school and training stakeholders), so as to integrate a competent professional look at the adoption of the model.
- Session 3 – Refined version and testing on more heterogeneous groups
The experimentation focuses on the robustness of the model on a refined version of the platform, with more composite groups, often with higher average age and more diverse profiles.

This three-act scheme describes an experiment that evolves together with the model: the sample grows and diversifies, while the common structure of the path allows comparable readings between countries.

Session 1

In session 1, the partners involved groups of 18 to 28 participants, already characterized by a significant adult variety.

- Italy (N=18): 12 women and 6 men, average age 43 years, from Rome and surroundings.



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- Romania (N=18): men and women, aged between 27 and 58, from different professional fields (education, social welfare, administration, self-employment).
- Poland (N=28): 19 women and 9 men, adults professionally active in different sectors, with ages spread over several age groups.

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This first session has therefore built a common base: manageable groups, carefully observable, useful for collecting calibration indications and setting up subsequent sessions on larger samples.

Session 2

In session 2, the experimentation is growing significantly, especially in Italy and Poland and in some cases consolidates the focus on profiles related to school and training.

- Italy (N=62): 41 women and 21 men, average age 38 years, from Rome and metropolitan area (Rome and surroundings).
- Romania (N=20): men and women, aged between 29 and 55, with different professional backgrounds and varying levels of digital familiarity.
- Poland (N=30): 19 women and 11 men; “stakeholder” profile of the school and training sector, with the presence of teachers, educators, coordination figures, guidance counselors, adult trainers and third sector operators.

This session introduces a methodologically interesting element: alongside the experience of the adult as an individual learner, the observation of the model by figures operating in educational and training systems, with a high sensitivity towards transferability and adoption in organized contexts, is strengthened.

Session 3

In session 3, experimentation focuses on platform robustness at a mature stage of the model and on more composite assemblies.

- Italy (N=58): 30 men and 28 women, average age 45 years, from Rome; there will also be the presence of professionals close to the topics covered, useful for observing the platform on profiles with thematic familiarity.
- Romania (N=20): men and women, aged between 24 and 62 years, including professionals in the fields covered.
- Poland (N=60): 25 women and 35 men, average age 52 years; more diverse composition with education and training, social sector, administrative and service contexts, self-employment and professional transitions.



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This session acts as a “stress test” of the model: large groups, higher average age in Poland, marked age in Romania, presence of expert professionals in Italy and Romania. The result is a sample base that reinforces the transferability and credibility of adoption on very different adult audiences.

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This chapter sets out three elements that serve as a “stable framework” for the rest of the Joint Report:

1. A scan in three sessions, each with a clear function (start-up/calibration, extension/consolidation, robustness over heterogeneity).
2. Three coherent and complementary national trajectories: territorial continuity and high volumes in Italy; samples treated with a large age in Romania; stakeholders and subsequent strong heterogeneity in Poland.
3. An overall critical mass (314 participants) that solidly supports the subsequent analyses on quantitative results, qualitative evidence, impact on skills and validation of the model.

From here on, the following chapters will be able to enter in order into the tracking data and quizzes, the qualitative evidence (interviews and focus groups), the impact on skills and the validation of the INTRA model, with an already clear and shared structural basis.



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Quantitative results

In this section, we keep the focus on numbers and what they describe, in an orderly and linear way.

Quantitative data collection in INTRA takes place through platform tracking, which records progress and completions and through end-of-module quizzes (attempts and results), used as a tool for consolidating and verifying comprehension.

From an “evaluative design” point of view, this architecture allows for three complementary readings:

1. Participation and continuity: how many users reach the end of the path and how regularly.
2. Real fruition: how the adult distributes the study (micro-sessions, evenings, weekends, single session) and how much time they tend to invest per module.
3. Content mastery: quiz results as a synthetic indicator of comprehension, with enough granularity to capture differences.

Tracking

Let's start with the simplest and at the same time the “heaviest” datum in terms of operational meaning: completion. Out of the total number of WP4 beneficiaries (314 total participants in the three countries), the data indicate 310 people who reached the end of the entire course (three modules) with the completion of the planned activities. In percentage terms, the platform holds up on a large scale with an overall completion rate of 98.7% (310/314).

Within this framework, the reports allow a clean reading by country.

Italy

- Session 1: out of 18 participants, 16 complete the three modules.
- Session 2: out of 62 participants, 60 complete the entire course; 2 complete two out of three modules, with reasons related to the availability of time and the discontinuity of the agenda.
- Session 3: out of 58 participants, full completion of the course for the whole group.

This Italian dynamic is interesting because it combines a large sample (sessions 2 and 3) with a realistic fruition: distributed times, “interlocking” study and a small margin of participants who close two modules out of three while remaining engaged on the tests.

Romania

In Romania, participation remains compact throughout all three sessions:

- Session 1: Full completion for all 18 participants.



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- Session 2: Full completion for all 20 participants.
- Session 3: Full completion for all 20 participants.

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The reports underline continuity of attendance during the weeks of experimentation and a fruition distributed over several short sessions, consistent with the idea of flexible learning for adults.

Poland

Poland is also full in all three sessions:

- Session 1: 28 out of 28 complete the course.
- Session 2: 30 out of 30 complete the course, with homogeneous progression throughout the sample.
- Session 3: 60 out of 60 complete the course; The report also links this figure to the greater heterogeneity of the group and the average age (52 years), as a sign of accessibility and good structuring for adults with different routines and digital confidence.

If we stop for a moment on this overall picture, it emerges that the platform really accompanies until the end. In a course where adults manage time and motivation independently, completion close to totality is a very strong indicator of usability and endurance of the course.

Tracking also allows a “finer” reading of fruition: not only how many finish, but how they get to the end.

In Italy, session 2 is typically used in “micro-sessions”, with access in the evening and on weekends and breaks between one module and another.

The session 1 report adds an average time estimate per module: between 35 and 55 minutes, with study often spread out between the evening and weekend.

In session 3, the experience is described as fluid and consistent with expectations, with some participants returning to the quizzes to improve their score.

In Romania, the average times per module fluctuate quite stably:

- Session 1: Approximately 45–50 minutes per module;
- session 2: about 40 minutes per module, with use in several short sessions;
- Session 3: about 45 minutes per module, again with distributed learning.

In Poland, especially in sessions 2 and 3, the description is more focused on the outcomes (completion and quiz), while the organizational structure remains the same: short initial phase of instructions/support, then autonomy in use, then completion and final feedback.



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The substantial point, reading this evidence together, is that real fruition follows an adult rhythm: short times, broken study, selective returns on contents, with a time investment per module that remains compatible with full agendas.

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Quiz

Let's move on to the second major quantitative component: the end-of-module quizzes. Here it is important to remember a common feature: each module closes with a quiz that works both as a reinforcement and as a verification of comprehension and that the platform records results and attempts.

Italy

In the Italian session 1, the national report records 100% correct answers to the final quizzes for all 18 participants, although with a difference between those who complete all the modules (16) and those who stop at two modules; The document also points out that some users arrive at the quiz without having consulted every section of the material and that the perception of the quiz, in some cases, is on a high level of accessibility.

In session 2, the report makes it clear that quizzes are completed regularly by everyone, including participants who complete two out of three modules; On performance, the description speaks of good and "more realistic" results, with people rereading parts of the text and repeating some questions before submitting.

In session 3, the quantitative synthesis is clear: everyone completes modules and quizzes, several participants repeat the quiz to improve their score and the results are satisfactory and passed.

In Italy, quizzes function as an effective "closure" of the module and as a moment of consolidation; the reports drawn up by Problem Solver also tell of a very typical adult practice, that is, the return to the content to respond with more awareness.

Romania

In Romania, session 2 describes a framework of maximum and homogeneous scores: 100% correct answers for all participants in all quizzes.

Session 1 records 100% in the first two modules and an average of 87.5% in the third module (time management), interpreted as a sign of greater complexity or less immediacy of application of some contents.

Session 3 confirms very high performance: 100% in module 1, 100% in module 3 and in module 2 a distribution with 19 participants at 100% and 1 participant at 87.5%.



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This “micro-variability” is a useful fact: it keeps the overall performance high and, at the same time, gives the idea of a target that responds in a slightly differentiated way to more conceptual or more technical modules.

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Poland

In Poland, session 2 offers the most detailed data, also because it explains the structure of the quiz: 8 questions and two recurring scores ($8/8 = 100\%$, $7/8 = 87.5\%$). The aggregate reading by module shows:

- Module 1 (Stress and emotions): 93.3% of participants at 100%, 6.7% at 87.5% (mean 99.2%)
- Modulo 2 (Personal development & motivation): 83,3% a 100%, 16,7% a 87,5% (media 97,9%)
- Module 3 (Time management): 90.0% to 100%, 10.0% to 87.5% (mean 98.8%)

Session 1, although with a different description, adds another type of information: the share of participants who achieve the maximum score per module (89% in module 1, 82% in module 2, 57% in module 3), suggesting that the time management module tends to produce a wider distribution of results, with an area of greater perceived challenge.

Finally, session 3 (60 participants) describes a “more varied and very positive” picture: the majority reaches 100%, a limited share is 87.5% and a very small share around 75%, with overall overcoming and solid understanding of the contents; The report also links this variability to the greater heterogeneity of the group and to different study habits.

Here you can clearly see the trajectory of WP4: a platform that maintains high performance even when the target becomes more composite and less “homogeneous” in terms of background and experience.

Quantitative Summary

If I combine the two quantitative axes (completion tracking and quiz) I get a very clean read, useful for introducing the following chapters.

1. Very high continuity: 310 full completions out of a total of 314 participants, with three countries showing stability and only one numerical oscillation concentrated on Italian sessions 1 and 2 (four people completing two modules out of three).
2. Fruition consistent with adult life: distributed study, micro-sessions, average times per module in the order of 40–55 minutes in the samples reporting this metric.
3. High performance in quizzes, with information variability: very frequent maximum scores; some differences between modules (time management often emerges as the most “challenging” area in several reports) and between cohorts (Stage III Poland more heterogeneous with wider distribution).



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With this quantitative basis, the following chapters can do their job more precisely: integrate feedback from interviews and above all read about the impact on skills and validation of the model. Here we were interested in establishing the numerical frame: the path is completed, followed at an adult pace and understood with largely solid levels of performance.

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Qualitative evidence

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In a project like INTRA, the numbers say a lot about the resilience of the route; The words of the users, on the other hand, tell how the path is experienced, which elements are most useful in adult life, which steps promote involvement and where the micro-proposals for improvement are concentrated. This section serves to give interpretative depth to the experimentation, remaining faithful to the sources and the collection procedure.

The qualitative collection of the experimentation is based on a format shared between partners, built in such a way as to be administered both individually (interview) and in group form (focus groups), in person or online. The post-training evaluation format provides for an indicative duration of 30–45 minutes and a collection method based on detailed notes to be used for qualitative analysis in national reports.

The guide track is structured in six sections, which have functioned as a “backbone” to make the returns between Italy, Romania and Poland and between different sessions, comparable:

1. General experience (overall impression and initial comfort)
2. Quality of materials (clarity, relevance, practicality, most useful modules)
3. Functionality and usability (intuitiveness, more complex aspects, most used tools, any technical criticalities)
4. Development of skills (perception of improvement and concrete example of application)
5. Suggestions (multimedia proposals and integrations)
6. Closure (recommendability and further comments)

This system is consistent with the evaluation logic of WP4: to integrate the “observable” evidence produced by the platform with “narrated” evidence that makes motivations, meanings and transferability legible.

In the three consecutive national trials, the qualitative collection typically takes place at the end of the path of each session, when the user has completed the modules and can make an overall assessment. The partners chose the most suitable method for their groups: short individual interviews when the sample was small and easily manageable; focus groups and feedback meetings when the context (e.g. stakeholders or organized groups) favored discussion and the construction of a shared judgment.

In the national reports, the qualitative component appears as an integral part of the experimentation: alongside completions and quizzes, summaries of feedback, recurring observations and in some cases selected and reformulated quotations are reported. This is true for Italy in the three phases, for Romania and for Poland, where the CRAS framework clearly describes the use of interviews/feedback as an essential component of the evaluation.



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From an analytical point of view, the choice to collect detailed notes and to work with a common track naturally leads to a process of thematic synthesis. In practice, the qualitative materials are read and organized according to the dimensions of the format (experience, content, usability, skills, suggestions) and within each dimension the following are identified:

- recurring themes (patterns shared by many participants);
- contextual variations (nuances related to the type of group, age or national context);
- operational observations (small adjustments suggested by users);
- citations (presented in anonymized form or restated in the reports).

This approach allows us to maintain a comparable language without flattening the differences: the analysis highlights what is stable between countries and sessions and at the same time recognizes the nuances related to specific groups.

Key themes that emerged in the three countries

Below is the qualitative evidence that emerged, presented following the macro-areas of the format used for collecting feedback.

1) General experience

A first transversal theme concerns the overall experience: users describe INTRA as an easy path to place in adult life, thanks to the possibility of studying in blocks and managing the pace independently. In the Italian and Romanian reports, use often appears to be distributed between evenings and weekends, with times compatible with a work routine and this element is also recognized as part of the perceived value.

Alongside flexibility, the idea of “concrete utility” recurs: techniques are perceived as immediately applicable, especially when the content works on stress, motivation and time management. In the Polish reports, this dimension is described with a formula that comes up again and again: clear materials, practical examples, transferability to professional and personal everyday life.

2) Quality of materials

The second major block of qualitative evidence concerns the quality of materials. In the three countries, the participants highlight above all: clarity of language, coherent organization of modules and practical orientation (exercises, checklists, micro-techniques). In Poland, in session 2, where the sample includes stakeholders from schools and training, this evaluation also takes on a “professional” tone: the course is read as well constructed, with a replicable structure and with useful tools also for those who work in the educational field.



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In Italy, throughout the three sessions, there is a growing appreciation for the solidity of content and its readability. Phase 1, which is more exploratory, also collects calibration indications on language and balance between descriptive and operational parts; In phases 2 and 3 the perception described is more uniform and positive, with feedback that enhances the fact that the activities “speak” to real adult needs.

In Romania, qualitative evidence insists on an important element for adult education: the combination of simplicity and depth. Participants describe the materials as understandable even with different levels of digital familiarity and appreciate the possibility of moving from the general idea to concrete application with guided exercises.

3) Usability and functionality

The third block concerns the platform as a user experience. Here the qualitative evidence converges on some aspects: intuitive navigation, readable structure, progress tracking that supports orientation. In Polish reports, the platform is described as user-friendly and suitable for adult users; The user area and the clarity of the path are read as factors that make it easier to maintain continuity.

In Italy and Romania, usability is linked to a typically adult theme: the management of time and attention. A platform that “understands” reduces the entry effort and leaves energy for the content; This point, even when not formulated in technical terms, appears in the remarks on initial comfort and ease of orientation.

As for the most used tools, the qualitative collection tends to enhance the more “operational” elements: reflective activities, tests and quizzes, planning exercises, tools related to SMART/SMART-ER and time management when present in the course. In the national reports, this dimension emerges above all in the parts dedicated to the modules and preferred activities.

4) Perceived transferability

A strong transversal theme, which the end-of-course format explores with targeted questions, is transferability.

Here it is worth being clear on the boundary with the chapter “impact on skills”: in this section we remain on the narrative of use and the perception of applicability, without yet entering into the structured reading of the impact.

The participants, in the different countries, describe transferability mainly in three forms:

- micro-practices: small repeatable exercises, lists, self-checks, short routines;
- reorganization: greater clarity on priorities and energy management;
- Language: Words and categories that help name stress, motivation, choices and time.

In the Polish reports, this dimension appears strongly in the way participants connect practical examples and “translation” of the content into everyday activities; in Italy and Romania, similar descriptions emerge, often related to time management and stress in working life.



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5) Note

The fifth block concerns proposals for improvement, which the interview outline explicitly explores (request for suggestions and evaluation of videos, infographics, graphs).

Here the qualitative evidence is rather consistent between countries: the overall judgment remains very positive and the proposals focus on “refining” interventions, above all:

- visual enrichment (diagrams, infographics, summary schemes);
- short videos or clips supporting denser parts;
- lightening of some longer exercises, through breaking up or more step-by-step driving.

These proposals appear with particular clarity in the Polish reports, where they are presented as “gentle suggestions” and also recur in the Italian and Romanian reports as operational observations useful for making the experience even more fluid.

6) Perceived value

The final part of the qualitative collection asks the participants if they would recommend the course to other adults and what they would like to add as a final thought.

Here the qualitative evidence converges on one point: recommendability is high, especially when the participant perceives a combination of clarity of materials, autonomy of rhythm and practical usefulness. In the national reports, the platform is described as a useful and pleasant training environment, with a system that supports adult learning in a concrete way.

The qualitative analysis of end-of-course feedback makes the “voice” of the users visible and connects it to a common track, comparable between countries and sessions. Qualitative evidence performs three functions:

1. They interpret tracking and quiz data, explaining what sustains continuity (adult pace, clarity, practicality).
2. They guide the refinements, focusing on concrete micro-improvements (visuals, light multimedia, fragmentation of exercises).
3. They prepare for the impact of the model on skills, as well as for the validation of the model itself.



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Impact on skills

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This chapter addresses one of the most “ponderous” nuclei of the Joint Report: what changes, in terms of skills, when an adult crosses the INTRA model. The guiding question remains the same that guided the experimentation in the three countries: to observe the effect of the course on personal, social and digital skills, putting together what emerges from the tracking (continuity and completion) with what the beneficiaries tell in the post-training evaluation interviews and in the final feedback.

The INTRA project was born with an explicit orientation to the development of personal, social and digital skills through a flexible and interactive proposal, divided into three training modules (stress/emotions; personal development and motivation; time management) and supported by reflective and consolidation tools (exercises, quizzes, self-assessment activities).

This architecture makes the impact on skills observable on two complementary levels:

- “Micro” level: skills acted out in everyday life (small routines, quick techniques, guiding phrases, planning tools).
- “Meso” level: changes in posture (greater awareness, common language, sense of self-efficacy, greater autonomy in regulating attention and priorities).

The very structure of the online model also helps to read the trajectory: the modules and toolkits are themselves traced back to key competences (stress management and resilience; motivation, self-esteem and personal effectiveness; time management, prioritisation and delegation; transversal skills of reflection and growth).

Within this framework, the national reports converge on a very “adult” idea of impact: an impact made up of greater clarity and more manageable tools, which support realistic and repeatable actions over time. The formulation of the Polish Stage 2 report is particularly effective: the perceived impact is described as a combination of awareness, clear tools and micro-actions applicable in daily practice, especially for those who work with people and complex loads (school/education/social).

Personal area: self-regulation, awareness, motivation, effectiveness

The personal area represents the most direct point of contact between INTRA content and adult life. Here the impact appears in three recurring strands: emotional regulation, self-awareness and self-efficacy (understood as the ability to transform intentions into actions).

Stress and emotion management

In the Polish report of session 2, the area “Stress and emotional management” is described with a very concrete set of strengthened skills: recognizing stress signals (physical, cognitive, behavioural),



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distinguishing emotions and automatic reactions, using short and realistic strategies (pauses, breathing, stop and reframing) in moments of pressure.

This “technical” description is well connected to what emerges in the Italian experimentation of session 3: some participants tell of a greater ability to recognize automatisms and to have tools that can be used “in the moment”, even when they were already familiar with the topic.

The Polish experimentation in session 3 adds the same trajectory in synthetic form: development of self-regulation skills, awareness of triggers and coping strategies.

The interesting fact lies in adherence to real life: competence is expressed as a reduction in impulsive reactivity and as an increase in the margin of choice between stimulus and response. The Polish report on session 2 renders it with a sentence that speaks for itself: “I notice certain automatisms earlier... it helps not to react impulsively.”

Personal development and motivation

On the second module (personal development and motivation), the impact is often described in terms of more realistic goal-setting and continuity. In session 2, the Polish report lists very clear skills: setting goals in small, measurable steps, paying attention to self-efficacy and the factors that support persistence, the ability to turn intention into an action plan (routines, micro-commitments, monitoring).

In Italy, the same area is perceived as “reorganization”: even those who already knew some concepts appreciate the organization that restores structure and language.

In Romania, impact translates into self-efficacy and sustaining routines, therefore into a typical adult skill: supporting action over time without relying on initial enthusiasm.

Here the common element is the transformation of a “generic” motivation into an operational motivation, made up of practicable objectives and verification tools. In the INTRA logic, this transformation is particularly important because it connects personal development, well-being and work performance in an integrated way.

Organizational-personnel area: time management, priorities and sustainability

Although time management can be read as an “organizational” skill, in national reports it emerges as a deeply personal skill: it concerns energies, boundaries, priorities, mental load.

In the national reports, the “Time management” area is described through three strengthened skills: ability to prioritize (important vs. urgent), sustainable planning (time blocks, realistic lists), strategies against procrastination and dispersion (interruptions, multitasking, notifications).

The selected quotes speak of a very adult transformation: moving from “endless lists” to “2–3 real priorities” and reviewing the management of urgencies and interruptions.



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In all three countries, the time module is often identified as what you “take home”, because it is concrete and immediately transferable.

In Poland, especially in session 3, time management is placed among the three areas of competence developed with greater evidence: prioritisation, planning, managing distractions.

Time management emerges as a highly transferable skill, because it is linked to any role and any phase of adult life (work, care, study, family).

Social area: communication under stress, shared language, relational skills in educational contexts

The social area takes a particular form, because an important part of the participants includes stakeholders from school, education and the social sector. In these groups, the course is also read as a tool that can be used with others, as well as on oneself.

The Polish report of session 2 is very explicit: for those who work in educational and social contexts, the stress/emotions area supports the management of conflicts (students, families, colleagues), overload and communication under pressure (tone, listening, reduction of impulsivity).

On the motivation module, many stakeholders emphasize the transferability “to the outside”: support for the motivation of adult learners, orientation (goals, obstacles, strategies), empowerment. “It’s a language I can use with others” is a phrase that describes this passage well.

The perceived value does not only concern the content itself, but its organization in a simple and respectful system, which facilitates sharing and application.

The relevance of the topics “regardless of profession or role” suggests that social competence enters as a second-level result: when I regulate stress, motivation and time, the quality of relationship and communication in everyday contexts also improves.

The impact on social skills is mainly manifested along three axes:

- regulated communication in moments of pressure (tone, listening, reduction of reactivity);
- common language between colleagues and different roles, useful for educational teams and organizations;
- professional transferability towards group management, orientation processes and motivational support.



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Digital area and “self-learning competence”: autonomy, confidence and ability to learn in online environments

The digital impact in the INTRA model rarely coincides with advanced technical skills; rather, it takes the form of autonomy in digital learning, the ability to manage an online path and trust in the use of e-learning tools.

This element is a transversal skill: autonomous use of the platform, self-management of time, progress monitoring, verification via quiz. This is a particularly relevant aspect for education stakeholders, because it strengthens confidence with digital practices that can be replicated in other training contexts.

All national reports report that the intuitive interface facilitates access even for users with basic digital skills and that the platform allows customization of the path and tracking of progress, elements that fuel autonomy.

Accessibility for adults and more mature participants is made explicit as a strength, with direct reference to the average age and the ability of the improved version to support trust and autonomy in digital learning.

This “digital competence” can be described as a fundamental policy outcome: when an adult experiences a clear, accessible and completable online path, the likelihood of reconnecting with other lifelong learning opportunities increases. The project, in terms of purpose, goes exactly in this direction: to activate and motivate adults towards continuous training and re-orientation tools.

Skills as a system (stress → motivation → organization)

A remarkably interesting trait, observed by analysing the national reports, is the reading of the internal progression between modules: stress → motivation → organization.

This sequence produces a “systemic” effect: emotional regulation frees up attentional resources, motivation directs, the organization makes the action sustainable. It is precisely here that the impact on skills becomes more than the “result of a single module”: it becomes a different way of being within one’s day.

A quote from the report of session 3 in Italy describes the same point in more experiential language: “it gives you tools, then it’s up to you”, “it puts in order”, “ideas you can try in the day”.

The national evidence, read in a way consistent with the objectives of the project, shows a recognizable form of impact on skills:



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- Personal impact: more awareness of one's automatisms, more self-regulation tools, more realistic goals, greater self-efficacy, sustainable routines.
- Social impact: more regulated communication under stress, more effective management of complex relational situations, shared language useful in educational and social contexts, transferability to work with others.
- Digital impact: autonomy and trust in online learning, ability to follow an e-learning path, monitor progress, complete tests, with accessibility confirmed even on more mature adult groups.

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This is a form of impact fully consistent with the expectations of the project and with what is expected from a European model for adult learners: transversal skills that enter everyday life as micro-practices and which, precisely because they are micro, become repeatable and cumulative over time.



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Model validation

At this point in the Joint Report, the question shifts from “what happened” to “what does it mean”: does the INTRA model work as a model? It works in the full sense of the term, that is, as a combination of environment, contents, tools and accompanying logic capable of holding up on different groups, in three different countries, over three cycles of experimentation.

The evidence collected in WP4 leads to an overall positive validation, supported by four converging indicators: operational resilience, didactic coherence, acceptability by adult learners and transferability in different contexts.

Operational Tightness

The first evidence of validation concerns the ability of the model to support participation until the end of the path. In WP4, the experimentation documents a total of 314 participants (Italy 138, Romania 58, Poland 118).

On this volume, the completion of the entire path reaches very high values and grows in the third session, when the platform incorporates refinements and improvements. In particular, Poland shows the robustness of the model on a large and heterogeneous group (60 participants, average age 52), with full completion; Romania maintains continuity on all sessions; Italy confirms high participation in phase 3.

This operational strength is a strong signal in an e-learning path aimed at adults: the experience remains compatible with full agendas and distributed rhythms and the platform supports orientation and progression.

Didactic coherence

Validation also concerns the internal structure of the model: three thematic modules, each with a set of contents and a consolidation test, built to be usable independently. The idea recurs in the national reports that the platform offers a clear path, with a comprehensible organization and practical tools.

Quantitatively, the results of the quizzes are very good in all sessions and in all countries, with a “healthy” variability when the groups become more heterogeneous, a sign of a test that maintains discriminative capacity without losing accessibility.

In other words, the educational architecture shows consistency: content and assessment are held together and participants are able to follow the path and consolidate learning.

Acceptability and liking

The third dimension of validation concerns perceived experience. In the three countries, along the three sessions, the qualitative evidence converges on some elements repeated insistently: clarity of



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materials, intuitive navigation, possibility of customizing the rhythm, practical cut of the exercises and usefulness of the topics (stress, motivation, time management).

Approval takes the form of a pragmatic recognition, such as “I need this”, “I can apply this”, “this helps me to put things in order”. In stakeholder groups, acceptability also includes an assessment of professional quality and potential replicability in educational settings.

This explains well why “they like it”: they like it because it respects the constraints of the adult (time, energy, attention) and at the same time offers immediately transferable tools.

Transferability

The validation of the model also passes through its ability to function in different contexts. WP4 puts INTRA to the test in three countries, with very different samples: consistent territoriality and large numbers in Italy, smaller and more curated samples with a large age in Romania, stakeholders and then wide heterogeneity in Poland.

Despite these differences, recurring patterns emerge: high completions, solid quiz results, convergent qualitative feedback on clarity and utility. This is a signal of “strong” transferability: the model maintains identity and quality when the context changes.

The evidence of WP4 allows us to affirm that the INTRA model:

- supports adult participation until the completion of the course;
- it offers a coherent and understandable teaching architecture;
- it produces consolidated learning, with very good quiz results;
- it is perceived as useful and transferable in daily life and work;
- it maintains solidity on heterogeneous groups and on more mature adult users.



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Conclusions and observations

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WP4 shows that INTRA behaves like a complete model: it combines platform (LMS), modular content, practical tools and integrated assessment (tracking, quizzes, interviews). This combination generates a consistent training experience for the students and produces solid and replicable evidence.

The national experiments, although different in terms of profiles and number, converge on three main conclusions:

1. Accessibility and compatibility: the modular structure and the ability to manage the pace promote continuity; Participants are able to place the path in their routine.
2. Concrete usefulness and transferability: stress, motivation and time management are highly relevant issues; exercises and tools are perceived as applicable in personal and professional everyday life.
3. Stability on different scales and audiences: the platform maintains solidity on large samples, heterogeneous groups and educational stakeholders; This strengthens the prospect of European deployment.

The operational observations that emerged have a common trait: they focus on incremental improvements, useful for making the experience even more fluid and attractive, without changing the architecture of the model.

- a) Visual enrichments and light multimedia
Some of the participants propose to integrate the materials with multiple visual elements (diagrams, infographics, diagrams) and, in some cases, with optional short videos summarizing key concepts or showing practical examples. The proposal has a clear operational value: it increases readability and helps especially in the more conceptual passages.
- b) Micro-breakdown of some denser activities
Some lessons and exercises may include intermediate checkpoints and explicit expected outputs. The goal is to increase the feeling of control and reduce cognitive load, while maintaining depth and value.
- c) Continuity of support and initial onboarding
Experience shows that a brief initial introduction (how to get around, how to monitor progress, how to deal with quizzes) facilitates entry, especially on heterogeneous or more mature groups. Here the recommendation mainly concerns the adoption phase: replicate lean and reassuring onboarding in each new implementation.
- d) Maintenance of modular structure and freedom of rhythm



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Among the elements that emerge as essential for adoption, there is freedom of rhythm: the possibility of studying in blocks, resuming, going back, repeating quizzes. The operational recommendation is to preserve this feature as a “signature” of the INTRA model.

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WP4 confirms INTRA as a model ready for the dissemination and adoption phase: a modern training environment, centred on the needs of the adult and supported by a set of tools that promote both learning and operational well-being in daily life.