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ERASMUS+ KA2 PROGRAMME 2022 COOPERATION PARTNERSHIPS IN THE ADULT EDUCATION SECTOR KA220-ADU

INTRA - INNOVATIVE TECHNOLOGIES OF RESPONSIBLE AUTOMATION

2022-1-IT02-KA220-ADU-000085744



THE INTRA WORKSHOP

FORMATS

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WORKSHOP FORMAT 1

INTRA in Practice: a replicable model for adult competence development

Target group: adult education providers, trainers, VET/AE stakeholders, NGO staff, school/education stakeholders, guidance services

Group size: 12–30

Duration: 90 minutes

Setting: in-person or online

Facilitators: 1 lead + 1 support (recommended)

Goal: present the INTRA model + let participants experience one core tool + discuss adoption in their context

Outputs: adoption checklist filled in + list of use cases + contact list for follow-up

Agenda (minute-by-minute)

0–5' | Welcome & framing

- Purpose of the session
- Quick poll: “What is the main challenge for adult learners in your context?” (time, motivation, stress, digital confidence)

5–15' | INTRA model snapshot (fast, visual)

- Platform + 3 modules/quizzes + Toolkit + Digital Counsellor/Skillbot + certification Blockchain
- “What makes it adult-friendly”: modularity, self-pacing, practical tools, progress tracking

15–30' | Guided demo (live walk-through)

Show:

- Where modules sit and how they look
- A sample activity (1–2 screens)
- A quiz example (how it consolidates learning)
- Progress view (what learners and facilitators can see)

30–50' | Micro-experience: 1 practical activity (choose 1)

Choose the activity based on your audience:

- **Option A: 5-minute time management routine**
Participants write: today's top 2 priorities + 1 “time thief” + 1 micro-action for tomorrow
- **Option B: stress trigger & coping micro-plan**
Identify 1 trigger + 1 early signal + 1 short coping strategy + 1 boundary

50–65' | Evidence highlights (WP4, 3 slides)

- What was measured (platform tracking + quizzes + interviews/focus groups)
- What the evidence shows (engagement, completion, solid quiz results)



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- Competence impact (personal/social/digital—examples of transfer)

65–85' | Adoption lab (group work)

Break into pairs or small groups with an “Adoption Canvas”:

- Who are your learners?
- What module fits best as entry point?
- What pacing works (micro-sessions, weekly rhythm)?
- Who plays the Digital Counsellor role in your organisation?
- What light onboarding is needed?

85–90' | Closing & next steps

- 1-minute round: “one use case you want to try”
- Collect emails / QR to resources

Ready-to-use materials (copy/paste)

A) 1-page Handout (EN) — “INTRA at a glance”

INTRA at a glance

INTRA is a European adult-learning model that strengthens personal, social and digital competences through a modular e-learning pathway supported by practical tools and guidance. The learning ecosystem brings together:

- a user-friendly learning platform with tracking and progress monitoring
- three core modules (stress & emotions; personal development & motivation; time management)
- practical activities and an E-Wellbeing Toolkit (guidance, counselling, soft skills)
- supportive guidance via a Digital Counsellor framework and Skillbot (chat-based support)
- a structured trajectory toward skills certification and evidence-based recognition

Why it works for adult learning

- Self-paced, modular structure that fits adult routines
- Practical tools that translate into everyday actions
- Monitoring that supports engagement and continuous improvement

Evidence base (WP4)

Pilot testing across Italy, Romania and Poland combined platform tracking + quiz results + post-training interviews/focus groups, confirming strong usability, engagement and perceived competence gains.

B) Micro-activity sheet (Option A) — 5-minute Time Management Routine

5-minute Time Management Routine (individual + pair)

Step 1 (2 minutes): My top priorities

1. One priority for work / professional life this week: _____
2. One priority for personal wellbeing this week: _____



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Step 2 (1 minute): My main “time thief”

The biggest distraction / time drain for me is: _____

Step 3 (2 minutes): One micro-action I can commit to

If _____ happens, then I will _____ (for ____ minutes).

Example: “If I open email in the morning, then I will spend 10 minutes on the priority task first.”

Pair-share (6 minutes):

- What makes your micro-action realistic?
- What could block it, and what would help?

C) Adoption Canvas (1 page) — group work

INTRA Adoption Canvas (for organisations and programmes)

1) Target group

Who will we serve first? (e.g., adult learners in transition, educators, NGO clients, staff wellbeing)

2) Primary need

What is the main need we address?

☐ stress/overload ☐ motivation/goal-setting ☐ time management ☐ digital learning confidence ☐ other:

3) Entry module (start small)

Which module do we start with, and why?

4) Delivery plan (realistic pacing)

Duration: ____ weeks | Expected rhythm: ☐ micro-sessions ☐ weekly session ☐ blended

What support touchpoints will we offer?

5) Digital Counsellor role

Who can act as the support role in our context? (name the real position)

6) Onboarding in 3 steps

Step 1: _____

Step 2: _____

Step 3: _____

7) Success indicators (simple)

We will track:

☐ completion ☐ quiz results ☐ attendance/engagement ☐ feedback quotes ☐ other: _____



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8) One concrete use case (60-second pitch)

"In our context, INTRA will help _____ by _____ within _____ weeks."

Facilitator notes (what to say, what to avoid)

- Keep the demo short: show the path, not every feature.
- Present evidence as convergent signals (tracking + voice).
- In the Adoption Lab, push for small pilots: one group, one module, one month.

Optional: online version tweaks (Teams/Zoom)

- Replace pair-share with breakout rooms (6 minutes)
- Use a poll tool for the barrier question
- Collect canvases via Google Form / shared doc



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WORKSHOP FORMAT 2

Practical skills for everyday life: stress, motivation and time management with INTRA

Target group: adult learners, job seekers, employees in transition, community groups, NGO beneficiaries

Duration: 120 minutes

Group size: 10-25 (works up to 30 with less sharing)

Format: in-person or online

Facilitators: 1 lead + 1 support (recommended)

Goal: deliver direct value (tools they can use today) + invite them into the e-learning pathway

Outputs: personal micro-plan + sign-up list for course access

Agenda (minute-by-minute)

0–10' — Welcome & “adult-friendly” framing

- Warm welcome + purpose: “You’ll leave with a plan you can use this week.”
 - Safety note: sharing is optional; people choose what to disclose.
 - Quick check-in (hands/chat): “What do you want more of right now?”
- Options: calm, focus, motivation, time, confidence

10–30' — Tool 1: Stress & Emotions (20 minutes)

Goal: move from vague pressure to a clear coping micro-plan.

Activity (individual 7 min):

1. A stressful situation I face often: _____
2. Early warning signs (body/thoughts/behaviour): _____
3. My usual reaction: _____
4. A healthier response I want to practise: _____
5. One coping strategy I can do in under 2 minutes: _____
6. One boundary/support action I can use this week: _____

Pair-share (8 min) or small group of 3: share only what feels comfortable.

Plenary (5 min): facilitator collects 3 “coping ideas” (general, not personal).

30–50' — Tool 2: Motivation & Micro-goals (20 minutes)

Goal: turn a wish into a realistic micro-goal adults can sustain.

Activity (individual 8 min):

- My goal (simple sentence): _____



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- Why it matters to me (one line): _____
- The smallest step I can do this week: _____
- When I will do it (day/time): _____
- How long it will take (minutes): _____
- How I'll know it's done (clear finish line): _____

Pair-share (7 min)

Plenary (5 min): 2 volunteers share a "micro-goal" example.

50–70' — Tool 3: Time Management in real life (20 minutes)

Goal: priorities + time thieves + a simple weekly structure.

Activity (individual 8 min):

1. Top 2 priorities for the next 7 days
 - Priority A: _____
 - Priority B: _____
2. My main "time thief" (distraction/time drain): _____
3. One rule I'll try ("If X, then Y"): _____
4. A 10-minute planning habit I can repeat: _____

Small group share (7 min)

Plenary (5 min): collect 3 "time thief solutions" (practical tips).

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70–85' — INTRA demo (15 minutes) – short, friendly

Show:

- the three modules
- an example page
- a quiz (as learning check)
- progress tracking ("you always know where you are")

Key line: "The platform is built for self-paced learning: small steps, consistent progress."

85–105' — Personal 7-day plan + commitment (20 minutes)

Participants complete the 7-Day Micro-Plan (template below).

Then pair commitment (5 minutes): "What is one action you'll try this week?"

105–115' — Q&A + barriers (10 minutes)

Address common adult barriers with practical solutions:

- "I don't have time" → micro-sessions (10–15 minutes)
- "I lose motivation" → micro-goal + accountability buddy
- "I'm not confident online" → onboarding + simple steps + support contact



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115–120' — Closing & feedback (5 minutes)

- Share sign-up link / contact
- 2-minute evaluation form (below)

Ready-to-use materials (copy/paste)

A) Worksheet — Stress Micro-Plan (1 page)

Stress Micro-Plan (2 minutes coping)

1) Situation: _____

2) Early warning signs: _____

3) My usual reaction: _____

4) A better response I want to practise: _____

5) My 2-minute coping tool (choose one):

☐ breathing reset ☐ short walk ☐ grounding (5-4-3-2-1) ☐ water/tea break ☐ quick notes ☐ other: _____

6) One support/boundary this week: _____

B) Worksheet — Micro-goal Builder (1 page)

My Micro-Goal for This Week

Goal (simple): _____

Why it matters: _____

Smallest step: _____

When (day/time): _____

Duration (minutes): _____

Finish line (how I'll know it's done): _____

What could block me? _____

My "Plan B" (smaller step): _____

C) Worksheet — Time Management Mini-Routine (1 page)

Priorities + Time Thief + Rule

Top priority A: _____

Top priority B: _____

My main time thief: _____

My rule ("If X, then Y"): _____

My 10-minute weekly planning habit: _____

One thing I will say "no" to this week: _____

D) 7-Day Micro-Plan (1 page)



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My 7-Day Plan (simple + realistic)

This week I focus on:

- Priority A: _____
- Priority B: _____

My stress support (2 minutes): _____

My micro-goal step: _____ (day/time: _____)

My time rule: If _____ then _____

Daily check (1 minute):

Today I did one small step toward my priorities: ☐ Yes ☐ Partly ☐ Tomorrow

End-of-week reflection (3 lines):

What helped: _____

What got in the way: _____

One adjustment for next week: _____

E) 2-minute feedback form (5 items)

1. I learned at least one tool I can use immediately (1–5)
2. The workshop felt practical and respectful (1–5)
3. I feel more confident to take a small step this week (1–5)
4. I would recommend this to another adult learner (Yes/Maybe/No)
5. One suggestion to improve: _____

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Facilitator notes (what makes it work)

- Keep sharing optional and non-personal if needed.
- Focus on micro-actions and “good enough” plans.
- Use examples that sound adult (workload, family, transitions).
- Keep the INTRA demo short and supportive: “You can do this step by step.”