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Training, journey and learn

WP 2.1 – RESEARCH AND DESIGN



JOINT REPORT

**Comparative analysis on the training needs, expectations and soft skills of adults
in Italy, Poland and Romania and educational proposal of the TRIP model**

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Introduction

Lifelong learning is now recognised by the European Union as an essential lever for economic competitiveness, social innovation and democratic cohesion: the European Skills Agenda 2025, the Council Recommendation Upskilling Pathways (2020) and the Digital Decade 2030 roadmap converge in indicating reskilling-and upskilling-skilled) of adults as decisive factors of development. This is the scenario of TRIP – Training, Journey and Learn, an Erasmus+ project coordinated by the Fondazione Altopiano della Giara and supported by the Fondazione Villanovafranca (Italy), Stowarzyszenie CRAS (Poland) and Centrul Succes CONIL (Romania). The project stems from the intuition that the “journey”, understood as an immersive and reflective experience, can be transformed into a pedagogical device capable of integrating formal knowledge, transversal skills and local cultural heritage in a “glocal” framework, consistent with the European references of quality (EQAVET) and transparency (ESCO).

Between March and May 2025, the partners conducted the “Map of Adults’ Soft Skills” research by applying a common protocol that combines structured questionnaires and qualitative survey (semi-structured interviews and focus groups). The overall sample includes 130 adults: 50 in Italy, 50 in Poland and 30 in Romania. Significant gender differences emerge in the data: in Poland 62% of participants are women, in Romania the female share is close to 93% (28 out of 30), while the Italian report does not report the same disaggregation. The prevailing age ranges between 24 and 55 years and the educational qualification is concentrated around upper secondary school, with peaks of graduates in the Romanian sample.

National evidence shows divergent but complementary trajectories. In Sardinia, the participants, mostly tour operators and cultural entertainers rooted in the Marmilla, highlight a strong territorial identity and the need to strengthen digital storytelling as a lever for technological self-efficacy and promotion of local goods. In Podkarpackie Voivodeship, the Polish research provides a picture of relatively widespread basic ICT skills, but reports that 44% of adults possess only elementary skills and that Poland ranks 24th out of 27 in DESI 2023, making advanced timemanagement and collaborative problem solving urgent. In Romania, the CONIL sample, made up almost exclusively of women, highlights priorities of self-esteem, emotional management and intercultural mediation, in a country that has one of the lowest European participations in lifelong learning (Eurostat 2023, 1.3%).

The triangulation of the three studies results in a shared map of soft skills that revolves around effective communication, resilience, critical thinking, participatory leadership and collaboration in heterogeneous teams. Alongside these nuclei, local accents remain: the territorial narrative in Italy,

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organizational autonomy in Poland and socio-emotional empowerment in Romania. These results confirm the need for a modular and adaptive training model, capable of combining common needs and local specificities, a principle that the TRIP project translates into personalized itineraries and an e-learning platform that integrates on-line and place-based activities-.

Travel is not a logistical accessory, but a didactic framework that enables experiential learning, reflexivity and a sense of European belonging. Each stage of the path – workshops, guided tours, digital laboratories – feeds a Digital Learning Journal in which participants reflect on their emotions, knowledge and skills, translating the experience into assets that can be transferred to the professional and community context. At the same time, the TRIP platform ensures open access to multimedia materials, microlearning and digital badges, facilitating the capitalization of results.

This Joint Report therefore pursues three complementary objectives: to offer a comparative analytical framework on the training needs of adults in the three countries; outline an integrated map of soft skills that guides the training action; transform the evidence into operational guidelines and three pilot itineraries to be implemented and tested in WP3 and 4.

The structure of the report reflects this ambition: after this framework, Chapter 2 explores adult education systems in Italy, Poland and Romania; Chapter 3 returns the profile of the participants; Chapter 4 summarizes the map of transversal skills; Chapter 5 proposes comparative analysis with convergences, divergences, obstacles and success factors; Chapter 6 presents a reasoned hypothesis of personalized training paths; Chapter 7 distills guidelines and tools; Chapters 8-10 focus on methodologies, evaluation and recommendations.

With a view to creating a functional and functioning model, the methodological contribution provided by the Italian partner, Fondazione Altopiano della Giarra, is worth mentioning, which has developed a proposal for modular itineraries, organized around clusters of soft skills. This structure serves as a reference framework for the subsequent development of training courses by the partners, who will be able to adapt it according to the needs and characteristics of their contexts.

The ultimate goal is to demonstrate how adult education can be a driving force for individual empowerment, social innovation and sustainable development of territories, helping to build a more inclusive, aware and resilient European society.



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Objectives and methodological approaches

The first part of Work Package 2 – Research and Design of the TRIP project represented the moment of exploration and analysis of the territories and target groups involved, with the aim of building an educational model truly based on the training needs expressed by local communities. The main purpose of this phase was to understand how the relationship between adults and learning is configured today, in the three partner countries, what obstacles hinder their participation and which skills are most necessary in terms of active citizenship, inclusion and personal growth.

The Joint Report collects and compares the evidence that emerged in Italy, Poland and Romania through a shared but adaptable methodological design, which allowed the partners to operate in line with cultural and territorial specificities. The work was developed on two integrated levels: on the one hand, the collection of qualitative and quantitative data through interviews, focus groups, questionnaires and documentary analysis; on the other, documentary research and critical systematization of the results in an interpretative framework useful for educational planning.

The methodological reference was that of the triangulation of the sources and the active participation of the subjects involved. The adoption of heterogeneous tools has made it possible not only to strengthen the validity of the analyses, but also to grasp the point of view of different actors (participants, educators, administrators, stakeholders) generating an articulated representation of the needs and resources available.

In Italy, the research was conducted by the Fondazione Altopiano della Giara, in collaboration with the Fondazione Villanovafranca, involving six small municipalities in the Marmilla area, in Sardinia. The territory is characterized by a strong tendency to depopulation, a predominantly agro-pastoral economy and a rich historical and cultural heritage that is poorly valued. The fieldwork included individual interviews and focus groups with about 50 participants from different fields: tour operators, members of associations, representatives of local administrations, professionals, artists, retirees and residents. The methodology favored direct contact with local stakeholders, combining qualitative analysis of testimonies with quantitative considerations on thematic anniversaries.

In Poland, the survey was carried out by the partner CRAS with the involvement of adults residing in different municipalities, without an explicit regional delimitation, but with particular attention to socially vulnerable groups: unemployed, low-income people, looking for professional retraining. The analysis was based on 35 interviews with adult trainees, 6 interviews with trainers and 2 thematic focus groups. The focus was on the difficulty of accessing flexible educational paths, the need for intrinsic motivation to learn and the importance of trust in trainers. The Polish report points to the

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need for interventions that consider perceived self-efficacy and psychological barriers linked to previous school experiences that are not always positive.

In Romania, the CONIL partner conducted research in urban and semi-urban areas where it operates with educational activities aimed at vulnerable groups, including people with disabilities, parents, teachers and social workers. 30 qualitative interviews were administered, as well as an online survey with 76 respondents and two focus groups. The Romanian report highlights how, despite a certain degree of awareness of the importance of soft skills, there is still a significant gap between perceived skills and those actually acted. The survey also revealed the lack of continuity in adult education programs, the insufficiency of practical tools and the absence of structured paths of personal growth.

The three partners shared a common methodological matrix, but adapted according to operational conditions and cultural specificities. The tools used included: semi-structured interviews with open-ended guiding questions, facilitated focus groups, online or paper questionnaires, context analysis and collection of secondary data from official sources, local policies and institutional documentation.

The analyses were oriented by some transversal thematic axes:

- the perception and importance attributed to soft skills;
- obstacles to learning in adulthood (logistical, motivational, cultural);
- expectations with respect to experiential and contextualized training courses;
- the relationships between territory, cultural identity and learning;
- the role of the local community as an educational context.

The contribution of WP2 is not limited to providing a descriptive framework, but constitutes the basis on which to build the TRIP educational model. The data collected were interpreted according to a co-design logic, oriented towards the definition of dynamic, inclusive and territorially rooted training paths. Each partner was able to elaborate, on the basis of the evidence that emerged, an initial proposal for a training itinerary consistent with the needs identified and with the potential of the local context.

In this process, the structural proposal developed by the Fondazione Altopiano della Giarra for the TRIP model, divided into training modules based on clusters of soft skills, is of particular importance. This proposal, although not prescriptive, represents a flexible framework of reference for all partners, useful for guiding the development of personalized educational paths.



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The methodological reflection carried out in WP2 confirms the importance of participatory qualitative approaches in adult education research. Listening to the territories, enhancing local narratives and building integrated interpretative frameworks have been decisive in understanding the complexity of contemporary training needs and in designing relevant, sustainable and transformative educational responses.



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Comparative analysis of national territorial contexts

The analysis of the territorial contexts represents an indispensable step to understand the framework in which adult education is placed in the three partner countries of the TRIP project. Demographic, socio-economic and cultural conditions significantly influence adult participation in lifelong learning, the accessibility of educational opportunities and the very perception of learning as a tool for personal and community growth.

Despite the profound historical, administrative and governance differences, the three contexts examined, i.e. the rural municipalities of Marmilla in Italy, the territories served by the CRAS centre in Poland and the urban and semi-urban area of reference of the CONIL association in Romania, have some common criticalities: the scarce capillarity of the adult training offer, the fragmentation of public policies, the weak connection between training, territory and work. At the same time, each context shows distinctive potential, often linked to natural, cultural and associative resources that can be the starting point for the construction of innovative, deep-rooted and sustainable training courses.

This chapter develops a comparative analysis divided into five main dimensions:

1. demographic and geographical characteristics;
2. educational infrastructure and access to training;
3. socio-economic conditions and employment dynamics;
4. educational offer, access and barriers to learning;
5. local resources, community networks and the role of territorial actors.

Demographic and geographical characteristics

The Italian territorial context involved in the TRIP project consists of six small municipalities in the Marmilla area, in Sardinia: Genoni, Gesturi, Setzu, Tuili, Villanovafranca and Pauli Arbarei. These are rural territories deeply marked by progressive depopulation, with a total population that does not reach 5,000 inhabitants and which has been recording a constant demographic decline for years, accompanied by a remarkably high rate of aging. The municipalities are located within or on the edge of the Altopiano della Giara, an area of significant environmental, archaeological and landscape value, which also represents a potential tourist attraction. The geomorphological



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characteristics – hills, valleys, reduced road connections – exacerbate the isolation of communities and limit the possibilities of movement, even to access essential services.

In Poland, the CRAS partner operated in territories that, although not explicitly defined in the national report, refer to predominantly rural and semi-rural contexts, located in the north of the country. The document highlights a condition of marginality similar to that of Italy: dispersed population, low population density, mobility difficulties, progressive aging. Some areas are linked to internal migration processes, which have weakened the social fabric and limited the presence of stable services. However, there is also a growing attention to sustainable local development, supported by European funds and civic association initiatives.

The Romanian context focuses on the activities promoted by the CONIL Association, an organization based in Bucharest, which carries out its educational activities in urban and semi-urban contexts. Although the report does not specify the exact geographical areas of intervention, the data and testimonies collected suggest that the territorial focus is localized in areas characterized by social fragility, discontinuous inclusion and significant presence of vulnerable groups. Unlike its Italian and Polish partners, the Romanian context moves in more densely populated areas, but encounters problems related to inequality in access to services and education, especially for categories at risk of exclusion.

Educational infrastructure and access to training

In all three contexts analysed, the training offer aimed at adults is limited, fragmented and often unanchored from the real needs of the territories. The lack of structures specifically dedicated to non-formal and continuous education is one of the most recurrent critical issues, with differences that reflect the demographic and administrative characteristics of each context.

In Italy, the absence of permanent adult learning centres in the municipalities involved constitutes a significant barrier to participation. Training opportunities are generally occasional, provided by local authorities or cultural associations and not included in a systemic framework. The Italian report underlines how training is often perceived as “distant” or “unnecessary”, also due to the lack of visibility of opportunities and the difficulty of reconciling life and learning times. In addition, the digitization of training has not yet bridged the territorial gap, on the contrary, in some cases it has widened it, penalizing those who do not have a stable connection or basic digital skills.

In Poland, too, access to adult education is severely limited. Participants complain about the lack of specific proposals, the absence of personalized paths, the poor quality of the activities offered. The



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education system still appears to be centered on formal and school education, with little attention to lifelong learning. The role of the third sector and local organizations is crucial to fill this void, but the resources available are often insufficient. CRAS, through its programs, seeks to offer an answer to these critical issues, focusing on flexible and accessible learning models.

In the Romanian case, the CONIL Association represents a point of reference for adult education, especially for vulnerable groups. The report highlights a constant commitment to the design of inclusive training activities, designed to respond to concrete and urgent needs. However, structural challenges remain even in this context: poor integration of initiatives with the formal education system, lack of a long-term national strategy on non-formal education, difficulties in recognising skills acquired outside school. The person-centred and community-centred approach adopted by CONIL demonstrates the possibility of building effective practices even in the absence of a structured system.

Socio-economic conditions and employment dynamics

Economic and employment conditions represent one of the main levers — but also one of the major obstacles — to the participation of adults in training courses in the three contexts involved in the TRIP project. The analysis conducted in the national reports shows an articulated picture, in which economic marginality and job instability are closely intertwined with the cultural, social and infrastructural factors that influence access to lifelong learning.

In the territory of Sardinian Marmilla, the subject of Italian research, employment is concentrated in low-specialization sectors – agriculture, livestock, personal services – and is strongly affected by demographic decline and population aging. The labour market is fragile, with few opportunities for young people and women to move to more dynamic urban areas. Added to this is a chronic lack of services and infrastructure, which makes it difficult not only to access training, but also for new economic initiatives to emerge. However, the territory has cultural, landscape and social resources that could represent a potential for the creation of new professions related to the enhancement of local assets, if adequately supported by targeted training courses.

In the Polish report, the context examined is that of the Subcarpathian region (Podkarpackie), with particular reference to rural and semi-rural realities. Here too, a prevalence of low value-added occupations emerges, often not in line with the evolutions required by a labor market increasingly oriented towards digitization and innovation. Access to training opportunities is hampered not only by geographical distance from educational centres, but also by a poor culture of continuing

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education, perceived as alien or inaccessible by large segments of the adult population. Women over 45 and people with medium-low levels of education, who are frequently excluded from structured professional development courses, are particularly vulnerable. Unemployment, while not reaching extreme peaks, is often accompanied by forms of precarious or irregular employment that do not encourage investment in new skills.

In the case of Romania, the report drawn up by the partner CONIL returns an image centered on adults from fragile contexts – social, economic or health – included in educational activities at the association's centres. The experiences analyzed highlight a condition of widespread job vulnerability: many adults have never had a stable job or have been out of the labor market for years. Women, in particular, often appear to be excluded from professional development paths, not for lack of interest but for structural and family obstacles. In many cases, the informal economy is the only way to live, but it does not offer any guarantee of stability or growth. The scarcity of public policies capable of promoting the employment of adults, in particular those with special educational needs or in disadvantaged conditions, accentuates the role of third sector organizations in proposing inclusive training initiatives.

Three transversal elements emerge from the comparison:

- A weak integration between training and local development: in the three countries, learning paths are often detached from the real needs of the territories, without a shared strategy between economic actors, institutions and the education system.
- An educational offer that is not very accessible for vulnerable groups: economic, logistical and family constraints limit the possibility of use, especially for women, over 45s, people with low education or living in rural areas.
- A latent need for recognition of informal skills: previous work experience, interpersonal skills and practical knowledge acquired in non-formal contexts often remain invisible in institutional pathways.

Alongside these critical issues, however, there are also some opportunities. In all contexts, the presence of associative networks, local initiatives and a growing interest in more sustainable development models can offer fertile ground for designing deep-rooted, accessible training courses consistent with the real profiles of adult learners.



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Educational offer, access and barriers to learning

The analysis of the training offer in the three contexts involved in the TRIP project highlights a composite picture, marked by discontinuities, structural deficiencies and limited accessibility, especially for the most vulnerable adult segments of the population. While formal and informal opportunities for lifelong learning exist, barriers emerge that undermine its effectiveness and usability, confirming the need for targeted, integrated and territorially rooted interventions.

In the Italian case, the report carried out in Sardinia, in the Marmilla area, highlights a strong scarcity of structured training offer for adults. Learning opportunities are sporadic, often limited to initiatives promoted by local associations, cultural institutions or individual municipalities. The adult education system (CPIA, accredited training institutions, popular universities) is distant or little known. This situation is exacerbated by the lack of digital services and infrastructure, which penalizes people who are less autonomous in transport or use of technologies in particular. Distance learning, in particular, faces connection difficulties and a low level of familiarity with digital tools, especially among the over 50s. Motivation to learn is often high, but does not find adequate answers, due to the lack of flexible paths, recognition of previous skills and support systems.

In the Polish report, referring to the Podkarpackie region, there is a significant distance between the educational offer and the needs of adults. Although there are refresher and retraining courses financed by European or regional funds, these are often designed in a standardized way, with content that is not truly relevant to the daily life of the participants and unattractive teaching methods. Access to training is hampered by cultural and psychological barriers: many adults do not perceive themselves as “learners”, fear failure or feel they do not have the necessary basic skills. The report underlines how active labour policies, if not accompanied by guidance and motivation activities, are not sufficient to involve the groups furthest from training. Here, too, there is a scarce diffusion of experiential or community-based approaches, which could make learning more meaningful for adults.

The Romanian report, based on the experience of CONIL, offers a cross-section focused on adults with special educational needs, personal fragility or discontinuous school paths. In this case, the training offer is strongly linked to the action of the third sector, in particular non-profit organizations that offer tailor-made paths, modulated on the times, skills and expectations of the participants. However, these initiatives remain episodic, limited in the number of beneficiaries and poorly integrated into the public adult education system. The main barriers to access are social and emotional: a sense of inadequacy, difficulty in managing formal environments, fear of judgment. Women are particularly penalized, especially when they find themselves having to reconcile training with care work or in the absence of stable family support.

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From the comparison between the three contexts, some common critical issues emerge:

- Weak accessibility of training pathways: linked to physical distance, lack of public transport, low digital literacy or lack of support services (e.g. baby-sitting or personalised tutoring).
- Inadequate personalization of the offer: adult education tends to replicate traditional school models, which are not very flexible and not always respectful of the times, cognitive styles and life experiences of the participants.
- Absence of recognition systems for non-formal skills: the skills gained in work, volunteering or family management are not valued, generating frustration and discontinuity in learning paths.

At the same time, some strengths can be identified:

- The presence of active associative networks (particularly in Italy and Romania), capable of activating bottom-up educational processes that are inclusive and consistent with local realities.
- A latent or unexpressed motivation on the part of many adults, which can be reactivated through innovative, experiential and person-centred training proposals.
- The interest in alternative training approaches, based on storytelling, travel and the enhancement of the territory, which can represent an effective bridge between experience and learning.

In conclusion, the success of an educational model such as the one proposed by the TRIP project will depend to a large extent on its ability to overcome the obstacles highlighted, enhancing the resources already present in the territories and proposing training courses capable of involving even those who, until now, have remained on the margins of the lifelong learning system.

Territorial initiatives, networks and local resources

The presence of collaborative networks, local initiatives and resources already active in the area represents a strategic element for the success of any educational intervention aimed at adults. The enhancement of endogenous resources, of already consolidated experiences and of those active in cultural and social promotion is in fact an essential condition to ensure sustainability, rootedness and real impact of training proposals. In the three countries involved in the TRIP project, despite the presence of different conditions, it is possible to identify significant initiatives and local actors that



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constitute an important basis for the construction of a participatory and territorially integrated training model.

In the Italian context, Marmilla's report underlines the existence of a dense network of local cultural, naturalistic and civic resources, which however is rarely activated in a systemic logic or oriented towards lifelong learning. Among the active subjects are cultural foundations, museums, cooperatives, pro loco, youth associations, informal groups and individual operators engaged in the enhancement of local heritage. Some virtuous experiences emerge in the sectors of sustainable tourism, social agriculture and the promotion of the territory, but there is often a lack of stable connections between those who produce culture and those who could transform it into an educational experience. Local administrations play an important role as catalysts for initiatives, but the activities are uneven and dependent on the availability of economic resources and internal skills. The report also highlights the need to strengthen inter-municipal networks to encourage the sharing of good practices and the integrated design of educational paths based on the territory.

The Polish case presents a more polarized panorama. If, on the one hand, urban realities offer a greater concentration of services and initiatives – thanks to the presence of cultural centres, libraries, NGOs and educational institutions also involved in adult education – on the other hand, rural and peripheral areas are often excluded from structured participatory processes. The CRAS report underlines how the fragmentation of initiatives and the weakness of local networks represent an obstacle to educational continuity. There is no shortage of positive examples, such as experiential workshops for adults promoted by local authorities or the participation of some municipalities in European projects related to cultural regeneration, but these are still isolated experiences. There is untapped potential in local solidarity networks, basic education centres and collaboration between libraries, schools, popular universities and voluntary associations, which would require more effective coordination and ongoing political support.

In the Romanian context, the report edited by CONIL highlights a wide experience in the field of adult training in situations of fragility, with a central role assumed by third sector organizations. CONIL itself, together with other local realities, has been carrying out educational projects for years aimed at adults with disabilities, parents of children with special needs, young people with interrupted school paths or at risk of exclusion. In this case, the training approach is deeply integrated into networking with schools, care centers, therapeutic communities and local health actors. However, even here the system suffers from an excessive dependence on project funding, which makes many initiatives unstable and fragmented. The report also points out a certain distance between the public system of lifelong education and the more dynamic one of the private social sector, with few moments of structured connection. Despite this, a strong culture of proximity and

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a capacity for personalization of educational intervention emerge, which represent a strong point from which to start to develop inclusive training models.

From the comparison between the three contexts, some common elements and some significant differences emerge:

- In all countries there is the presence of active and motivated local actors, who work in the cultural, educational and social fields, often with innovative approaches but poorly connected with each other or with public policies.
- The absence of a unitary and strategic direction of adult educational activities is a constant, as is the fragmentation of the offer and the lack of continuity.
- The third sector emerges everywhere as an engine of experimentation and inclusion, but its action is often confined to short-term projects and limited in the range of territorial action.
- The natural, cultural and identity resources of the territories are not yet fully integrated into educational paths, although they represent a potential lever of extraordinary value.

This evidence suggests that the training model of the TRIP project can develop effectively only on condition of activating solid territorial alliances, capable of relating existing formal and informal resources. It is not just a matter of designing new content, but of designing relational infrastructures that allow for participatory, continuous and adaptive governance of lifelong learning. To this end, it will be necessary to actively involve local actors from the early stages of the training course, promoting co-design, co-design and participatory evaluation processes.

Synthesis and comparison between contexts

The comparative analysis of the three territorial contexts involved in the TRIP project – Marmilla in Italy, rural and semi-urban areas in Poland, educational areas in Romania – highlights a mosaic of different situations but crossed by common challenges, which must be addressed with flexible, targeted educational tools capable of adapting to the local reality. The dimensions considered in the previous paragraphs – education system, territorial dynamics, adult profile, socio-economic conditions, presence of resources – offer an articulated map from which to draw some transversal considerations.

On a territorial level, a condition of marginality emerges in all cases, albeit with different declinations: the Sardinian Marmilla is an inland area affected by strong depopulation and aging, the Polish areas described in the report highlight a disparity in access to services between city and



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countryside, while the Romanian context presents strong elements of urban inequality and social fragility linked to personal condition (disability, educational poverty, vulnerable families). In each of these realities, adult education is configured not only as an individual need, but as a lever for the resilience of communities.

As far as the profile of the participants is concerned, there is a convergence on some recurring traits: female prevalence, low schooling, motivations related to personal growth and sociality rather than job placement. However, the level of awareness and expectations vary: in Italy there is a latent demand, not yet structured; in Poland the training need is more declared but hindered by practical barriers; in Romania, the experience of the participants is often mediated by situations of fragility or exclusion, which make it necessary to have educational strategies of personalized accompaniment.

In terms of socio-economic conditions, all contexts show critical indicators: unemployment or underemployment, a poorly diversified economy, a lack of services and infrastructure, reduced mobility. The employment dimension is particularly closely linked to the degree of motivation to learn: where there is a lack of concrete prospects for improvement, access to training also loses its attractiveness.

With regard to the presence of local initiatives and resources, there is a certain dynamism of the third sector, schools and cultural realities everywhere, but in the absence of strategic coordination. Adult education, although present as a sporadic experience, is rarely supported by structured policies and stable investments. In this sense, the transformative potential of local networks appears underexploited and needs greater institutional recognition.

Finally, in terms of criticality and potential, the comparison highlights a series of recurring issues:

- Access barriers: lack of transport, economic difficulties, poor digitalisation, fragmentation of supply.
- Fragile motivation: linked more to the relational dimension than to a personal or professional growth project.
- Latent opportunities: community ties, cultural and natural heritage, widespread willingness to “get back into the game” if adequately stimulated.
- Role of local authorities: decisive but uneven, often dependent on the motivation of individual administrators or operators.

The main indication that emerges is the urgency of building a situated training model, capable of acting as a bridge between existing resources and the needs expressed, enhancing what the territories already know how to do and offering tools to evolve collectively. The transition from



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isolated initiatives to structured and shared paths represents a common challenge, which the TRIP project intends to address by proposing adult education based on proximity, flexibility and participation.



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Participant profile

About 130 adults were involved in the three countries (50 in Italy, 50 in Poland and 30 in Romania). The group has a prevalence of women, 35-55 years old, medium-low level of education and intrinsic motivation to learn.

A more in-depth analysis of the profiles of the participants involved in the research activities in the three partner countries offers a multifaceted picture full of elements useful for educational planning. The composition of the groups, the socio-demographic characteristics, the personal and professional paths, the levels of education and the motivations for learning return a complex and varied image of the adult in training, crossed by elements of fragility but also by signs of resilience, willingness to change and desire for growth.

Personal characteristics and educational background

In the three contexts, a prevalence of women emerges among the participants, with a demographic distribution that is concentrated mainly in the age group 35-55 years, but with significant presences also among the over 60s. In Italy, the average age is high, in line with the demographic composition of the territories of Marmilla (6 municipalities), marked by aging and depopulation. In Poland, the most prevalent group is between 30 and 50 years old, with some younger participants seeking retraining. In Romania, there is a greater demographic heterogeneity, with adults even very young or with interrupted educational careers, alongside people of advanced age.

From the point of view of educational background, the majority of participants have a medium-low level of education: lower or upper secondary school. In Italy, the number of graduates is limited and many of the participants declare that they have not had access to significant training courses after school age. In Poland, schooling is slightly higher, but there is a lack of continuing education, even among those who have completed high school. In Romania, there is a strong mismatch between the level of formal education and the skills actually acted, in particular among participants with disabilities or from disadvantaged backgrounds.



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Living conditions and fragility

The participants are often characterized by living conditions marked by economic, social or personal fragility. In Italy, many live in small municipalities with poor accessibility to services, in limited family contexts or with significant care loads. In Poland, the difficulties are linked to job insecurity and the lack of prospects for professional development. In Romania, situations of structural vulnerability emerge, linked to disability, social exclusion, fragmented schooling or family burden.

These conditions strongly affect the possibility of access to training, the availability of time and resources to devote to learning, as well as perceived self-efficacy. However, participation in training activities – even when episodic – often appears to be motivated by a need for redemption, social recognition and improvement of one's living conditions.

Motivations, expectations and attitudes towards learning

Despite the structural limitations, motivation to learn emerges as a central element, albeit with different characteristics in the three countries.

In Italy, there is a “latent demand” for training: many participants express interest in paths that enhance the territory, that are practical, flexible, useful for improving the quality of life. However, this interest does not always translate into active participation, also due to the scarce supply and logistical difficulties.

In Poland, the need for education is more explicit, but it comes up against psychological barriers (insecurity, self-confidence) and cultural barriers (perception of education as a negative school experience). Expectations are geared towards retraining, but there is some frustration at the scarcity of truly accessible opportunities.

In Romania, educational expectations are often linked to paths of personal empowerment and social inclusion. Participants want to acquire skills useful for daily life, relational well-being and autonomy. The activities proposed by the partner CONIL partly meet these needs, even if the instability of the project limits their long-term impact.



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Soft skills possessed and to be developed

The repertoire of transversal skills possessed by participants varies widely, but in all contexts, there is a misalignment between the soft skills implemented in daily life and those formally recognized or valued in training courses.

Among the skills already present, the following are particularly highlighted:

- relational and communication skills developed in the family, community or professional environment;
- flexibility and adaptability, especially among those who have experienced significant work or personal changes;
- organizational and problem-solving skills, related to the autonomous management of everyday life.

However, many of these skills remain invisible, unrecognized and not systematized. The participants themselves often struggle to name or value them.

Skills considered most to be developed include:

- critical thinking and analytical skills;
- emotion management and resilience;
- collaboration and teamwork;
- participatory leadership and self-efficacy;
- digital communication and use of technologies.

These needs have been collected through interviews, focus groups and questionnaires and constitute the basis for the design of the TRIP training courses, centered on experiential and flexible modules capable of enhancing informal skills and fostering transformative learning processes.

Comparative summary of participant profiles with a focus on soft skills

The transversal analysis of the profiles of the participants in the three national contexts – Italy, Poland and Romania – highlights significant convergences and local specificities that influence the repertoire of soft skills possessed and desired. These skills emerge as key elements to foster social inclusion, adaptability and active participation in community and working life.



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Convergences:

- **Intrinsic motivation to learn:** in all three contexts, participants show a strong personal motivation towards learning, often linked to the desire for personal growth, improved social relationships and greater autonomy.
- **Relational and communication skills:** interaction, active listening and collaboration skills are present to varying degrees, often developed through daily life experiences, but rarely formally recognized.
- **Resilience and adaptability:** despite socio-economic difficulties, many participants demonstrate a remarkable capacity for adaptation and resilience, facing changes and challenges with flexibility.

National specificities:

- **Italy:** the participants, mainly residing in rural areas, show a strong connection with the territory and local traditions. The most developed soft skills include community cooperation and interpersonal relationship management. However, there is a need to strengthen digital skills and self-efficacy.
- **Poland:** participants show greater familiarity with digital technologies and a propensity for self-paced learning. The skills to be strengthened concern time management, planning and solving complex problems.
- **Romania:** participants, often in vulnerable situations, have empathy and caring skills developed through personal experiences. Areas of development include self-esteem, assertive communication and the ability to make autonomous decisions.

Implications for learning design

The diversity of profiles and skills highlighted suggests the importance of adopting flexible and personalized training approaches, which enhance the participants' previous experiences and promote the development of soft skills in a contextualized way. In particular, it is essential to:

- **Recognize and enhance informal skills:** through validation and recognition tools of skills acquired in non-formal and informal contexts.
- **Promote experiential learning:** using active methodologies that involve participants in real or simulated situations, favoring the practical application of soft skills.



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- Fostering inclusion and empowerment: creating safe and supportive learning environments that encourage active participation and a sense of belonging.

Summary of the overall data:

Total Participants	Gender	Age group	Education Level	Motivation
130 Adults	Female prevalence	35-55 years old	Medium-Low	Intrinsic

Summary of the comparative analysis by country:

	ITALY (50 people)	POLAND (50 people)	ROMANIA (30 people)
Specific Profile	A heterogeneous group (tour operators, associations, residents) with a strong link with the territory.	Participants who are already digitally proficient.	Participants in a vulnerable condition.
Strengths	Strong desire to promote the territory. Connection with traditions.	Advanced digital skills.	Strong empathic skills.
Training Needs	Digital Skills and Self-Efficacy	Time Management and Complex Problem Solving	Self-Esteem, Assertive Communication and Decision-Making



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Soft Skills Map

The growing attention to transversal skills in the field of adult education reflects a shared awareness: it is not enough to have technical knowledge to deal with the changes taking place, but it is necessary to know how to communicate, adapt, work in a team, manage emotions and make informed decisions in complex contexts. Soft skills are therefore configured as key resources for personal autonomy, civic participation and active inclusion in society.

In the framework of the TRIP project, their mapping did not follow an abstract theoretical model, but was the result of a process of listening and analysis rooted in local contexts. The work carried out in the three partner countries has made it possible to outline a broad and articulated overview of the skills considered priorities by the adults involved, highlighting not only the convergences but also the diversities linked to the history, culture and socio-economic structure of the territories.

The chapter therefore aims to restore this plurality of visions, offering an organic synthesis of the soft skills that emerged from the national reports. The aim is not only to classify them, but to understand their relevance in relation to the concrete challenges that participants face in their daily lives. Starting from this reading, it will then be possible to structure training courses that truly adhere to the needs expressed, capable of strengthening existing skills and accompanying their development in a sustainable way.

Common soft skills in the three countries

The cross-analysis of the data collected in Italy, Poland and Romania highlighted a coherent core of transversal skills perceived as essential for personal growth and active participation in social and working life. Despite the differences in the territorial contexts and targets involved, some recurring soft skills are outlined that cross all three national reports, confirming their relevance in a European perspective.

Effective **communication** has emerged as one of the most urgent skills to be developed. In all three countries, the ability to express oneself clearly, to listen actively and to adapt one's language to different contexts and interlocutors is considered a fundamental condition for improving interpersonal relationships, facilitating collaboration and accessing new opportunities. Communication is also often described as a key element for self-esteem and conflict management.

Equally central is the **ability to work in a team and collaborate**, often declined in terms of cooperation, mutual respect and sharing of objectives. The participants emphasized the importance

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of knowing how to manage relational dynamics in collective contexts, to coordinate with others and to actively contribute to the construction of common solutions. In particular, this competence is valued in rural and community contexts, where informal social networks represent a vital resource.

The **management of emotions and stress** is another area considered crucial, especially in relation to the dimension of well-being and self-efficacy. The need to learn how to control anxiety, to respond in a balanced way to critical situations and to maintain good personal motivation has been strongly highlighted in Romania and Italy, but is also reflected in the data collected in Poland. In many cases, this skill is associated with the prevention of burnout and the ability to maintain stable and positive relationships.

Many of the subjects involved also indicated that **critical thinking** is particularly useful, understood both as the ability to analyze information in a conscious way and as an attitude to make thoughtful and responsible decisions. The importance of developing a reflective gaze, which allows us to distinguish facts from opinions and to avoid conditioning, was emphasized above all in the Italian and Polish focus groups, where the difficulty in orienting oneself among complex information was highlighted, especially in the field of digital communication.

Another widely recognized transversal skill is flexibility **and the ability to adapt to change**. Changes in labour markets, the increasing digitalisation of services and cultural transformations require a willingness to change that is not always spontaneous in adults. In all three countries, participants expressed the need to feel better prepared to face new situations, to update themselves and to get back into the game, often overcoming fears related to age or negative past school experiences.

At the same time, the theme of **autonomy and personal responsibility** also emerges across the board, linked to the idea of knowing how to organize, make decisions, manage one's time and complete commitments. This competence is often linked to the concept of active citizenship and the possibility of contributing constructively to community or working life. In the Italian and Romanian contexts, in particular, it has been highlighted as a lever to promote greater self-esteem and a sense of self-efficacy.

Finally, a skill that, although not always appearing explicitly, runs through many of the testimonies collected is that of **participatory leadership**. In different contexts, the desire – or the need – to know how to lead groups, take initiative and facilitate the participation of others has been reported. This does not translate into authoritarian leadership, but into an ability to listen, mediate, value differences and motivate.

The joint emergence of these skills in the three contexts suggests the existence of a “hard core” of fundamental soft skills, which can constitute the starting point for building common training paths. At the same time, the ways in which these skills are lived and described vary significantly according



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to cultural contexts and individual experiences, making it necessary to design training that, while starting from a shared basis, is sufficiently flexible and contextualized.

Specific expertise at local level

Alongside the common transversal skills that emerged in the three partner countries, the analysis of the data also highlighted a series of soft skills that reflect needs more linked to local contexts. These skills are strongly influenced by geographical, social, cultural and economic factors and represent a valuable resource for building educational paths that are truly rooted in the territories.

In Italy, the research carried out in the six municipalities of Marmilla has clearly highlighted the importance attributed to the enhancement of local heritage, understood not only as historical and cultural knowledge, but also as the ability to transmit and rework the knowledge of the territory in a modern key. This competence is intertwined with the need to strengthen narrative and promotional skills, useful for developing new tourism and cultural projects. The testimonies collected underlined the need to be able to tell the territory in an authentic and effective way, making it attractive for external visitors but also recognizable and significant for the younger generations.

A further distinctive element is represented by the request for basic design skills, linked to the ability to design and structure initiatives, submit applications for funding, collaborate in a network with other local actors. In a context that suffers from depopulation and scarcity of services, the desire to recover a form of civic activation emerges that also passes through training in concrete tools of territorial empowerment.

In the case of Poland, the report highlights a strong emphasis on the need to develop skills related to the management of conflicts and interpersonal differences, especially in the workplace. Participants in focus groups and interviews pointed out that, in the context of rural districts, social relationships are often marked by tensions, misunderstandings or communication rigidities. As a result, there is a need to improve tolerance, empathy and the ability to deal with potentially divisive situations with maturity.

In addition, in the Polish context, the need to strengthen basic digital skills, perceived as an indispensable prerequisite for active participation in contemporary society, emerges with particular evidence. In an area where the aging of the population and low schooling negatively affect digital inclusion, future training courses will necessarily have to include modules oriented towards digital citizenship and the conscious use of technologies.



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Finally, in Romania, the report prepared by CONIL offers a perspective strongly influenced by the organization's direct experience in the field of inclusive education. This results in a strong focus on the management of anxiety, insecurity and self-devaluation, which often represent significant obstacles to educational participation. In many cases, participants expressed the need to acquire tools to strengthen their confidence, to express themselves without fear of judgment and to face change with greater serenity.

Within the urban and multi-ethnic context in which the Romanian partner operates, skills related to intercultural mediation and understanding of diversity also emerged, considered fundamental to build welcoming and non-discriminatory learning environments. In this sense, intercultural competence is not seen only as a set of knowledge, but as an attitude to relate to the other through listening, suspension of prejudice and open-mindedness.

Overall, these local skills should not be understood as marginal with respect to the general framework, but as complementary to the transversal skills identified at the transnational level. They represent strategic training levers to stimulate personal and collective empowerment, promote inclusion and make training courses culturally relevant.

Classification and description of the soft skills identified

The integrated analysis of the data collected in Italy, Poland and Romania has made it possible to build a shared mapping of the transversal skills considered a priority for the adult target in the local contexts involved. The soft skills identified reflect a plurality of needs, ranging from the relational to the cognitive, emotional and organizational spheres. To facilitate their use in design and teaching, the skills have been grouped into four functional macro-categories, each of which includes specific skills recurring in the three national reports.

A. Relational and communication skills

This first category includes all those skills that facilitate effective interaction with others, cooperation and the building of meaningful relationships. Their importance was widely emphasized in all three contexts.

- **Effective communication:** indicated as essential for expressing ideas, actively listening, giving and receiving feedback. In Italy it is associated with the ability to promote one's territory; in Poland it is closely linked to conflict management; in Romania it is seen as a tool to overcome anxiety and interact with heterogeneous contexts.



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- **Teamwork and collaboration:** emerged in a transversal way as a lever to strengthen social cohesion and shared planning. Italian experiences insist on cooperation between local actors; the Polish ones highlight the need to overcome competitive attitudes; The Romanian report highlights its role in the inclusion of vulnerable individuals.
- **Empathy and emotional intelligence:** in particular in the Romanian report, where it is explicitly linked to the creation of welcoming and non-judgmental learning environments. In Poland and Italy, it is associated with the quality of relationships and the management of complex situations.

B. Personal and emotional skills

These skills refer to the sphere of self-efficacy, emotional regulation and resilience and are central to promoting paths of personal growth and active participation.

- **Self-esteem and self-confidence:** strongly emerged in the Romanian context, where personal insecurity represents a significant barrier to education. Even in Italy, some interviews highlight the difficulty of exposing oneself or speaking in public.
- **Anxiety and stress management:** reported above all in the reports of Romania and Poland, in relation to contexts of economic fragility, family pressures and lack of emotional support.
- **Motivation and perseverance:** transversal to all three contexts, it is often associated with the ability to undertake a training path despite objective and subjective obstacles.

C. Cognitive and reflective skills

This category includes skills related to the ability to think critically, solve problems, learn autonomously and reflect on experience.

- **Critical thinking and analytical skills:** required in all contexts as a tool for making informed decisions, interpreting information and evaluating situations in a rational way.
- **Creativity and problem solving:** particularly relevant in Italy, where it is associated with the generation of innovative ideas for the enhancement of the territory; but also present in Poland, where it is used to deal with changing work contexts.
- **Autonomous learning and cognitive flexibility:** recognized as key skills to adapt to changes and update one's knowledge, especially in groups with low schooling.

D. Organizational and planning skills

These skills include time management, the ability to plan activities, organize resources and work by goals.



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- **Time planning and management skills:** required especially in Italy and Poland, in relation to the daily management of professional, family and associative activities.
- **Participatory leadership:** not understood in a hierarchical sense, but as the ability to take an active role in groups, motivate others, facilitate cohesion. In Romania it is linked to individual responsibility; in Italy it is linked to the ability to animate territorial networks.
- **Basic design skills:** as already emerged in the previous section, they represent a specific need in the Italian context, where several participants expressed the desire to acquire tools to structure ideas in the form of concrete projects.

This classification is intended to be an interpretative grid useful for orienting training planning. The skills identified are not static or isolable, but interact with each other and develop synergistically within experiential and relational contexts.



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In the light of the evidence that emerged, an initial operational classification of soft skills has been developed that will guide the training planning, dividing the skills according to their transversal and local relevance:

Macro-area	Specific expertise	Priority level	Dominant Source
Communication	Effective and assertive communication	Shared	IT-PL-RO
Cooperation	Group work and participatory leadership	Shared	IT-RO
Personal and emotional	Managing emotions, stress and resilience	Shared	RO-PL
Cognitive	Critical thinking and problem solving	Shared	IT-PL
Autonomy	Time Planning and Management	Emergency	IT-PL
Confidence	Self-esteem and self-efficacy	Emergency	RO
Digital	Conscious use of technologies	Local	PL



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Benchmarking: convergences, divergences and success factors

Analysing three national surveys conducted in historical, economic and cultural contexts as diverse as inland Sardinia (Italy), Eastern Subcarpathia (Poland) and the peri-urban belt of Bucharest (Romania) is equivalent to bringing together three ‘micro-Europes’ which, while sharing the same EU regulatory frameworks, have uneven development trajectories. It is therefore natural that the comparison between their reports (MAP of Adults’ Soft Skills) offers rich, layered and – at times – surprising analytical material. In constructing the comparative section, we have chosen to proceed along concentric lines: from the reconstruction of the common core of needs and aspirations to the specificities that color each profile, up to identifying recurring obstacles, enabling factors and lessons learned that will inform the design of the TRIP itineraries. In this way, we avoid replicating detailed descriptions already presented in Chapter 2-4 and focus on what emerges solely from the comparative act.

Convergence on motivations and competences expressed

The first striking element is the convergence on a need for **formal legitimization** of the transversal skills possessed. The Italian sample (tour operators, artisans of the Marmilla, young graduates who have returned) complains about the difficulty of asserting their narrative and relational experience in public competitions or tourist notices. In the Polish report, the same need translates into the request for micro-credential certificates that certify problem-solving skills and digital self-management, while in Romania respondents see certification as a potential barrier to identity self-devaluation. This request for recognition converges with the European recommendation to **validate non-formal and informal learning**, but takes on different declinations: more oriented towards territorial marketing in Italy, more towards ICT skills in Poland, more towards personal empowerment in Romania.

Alongside legitimacy, the research highlights three **macro-areas of soft skills** that participants consider transversal, priority and now more than ever in transformation:

1. **Multimodal communication** – from face-to-face conversation to digital storytelling, passing through the management of feedback in heterogeneous groups;



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2. **Critical thinking and complex problem solving** – understood as the ability to break down a problem, prioritize, evaluate alternatives and act in good time;
3. **Socio-emotional resilience** – i.e. the combination of emotional regulation, tolerance to uncertainty and self-confidence.

These families of skills form, so to speak, the “backbone” on which the green skills that affect environmental awareness and the local variants analysed below are grafted.

Local variants

Italy – Narrative competence as a driver of rural development

In the basaltic hills of Marmilla, economic desertification is accompanied by a very dense cultural heritage: nuraghi, widespread museums, agro-pastoral rituals, food and wine. The adults involved (average age 43 years) have a wealth of tacit knowledge about history and traditions, but declare that they do not know how to translate them into **multimedia storytelling** for the contemporary tourist. Hence the urgency of combining the **territorial identity** dimension with digital skills – video editing, podcasting, social media management – which increase both **self-efficacy** and economic visibility of micro-activities. Another distinctive aspect is the desire to strengthen **participatory leadership**: in an area of small municipalities, the creation of horizontal networks between artisans, cooperatives and museums appears vital to intercept funds and tourist flows.

Poland – From technological familiarity to the governance of digital time

Podkarpackie Voivodeship is characterised by a fair amount of Internet penetration (83% connected households) but basic digital skills: 44% of participants are within the initial DESI literacy threshold. The survey shows that the daily use of smartphones and social platforms does not translate into **the ability to self-organize** (timemanagement) or critically select information. Qualitative interviews show frustration at the difficulty of “disconnecting” from the digital flow and allocating time strategically to training or professional updating. The key need therefore becomes to develop **metacognitive strategies** – planning, definition of SMART objectives, digital fasting techniques – that convert technological familiarity into real **competence of use** and habit of reflection.

Romania – Soft skills for emotional autonomy and multicultural inclusion

The Romanian sample, 93% of which is made up of women between 27 and 52 years old, comes from neighborhoods with high youth unemployment and commuter migration flows. Low involvement in lifelong learning programmes (1.3%, Eurostat 2023) is accompanied by low self-

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esteem indices and a perception of cultural marginality. Distinctly **socio-emotional** priorities therefore emerge: self-confidence, assertiveness, intercultural negotiation, management of domestic and work conflicts. In the interview with an educational mediator, we read: “Until they feel legitimized to speak, women will not use technologies, they will not enroll in courses and they will not claim their rights.” The focus group confirms that **self-confidence** is a prerequisite for any training investment.

Cross-sectional comparative axes

- **Digital: from tool to environment**

If digital technology crosses all stories, the modes of appropriation differ: in Italy it emerges as a narrative channel of local identity; in Poland as a work environment to be mastered; in Romania as a gateway to services and networks outside the neighborhood. This triad suggests that TRIP’s itineraries should offer a common module of reflective digital literacy but also specialization paths: storytelling, productivity e-tools, citizen eservices.

- **Communication and interculture**

Sardinian tourism globalization, the Polish Ukrainian border and the urban multiculturalism of Bucharest force the participants to confront multilingual interlocutors. However, only 22% of the sample stated that they had B2 working English (average figure over the three reports). The lack of language is added to poor practice of constructive feedback: in Italian focus groups, operators confess to avoiding online reviews for fear of public criticism, while Romanian participants express discomfort in expressing opinions in mixed contexts of gender. Hence the importance of integrating assertive communication exercises and intercultural roleplay from the early stages of the curriculum.

- **Collaboration and distributed leadership**

If in Sardinia widespread micro-entrepreneurship makes horizontal coordination necessary, in Podkarpackie the problem is the management of dispersed virtual teams, while in Bucharest the crux is the relationship between family care work and women’s professional aspirations. In all three cases, the need for participatory leadership emerges: facilitating inclusive decision-making processes, sharing responsibilities, managing conflicts. The journey-based approach proves to be functional as it allows you to experiment with rotating leadership roles during visits and community service projects.



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Recurring obstacles

The comparative examination identifies five categories of barriers that cross national borders:

- **Infrastructural:** intermittent connectivity and scarcity of equipped public spaces, especially in rural Sardinian municipalities and hilltop villages of Podkarpackie;
- **Financial:** impossibility of incurring travel costs, educational materials or babysitting without ad hoc micro bags;
- **Temporal:** reconciliation between work (or seasonal agriculture) and training times;
- **Cultural:** perception that adult education is too theoretical or a privilege of youth;
- **Formal recognition:** low usability of local certificates for interregional or community mobility.

These barriers feed a vicious circle: low participation → poor certification → less propensity to invest time and resources in training. The TRIP intervention can only break the cycle if it provides **tangible incentives** (badges, microcredits, professional networks) and **flexible access conditions** (blended learning, widespread campuses, mobile tutoring).

Enabling factors and emerging good practices

However, there is no shortage of successful levers already operating in the territories:

- In Sardinia, **local museums on the web** offer spaces for free evening workshops, demonstrating how cultural heritage can become **an educational square**;
- In Poland, the presence of **itinerant digital libraries** (buses equipped with WiFi and laptops) reduces the distance between village and training, acting as a **“last mile” training model**;
- In Romania, **neighbourhood teachers** coordinate women’s self-help circles in which participants practice public speaking techniques before facing job interviews.

These micro-actions highlight that a **bottom-up approach**, rooted in civic networks, keeps motivation high and builds trust.



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Lessons learned for TRIP design

Fundamental Principles of the TRIP Project

Methodological innovations in our approach:

Variable Modularity

Common training core with specialised modules for local needs, ensuring flexibility and regional relevance.

Blended Learning Ecologies

Integration of physical environments and digital platforms in an optimised learning ecosystem for accessibility and effectiveness.

Progressive Validation

Recognition through digital badges and ECTS micro-credentials to facilitate professional mobility and European recognition.



Three key lessons emerge from the comparison:

1. **Variable geometry modularity:** a curriculum with a common basis for communication, critical thinking and resilience; optional modules with local insights (storytelling, digital time mastery, emotional empowerment).
2. **Blended learning ecologies:** combining physical locations (museums, libraries, community centers) with personalized digital environments (Learning Journal, on-demand microlearning). It is suggested to promote targeted courses, both face-to-face and online, workshops, practical meetings and activities that enhance the territory and its specificities.
3. **Open and progressive validation:** recognize skills through interoperable badges and-ECTScompatible micro credentials, enhancing both on-the-road experiences and multimedia outputs.

The comparison confirms the existence of a **common matrix** of transversal skills and at the same time highlights **functional divergences** that embellish the project. The TRIP model will therefore have to avoid forced uniformity and play on a dynamic balance between shared content and local specifications. This intuition translates into three **personalized itineraries** that interpret, each in its



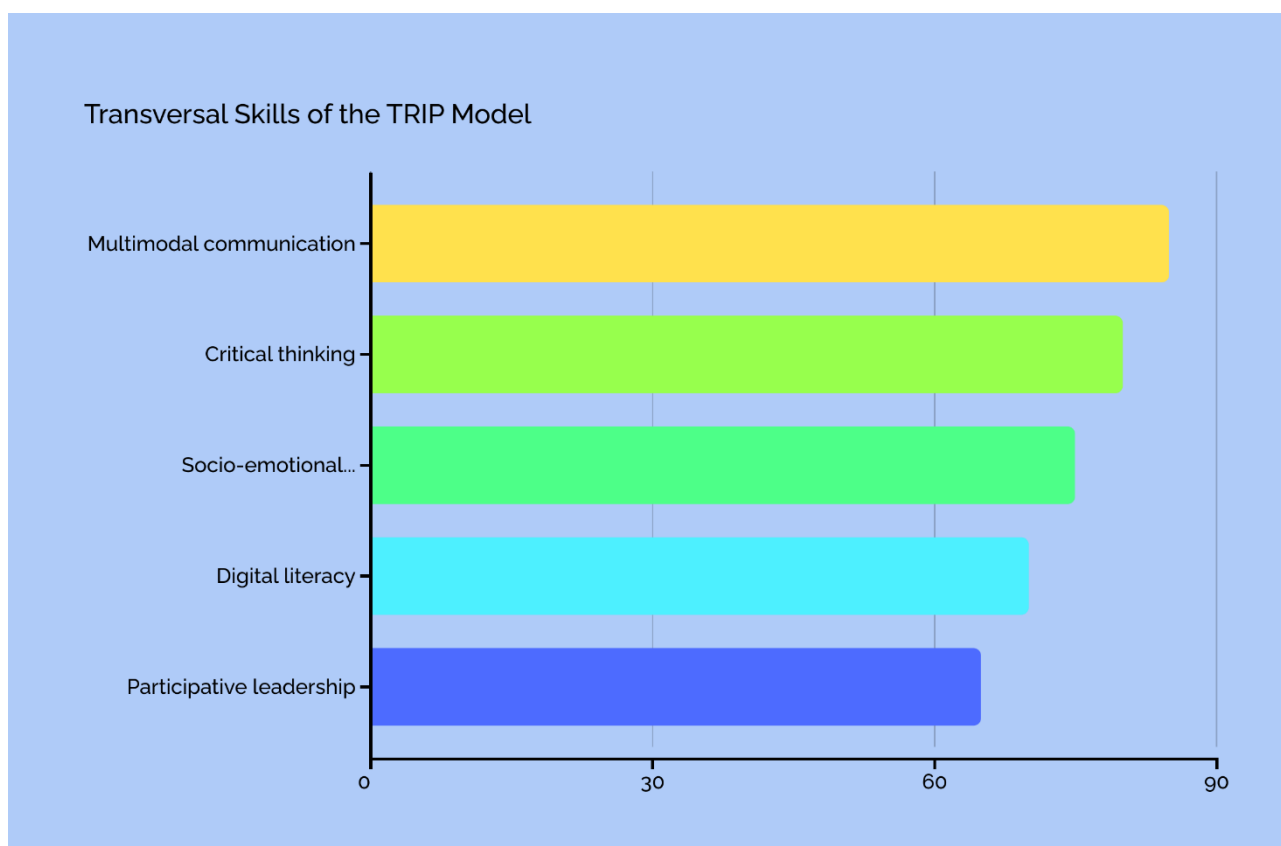
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own way, the metaphor of the journey: Sardinia as a narrator, the Subcarpathia of digital time, Bucharest as a socio-emotional empowerment.

The TRIP project is viewed positively by the interviewees for its ability to offer **experiential learning** and **opportunities for cultural travel**, considered fundamental experiences for personal and professional growth. Also important is the demand for training tools that promote social inclusion and the creation of networks between participants, also at European level.

The training and development of transversal skills identified as priorities must, therefore, be integrated with experiential methodologies and practical activities, responding to both professional needs and those of personal growth, promoting inclusion, adaptability and enhancement of the territory.



Once you have identified the skills you need to insist on, you need to focus on how to incorporate experiential learning into daily teaching. This prerogative of the model may seem like a challenge, but there are many practical strategies you can adopt:

- **Collaborative Projects**

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- **Company Visits**
- **Outdoor Activities**
- **Moments of Feedback and Reflection**

Theoretical teaching and experiential learning can coexist and enrich each other. The important thing is to find a balance that allows beneficiaries to get the most out of both experiences.

Experiential learning offers the possibility of transforming adult education into a compelling and engaging journey. It is not just about gaining knowledge, it is about developing marketable skills that will last a lifetime. Because, after all, every experience is an opportunity to grow at any age.



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TRIP training prototype: from the evidence map to the model

The next step, data collection, analysis and comparison of the results, is the translation of the evidence that emerged in the three national reports into pilot itineraries. These are not literary extracts from research papers, but prototypes designed in the light of the specific needs identified in Italy, Poland and Romania, but also on the basis of the experience of the Fondazione Altopiano della Giara in journey-based learning.

The previous section clarified that five soft skills – interpersonal communication, emotion management, collaboration, critical thinking, adaptability/leadership – represent a transversal deficit in the three partner countries, albeit declined with different accents (territorial storytelling in Italy; digital timemanagement in Poland; socio-emotional empowerment in Romania). Starting from this evidence, the Fondazione Altopiano della Giara has developed four prototype itineraries designed as modular “building blocks”: each one addresses a cluster of skills, integrates the journey-based approach and can be recombined or adapted by the other partners in the pilot phase.

The following paths aim to fill the gaps identified and can be translated into experiential teaching, avoiding setting definitive standards.

Digital competence is transversal in all the suggested paths, which always include a preparatory phase of online training to be carried out independently with the always available support of competent trainers.

The development of Green and creative skills is also constant and present in every experiential activity envisaged by the training intervention.

Having said this, the time has come to discover the dress that has been basted for the TRIP model.



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Structure of the TRIP model

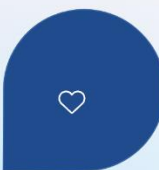
Four interconnected training modules, each dedicated to specific skills

Itinerary A - Module 1

"In places, with words and with others"

Interpersonal communication and collaboration

CENTRUL SUCCES CONIL (Romania)



Itinerary B - Module 2

"To the rhythm of feeling"

Emotion management and resilience

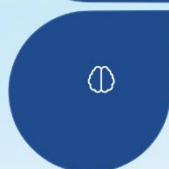
FONDAZIONE VILLANOVAFRANCA (Italy)

Itinerary D - Module 4

"Changing perspectives"

Critical thinking and adaptability

STOWARZYSZENIE CRAS (Poland)



Itinerary C - Module 3

"Take part, make space"

Participatory leadership and proactivity

FONDAZIONE ALTOPIANO DELLA GIARA (Italy)

Each module follows three phases: Prepare (online), Experience (on-site), Reflect (follow-up)

Itinerary A – “In places, with words and with others” (Communication and interpersonal collaboration)

The first itinerary, alternatively called Module 1, of the TRIP model is conceived as a relational hinge of the entire path: it provides those skills of listening, assertiveness and negotiation without which the subsequent paths on resilience, leadership and critical thinking could not unfold effectively. The itinerary, rooted in the evidence that emerged in the Italian sample but designed to be replicable in Poland and Romania, moves on three pedagogical movements – preparing, living, reflecting – which translate Kolb’s experiential learning cycle into a travel narrative.

1. **Prepare (10 hours online):** in the ten days prior to the face-to-face activities, participants access the TRIP platform and follow five asynchronous micro-units (video lessons followed by an interactive quiz) focused on active listening, non-violent communication (NVC) and “feedback sandwich”. In addition to providing the basic vocabulary, this phase provides beneficiaries with the tools to start collecting individual expectations through a diary, which will become the compass of self-evaluation. The online mode allows you to modulate the rhythms of study and reduce the emotional distance of the group.



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2. **Living (30 hours in the field):** the experience takes place over four or more consecutive days within the places chosen as the theater of exercises. These places must be able to intertwine archaeological/cultural heritage and host community. Each morning opens with a situational role-play: participants take on the roles of guide, visitor, blogger or cultural mediator and manage real conversations with tourists and residents. The afternoon is dedicated to a narrative trek, guided by a facilitator who proposes “walk practices of mutual influence”: couples mute for a stretch, then exchange of impressions with empathic paraphrasing techniques. Each day ends with a moment of collective elaboration led by an expert facilitator. The experiential intensity is calibrated on a ratio of 80% field activities and comparison – 20% moments of toric training, in line with the CPIA recommendation to limit the distance learning to one fifth of the total number of hours.
3. **Reflect (10 hours of follow-up):** on the last day or a few days later, the group meets via videoconference or in person for a guided debrief. It is a convivial moment with thematic tables in rotation where lived experience, stereotypes, intercultural collaboration are discussed. Each participant can submit an excerpt from their reflective diary and receive structured feedback. This phase serves to fix learning, identify areas for improvement and define a personal action plan to be carried over to subsequent modules and enriched.

Learning objectives:

- Enhance active listening and empathy.
- Strengthen assertiveness and constructive conflict management.
- Encourage cooperative work among peers, including in intercultural contexts.

Experiential methodology:

- Simulation and role-playing workshops (non-violent communication - NVC, feedback sandwich).
- Group trips and walks of mutual influence with local communities.
- Guided tours of museums and archaeological sites with observation exercises and shared narration.

Duration:

- 10 hours of online training + 30 hours of field experience + 10 hours of follow-up and self-assessment.



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Teaching and assessment tools:

- Individual reflective diary.
- Self-assessment forms.
- Observational grids used by trainers to assess the presence of behavioural indicators during roleplays.

Expected outputs:

- Improvement in the quality of interpersonal relationships.
- Increased communication awareness.
- Creation of a shared communicative product (e.g. podcast, video, collective diary).

The completion of the online training, the passing of the initial quiz, the active participation in the field activities and the composition of the action plan constitute the certification threshold of the module, attested by a **“TRIP-Communication” Badge**.

The tangible outcome is the **collective story-map** that can take the form of a geolocated podcast or a video-documentary in which the pairs of participants tell a segment of the path taken from the point of view of residents, tourists or operators. The product, published on the TRIP platform, becomes both a promotional showcase of the territory and opensource educational material for all users. More deeply, the module consolidates a **relational contract** between the members of the learning group, establishing a climate of trust that will facilitate emotional sharing in module B, distributed leadership in module C and critical debate in module D.



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Itinerary A				
Module 1: “In places, with words and with others”				
Skills developed: Communication and interpersonal collaboration				
Phase	Setting & activities	Hours	Instruments	Output
Online preparation	5 asynchronous units (video lessons + quizzes)	10	LMS TRIP	Completion of training (monitoring report) and passing quizzes.
Field experience	Roleplay, narrative trekking, widespread museum	30	Self-assessment forms, Tutor grids	Podcast/story-map
Final Debrief	Peertopeer return	10	Handbook for guided feedback and diary	Individual reflective diary with personal improvement plan
Total: 50 h (20 % online / 80 % in the field and comparison).				

Assigned partner: CENTRUL SUCCES CONIL (Romania)

Motivation:

This module focuses on interpersonal skills (active listening, non-violent communication, role play, intercultural collaboration) and proposes a strong experiential component based on the Kolb cycle. CONIL has a strong experience in experiential education, interactive methodologies and socialization activities, particularly with adults in non-formal and multicultural contexts. Its activities (such as art therapy, sports, cooking, urban gardens) are perfectly in line with the activities of the field module and the reflective and communicative practices.



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Itinerary B – “At the rhythm of feeling” (Managing emotions and resilience)

The second itinerary, or Module 2, of the TRIP model acts as an emotional buffer of the entire path: it offers tools of awareness, self-regulation and mutual care that are essential to support the cognitive and relational complexity of the subsequent modules. Focused on emotional skills and resilience, the module is particularly necessary in contexts characterized by stress, low self-esteem or a sense of insecurity, as found in the three countries involved: digital overload in Poland, economic anxiety in Sardinia, relational fragility in Romania. Also in this case, the path is divided into the three pedagogical movements – prepare, live, reflect – according to the logic of Kolb’s experiential cycle.

1. **Prepare (10 hours online):** Participants access the TRIP platform to explore five asynchronous micro units focused on mindfulness, journaling and emotional awareness. The video lessons (followed by an assessment test) are supplemented by suggestions for practical exercises (emotional diaries, body check-ins, mindfulness techniques). This phase allows you to create an emotionally protected climate and to prepare participants for an open narrative of their fragility and resources.
2. **Living (30 hours in the field):** the heart of the module takes place in natural or peri-urban contexts selected for their regenerative potential. The days, led by expert facilitators, alternate mindful walks, silent practices, light bodily activities and meetings with people who bring transformative experiences (migrants, artists, local elders). Each participant keeps an emotional diary that becomes a personal and shared decoding tool of the challenges faced. At the end of each day there is a circle of words to encourage the collective metabolization of the stimuli received.
3. **Reflect (10 hours of follow-up):** the group meets, a few days later, for a guided debrief session. The meeting – in person or by videoconference – is divided into thematic tables on stress, empathy and self-care. Participants present a segment of their emotional diary and collaborate in the collection of shared good practices. This phase allows to consolidate individual and relational strategies of resilience and to generate a collective portfolio that will accompany the group in the following modules.

Learning objectives:

- Enhance emotional awareness and self-regulation strategies.
- Strengthening individual and collective resilience in uncertain contexts.



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- Promote stress management and care of oneself and others in the group.

Experiential methodology:

- Outdoor training in natural contexts with mindfulness and journaling practices.
- Meetings with witnesses of resilience and transformative storytelling.
- Bodily activities and guided circles of speech.

Duration:

- 10 hours of online emotional and cognitive preparation + 30 hours of field experience + 10 hours of follow-up and sharing.

Teaching and assessment tools:

- Individual emotional diary
- Pre/post experience questionnaires on stress management.
- Peer feedback (peer review) and observation rubrics by tutors.

Expected outputs:

- Emotional diary with narration of the challenges faced.
- Growth in interpersonal confidence and frustration tolerance.
- Collection of good practices of shared resilience.

The completion of the online training, the passing of the initial quiz, the active participation in field activities and the collection of good practices of shared resilience constitute the certification threshold of the module, attested by a **“TRIP-Resilience” Badge**.

The main output is a narrative and visual portfolio that collects stories of resistance and care, in the form of texts, images, films or artistic materials. The product, published on the TRIP platform, serves as an open-source resource and testament to transformative practices. The module fosters a climate of deep trust and mutual regulation, which will be instrumental in the distributed leadership of module C and in the critical thinking of module D.



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Itinerary B				
Module 2: “At the rhythm of feeling”				
Skills developed: Emotion management and resilience				
Phase	Setting & activities	Hours	Instruments	Output
Online preparation	5 asynchronous units (video lessons + quizzes)	10	LMS TRIP	Completion of training (monitoring report) and passing quizzes.
Field experience	Conscious walks, storytelling of the landscape, meetings with “witnesses of resilience” and bodily activities	30	Peer review	Emotional and resilience portfolio
Final Debrief	Thematic tables, experiential restitution	10	Guided feedback and emotional diary	Collection of good practices resilience and stress management
Total: 50 h (20 % online / 80 % in the field and comparison).				

Assigned partner: FONDAZIONE VILLANOVAFRANCA (Italy)

Motivation: This module aims at emotional awareness, self-regulation and resilience through contact with nature, transformative experiences, circles of speech. The Fondazione Villanovafranca manages an archaeological and museum site immersed in the landscape, with silent and regenerative spaces ideal for activities such as mindful walks, journaling and immersive experiences. In addition, she has experience in museum education and the design of emotional-educational paths related to memory, heritage and reflection.



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Itinerary C – “Take part, make space” (Participatory leadership and proactivity)

The third itinerary, or module 3, of the TRIP model represents the moment of project activation of the path: it promotes collaborative and widespread leadership, based on listening, shared responsibility and the ability to transform ideas into actions for the community. The module accompanies participants on a journey of discovery of their leadership style, encouraging personal initiative, vision and civic proactivity. The structure of Module 3 is also divided into the three pedagogical movements – preparing, living, reflecting – according to Kolb’s experiential cycle.

1. **Prepare (10 hours online):** participants access the TRIP platform and follow five asynchronous micro units (followed by a quiz) dedicated to group dynamics, distributed leadership and basic project management techniques. These are accompanied by the tools for two individual tasks that the participants will develop in the experiential phase: the compilation of a territorial SWOT analysis and the drafting of a design canvas. Anticipating these tools allows participants to begin to explore their own leadership style and familiarize themselves with co-design tools, creating the foundation for fieldwork.
2. **Living (30 hours in the field):** the experience takes place in territorial contexts that are significant for active citizenship, such as social cooperatives, youth centers, civic hubs or cultural and voluntary associations. Activities include visits, simulations of decision-making scenarios and micro-projects to be developed in groups. Each participant plays rotating roles (facilitator, spokesperson, observer, negotiator), experimenting with the collective management of complex situations. The dialogic dimension with local activists allows a direct comparison with virtuous experiences of participatory leadership.
3. **Reflect (10 hours of follow-up):** at the end of the experience, the group meets – in person or remotely – for a feedback workshop in which each team presents its prototype of civic initiative. The presentations, structured in the form of pitches, are evaluated through peer review and observational rubrics. The phase ends with the individual drafting of a local implementation plan, which can be taken up in real contexts or in subsequent training courses.

Learning objectives

- Promote the development of collaborative, participatory, flexible and inclusive leadership.
- Strengthen the sense of responsibility and the capacity for initiative.

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- Stimulate the attitude to the design and management of replicable community activities.

Methodology:

- Co-design workshops with design canvases and SWOT analysis.
- Decision-making simulations and visits to active citizenship contexts.
- Role play with rotating roles within real micro-projects.

Duration:

- 50 hours divided into 3 phases: online training (10 hours), field experience (30 hours), assessment and follow-up (10 hours).

Teaching and assessment tools:

- Design Canvases and SWOT Analysis.
- Trainers' observational rubrics and peer review guidelines.
- Orientation for self-reflection and logbook.

Expected outputs:

- Prototype of a civic initiative to be carried out in its own territory.
- Greater awareness of one's leadership style.
- Integration of design skills into everyday life.

The completion of the online training, the active participation in the simulations, the presentation of the project idea and the compilation of one's own implementation diary constitute the certification threshold of the module, attested by a **"TRIP-Leadership" Badge**.

The tangible output is the prototype of a civic micro-initiative, created in the form of a pitch, video presentation, visual map or storyboard. The products are published on the TRIP platform, constituting a database of inspiration for other territorial realities. The module consolidates in the participants the decision-making autonomy and the ability to work towards common goals, preparing the ground for the analytical and argumentative complexity of module D.



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Itinerary C				
Module 3: “Take part, make space”				
Skills developed: Participatory leadership and proactivity				
Phase	Setting & activities	Hours	Instruments	Output
Online training	5 asynchronous units (video lessons + quizzes + design canvas + instructions for SWOT territorial analysis)	10	LMS TRIP	Completion of training (monitoring report) and passing quizzes.
Field experience and simulation lab	Visits, decision-making simulations, micro-project development with rotating roles	30	Observation cards, diary	Civic initiative prototype + vlog/pitch
Followup	Peer-to-peer restitution, local implementation plan	10	Reflection sheet, peer review	Local implementation plan
Total: 50 h (20 % online / 80 % in the field and comparison).				

Assigned partner: STOWARZYSZENIE CRAS (Poland)

Motivation: This module requires expertise in distributed leadership, participatory design and group dynamics. CRAS has a long curriculum in community planning, mentoring, job inclusion and support for disadvantaged groups, with a multidisciplinary team and consolidated experience in social project management and civic activation. The planned decision-making simulations and local micro-projects are perfectly suited to their educational practice oriented towards empowerment and active citizenship.



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Itinerary D – “Changing Perspectives” (Critical Thinking and Adaptability)

The fourth and final itinerary, or module 4, of the TRIP model accompanies participants in a guided exploration of complexity: it promotes critical thinking, cognitive flexibility and the ability to evaluate complex situations with a systemic approach and openness to change. It is a synthesis and relaunch module, which capitalizes on the relational, emotional and design skills developed in the previous modules and channels them towards the construction of innovative solutions for the territory. Also in this case, the structure is articulated in the three pedagogical movements – preparing, living, reflecting – according to the Kolb cycle.

1. **Prepare (10 hours online):** participants follow five asynchronous micro units dedicated to fact checking, systemic mapping, comparison of sources and identification of cognitive biases. Each unit is followed by a reflective quiz. At the same time, each participant develops a concept map on their “critical field”, i.e. a relevant topic that they want to explore in more depth in the module. The goal is to activate vigilant, curious and open thinking.
2. **Living (30 hours in the field):** the experience takes place in significant places (museums, archaeological sites, civic spaces) chosen to stimulate an investigative approach. Participants alternate individual and collaborative activities: design thinking workshops, analysis of sources, visits with a dialogic approach and meetings with local actors. Each group develops a proposal for social innovation, responding to a concrete need, to be presented at the end of the module.
3. **Reflecting (10 hours of follow-up):** the module closes with a structured debate on a controversial local topic. Participants confront each other in teams, arguing opposing theses with the support of divergent data, experiences and interpretations. The activity culminates with the drafting of a community policy brief, to be published as a testimony of the critical discussion that took place.

Objectives:

- Develop critical analysis skills and objective evaluation of information.
- Strengthen cognitive and behavioural flexibility in the face of change.
- Promote the systemic approach in solving complex problems.
- Stimulate innovation and creativity in the search for inclusive and alternative solutions.

Methodology:

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- Guided tours with an investigative approach (analysis of sources, facts and biases, comparison of historical interpretations).
- Design thinking applied to territorial contexts.
- Immersive experiences in different cultural contexts to stimulate the comparison of perspectives.
- Collaborative problem solving based on real cases in the area.
- Structured debate activities on local development and sustainability issues.

Duration:

- 50 hours distributed in: 10 hours of on-line theoretical training + 30 hours of field experience alternating between individual and group activities + 10 hours of discussion and comparison.

Teaching and assessment tools:

- Concept maps for systemic analysis.
- Evaluation matrices for comparing alternatives.
- Critical diary for metacognitive reflection.
- Creativity toolkit.
- Peer assessment and portfolio of proposed solutions
- Self-assessment of the metacognitive skills developed.

Expected outputs:

- Concrete proposal of social innovation for the territory.
- Improvement of the ability to critically read complex situations.
- Increased flexibility in approaching problems and openness to change.
- Creation of a network of good practices for territorial adaptability.

The completion of the online training, the passing of the quiz, the active participation in the field activities, the conceptual map or proposal of social innovation, the critical comparison in the debate and the drafting of the policy brief with the main results that emerged from the experience (also in the form of a diary or video) constitute the certification threshold of the module, attested by a **“TRIP – Critical Thinking” Badge**.

The tangible output is the community policy brief, accompanied by a visualization of the innovative proposal (map, manifesto, prototype or story). The product will be published on the TRIP platform and will become a resource for activating civic and educational reflections on complex thinking. The



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module completes the TRIP cycle, giving participants back the awareness of a more flexible, curious and uncertain thinking.

Itinerary D				
Module 4: "Changing Perspectives"				
Skills developed: Critical thinking and adaptability				
Phase	Setting & activities	Hours	Instruments	Output
Online training	5 asynchronous units (fact checking, system mapping, quiz)	10	LMS TRIP	Completion of training (monitoring report) and passing quizzes.
Field experience	Visits to archaeological sites with an investigative approach, territorial design thinking workshops	30	Evaluation Matrices, Toolkits and Sheets for Project Development	Social Innovation Proposal
Final Debrief	Structured debate, peer review and policy brief drafting	10	Peer assessment	Community policy brief/diary
Total: 50 h (20 % online / 80 % in the field and comparison).				

Assigned partner: FONDAZIONE ALTOPIANO DELLA GIARA (Italy)

Motivation: The last module requires a context suitable for the complexity and critical investigation of the territory. The Fondazione Altopiano della Giara has a strong vocation for the enhancement of cultural and environmental heritage, combined with educational practices oriented towards observation, systemic analysis and sustainability. The presence of museums, archaeological sites and natural environments makes it possible to integrate investigative approaches, fact checking and design thinking with a strong territorial impact. In addition, as lead partner, he ensures effective coordination of the final module and the policy brief.



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Interconnections and international transferability

The TRIP model is conceived as a unitary training path, divided into four progressive and interdependent modules, each dedicated to the development of specific soft skills. The four experiences form a progressive spiral: the first consolidates the relational foundations, the second stabilizes emotional management, the third transforms individual skills into distributed leadership, the fourth trains complex thinking. Each module, although it can also be used individually, is designed to be synergistically integrated into a coherent framework of experiential learning, in which each itinerary prepares and enhances the skills necessary for the next.

The partners will test the scalability of the structure and contents by adapting durations, settings and outputs to their contexts without distorting the logical sequence.

The three-phase structure – prepare, live, reflect – is repeated in each module, creating a common pedagogical pattern that facilitates progressive learning and fosters educational continuity. The initial online phases (10 hours per module) introduce key concepts through asynchronous micro-units, instructional videos, interactive quizzes and useful materials. This e-learning component, in addition to providing theoretical content and stimulating personal reflection, allows an accessible and flexible use, able to adapt to the rhythms and needs of adult learning.

The central phase – the experience in the field – represents the transformative core of each module (30 hours). Participants experience immersive situations, ranging from role play in cultural contexts (module A), to bodily practices and meetings with witnesses of resilience (module B), to design simulations with rotating roles (module C), up to critical investigation and territorial design thinking (module D). These experiences are designed not only to develop the specific skills of each module, but also to reinforce contextualized, cooperative and multilevel learning.

The final phase (10 hours) – the debriefing – plays a crucial role in the integration and processing of learning. Through guided feedback sessions, peer reviews, thematic discussions and individual or group presentations, participants consolidate what they have experienced, formalize a personal action plan and contribute to the creation of collective outputs. These include: story maps and podcasts (module A), narrative portfolio (module B), project pitches (module C), community policy brief (module D). These final products have a dual function: assessment tools, dissemination and open-source educational resources, published on the TRIP platform.

Each module activates and enhances skills that become implicit prerequisites for the next module:

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- The **empathic communication** developed in module A represents the relational basis for addressing the issues of vulnerability and resilience in module B.
- Reinforced **emotional self-awareness** in Module B allows participants to experience mature forms of collaborative leadership in Module C.
- The **decision-making and design skills** acquired in module C are then integrated into module D in a broader and more complex context, where **critical thinking, comparison of perspectives and openness to change are required**.

This interlocking architecture enhances the longitudinal dimension of learning, promoting the internal coherence of the TRIP path and at the same time allowing a modular replicability, useful in local contexts with different needs or resources.

In order for each module to maintain consistency with the founding values of the TRIP project and to be transferable and adaptable at an international level, all itineraries comply with a series of transversal methodological principles:

- **Learning based on experience:** travel, understood not only in a physical sense but also in a symbolic sense, represents an opportunity for meeting, discovery and active reflection. Each activity is designed to stimulate concrete participation, emotional involvement, the development of Green and cultural skills and individual and collective re-elaboration.
- **Daily debriefings:** each experiential day ends with a structured moment of elaboration and sharing, guided by an expert facilitator. This space fosters metacognitive awareness, mutual listening and group cohesion.
- **Continuous monitoring of skills:** the use of tools such as journaling sheets, self-assessment sheets, observational rubrics and survey questionnaires allows you to track the development of skills in real time, offering training feedback to participants and trainers.
- **Inclusivity and adaptability:** each module is designed to be accessible to people with different levels of competence, digital literacy, age or cultural background, thanks to the combination of multimodal methodologies, simple language and differentiated supports.
- **Territorial relevance:** all activities are closely linked to the local context in which they take place. The museums, landscapes, communities, traditions and memories of the host territories become not only learning environments, but also contents and subjects of the educational process.

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- **Transversal digital competence:** at each stage of the pathway and especially in the online training phase, participants are accompanied in the development of digital skills essential for learning, communication and active citizenship.

The TRIP training itineraries are the heart of the project's educational intervention. Their modular but interconnected structure, based on shared pedagogical principles and an authentic experiential methodology, ensures their internal coherence and transferability to different contexts, both at national and European level.

In addition, each module is designed with attention to the environmental and social impact of the activities, promoting experiences with low ecological impact, valuing slow mobility (e.g., trekking, narrative walks), the local natural and cultural heritage and encouraging individual and collective sustainability practices. The entire TRIP path thus contributes to forming adults who are not only more aware and competent, but also more responsible towards their environment and their community.

Designed to be **replicable, adaptable and scalable** in other European territories, the TRIPS itineraries embody the key objectives of Adult Education promoted by the Erasmus+ programme: **personal development, social inclusion, active citizenship and lifelong learning, green and digital transition.**



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Operational guidelines for creating form content

To put the training idea of the TRIP model into practice, partners will have to follow a rigorous approach to instructional design using the ADDIE model: Analyze, Design, Develop, Implement, Evaluate).

Here are the key indications:

1. Analysis: Goal and audience setting

- SMART goals: Every online micro-unit and field activity must have Specific, Measurable, Achievable, Relevant and Timed goals.
- Keep in mind the target audience having clear levels, after this phase, the levels of competence, digital literacy, cultural background. Ensure accessibility and inclusivity.

2. Design: structure and training coherence

- Microlearning: Break down the online training into 5 short units with interactive training quiz at the end.
- Multichannel: alternating slides with images, infographics, ideas for exercises and reflections.
- Accessibility: visual cleanliness, linear navigation, simple interactions.

3. Development: implementation and testing

- Digital storyboard: define content, timing, interactions, quizzes and links with final outputs.
- Piloting with feedback: testing each micro-unit with the work team to correct technical, linguistic and usage errors.

4. Implementation: delivery and monitoring in the field

- E-learning upload (by the Italian partners): publish the modules on the TRIP platform with tracking completion and quizzes passed.
- Digital tools (by Italian partners): use in-platform monitoring reports, observer feedback, outputs and Google forms, for real-time skills monitoring.
- Daily debrief: prepare slides or guiding questions for facilitators, aimed at shared reflection.

5. Continuous evaluation and evolution

- Multi-channel feedback: collect post-module quiz results, anonymous interviews and surveys for improvements.
- Iterative updates: Reviewing online/field-based content integrating new insights, best practices and Erasmus+ guidance.



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Each partner, for their own module, will have to prepare the introduction to the itinerary and a complete set of materials for each of the three phases envisaged by the TRIP pedagogical model: **asynchronous on-line training, field experience, follow-up and debrief.**

Initial module documentation

- **Introductory Word/PDF file** (max 1 page) containing:
 - Module Title
 - Author/Responsible Partner
 - Short description (max 5 lines)
 - Learning objectives
 - Expected outputs

Structure of TRIP Modules

PREPARE

Asynchronous online training

- 5 PowerPoint presentations
- Final assessment quiz
- Toolkit and supporting materials

EXPERIENCE

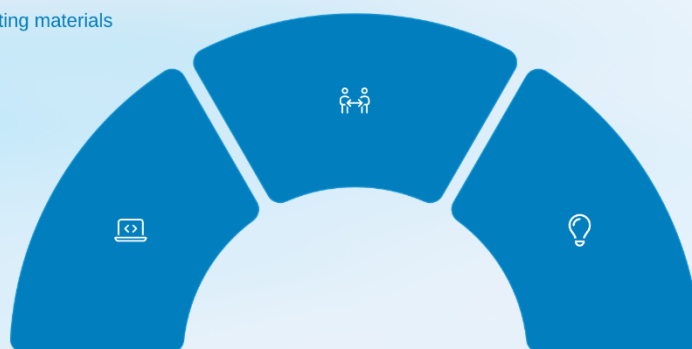
Field experience

- Facilitator guide
- Detailed activity cards
- Participant materials

REFLECT

Debrief and follow-up

- Debriefing guidelines
- Reflection tools
- Evaluation tools





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STEP 1: PREPARE (Asynchronous Online Training)

Key training materials

- **N. 5 PowerPoint presentations (or Canva, Genially, or similar)**, one for each micro-unit. Each presentation must contain: clear title, specific objectives, 10-12 slides with visual content, notions, practical examples, short exercises or things to consider. Presentations must have two versions: one in the original language of the author partner and one in English.
- **Final assessment quiz: 1 Word file with 5 closed-ended questions** (only one correct answer out of three options). For each question, clearly indicate the correct answer.

Training support materials

- **Toolkits, thematic dossiers, infographics or fact sheets** useful for:
 - Deepen the concepts covered
 - Prepare participants for the field phase
 - Activate initial reflections (e.g. journaling, self-evaluation exercises)
- **Experiential journal templates**, if provided.

The materials will then be digitized by the Italian partners and transformed into SCORM units for uploading and tracking on the platform.

PHASE 2: LIVE (Field experience)

- **Facilitator/Educator Guide** (Word or PDF) with:
 - General lines of conduct of the experiential phase
 - Daily goals
 - Role of the facilitator
 - Required times, planning and materials
 - Tips
- **Guidelines for activities and workshops** (Word or PDF)

For each day of camp, prepare:

 - Detailed timesheets (with goals, materials, duration, step-by-step instructions)



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- Instructions for role-playing games, simulations, narrative walks, meetings, etc.
 - Observation/evaluation sheets to be used during simulations
 - Indications for storytelling activities, reflective narration or creative restitution
- **Worksheets for participants: worksheets, tasks to be carried out during the activities, models to be filled in (e.g. SWOT analysis, design canvas, emotional diary.)**

STEP 3: REFLECT (Debrief and follow-up)

- **Debriefing guidelines** (Word/PDF) with:
 - Objectives of the reflection phase
 - Structure of the debrief (e.g. thematic tables, word circle, creative restitution)
 - Practical information on how to organize the meeting (in person or online)
- **Guiding questions for structured feedback**
- **Tools for individual reflection**
- Reflective Journal Template
- Personal **action plan form** (where applicable)
- **Guided reflection sheets** and metacognition sheets
- **Assessment tools**
- **Observational rubrics** for facilitators
- **Peer review models**
- **Checklist for self-assessment of the key competences developed**
- **Toolkit for documenting final outputs** (e.g. pitches, policy briefs, podcasts, visual maps...)



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In summary:

Material Type	Format	Languages required
Introduction to the module	Word/PDF	Partner language + EN
5 training presentations	PPT/Canva	Partner language + EN
1 final quiz (5 questions)	Word	Partner language + EN
Toolkit and in-depth materials (optional, but recommended)	Word/PDF	Partner language + EN
Field activity guidelines	Word/PDF	Partner language + EN
Worksheets for participants	Word/PDF	Partner language + EN
Debrief Guide & Reflection Questions	Word/PDF	Partner language + EN
Final diary and assessment tools	Word/PDF	Partner language + EN

Final Strategies and Operational Notes

In order to respond effectively and in a structured way to the needs identified, the following operational strategies are proposed, already partially tested in the pilot contexts of the project:

- **Preventive training of local facilitators:** it is essential to invest in the methodological training of educators and facilitators working in the area, so that they are able to read the needs of the group, adapt the language, manage relational dynamics and propose calibrated activities.
- **Adoption of simple and guided digital tools:** the selection of intuitive tools, possibly also available offline and accompanied by short visual or audio tutorials, allows you to reduce digital performance anxiety. The use of apps for guided reflection or for monitoring skills is effective if accompanied by moments of tutoring.
- **Active involvement of local stakeholders:** enhancing the network of actors present in the area (employment centers, cultural associations, social cooperatives, public bodies) allows not only to expand the impact of the activities, but also to legitimize them socially. Collaboration with external stakeholders can result in interventions, testimonies, learning spaces or co-design of initiatives.



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- **Strengthening participatory evaluation:** evaluation should not be an external process imposed from above, but rather a tool at the service of the participant. The TRIP paths include moments of self-analysis, mutual observation and shared design of success indicators, promoting a sense of responsibility and ownership.
- **Use of narratives and testimonies:** To overcome resistance to change and stimulate transformative learning, it was useful to present life stories, real experiences and local positive models that show the impact of soft skills in daily life.

Materials must be delivered within the deadlines set out in the work plan and uploaded to the project's shared repository. Each module will be validated and digitized by the lead partner, with the support of the partners, before the final publication on the TRIP platform.



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Conclusion

The data collected in the three partner countries represent a valuable wealth of knowledge, which has made it possible to outline a modular, flexible training model structure consistent with the real needs of the adults involved. The comparative analysis made it possible to identify a common core of priority transversal skills – effective communication, resilience, critical thinking, participatory leadership – and to highlight local accents to be integrated in a targeted way. This shared map is now the backbone of the TRIP model.

In the next phase, the partners are called upon to develop quality training content, consistent with this structure and capable of activating transformative learning processes. The work that awaits the project teams in WP3 and WP4 will consist in developing and testing the modules by translating the evidence that emerged into concrete, accessible and transferable paths. The challenge is to maintain consistency with the data that emerged, while enhancing the creativity and expertise of each partner to shape a useful, inclusive and future-oriented educational offer.



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