RESULT 1 & QUALITY ASSURANCE

Research & Evaluation Toolkit

Focus-group methodology, report templates, before-and-after questionnaires, feedback forms, consent forms and the evaluation plan.

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Contents

1. Focus Group Methodology
2. National Focus Group Report Template
3. Consolidated Focus Group Report Template
4. Senior Learner Pre-Workshop Questionnaire
5. Senior Learner Post-Workshop Questionnaire
6. Facilitator Competency Evaluation
7. Feedback Forms
8. Participant Information and Consent
9. Evaluation Plan and KPIs
10. Certificate Wording

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RESULT 1 & QUALITY ASSURANCE · 01

Focus Group Methodology

A shared method for running the G-PRO focus groups with senior learners and adult educators in Portugal, Estonia and Poland.

About this document

This methodology guides the focus groups carried out under Result 1 of the G-PRO project (Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning), an Erasmus+ Small-scale Partnership in adult education (KA210-ADU) running from 1 December 2025 to 31 March 2027.

The methodology is led by RRINOVA OÜ (P2, Estonia). All three partners use the same approach so that the national findings can be compared and combined into one consolidated report.

NOTE

This is a methodology and a set of templates. It does not contain any findings. Each partner records its own results using the National Report Template.

Aims of the focus groups

The focus groups help the partnership design a game and a handbook that truly fit the people who will use them. Specifically, they aim to:

- understand how senior learners and adult educators see artificial intelligence (AI) and green, healthy ageing;
- assess current awareness of AI and current sustainability habits;
- identify barriers, fears and practical challenges in using digital and AI tools;
- observe engagement levels when participants try early concepts of the G-PRO game;
- collect concrete recommendations for the design of the G-PRO game and the G-PRO handbook.

Research questions

The focus groups are organised around five research questions.

1. What do senior learners and adult educators currently know, think and feel about AI?
2. What sustainable habits do seniors already practise in daily life (water, energy, nature, recycling, shopping), and what stops them doing more?
3. What barriers (digital, physical, emotional, social, linguistic) affect seniors when they learn with digital tools?

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4. How do participants respond to the early G-PRO game concepts, including the ASK–EVALUATE–DECIDE method and the G, P, R and O stages?
5. What do educators need in order to teach AI and sustainability to seniors confidently and accessibly?

Sampling and recruitment

Who takes part

Each partner runs focus groups with:

- **5 senior learners**, typically aged 60 and over, living in the community;
- **5 adult educators**, such as trainers, facilitators, volunteers or community workers.

This gives a planned total of 15 seniors and 15 educators across the three countries.

Selection criteria

Seniors:

- a range of digital literacy levels, from beginners to confident users;
- a mix of genders, ages and, where possible, backgrounds (urban and rural, different education levels);
- able to take part in a group conversation in the national language, with support if needed;
- willing to give informed consent.

Educators:

- experience in adult learning, community training, senior education or volunteering with older people;
- a range of experience with digital tools and AI;
- willing to give informed consent.

Recruitment channels

- existing learner groups, senior clubs, universities of the third age and community centres;
- partner networks and associated organisations;
- local authorities, libraries and social services;
- word of mouth and printed posters in community spaces.

> **TIP**
>
> Recruit one or two extra people for each group. Seniors may cancel at short notice for health or family reasons.

Recruitment screening questions

Use these short questions to make sure each group includes a range of digital literacy levels. Do not record names on the screening sheet.

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- [ ] I do not use a smartphone or computer.
- [ ] I use a phone or computer for calls and messages only.
- [ ] I use the internet for news, shopping or video calls.
- [ ] I have tried an AI tool, such as a chatbot or voice assistant.

Ethics and consent

All focus groups follow the G-PRO Consent and Data Protection document and the General Data Protection Regulation (GDPR).

- Give every participant the plain-language information sheet before the session, ideally a few days in advance.
- Read the main points aloud at the start of the session.
- Collect a signed consent form from each participant before any recording starts.
- Photos and audio recording are optional and require a separate tick on the consent form.
- Participants can stop at any time without giving a reason.
- Use participant codes (for example PT-S1, PT-E3) instead of names in all notes and reports.
- Do not record health details or other sensitive personal data. If a participant mentions them, do not write them down.
- Store consent forms separately from notes, in a locked place or a password-protected folder.

REMEMBER

Being kind and patient is part of research ethics. If someone becomes tired, confused or upset, pause, offer a break, and let them decide whether to continue.

Session format

Modes of delivery

Focus groups can be run in person or online. Partners may choose the mode that suits their participants best, and may combine both.

- **In person:** a quiet, accessible, well-lit room; seating in a circle; large-print materials; refreshments; toilets nearby.
- **Online:** a simple video-call tool; a test call with each senior beforehand; a helper available by phone; materials sent by post or email in advance.

Separate or mixed groups

The recommended approach is to run **one session with seniors and one session with educators**, so that each group speaks freely. A short optional mixed session can follow if partners want to compare views.

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Timed plan for a 90-minute session

Time	Activity	Purpose
0–10 min	Welcome, introductions, consent check, ground rules	Build trust and confirm consent
10–15 min	Short warm-up question	Help everyone speak early
15–25 min	Short survey (paper or online)	Measure AI awareness and sustainability habits
25–45 min	Discussion block 1: AI in daily life	Explore views, hopes and fears about AI
45–55 min	Break	Rest, refreshments, informal chat
55–75 min	Scenario activity with early game concepts	Observe engagement and challenges
75–85 min	Discussion block 2: green ageing, barriers and design ideas	Collect recommendations
85–90 min	Summary, thanks, next steps	Check understanding and close

TIP

For online sessions with seniors, consider two shorter sessions of 45 minutes each instead of one 90-minute session.

Materials checklist

- [ ] Information sheets and consent forms (one per participant, plus spares)
- [ ] Short survey (seniors' version or educators' version)
- [ ] Name cards showing first names only, or participant codes
- [ ] Printed scenario cards for the five themes: Water, Energy, Nature, Recycling, Shopping
- [ ] A device with an AI tool for the demonstration (tablet or laptop), with internet access
- [ ] A large printed poster of the ASK–EVALUATE–DECIDE method
- [ ] A large printed poster of the G-P-R-O stages
- [ ] Flip chart, markers and sticky notes
- [ ] Audio recorder (only if consent is given)
- [ ] Observation sheet for the note-taker
- [ ] Refreshments, water, reading glasses if possible

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Roles in the session

- **Facilitator:** leads the conversation, keeps time, makes sure everyone is heard.
- **Note-taker:** records key points, quotes (with participant codes), and observations on the observation sheet. Does not take part in the discussion.
- **Helper (optional, recommended for seniors):** supports participants with devices, reading and practical needs.

Facilitator script and question guide: senior learners

Text in italics is guidance for the facilitator. Plain text can be read aloud or adapted.

Welcome with seniors (0–10 min)

"Good morning and welcome. Thank you very much for coming. My name is _____ and I work with _____. This is _____, who will take some notes, and _____, who can help if you need anything.

We are part of a European project called G-PRO. We are creating a game and a handbook to help older adults learn about artificial intelligence and about simple ways to live in a greener, healthier way. We want to hear your ideas before we build them.

There are no right or wrong answers. You do not need to know anything about computers or AI. Your experience is what matters.

You can stop at any time, and you do not have to answer any question you do not want to answer. We will not use your name in any report."

Check that every consent form is signed. Confirm whether audio recording is agreed by everyone. If one person does not agree, do not record; take written notes instead.

Ground rules to agree together:

- one person speaks at a time;
- everyone's view is respected;
- what is said personally in the room stays in the room;
- phones on silent;
- ask for a break whenever you need one.

Warm-up with seniors (10–15 min)

- "Please tell us your first name and one thing you enjoy doing to look after yourself or your home."

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Short survey with seniors (15–25 min)

Hand out the seniors' survey (see the end of this document). Offer to read questions aloud. Allow participants to skip any question.

Discussion block 1: AI in daily life (25–45 min)

1. "When you hear the words 'artificial intelligence' or 'AI', what comes to mind?"
2. "Have you ever used something like a voice assistant, a chatbot, or an app that suggests things to you? What was that like?"
3. "What do you think AI could help you with in everyday life?"
4. "Is there anything about AI that worries you or that you would not trust?"
5. "If a computer gave you advice, how would you know whether it was good advice?"

Probes: "Can you give an example?" "How did that make you feel?" "Does anyone see it differently?"

Break with seniors (45–55 min)

Scenario activity with seniors (55–75 min)

See the section "Scenario activity using early game concepts" below.

Discussion block 2: green ageing, barriers and ideas (75–85 min)

1. "What do you already do at home to save water, save energy, reduce waste or shop wisely?"
2. "What makes it difficult to do more of these things?"
3. "What makes it difficult for you to learn new things on a phone or computer?"
4. "What would help you most when learning: a person beside you, written steps, large buttons, sound, pictures, games, a group?"
5. "If you could tell the people designing the G-PRO game one thing, what would it be?"

Closing with seniors (85–90 min)

"Thank you very much. Here is a short summary of what we heard today: _____. Did we understand you correctly? Is there anything you would like to add?

We will use your ideas to design the game and the handbook. You are welcome to try the game when it is ready."

Facilitator script and question guide: adult educators

Welcome with educators (0–10 min)

"Welcome, and thank you for joining. G-PRO is an Erasmus+ project developing a digital and printable game and a handbook to help senior learners understand AI and adopt sustainable, healthy habits. We are

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asking educators like you about your experience teaching older adults, so that our tools are practical in real classrooms and community settings. There are no right answers. Your name will not appear in any report."

Confirm consent and recording, and agree ground rules as for seniors.

Warm-up with educators (10–15 min)

- "Please introduce yourself and tell us what kind of learners you work with."

Short survey with educators (15–25 min)

Hand out the educators' survey (see the end of this document).

Discussion block 1: AI and teaching seniors (25–45 min)

1. "How do you currently use digital tools or AI in your own work, if at all?"
2. "How do the seniors you work with react to new technology?"
3. "What are the most common challenges seniors face when learning digital skills?"
4. "What concerns do you have about seniors using AI tools, for example misinformation, bias, privacy or scams?"
5. "How confident do you feel teaching about AI? What would increase your confidence?"
6. "How do you usually check whether seniors have learnt something?"

Break with educators (45–55 min)

Scenario activity with educators (55–75 min)

Run the same scenario activity, but ask educators to look at it from two angles: as players, and as facilitators who would run it with seniors.

Discussion block 2: sustainability, gamification and design (75–85 min)

1. "Do you include sustainability or climate topics in your teaching? How?"
2. "Have you used games or gamified activities with adult learners? What worked and what did not?"
3. "What would make a game like G-PRO easy for you to run in a session?"
4. "What should the G-PRO handbook include to support educators?"
5. "How long should one game session or workshop be for seniors?"

Closing with educators (85–90 min)

"Thank you. Here is what we heard: _____. Is there anything we missed? We will share the outcomes in a national report and use them in the design of the game and handbook."

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Scenario activity using early game concepts

Purpose

To observe how participants engage with early versions of the G-PRO game ideas, and to identify what is clear, enjoyable, confusing or difficult.

Concepts introduced

- The four G-PRO stages: **G** for Green Literacy, **P** for Prompt Intelligence, **R** for Real-World Reasoning, **O** for Own It (a personal commitment).
- The AI method **ASK–EVALUATE–DECIDE**: ask the AI a clear question, check whether the answer is helpful, correct and fair, then decide what to do.
- The five themes: Water, Energy, Nature, Recycling, Shopping.

Steps (about 20 minutes)

1. *Show the G-P-R-O poster and explain each letter in one sentence (3 min).*
2. *Invite small groups of two or three people to pick one theme card (2 min).*
3. *Green Literacy: read the short fact or question on the card together and discuss what they already know (3 min).*
4. *Prompt Intelligence: together, write a question to ask an AI tool. The facilitator or helper types it into the AI tool and reads the answer aloud (5 min).*
5. *Real-World Reasoning: discuss whether the answer is helpful, correct, realistic and fair for their situation. Is anything missing or wrong? (4 min)*
6. *Own It: each person may say or write one small action they could take. This is voluntary (3 min).*

Example scenario cards

- **Water:** "Your water bill has gone up. What could you ask an AI to help you use less water at home?"
- **Energy:** "Winter is coming and you want to keep warm without wasting energy. What would you ask?"
- **Nature:** "You would like to spend more time outdoors and help local wildlife. What would you ask?"
- **Recycling:** "You are not sure which bin a yoghurt pot or an old battery goes in. What would you ask?"
- **Shopping:** "You want to buy a new kettle that lasts a long time. What would you ask?"

> **NOTE**
>
> Before the session, check the AI tool's answers to the example prompts so you know what to expect. If an answer is wrong or unsuitable, use it as a learning moment in the EVALUATE step.

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What the note-taker observes

Observation	Notes
Level of interest and enjoyment	
Which stages (G, P, R, O) were clear or unclear	
Difficulties with reading, devices or language	
How participants judged the AI answer	
Ideas or suggestions from participants	
Themes that created most discussion	

Short surveys

The surveys take about 10 minutes. They are anonymous and use only participant codes.

Seniors' survey

Participant code: _____

Age group:

- [ ] 60–64
- [ ] 65–69
- [ ] 70–74
- [ ] 75–79
- [ ] 80 or over
- [ ] Prefer not to say

How often do you use the internet?

- [ ] Never
- [ ] Sometimes
- [ ] Every week
- [ ] Every day

Please circle a number. 1 means "not at all" and 5 means "very much".

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Statement	1	2	3	4	5
I know what AI is	☐	☐	☐	☐	☐
I have used an AI tool	☐	☐	☐	☐	☐
I would like to learn more about AI	☐	☐	☐	☐	☐
I try to save water at home	☐	☐	☐	☐	☐
I try to save energy at home	☐	☐	☐	☐	☐
I sort my rubbish for recycling	☐	☐	☐	☐	☐
I think about the environment when I shop	☐	☐	☐	☐	☐
I enjoy learning with games	☐	☐	☐	☐	☐

What is the biggest difficulty for you when using a phone or computer?

_____

Educators' survey

Participant code: _____

Years of experience in adult education:

- ☐ Less than 2 years
- ☐ 2–5 years
- ☐ 6–10 years
- ☐ More than 10 years

Please circle a number. 1 means "not at all" and 5 means "very much".

Statement	1	2	3	4	5
I understand what AI is and how it works in simple terms	☐	☐	☐	☐	☐
I use AI tools in my own work	☐	☐	☐	☐	☐
I feel confident teaching seniors about AI	☐	☐	☐	☐	☐
I include sustainability topics in my teaching	☐	☐	☐	☐	☐
I use games or gamification with adult learners	☐	☐	☐	☐	☐
I know how to adapt digital learning for seniors	☐	☐	☐	☐	☐

What support would help you most to teach AI and sustainability to seniors?

_____

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Optional short interviews

Where a participant cannot attend a group, or would prefer to speak alone, partners may hold a short individual interview (20–30 minutes), in person or by phone. Use the same questions from discussion blocks 1 and 2, and the same consent process.

Data recording

- Use the note-taker's observation sheet and a summary sheet for each session.
- Record the date, mode (in person or online), number of participants and participant codes only.
- If audio is recorded, use it only to check notes. Delete recordings once the national report is approved, and no later than the end of the project.
- Write short quotes exactly as said, followed by the participant code, for example "(PT-S2)".
- Translate key quotes into English for the national report.
- Enter survey answers into a simple spreadsheet using participant codes.

Session summary sheet

Partner: _____

Date: _____

Mode: in person / online

Group: seniors / educators / mixed

Number of participants: _____

Facilitator: _____

Note-taker: _____

Main points raised:

_____

_____

Notable quotes (with participant code):

_____

Observations from the scenario activity:

_____

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Analysis approach

Partners use a simple thematic analysis. No special software is needed.

1. **Get familiar with the data.** Read all notes, summaries and survey answers at least twice.
2. **Mark key ideas.** Highlight short pieces of text and give each a short label (a "code"), such as "fear of scams", "likes voice input", "already recycles".
3. **Group codes into themes.** Put similar codes together. Use the five research questions as a starting frame, but stay open to new themes.
4. **Check the themes.** Make sure each theme is supported by more than one participant or data source. Note differences between seniors and educators.
5. **Name and describe the themes.** Write two or three sentences for each theme, with one or two short quotes.
6. **Turn themes into recommendations.** For each theme, write at least one practical recommendation for the game, the handbook, or the training.

For the survey, calculate simple counts and the average (mean) for each rating item, separately for seniors and educators.

> **TIP**
>
> Ask a second team member to read the notes and check the themes. This makes the analysis more reliable.

Timeline

Step	Who	When
Methodology shared with partners	P2 RRINOVA	*Insert date*
Partner feedback on methodology and translation	P1, P3	*Insert date*
Recruitment of participants	All partners	*Insert date*
Focus groups carried out	All partners	*Insert date*
National reports submitted	All partners	*Insert date*
Consolidated report drafted	P2 RRINOVA	*Insert date*
Consolidated report reviewed and approved	All partners	*Insert date*
Recommendations passed to game and handbook design	P2, P3	*Insert date*

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Roles per partner

Partner	Role
P1 Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP) (Portugal), coordinator	Runs focus groups in Portugal; writes the Portuguese national report; monitors timeline and quality; approves the consolidated report
P2 RRINOVA OÜ (Estonia)	Leads the focus group methodology; runs focus groups in Estonia; writes the Estonian national report; prepares the consolidated report; transfers recommendations to tool development
P3 Fundacja Edu Active (Poland)	Runs focus groups in Poland; writes the Polish national report; links findings to the training programme and handbook

REMEMBER

Every partner translates the information sheet, consent form, surveys and scenario cards into its national language before recruitment begins.

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National Focus Group Report Template

A structured template for each partner to report the findings of its national G-PRO focus groups.

How to use this template

Each partner completes one national report after running its focus groups. Text in italics is guidance; replace it with your own content. Keep the report to about 8 to 12 pages.

NOTE

Do not include names, contact details, photos of faces or any health information. Use participant codes only, for example EE-S1 for a senior and EE-E1 for an educator.

Cover information

Project: G-PRO – Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning

Programme: Erasmus+ KA210-ADU Small-scale Partnership in Adult Education

Country: _____

Partner organisation: _____

Report authors (roles only): _____

Date of submission: _____

Version: _____

1. Executive summary

Write half a page summarising the most important findings and your top three recommendations for the G-PRO game and handbook. Write this section last.

2. Introduction and national context

Briefly describe the situation in your country regarding senior learners, digital inclusion, use of AI, and sustainability or climate education for older adults. Mention any relevant national programmes or statistics, with sources. Keep this to half a page.

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3. Methodology

3.1 Sessions held

Describe how many sessions you held, when and where, and whether they were in person or online. Note any changes from the shared methodology and why.

Session	Date	Mode	Group type	Number of participants	Duration
1					
2					
3					

3.2 Recruitment

Explain how participants were recruited and how you ensured a range of digital literacy levels among seniors and relevant experience among educators.

3.3 Ethics and consent

Confirm that all participants received the information sheet and signed the consent form. State whether audio was recorded and how data is stored.

- [ ] All participants received the information sheet
- [ ] All participants signed the consent form
- [ ] Participant codes used in all notes
- [ ] Consent forms stored separately and securely

4. Participant profile

Provide a summary only. Do not include personal data. Use counts, not individual details.

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4.1 Senior learners

Characteristic	Category	Number
Age group	60–69	
Age group	70–79	
Age group	80 or over	
Gender	Female	
Gender	Male	
Gender	Other or prefer not to say	
Area	Urban	
Area	Rural	
Internet use	Never	
Internet use	Sometimes	
Internet use	Every week	
Internet use	Every day	
Previous use of AI tools	Yes	
Previous use of AI tools	No	

4.2 Adult educators

Characteristic	Category	Number
Experience in adult education	Less than 2 years	
Experience in adult education	2–5 years	
Experience in adult education	6–10 years	
Experience in adult education	More than 10 years	
Setting	Formal adult education	
Setting	Non-formal or community	
Setting	Volunteer	
Uses AI tools in own work	Yes	
Uses AI tools in own work	No	

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5. Survey results

Report the average (mean) score for each survey item, separately for seniors and educators. Add a short comment on what stands out.

5.1 Seniors

Survey item	Average score (1–5)	Comment
I know what AI is		
I have used an AI tool		
I would like to learn more about AI		
I try to save water at home		
I try to save energy at home		
I sort my rubbish for recycling		
I think about the environment when I shop		
I enjoy learning with games		

5.2 Educators

Survey item	Average score (1–5)	Comment
I understand what AI is and how it works in simple terms		
I use AI tools in my own work		
I feel confident teaching seniors about AI		
I include sustainability topics in my teaching		
I use games or gamification with adult learners		
I know how to adapt digital learning for seniors		

6. Key findings by research question

For each research question, write a short paragraph. Support it with one or two short quotes, followed by the participant code. Translate quotes into English.

6.1 Views and knowledge of AI

What do participants know, think and feel about AI?

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6.2 Sustainability habits and green ageing

What habits do seniors already practise across Water, Energy, Nature, Recycling and Shopping? What stops them doing more?

6.3 Barriers to digital learning

What digital, physical, emotional, social or language barriers did participants describe?

6.4 Response to early game concepts

How did participants respond to the G-P-R-O stages and the ASK–EVALUATE–DECIDE method? What was clear, enjoyable, confusing or difficult?

6.5 Educators' needs

What do educators need to teach AI and sustainability to seniors confidently?

7. Key themes

List the main themes from your thematic analysis. A theme should be supported by more than one participant.

Theme	Short description	Seniors, educators or both	Supporting evidence (codes or quote)

8. Observations from the scenario activity

Aspect	Observations
Engagement and enjoyment	
Clarity of the G-P-R-O stages	
Ease of writing a question for the AI (ASK)	
Ability to judge AI answers (EVALUATE)	
Willingness to make a commitment (DECIDE and Own It)	
Themes that worked best	
Practical difficulties (devices, reading, hearing, language)	

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9. Recommendations

Turn your findings into practical recommendations. Link each one to a theme. Mark the priority as High, Medium or Low.

9.1 Recommendations for the G-PRO game

Recommendation	Linked theme	Priority

9.2 Recommendations for the G-PRO handbook

Recommendation	Linked theme	Priority

9.3 Recommendations for the educator training and senior workshops

Recommendation	Linked theme	Priority

10. Limitations

Describe any limitations, for example small group size, participants who already knew each other, online connection problems, or translation issues.

11. Conclusion

Summarise in a few sentences what your country's focus groups add to the design of G-PRO.

Annexes

List annexes kept by the partner. Do not attach signed consent forms to the report.

- [ ] Annex A: Translated information sheet and consent form (blank)
- [ ] Annex B: Translated surveys (blank)
- [ ] Annex C: Scenario cards used
- [ ] Annex D: Anonymised survey data table

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RESULT 1 & QUALITY ASSURANCE · 03

Consolidated Focus Group Report Template

A template for combining the three national focus group reports into one set of cross-country findings and design recommendations.

How to use this template

RRINOVA OÜ (P2) prepares the consolidated report using the three national reports from Portugal, Estonia and Poland. The report compares findings across countries and turns them into shared recommendations for the G-PRO game, handbook and training.

Text in italics is guidance; replace it with your own content. Aim for about 12 to 18 pages.

NOTE

Use only the information in the national reports. Do not add new data or participant details. Quote national reports using participant codes only.

Cover information

Project: G-PRO – Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning

Programme: Erasmus+ KA210-ADU Small-scale Partnership in Adult Education

Prepared by: _____

Reviewed by: _____

Date: _____

Version: _____

1. Executive summary

One page. Summarise the purpose, the overall participation, the main shared themes, the key differences between countries, and the top five recommendations. Write this section last.

2. Purpose of the consolidated report

Explain that this report brings together the national focus group findings and provides evidence-based recommendations for the design of the G-PRO game, the handbook and the training activities.

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3. Methodology overview

Briefly summarise the shared methodology: aims, target groups, 90-minute session format, surveys, scenario activity, and simple thematic analysis. Note any differences in how partners carried out the focus groups.

Country	Partner	Number of sessions	Mode	Seniors taking part	Educators taking part
Portugal	P1 Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP)				
Estonia	P2 RRINOVA OÜ				
Poland	P3 Fundacja Edu Active				
Total					

3.1 Synthesis method

Describe how the national themes were compared, for example by listing all national themes, grouping similar ones, and noting where they appear in one, two or all three countries.

4. Combined participant profile

Combine the summary tables from each national report. Use counts only.

Characteristic	Portugal	Estonia	Poland	Total
Seniors aged 60–69				
Seniors aged 70–79				
Seniors aged 80 or over				
Seniors using the internet every day				
Seniors who had used an AI tool before				
Educators with more than 5 years' experience				
Educators using AI tools in their own work				

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5. Survey results across countries

5.1 Seniors

Survey item	Portugal average	Estonia average	Poland average	Overall average
I know what AI is				
I have used an AI tool				
I would like to learn more about AI				
I try to save water at home				
I try to save energy at home				
I sort my rubbish for recycling				
I think about the environment when I shop				
I enjoy learning with games				

5.2 Educators

Survey item	Portugal average	Estonia average	Poland average	Overall average
I understand what AI is and how it works in simple terms				
I use AI tools in my own work				
I feel confident teaching seniors about AI				
I include sustainability topics in my teaching				
I use games or gamification with adult learners				
I know how to adapt digital learning for seniors				

Comment on the main patterns. With small groups, treat differences as indications, not proof.

6. Cross-country themes

6.1 Shared themes

Themes found in all three countries.

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Theme	Description	PT	EE	PL	Example evidence

6.2 Themes found in some countries

Theme	Description	Countries	Possible reasons for difference

6.3 Differences between seniors and educators

Describe where seniors and educators agree and where they see things differently.

7. Findings by research question

7.1 Views and knowledge of AI

Synthesise across countries.

7.2 Sustainability habits and green ageing

Synthesise across the five themes: Water, Energy, Nature, Recycling, Shopping.

7.3 Barriers to digital learning

Synthesise digital, physical, emotional, social and language barriers.

7.4 Response to early game concepts

Synthesise responses to the G-P-R-O stages (Green Literacy, Prompt Intelligence, Real-World Reasoning, Own It) and the ASK–EVALUATE–DECIDE method.

7.5 Educators' needs

Synthesise what educators need to teach AI and sustainability to seniors.

8. Consolidated recommendations

Combine and prioritise the national recommendations. Show which countries support each one. Indicate who in the partnership is responsible for acting on it.

8.1 For the G-PRO game

Recommendation	Supported by	Priority	Responsible partner	Action taken

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8.2 For the G-PRO handbook

Recommendation	Supported by	Priority	Responsible partner	Action taken

8.3 For the educator training and senior workshops

Recommendation	Supported by	Priority	Responsible partner	Action taken

8.4 For accessibility and inclusion

Recommendation	Supported by	Priority	Responsible partner	Action taken

TIP

Keep the "Action taken" column up to date during development. It shows how the focus group findings shaped the final tools.

9. Limitations

Note limitations across the study, such as small sample sizes, differences in delivery between countries, and translation of quotes.

10. Conclusions and next steps

Summarise the main messages and explain how and when the recommendations will be used in game development, handbook writing and the training programme.

Approval

Partner	Name of reviewer	Date approved
P1 AMBESP		
P2 RRINOVA OÜ		
P3 Fundacja Edu Active		

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Senior Learner Pre-Workshop Questionnaire

A short, plain-language questionnaire for seniors to complete before the G-PRO workshops begin.

Before you start

Thank you for joining the G-PRO workshops.

This short questionnaire helps us see what you know and how you feel **before** the workshops. You will fill in a similar one at the end. This helps us know if the workshops are useful.

- This is **not a test**.
- There are **no wrong answers**.
- Your name is **not** on this form.
- You can skip any question.
- You can ask for help at any time.
- It takes about **10 minutes**.

Note for the facilitator: Print this form in large type (at least 14 point). Offer to read the questions aloud. Give each person a code and write it below, so the pre and post forms can be matched without names.

Your code

My code: _____

Today's date: _____

Place: _____

Part 1: About you

How old are you?

- ☐ 60 to 64
- ☐ 65 to 69
- ☐ 70 to 74
- ☐ 75 to 79
- ☐ 80 or older

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- [ ] I prefer not to say

How often do you use the internet?

- [ ] Never
- [ ] Sometimes
- [ ] Every week
- [ ] Every day

Which of these do you use? Tick all that apply.

- [ ] A mobile phone
- [ ] A smartphone
- [ ] A tablet
- [ ] A computer or laptop
- [ ] None of these

Part 2: How sure do you feel?

Please tick **one box** for each line.

1 = Not sure at all

2 = A little sure

3 = Quite sure

4 = Sure

5 = Very sure

About AI

I feel sure that I can...	1	2	3	4	5
Explain what AI is in my own words	☐	☐	☐	☐	☐
Name one way AI is used in daily life	☐	☐	☐	☐	☐
Ask an AI tool a question	☐	☐	☐	☐	☐
Ask a clear question to get a good answer	☐	☐	☐	☐	☐
Tell if an AI answer is helpful or not	☐	☐	☐	☐	☐
Spot when an AI answer may be wrong	☐	☐	☐	☐	☐
Use AI to find ideas to help the planet	☐	☐	☐	☐	☐

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About green living

I feel sure that I can...	1	2	3	4	5
Save water at home	☐	☐	☐	☐	☐
Save energy at home	☐	☐	☐	☐	☐
Reduce my waste	☐	☐	☐	☐	☐
Recycle in the right way	☐	☐	☐	☐	☐
Shop in a greener way	☐	☐	☐	☐	☐
Repair, reuse or share things	☐	☐	☐	☐	☐

Part 3: What do you know?

Please tick **one answer** for each question. If you do not know, tick "I am not sure". That is fine.

1. What is AI?

- ☐ A type of battery
- ☐ Computer programs that can do tasks like answering questions or recognising voices
- ☐ A new kind of television channel
- ☐ I am not sure

2. Which of these uses AI?

- ☐ A paper diary
- ☐ A voice assistant that answers when you speak to it
- ☐ A wind-up clock
- ☐ I am not sure

3. Is an AI answer always correct?

- ☐ Yes, always
- ☐ No, it can make mistakes, so we should check it
- ☐ I am not sure

4. Which question will give a more useful answer from AI?

- ☐ "Water?"
- ☐ "Give me three easy ways to use less water in my kitchen."
- ☐ I am not sure

5. Which of these saves energy at home?

- ☐ Leaving the lights on in empty rooms

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- [ ] Switching off devices at the plug when not in use
- [ ] Keeping the fridge door open
- [ ] I am not sure

6. What does "circular economy" mean?

- [ ] Using things for longer, repairing, reusing and recycling them
- [ ] Buying new things every month
- [ ] Shopping only in round shops
- [ ] I am not sure

Part 4: What do you do now?

Please tick **one box** for each line.

How often do you...	Never	Sometimes	Often	Always
Turn off the tap while brushing your teeth or washing up				
Switch off lights and devices you are not using				
Sort your rubbish for recycling				
Take your own bag when shopping				
Repair or reuse things instead of throwing them away				
Spend time outdoors in nature				
Use a phone, tablet or computer to look for information				
Use an AI tool, such as a chatbot or voice assistant				

Part 5: Your hopes

What would you most like to learn in these workshops?

_____

_____

Is there anything that worries you about AI or technology?

_____

_____

Is there anything that would help you learn more easily? (For example: larger text, more time, help with a device.)

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Thank you

Thank you for your time. Please give this form back to the facilitator.

Note for the facilitator: The answer key and scoring guide are in the Evaluation Plan and KPIs document, so they do not appear on the learner's form. Store forms by code, with no names, in line with the G-PRO data protection guidance.

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Senior Learner Post-Workshop Questionnaire

A plain-language questionnaire for seniors at the end of the G-PRO workshops, matching the pre-workshop questions so that change can be measured.

Before you start

Thank you for taking part in the G-PRO workshops.

This questionnaire helps us see what you know and how you feel **after** the workshops. Many questions are the same as at the start. This is on purpose, so we can see what has changed.

- This is **not a test**.
- There are **no wrong answers**.
- Your name is **not** on this form.
- You can skip any question.
- You can ask for help at any time.
- It takes about **15 minutes**.

Note for the facilitator: Print in large type (at least 14 point). Use the **same code** each person had on the pre-workshop questionnaire. Offer to read questions aloud.

Your code

My code: _____

Today's date: _____

Place: _____

How many workshop sessions did you attend?

- ☐ All of them
- ☐ Most of them
- ☐ About half
- ☐ Fewer than half

Part 1: How sure do you feel now?

Please tick **one box** for each line.

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1 = Not sure at all

2 = A little sure

3 = Quite sure

4 = Sure

5 = Very sure

About AI

I feel sure that I can...	1	2	3	4	5
Explain what AI is in my own words	☐	☐	☐	☐	☐
Name one way AI is used in daily life	☐	☐	☐	☐	☐
Ask an AI tool a question	☐	☐	☐	☐	☐
Ask a clear question to get a good answer	☐	☐	☐	☐	☐
Tell if an AI answer is helpful or not	☐	☐	☐	☐	☐
Spot when an AI answer may be wrong	☐	☐	☐	☐	☐
Use AI to find ideas to help the planet	☐	☐	☐	☐	☐

About green living

I feel sure that I can...	1	2	3	4	5
Save water at home	☐	☐	☐	☐	☐
Save energy at home	☐	☐	☐	☐	☐
Reduce my waste	☐	☐	☐	☐	☐
Recycle in the right way	☐	☐	☐	☐	☐
Shop in a greener way	☐	☐	☐	☐	☐
Repair, reuse or share things	☐	☐	☐	☐	☐

Part 2: What do you know?

Please tick **one answer** for each question. If you do not know, tick "I am not sure". That is fine.

1. What is AI?

☐ A type of battery

☐ Computer programs that can do tasks like answering questions or recognising voices

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- [ ] A new kind of television channel
- [ ] I am not sure

2. Which of these uses AI?

- [ ] A paper diary
- [ ] A voice assistant that answers when you speak to it
- [ ] A wind-up clock
- [ ] I am not sure

3. Is an AI answer always correct?

- [ ] Yes, always
- [ ] No, it can make mistakes, so we should check it
- [ ] I am not sure

4. Which question will give a more useful answer from AI?

- [ ] "Water?"
- [ ] "Give me three easy ways to use less water in my kitchen."
- [ ] I am not sure

5. Which of these saves energy at home?

- [ ] Leaving the lights on in empty rooms
- [ ] Switching off devices at the plug when not in use
- [ ] Keeping the fridge door open
- [ ] I am not sure

6. What does "circular economy" mean?

- [ ] Using things for longer, repairing, reusing and recycling them
- [ ] Buying new things every month
- [ ] Shopping only in round shops
- [ ] I am not sure

7. In the G-PRO game, what are the three steps for using AI?

- [ ] Ask, Evaluate, Decide
- [ ] Buy, Sell, Repeat
- [ ] Read, Write, Sleep
- [ ] I am not sure

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Part 3: What do you do now?

Please tick **one box** for each line.

How often do you...	Never	Sometimes	Often	Always
Turn off the tap while brushing your teeth or washing up				
Switch off lights and devices you are not using				
Sort your rubbish for recycling				
Take your own bag when shopping				
Repair or reuse things instead of throwing them away				
Spend time outdoors in nature				
Use a phone, tablet or computer to look for information				
Use an AI tool, such as a chatbot or voice assistant				

Part 4: Looking back

Please tick **one box** for each line.

1 = I do not agree at all

5 = I agree very much

Statement	1	2	3	4	5
The workshops were easy to follow	☐	☐	☐	☐	☐
I enjoyed playing the G-PRO game	☐	☐	☐	☐	☐
I now understand AI better	☐	☐	☐	☐	☐
I feel safer using AI tools	☐	☐	☐	☐	☐
I learnt new green habits	☐	☐	☐	☐	☐
Working with AI and people together helped me decide better	☐	☐	☐	☐	☐
I would recommend these workshops to a friend	☐	☐	☐	☐	☐

What was the most useful thing you learnt?

_____

_____

What was difficult for you?

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Part 5: My green promises

During the workshops, you may have made a promise in the "Own It" part of the game. Please tell us how it went.

My promise was:

Did you keep your promise?

- [ ] Yes, every time
- [ ] Yes, most of the time
- [ ] Sometimes
- [ ] Not yet
- [ ] I did not make a promise

Which areas did your promises cover? Tick all that apply.

- [ ] Water
- [ ] Energy
- [ ] Nature
- [ ] Recycling
- [ ] Shopping

What helped you keep your promise, or what made it hard?

One new green action I would like to try next:

Part 6: Anything else?

Is there anything else you would like to tell us?

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Thank you

Thank you for taking part in G-PRO. Please give this form back to the facilitator.

Note for the facilitator: Match this form with the pre-workshop form using the code. The answer key and scoring guide are in the Evaluation Plan and KPIs document. Question 7 has no pre-workshop match and is reported separately.

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Facilitator Competency Evaluation

A self-assessment and observer rubric for adult educators facilitating G-PRO workshops with senior learners.

Purpose

This rubric helps adult educators reflect on and improve their skills in teaching AI and sustainability to senior learners with the G-PRO game and handbook. It is used:

- as a **self-assessment** at the start of the educator training and again after delivering senior workshops;
- as an **observer evaluation** during at least one senior workshop session, completed by a peer, mentor or partner staff member.

The competencies follow the educators' learning objectives in the G-PRO training programme, led by Fundacja Edu Active (P3).

> **NOTE**
> This is a development tool, not a test or a staff appraisal. Results are used to plan support and to evaluate the training. They are reported only in anonymised, combined form.

Details

Educator code: _____

Partner organisation: _____

Form type:

- ☐ Self-assessment: before training
- ☐ Self-assessment: after delivering workshops
- ☐ Observer evaluation

Date: _____

Session observed (observer only): _____

Observer role (observer only): _____

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Rating scale

Level	Description
1 Beginning	Not yet demonstrated, or only with significant support
2 Developing	Partly demonstrated; some gaps or inconsistency
3 Competent	Demonstrated reliably in most situations
4 Advanced	Demonstrated confidently and adapted flexibly to learners' needs

Use "N/O" (not observed) if the observer had no opportunity to see this competency.

Competency areas

Area 1: Teaching AI to seniors in an accessible way

Indicator	1	2	3	4	N/O
Explains what AI is using plain language and everyday examples					
Demonstrates an AI tool step by step at a suitable pace					
Teaches the ASK–EVALUATE–DECIDE method clearly					
Helps learners write clear, specific prompts					
Helps learners recognise when AI answers are helpful, biased or incorrect					
Addresses privacy, safety and scam risks calmly and practically					

Area 2: Gamification and use of the G-PRO game

Indicator	1	2	3	4	N/O
Introduces the game rules and the G-P-R-O stages clearly					
Keeps the game enjoyable and motivating for all players					
Links game play to real-life sustainability actions					
Uses the digital and printable versions as appropriate to the group					
Encourages learners to make and follow up an "Own It" commitment					

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Area 3: Designing AI-based learning activities

Indicator	1	2	3	4	N/O
Plans sessions with clear, realistic learning objectives					
Designs activities that connect AI with the themes Water, Energy, Nature, Recycling and Shopping					
Prepares and tests AI prompts and examples before the session					
Promotes Human–AI collaboration rather than blind reliance on AI					

Area 4: Recognising seniors' challenges and simplifying digital learning

Indicator	1	2	3	4	N/O
Recognises signs of confusion, fatigue or anxiety and responds supportively					
Adapts for different digital literacy levels within the group					
Considers sight, hearing, dexterity and memory needs					
Breaks tasks into small, manageable steps					
Creates a respectful, patient and inclusive atmosphere					

Area 5: Evaluating progress and using feedback

Indicator	1	2	3	4	N/O
Uses the pre- and post-workshop questionnaires correctly					
Checks understanding during the session					
Collects learner feedback and acts on it					
Reflects on own practice and identifies improvements					

Area 6: Sustainability knowledge

Indicator	1	2	3	4	N/O
Gives accurate, practical information on waste reduction					
Gives accurate, practical information on energy efficiency					
Explains the circular economy in simple terms					
Connects green habits with healthy ageing and wellbeing					

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Summary of scores

Add the scores in each area and divide by the number of indicators rated (do not count N/O).

Area	Average score
1 Teaching AI accessibly	
2 Gamification and the G-PRO game	
3 Designing AI-based activities	
4 Seniors' challenges and simplifying learning	
5 Evaluating progress and using feedback	
6 Sustainability knowledge	
Overall average	

Reflection and development

Main strengths:

_____

_____

Areas to develop:

_____

_____

Actions and support needed:

_____

_____

Observer feedback conversation

Observers should share feedback with the educator within one week of the session. Start with strengths, agree no more than three development points, and record them below.

Agreed development points:

1. _____
2. _____
3. _____

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Educator signature or initials: _____

Observer signature or initials: _____

TIP

Compare the "before training" and "after delivering workshops" self-assessments to show progress. Report the change in average score per area in the evaluation report.

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Feedback Forms

Short feedback forms for the G-PRO educator training, senior workshop sessions, multiplier events and the final online conference.

About these forms

These four short forms collect participants' views on G-PRO activities. Each takes about five minutes. They are anonymous: do not write your name.

- Form A: Educator training (Poland)
- Form B: Senior workshop session
- Form C: Multiplier event
- Form D: Final online conference

NOTE

Organisers may translate the forms and add their logo, but should keep the questions the same so results can be combined across countries. Online versions should use the same questions.

Form A: Educator training feedback

Training: G-PRO training for adult educators, hosted by Fundacja Edu Active, Poland

Dates: _____

Your country: _____

Your role:

- ☐ Adult educator or trainer
- ☐ Community worker
- ☐ Volunteer
- ☐ Other: _____

Rate the training

1 = strongly disagree, 5 = strongly agree

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Statement	1	2	3	4	5
The training objectives were clear	☐	☐	☐	☐	☐
The content was relevant to my work with seniors	☐	☐	☐	☐	☐
I understand how to teach AI to seniors in an accessible way	☐	☐	☐	☐	☐
I can use the G-PRO game with a group of seniors	☐	☐	☐	☐	☐
I can design my own AI-based learning activities	☐	☐	☐	☐	☐
I feel confident linking AI with sustainability topics	☐	☐	☐	☐	☐
I know how to evaluate seniors' progress	☐	☐	☐	☐	☐
The trainers were knowledgeable and supportive	☐	☐	☐	☐	☐
The balance of theory and practice was right	☐	☐	☐	☐	☐
The organisation and logistics were good	☐	☐	☐	☐	☐
I will use what I learnt in my work	☐	☐	☐	☐	☐

Most useful session or activity:

_____

What could be improved?

_____

What further support would you like before running senior workshops?

_____

Form B: Senior workshop session feedback

Large print. Facilitator may read aloud.

Session date: _____

Session topic: _____

How was today?

Please tick one box for each line.

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Today...	Not at all	A little	Yes	Very much
I enjoyed the session				
I understood what we did				
The pace was right for me				
I learnt something new about AI				
I learnt something new about green living				
I felt comfortable asking questions				

The best part of today was:

_____

Something that was hard for me:

_____

Will you try something from today at home?

- ☐ Yes
- ☐ Maybe
- ☐ No

Form C: Multiplier event feedback

Event: Empowering Seniors with AI & Sustainability Knowledge

Country and venue: _____

Date: _____

I am attending as:

- ☐ Senior learner
- ☐ Adult educator or trainer
- ☐ Representative of an organisation (NGO, senior centre, school, library)
- ☐ Public authority or policy maker
- ☐ Other: _____

Rate the event

1 = strongly disagree, 5 = strongly agree

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Statement	1	2	3	4	5
The event was well organised	☐	☐	☐	☐	☐
The G-PRO project and its results were clearly presented	☐	☐	☐	☐	☐
The G-PRO game demonstration was useful	☐	☐	☐	☐	☐
The G-PRO handbook seems useful for my context	☐	☐	☐	☐	☐
I learnt something new about AI and seniors	☐	☐	☐	☐	☐
I learnt something new about sustainable ageing	☐	☐	☐	☐	☐
I am likely to use or recommend the G-PRO resources	☐	☐	☐	☐	☐

How might you or your organisation use G-PRO resources?

_____

Comments or suggestions:

_____

☐ I would like to receive news about G-PRO (please leave contact details on the separate sign-up sheet, not on this form)

Form D: Final online conference feedback

Event: G-PRO final online conference

Date: _____

Your country: _____

Your sector:

☐ Adult education
☐ Senior or community organisation
☐ Environment or sustainability
☐ Technology or AI
☐ Public authority
☐ Research or higher education
☐ Other: _____

Rate the conference

1 = strongly disagree, 5 = strongly agree

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Statement	1	2	3	4	5
The conference was relevant to my work or interests	☐	☐	☐	☐	☐
The keynote speeches were informative	☐	☐	☐	☐	☐
The presentation of G-PRO results was clear	☐	☐	☐	☐	☐
The online platform was easy to use	☐	☐	☐	☐	☐
There were enough opportunities for questions and exchange	☐	☐	☐	☐	☐
I have a better understanding of how AI can support sustainable ageing	☐	☐	☐	☐	☐
I intend to use or share the G-PRO resources	☐	☐	☐	☐	☐

Which keynote or session was most valuable, and why?

_____

How could G-PRO results be used in your country or organisation?

_____

Other comments:

_____

REMEMBER

Collect contact details only on a separate, consented sign-up sheet. Never link feedback answers to names.

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Participant Information and Consent

A plain-language information sheet, consent form and data protection note for people taking part in G-PRO activities.

How to use this document

Partners use this information sheet and consent form for focus groups, interviews, senior workshops, educator training and events where personal data, photos or recordings are collected.

- Replace every placeholder in square brackets, such as [Organisation name], before use.
- Translate into the national language.
- Give the information sheet to participants in advance where possible, and read the main points aloud.
- Print in large type (at least 14 point) for senior participants.
- Keep one signed copy and offer a copy to the participant.

NOTE

This document is a template. Each partner is responsible for checking it against national data protection law and its own organisational policies.

Part 1: Information sheet

What is G-PRO?

G-PRO stands for "Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning". It is a European project co-funded by the Erasmus+ programme of the European Union. It runs from December 2025 to March 2027.

Three organisations work together:

- Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP), Portugal (coordinator)
- RRINOVA OÜ, Estonia
- Fundacja Edu Active, Poland

Together we are making a game and a handbook. They help older adults learn about artificial intelligence (AI) and simple ways to live in a greener, healthier way.

Why are we asking you?

We would like to hear from older adults and from people who teach adults. Your ideas and experience will help us make learning tools that are easy and useful.

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What will happen if I take part?

Depending on the activity, you may:

- talk in a small group about AI, technology and green living;
- fill in short questionnaires;
- try out a game or AI tool;
- give feedback about a session.

The activity will last about: [duration]

It will take place: [place, or online]

Do I have to take part?

No. Taking part is your free choice. You can stop at any time without giving a reason. Stopping will not affect you in any way, including your access to other activities of [Organisation name].

What information will you collect?

- Your answers to questionnaires and discussions.
- General details such as your age group. We do not need your exact date of birth.
- Your name and signature on this consent form only.
- Photos, audio or video only if you say yes below.

We will **not** ask about your health or other sensitive matters.

How will you use my information?

- To improve the G-PRO game, handbook and training.
- To write reports for the project and for the funder.
- In reports, we use a code instead of your name. Nobody will be able to identify you from what you said.
- Short quotes may be used without your name.

How will you keep my information safe?

- Consent forms are stored separately from your answers.
- Paper forms are kept in a locked cupboard. Digital files are kept in password-protected folders.
- Only project staff who need the information can see it.
- Audio recordings, if any, are deleted after the notes are checked, and no later than the end of the project.
- Other personal data is kept for [retention period], as required for checks by the funder, and then deleted securely.

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Photos and recordings

Photos and videos may be used on the project website, social media and reports to show our activities. This is **optional**. You can say yes or no on the consent form. If you say no, we will make sure you are not in photos.

Your rights

You have the right to:

- see the information we hold about you;
- ask us to correct it;
- ask us to delete it;
- withdraw your consent at any time;
- complain to the data protection authority in your country: [name of national data protection authority].

If you withdraw, we will stop using your information. Information already combined into anonymous results may not be possible to remove.

Who can I contact?

Organisation: [Organisation name]

Contact person: [Name and role]

Telephone: [Telephone]

Email: [Email address]

Address: [Postal address]

Data protection contact: [Name or data protection officer, and contact details]

Part 2: Consent form

Activity: _____

Date: _____

Place: _____

Please tick each box you agree with.

- ☐ I have read the information sheet, or it has been read to me.
- ☐ I have had the chance to ask questions.
- ☐ I understand that taking part is voluntary and that I can stop at any time without giving a reason.
- ☐ I agree to take part in this activity.

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- [ ] I agree that my anonymous answers and quotes can be used in G-PRO reports and materials.
- [ ] I understand how my information will be stored and used.

Optional permissions

Please tick **Yes** or **No** for each one.

I agree that...	Yes	No
The discussion may be audio recorded, only to check notes		
Photos or videos of me may be taken during the activity		
Photos or videos of me may be published on the G-PRO website, social media and reports		
I may be contacted about future G-PRO activities		

Participant name: _____

Participant signature: _____

Date: _____

If the participant needed help to complete this form:

Name of person who helped: _____

Signature: _____

For the organisation

Name of staff member: _____

Signature: _____

Participant code assigned: _____

Part 3: Withdrawal form

I wish to withdraw from the G-PRO project.

- [ ] Please stop using my information from now on.
- [ ] Please delete my information where possible.
- [ ] Please remove photos or videos of me from future publications.

Name: _____

Signature: _____

Date: _____

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Part 4: GDPR note for partners

All G-PRO partners process personal data in line with the General Data Protection Regulation (EU) 2016/679 and national law.

- **Data controller:** each partner organisation is the controller for the data it collects. [Organisation name] is the controller for this activity.
- **Legal basis:** consent of the participant (Article 6(1)(a) GDPR). Where attendance lists are needed for grant reporting, the legal basis may be legitimate interests or a legal obligation; partners should state this in their own privacy notice.
- **Data minimisation:** collect only what is needed. Use age groups, not dates of birth. Do not collect health or other special category data.
- **Pseudonymisation:** use participant codes in all notes, questionnaires and reports. Keep the list linking codes to names separately and securely.
- **Sharing between partners:** share only anonymised or pseudonymised data. Do not share consent forms or code lists.
- **Photos:** publish only with explicit consent. Take extra care with images of vulnerable adults.
- **Online tools:** choose video-call and survey tools that comply with GDPR, and do not record online sessions without consent from everyone present.
- **Attendance lists:** attendance lists required by the funder are stored securely with other project records and are not published.
- **Retention:** keep records only as long as needed for project reporting and funder checks, then delete or destroy them securely.
- **Breaches:** report any loss or misuse of personal data to the coordinator and to your organisation's data protection contact without delay.

REMEMBER

If in doubt, do not collect it. Less personal data means less risk for participants and for the project.

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Evaluation Plan and KPIs

The G-PRO evaluation framework, with key performance indicators, data sources, responsibilities, a results table and the workshop evaluation report outline.

Purpose of the evaluation

The G-PRO evaluation checks whether the project delivers what it promised and whether its activities make a real difference for senior learners and adult educators. It helps partners:

- monitor progress towards the targets in the funded application;
- measure changes in seniors' knowledge, confidence and habits;
- measure changes in educators' competencies;
- collect feedback to improve the game, handbook and training;
- report reliably to the Erasmus+ National Agency.

Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP, P1), as coordinator, leads the overall evaluation and quality assurance. Fundacja Edu Active (P3) develops the assessment methodology for the educator training and the senior workshops. RRINOVA OÜ (P2) leads the focus group methodology.

NOTE

This plan contains targets, not results. Partners fill in the results table as activities take place.

Evaluation questions

1. Did the project reach the planned number and range of participants?
2. Did seniors' confidence and knowledge about AI and sustainability increase?
3. Did seniors adopt or maintain climate-friendly habits and keep their commitments?
4. Did educators gain the competencies to teach AI and sustainability to seniors?
5. Were the game, handbook, training and events relevant, accessible and of good quality?
6. Did the project reach stakeholders beyond the partnership, and are the results likely to be used after the project?

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Evaluation tools

Tool	Used with	Purpose
Focus group methodology and surveys	Seniors and educators	Needs analysis and design recommendations
Senior pre-workshop questionnaire	Seniors	Baseline knowledge, confidence and habits
Senior post-workshop questionnaire	Seniors	Change in knowledge, confidence and habits; reflection; commitments
Facilitator competency evaluation	Educators	Self and observer assessment of competencies
Feedback forms A to D	Training, workshop, multiplier event and conference participants	Satisfaction, relevance and intended use
Attendance lists	All activities	Participation counts
Website and social media analytics	Online audiences	Reach and visibility
Dissemination log	Partners	Stakeholders and organisations reached

Key performance indicators

KPIs marked "Application" are taken from the funded application. KPIs marked "Internal" are additional quality targets proposed for the partnership to confirm; they complement, and do not replace, the application KPIs.

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No.	KPI	Target	Source of target	Data source	Who collects	When
1	Seniors taking part in focus groups	15 (5 per partner)	Application	Attendance lists, session summaries	All partners	Focus group phase
2	Educators taking part in focus groups	15 (5 per partner)	Application	Attendance lists, session summaries	All partners	Focus group phase
3	National focus group reports	3	Application	Submitted reports	All partners	After focus groups
4	Consolidated focus group report	1	Application	Submitted report	P2	After national reports
5	Adult educators trained	12+	Application	Training attendance list	P3 with all partners	Educator training
6	Senior learners taking part in workshops	30+	Application	Workshop attendance lists	All partners	Senior workshops
7	Multiplier events held	3	Application	Agendas, attendance lists	All partners	Multiplier event phase
8	Participants at multiplier events	60+ in total (20+ per event)	Application	Attendance lists	All partners	Each multiplier event
9	Participants at the final online conference	40+ from across the EU	Application	Registration and attendance records	Conference organiser	Final conference
10	Keynotes at the final conference	3	Application	Conference agenda	Conference organiser	Final conference
11	Stakeholders reached	1,500+	Application	Dissemination log, event and newsletter records	All partners	Ongoing, reported every quarter
12	Monthly website impressions	1,000+	Application	Website analytics	Platform administrator	Monthly
13	Partner and associated organisations engaged	10+	Application	Dissemination log, letters or emails of interest	All partners	Ongoing

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No.	KPI	Target	Source of target	Data source	Who collects	When
14	Workshop evaluation reports (trainer and learners)	2 per partner (6 in total)	Application	Submitted reports	All partners	After senior workshops
15	Seniors completing both pre and post questionnaires	At least 80% of workshop participants	Internal	Matched questionnaires	All partners	Start and end of workshops
16	Seniors showing increased average confidence in AI	At least 70% of matched pairs	Internal	Pre and post questionnaires	All partners	End of workshops
17	Seniors showing increased average confidence in green living	At least 70% of matched pairs	Internal	Pre and post questionnaires	All partners	End of workshops
18	Seniors reporting that they kept a green commitment at least sometimes	At least 60%	Internal	Post questionnaire, Part 5	All partners	End of workshops
19	Educators improving their average competency score	At least 80% of trained educators	Internal	Competency evaluation before and after	P3 with all partners	Training and after workshops
20	Average satisfaction across feedback forms	At least 4 out of 5	Internal	Feedback forms A to D	Activity organisers	After each activity
21	Participants intending to use or recommend G-PRO resources	At least 75%	Internal	Feedback forms C and D	Activity organisers	Events and conference
22	Partner meetings held	At least 6 virtual meetings + 1 kick-off meeting + 1 final evaluation meeting	Application	Agendas, minutes	P1	Throughout the project
23	Improvement in AI and sustainability	At least 25% (pre and post assessment)	Application	Pre and post questionnaires, knowledge items	All partners	Start and end of workshops

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No.	KPI	Target	Source of target	Data source	Who collects	When
	knowledge among senior learners					
24	Educators and seniors satisfied with G-PRO training sessions	80%	Application	Feedback forms A and B	Activity organisers	After the training and the workshops
25	Identified risks tracked and resolved	All, within 1 month of detection	Application	Risk management matrix	P1 with all partners	Throughout the project
26	Downloads and shares of G-PRO tools	250	Application	Website analytics, download counts, social media metrics	Platform administrator, all partners	Ongoing
27	Dissemination materials produced	18+	Application	Dissemination log	All partners	Ongoing
28	G-PRO materials that remain accessible	100%, for at least 5 years after the project	Application	Website and download checks	P1	After the project
29	Senior learning centres, libraries or NGOs that continue using G-PRO resources after the project	10+	Application	Follow-up review, dissemination log	All partners	After the project

TIP

Keep a simple shared spreadsheet with one row per KPI and one column per partner. Update it at every partner meeting.

Scoring guide for senior questionnaires

Confidence scales

- Each confidence item is scored from 1 to 5.
- Calculate an average AI confidence score (7 items) and an average green living confidence score (6 items) for each person, before and after.
- Change = post average minus pre average. A positive number shows an increase.

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Knowledge items

Award 1 point for each correct answer. "I am not sure" scores 0.

Question	Correct answer
1 What is AI?	Computer programs that can do tasks like answering questions or recognising voices
2 Which of these uses AI?	A voice assistant that answers when you speak to it
3 Is an AI answer always correct?	No, it can make mistakes, so we should check it
4 Which question will give a more useful answer?	"Give me three easy ways to use less water in my kitchen."
5 Which of these saves energy at home?	Switching off devices at the plug when not in use
6 What does "circular economy" mean?	Using things for longer, repairing, reusing and recycling them
7 (post only) Three steps for using AI in the G-PRO game	Ask, Evaluate, Decide

Compare total scores for questions 1 to 6 before and after. Report question 7 separately.

For KPI 23, calculate the improvement from the matched pairs: (average post score minus average pre score) divided by the average pre score, times 100. A result of 25 or more meets the target.

Habits

Score Never = 1, Sometimes = 2, Often = 3, Always = 4. Compare the average for each habit before and after.

REMEMBER

With small groups, report numbers and simple averages, and describe changes carefully. Do not claim statistical significance unless a proper test has been carried out.

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Data collection calendar

Phase	Tools used	Responsible
Focus groups	Focus group surveys, session summaries, attendance lists	All partners, coordinated by P2
Educator training (Poland)	Competency self-assessment before training, Feedback Form A, attendance list	P3 with all partners
Start of senior workshops	Senior pre-workshop questionnaire, consent forms	All partners
During senior workshops	Feedback Form B, observer competency evaluation	All partners
End of senior workshops	Senior post-workshop questionnaire, competency self-assessment after workshops	All partners
Multiplier events	Feedback Form C, attendance lists	All partners
Final online conference	Feedback Form D, registration data	Conference organiser
Throughout the project	Website analytics, dissemination log	All partners, platform administrator
End of project	Final evaluation meeting	P1 with all partners

Results table

Fill in as activities are completed. Leave blank until data is available.

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No.	KPI	Target	PT result	EE result	PL result	Total result	Target met?	Comment
1	Seniors in focus groups	15						
2	Educators in focus groups	15						
3	National reports	3						
4	Consolidated report	1						
5	Educators trained	12+						
6	Seniors in workshops	30+						
7	Multiplier events	3						
8	Multiplier event participants	60+						
9	Conference participants	40+						
10	Keynotes	3						
11	Stakeholders reached	1,500+						
12	Monthly website impressions	1,000+						
13	Organisations engaged	10+						
14	Workshop evaluation reports	6						
15	Matched pre and post questionnaires	80%+						
16	Increase in AI confidence	70%+						
17	Increase in green living confidence	70%+						
18	Commitments kept at least sometimes	60%+						
19	Educators improving competency score	80%+						
20	Average satisfaction	4/5+						
21	Intention to use or recommend	75%+						
22	Partner meetings (virtual + kick-off + final evaluation)	6+ + 1 + 1						

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No.	KPI	Target	PT result	EE result	PL result	Total result	Target met?	Comment
23	Improvement in senior knowledge	25%+						
24	Educators and seniors satisfied with training	80%						
25	Risks resolved within 1 month	All						
26	Downloads and shares	250						
27	Dissemination materials	18+						
28	Materials accessible for 5 years	100%						
29	Organisations continuing use	10+						

Workshop evaluation report: template outline

Each partner writes **two** evaluation reports about its senior workshops: one from the **trainer's** perspective and one from the **learners'** perspective. Each report is about 4 to 6 pages.

Report 1: Trainer evaluation report

1. **Cover details:** partner, country, author role, dates of workshops, number of sessions.
2. **Overview of the workshops:** aims, number of seniors taking part (counts only), venue or mode, materials used (digital game, printable game, handbook).
3. **Delivery:** what was delivered as planned, what was changed, and why.
4. **Use of the G-PRO game:** how the G-P-R-O stages and the ASK–EVALUATE–DECIDE method worked in practice; which themes worked best.
5. **Learner engagement and challenges:** observations on participation, difficulties and how they were addressed.
6. **Facilitator competencies:** summary of self-assessment and observer evaluation, with change since the training.
7. **Lessons learnt:** what worked well, what should be improved.
8. **Recommendations:** for the game, the handbook and future workshops.

Report 2: Learners' evaluation report

1. **Cover details:** partner, country, author role, dates of workshops.
2. **Participants:** number of seniors starting and completing; number of matched pre and post questionnaires.

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3. **Change in confidence:** average AI and green living confidence before and after, with a short table.
4. **Change in knowledge:** average knowledge score before and after; results for question 7.
5. **Change in habits:** average habit scores before and after.
6. **Reflection and commitments:** summary of "Looking back" ratings; how many seniors made and kept commitments; themes of commitments (Water, Energy, Nature, Recycling, Shopping).
7. **Session feedback:** summary of Feedback Form B.
8. **Learners' voices:** a few short anonymous quotes, with participant codes, from open questions.
9. **Conclusions and recommendations.**

Suggested results table for Report 2

Measure	Pre average	Post average	Change	Number of matched pairs
AI confidence (1–5)				
Green living confidence (1–5)				
Knowledge score (0–6)				
Habits (1–4)				

NOTE

Use only anonymised data in evaluation reports. Do not include names, photos of identifiable people without consent, or personal circumstances.

Using the results

- Partners discuss KPI progress at each partner meeting and agree corrective actions if a target is at risk.
- Feedback and evaluation findings are used to improve the game, handbook and training during the project.
- The final evaluation meeting reviews all KPIs, the evaluation reports and lessons learnt, and agrees how results will be sustained after the project.
- A summary of evaluation results is included in the final report to the National Agency.

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Certificate Wording

Standard wording for G-PRO certificates of participation for the senior workshop series and the educator training, including the EU funding statement.

How to use this document

Partners use this wording when preparing certificates in their own design and national language. Replace every placeholder in square brackets.

- Include the Erasmus+ "Co-funded by the European Union" or "Funded by the European Union" emblem, as required by the EU visual identity rules, together with the funding statement below.
- Add the partner logos and the G-PRO project logo.
- Issue certificates only to people who attended the required minimum, as set by the partner, for example at least 75% of sessions.
- Keep a list of certificates issued, stored in line with the G-PRO data protection guidance.

NOTE

Certificates show participation and learning outcomes. They are not formal qualifications unless a national awarding body says otherwise.

Certificate 1: Senior workshop series

Main wording (Certificate 1)

Certificate of Participation

This is to certify that

[Full name of participant]

has taken part in the

G-PRO workshop series: "Green Prompt – Healthy and Sustainable Ageing with AI"

held by [Organisation name] in [Town, Country] from [start date] to [end date], comprising [number] sessions ([number] hours in total).

Learning outcomes (back of certificate or second paragraph)

During the workshops, the participant explored how to:

- understand what artificial intelligence (AI) is and how it can support daily life;

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- use AI tools and practise asking clear questions (prompting);
- use AI to find eco-friendly actions for the home and community;
- check whether AI suggestions are helpful, or may be biased or incorrect, using the ASK–EVALUATE–DECIDE method;
- take climate-friendly actions on water, energy, nature, recycling and shopping, including waste reduction, energy efficiency and the circular economy;
- combine human judgement and AI in making everyday decisions.

Signature block (Certificate 1)

Place and date: _____

Name and role of signatory: _____

Signature: _____

Organisation stamp (optional): _____

Certificate 2: Educator training

Main wording (Certificate 2)

Certificate of Participation

This is to certify that

[Full name of participant]

from **[Sending organisation]**, [Country],

has successfully participated in the

G-PRO training for adult educators: "Teaching AI and Sustainability to Senior Learners"

hosted by Fundacja Edu Active in [Town], Poland, from [start date] to [end date], with a total of [number] hours of learning.

The training was organised within the Erasmus+ Small-scale Partnership "G-PRO – Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning" (project number [project number]), in cooperation with Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP) (Portugal) and RRINOVA OÜ (Estonia).

Learning outcomes (back of certificate or annex)

The participant has developed competencies to:

- teach AI to senior learners in an accessible, age-friendly way;
- use gamification and the G-PRO game, including the G-P-R-O stages (Green Literacy, Prompt Intelligence, Real-World Reasoning, Own It), in adult learning;

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- design AI-based learning activities on sustainability themes;
- recognise the challenges senior learners face and simplify digital learning;
- evaluate learners' progress using pre- and post-assessments;
- use learner feedback to improve teaching practice.

Europass

The learning experience described in this certificate can be recorded in the participant's Europass profile. [Organisation name] can provide supporting information on request for a Europass Mobility document or for the participant's Europass digital profile.

Optional line if Europass Mobility documents are issued: A Europass Mobility document has been issued to the participant, reference [reference number].

Signature block (Certificate 2)

Place and date: _____

Name and role of signatory (host organisation): _____

Signature: _____

Name and role of signatory (sending organisation, optional): _____

Signature: _____

EU funding statement

Use this statement on every certificate, next to the EU emblem.

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Project: G-PRO – Green Prompt: Promoting Healthy & Sustainable Ageing Through AI and Interactive Learning

Programme: Erasmus+ KA210-ADU Small-scale Partnership in Adult Education

Project number: [project number]

TIP

Use the funding statement exactly as written above. Check the latest EU visual identity guidance before printing, as emblem versions are updated from time to time.

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Certificate issue log

Certificate number	Type (senior or educator)	Participant code	Date issued	Issued by

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