



CONSULTATION WORKSHOP REPORT

PROJECT NUMBER:2022-1-PT01-KA220-ADU-0000087183



Institute of
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ABOUT THIS PUBLICATION

This report summarizes the activities carried out by the consortium partners to validate the Competency Map produced within the Erasmus+ project **PRIORITY45: Promoting employment of 45+ adults through a disruptive training approach** (Cooperation partnerships in adult education, project number: 2022-1-PT01-KA220-ADU-000087183). More information is available at <https://priority45.eu/>.

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1 CONSULTATION WORKSHOP REPORT

According to the AARP, 6 out of 10 workers reported seeing or experiencing age discrimination at work, being unable to advance in employment or self-employment, or even having to retire early [1]. COVID-19 brought even more difficulties for 45+ workers, who suffered from a lack of technological skills needed to adapt to situations of remote working and digital dominance. Nowadays, for a successful career, concepts like creativity, innovation and cooperation are baselines. At the same time, it is also important to consider the companies' needs to achieve a complete and resilient workforce.

The main goal of the second Work Package of PRIORITY 45 is to define the necessary learning outcomes for 45+ adults to overcome this new era of crisis, changes, competitiveness and globalisation, and design a tailored Joint Curriculum. This document will address all the current needed knowledge, skills and attitudes for 45+ adults, containing a description of the training modules and units that the project course will contain, based on the identified learning outcomes and real needs of target groups.

The consultation workshop report provides the activity workflow, starting from the consultation workshop guidelines provided by SHINE and agreed upon with all partners, the methodology utilised and the results gathered in each country, necessary to shape and validate the competency map.

Workshop consultation guidelines

To successfully achieve the main result of WP2, the Joint Curriculum, the first step was the development of a competency map draft, based on an updated analysis of needs and desk research, an activity led by CETEM.

The second methodological step in this activity was the discussion and validation of the gathered results in consultation workshops, involving stakeholders that provided first-hand experiences. Their feedback is key to defining what should be integrated into the Joint Curriculum and, further on, in the virtual course.

The guidelines provided to shape the consultation activities departed from 4 main areas to be discussed:

- Competencies, skills, and knowledge owned by 45+ adults.
- Competencies, skills, and knowledge required by the actual labour market.
- Main difficulties encountered by 45+ adults in their jobs, or in the search for a job.
- General transversal competencies and skills to be developed.

The following sections of this report will specify how the selection of participants, contents, methods of co-creation, evaluation and documentation of results were developed and achieved.

Selection of participants and framework conditions

As announced in the project proposal, each partner conducted one workshop. The main target groups of PRIORITY 45 are 45+ adults and enterprise representatives. Each Consultation workshop involved, at least, 5 participants, some fitting the two categories of the target groups: having more than 45 years old and representing an enterprise/organisation that promotes lifelong learning. In total, 41 persons

attended the online or face-to-face workshops. As was defined in the guidelines, these workshops lasted, approximately, one and a half hours and happened between March 17th and 28th, 2023. At the beginning of the workshops, the participants were asked to read, sign, and fill out the Privacy policy (Annex 2) and the Declaration of Consent (Annex 3), previously translated into each of the partner languages. These documents are saved and are the responsibility of each partner. Some photos were taken to prove the activities' implementation and for dissemination purposes.

Besides gender and age balance, some conditions were considered, to respect the potential special needs of the participants, especially, in the countries where the workshops were held face-to-face.

- Accessible facilities for persons with reduced mobility, incl. accessible toilets and located in areas served by public transportation, and for persons with sensual impairments, e.g., hearing aids and additional or adapted lighting.
- Provision of sufficient rest and opportunities to go the bathroom and toilet, healthy food, and drinks, also taking into account specific diets.
- Accompaniment of persons with cognitive impairments or dementia by a trusted person of their choice to support them.
- Provision of documents for the workshop participants in lay language [2]

Methods

During the invitation process, the persons who agreed to participate were asked to reflect upon their most crucial experiences in the work field. They were also informed that the discussions could be recorded if this was the decision of the local organisers, and their consent for this was required.

As it was already referred, before or at the beginning of the workshop/interview, the Declaration of Consent translated was filled out and signed by the participants. In the case of online meetings, the document was sent out in advance and returned by the participants by email and duly signed.

Group knowledge of the participants was gathered through the contribution of their first-hand experience, idea sharing, professional expertise etc. The workshops began with a tour de table to break the ice and a short introduction was made by the moderator, to describe the project, its main goals and to define the purpose of the workshop to ensure the optimal outcome.

Some of the questions below were addressed to collect input, prior to discussing the specificities of the Competency map and the upcoming Joint Curriculum:

- What are your areas of expertise and how did your daily work change after COVID-19?
- Do you remember your first experience and professional tasks after the COVID-19 epidemic began?
- What were the main changes that remain after COVID-19 in your profession?
- Was there any unexpected event (positive, negative or both) which occurred during COVID-19 in your professional life?

After this point, all the participants were asked to comment on the proposed competencies defined or to create a list of competencies they believed are impactful in each of the areas previously referred. The partners used different approaches and adjusted to the public and setting. In the case of online workshops, supporting tools such as Jamboard or similar were used for a more interactive experience.

The moderator started with one area, discussed the results gathered with the participants and compared them with the results of the Competency map. This was done for each area.

Different questions were suggested to enhance the discussion and sharing among the participants:

- From the competencies listed, which ones do you think are more important?
- What are the consequences of (not) investing in the development of these competencies?
- Do you think the development of these competencies is important for the general population or your specific labour sector?
- Are there any other points relevant to learning in a virtual course focused on this topic? What would you like to learn?

The format of a group discussion helped to inspire and encourage the participants to share their personal experiences. Facilitators used cards on a pin board to provide a structured overview. At the online workshops, a virtual pinboard was used (Fig 1).

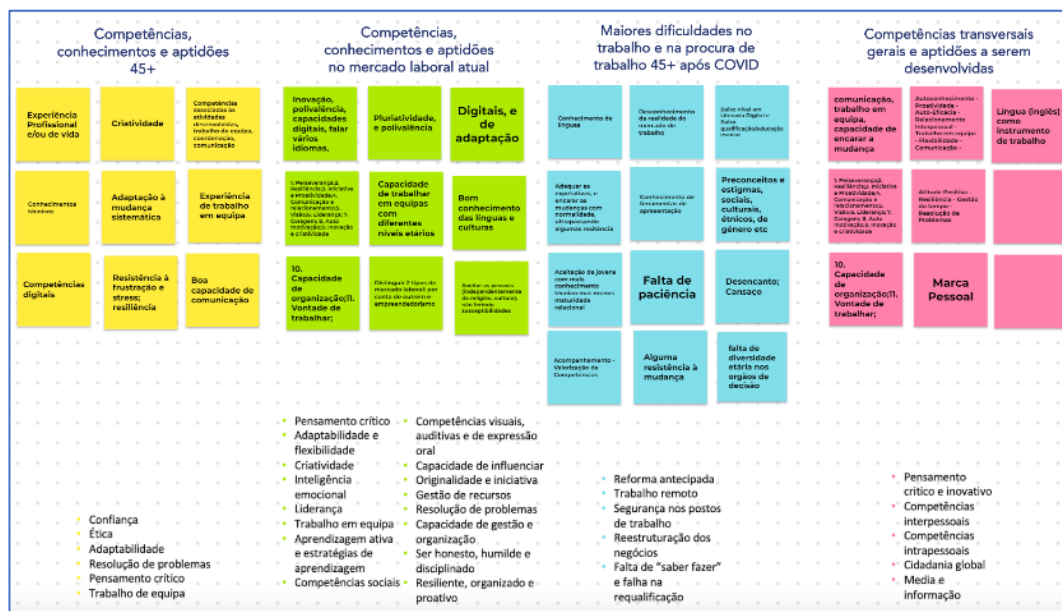


Figure 1. Virtual pin board

The partners adapted the draft AGENDA suggested in the guidelines circulated, considering the particularities of each workshop and participants. Below, the agenda suggested and approved by the partners is described.

(Slot duration to be adjusted per partner, depending on the stakeholder's type):

- Introduction of host/moderator and participants and expected aims/tasks (5 min)
- Introduction to PRIORITY 45 (short PP presentation) (5 min)
- Discussion regarding professional experience during the COVID-19 pandemic (15 min)
- Proposed competencies for each area (5 min)
- Discussion regarding the results of each area (20 min each)
- Break (when necessary)
- Closing remarks and thank you for participation (5 min).

2 RESULTS OF THE CONSULTATION WORKSHOPS

Participants description

The goal for this activity was to gather 25 people from 5 countries. In the end, 41 participants from 8 countries attended the consultation workshops of PRIORITY 45, largely expanding on the proposed KPIs.

The summary of results by country is as follows:

In **Portugal**, four participants were in the online workshop and a person was interviewed separately, based on her own personal convenience and request. Gender balance was guaranteed: two men and three women were part of the participants' group. Two participants are in leadership positions in private organisations (one in an association for local development and the other from an organisation that works with and for older adults); one participant is a teacher at the University, giving lectures on Organisational Psychology, and has many years of experience in recruitment and selection. One participant works in an entrepreneurial association, that supports people to create their own business and to upskill and reskill competencies. The other participant is a teacher of the first grade, with many years of experience and who was selected to also bring the experience of this target group, which currently gathers many professionals 45+.

Five participants were present in the face-to-face workshop in **Spain**. All of them fit the target group of 45+ (they were born between 1977 and 1967). All the participants are working; one is in a training department managing VET courses and improving the skills of employed and unemployed people. Another participant is a graphical designer with more than 10 years of experience in his current job position, and the third one is working in the installation of electronic devices. Finally, one is working in a managerial position and the final one is a mechanical engineer working directly with different companies.

In **Slovenia**, 19 participants attended the workshop, in person. It included participants coming from the sector of interest of PRIORITY45, as some of them work in education, some are managers and, from the whole group, 8 are employed people over 45. People from the educational and entrepreneurship sectors of Slovenia, North Macedonia, Cyprus and Germany were present in this workshop which allowed to receive inputs also from other countries besides the consortium ones.

In **Greece**, five 45+ adults attended the online workshop (two women and three men). Two participants are in leadership positions in private organisations and have many years of experience in business management. One participant is an accountant, having his own office. The other two are trainers and specialists in adult education.

The online workshop in **Italy** counted 7 participants, among which experts in the sector of interest and belonging to the relevant stakeholder groups. Among the participants, there were psychologists with experience working in organisations and carrying out different training and learning activities for adults. In this workshop, also two participants +45 were present, both currently working, one as a teacher and the other as a doctor. Besides, a housekeeper and a retiree, both also with different work experiences in the past, so this workshop counted with the presence of a very heterogeneous group.

Having an overview of the participants, it is clear that the partners created a very representative group, having people of different ages (but the majority of the participants with more than 45 years of age), countries, different backgrounds and work fields (most of the group was employed, but there were

also some participants unemployed or retired). This contributes to expanding the accuracy of the results obtained.

Feedback about the Competency Map

Given the diversity of settings and cultural contexts, the workshop guidelines were open in what concerns the approach for gathering inputs and results.

In **Portugal**, the workshop was very participative, the participants were very interested in the topic and gave many relevant contributions. After the participants introduced themselves to the group and answered the introductory questions as proposed in the guidelines, the facilitators presented a Jamboard (see fig 2.), split into the four categories referred at the Competency Map. The participants were asked to fill squares with the competencies they thought were more adequate. After each round, the group discussed the results. After discussing all the categories, the facilitator presented the categories found at the desk research and the group commented on the similarities between the results found and the competencies proposed. Before the session ended, it was asked to the participants to put the categories on a target, where the centre represents the most important and the outside the less important.

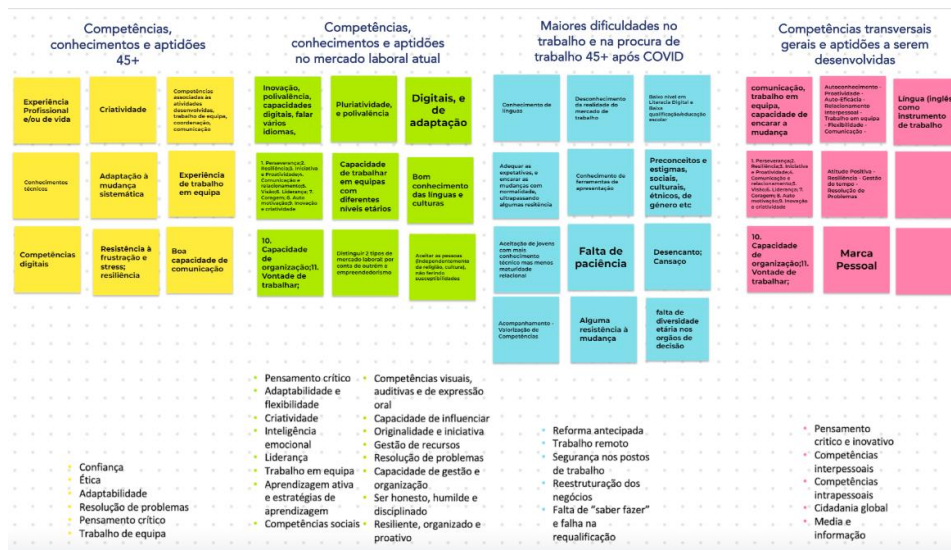


Figure 2. Virtual pin board used in the Portuguese workshop

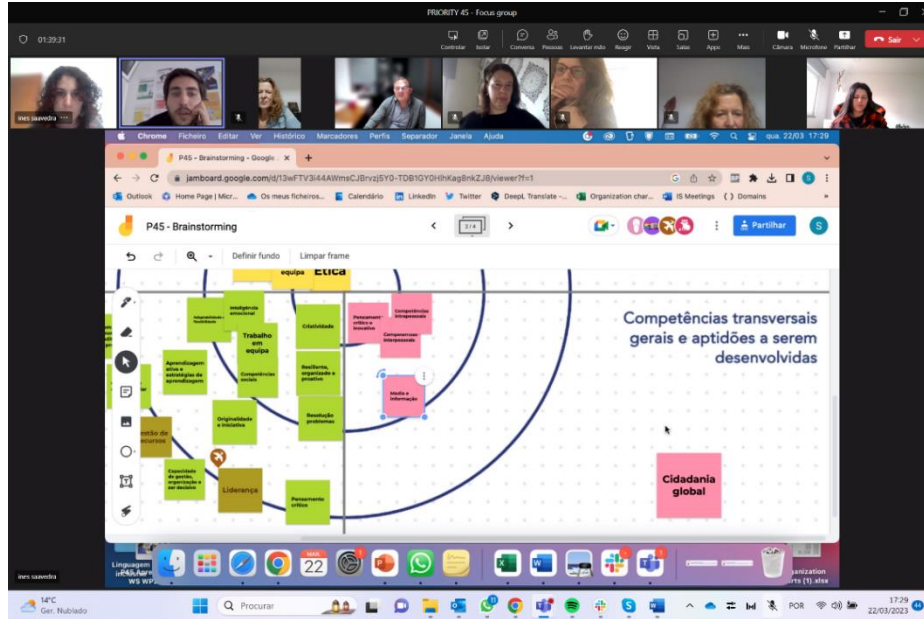


Figure 3. Competency target in the Portuguese workshop

During the workshop, the participants shared their thoughts, and it was clear to all that many jobs have changed after COVID-19 pandemic, but the functions related to social and health care remain similar. One important change after COVID-19 is the great availability of e-learning courses, allowing extensive access to education and training. It was also pointed out that “adults 45+” is a very wide concept and includes people with very different competencies and knowledge; the suggestion was to separate the curriculum and the virtual course into clusters. Another suggestion was to use dilemmas to teach about leadership, that is to provide real stories where decisions need to be made based on own judgements. Many of the concepts that were found in the research were pointed out by the participants.

The partners from **Spain** had a similar approach to the Portuguese one: they discussed the categories defined in the Competency map separately and asked the participants what competencies could be pointed out in each category. The competencies suggested by the participants were also very close to the findings in the literature. Problem-solving, adaptability and trust were some of the competencies that arose connected with 45+ adults. The same happened with the most important competencies in the labour market after COVID-19: adaptability, creativity, innovation, and social and emotional skills. However, they also said that the competencies needed can vary according to the job and function. Digital skills were also referred to as a competency that should be developed. Regarding the transversal competencies needed, the results were also close to those found at the desk research and in Portugal: problem-solving, emotional intelligence, flexibility, initiative, oral communication, teamwork, time management, leadership, creativity, perseverance, negotiation, and decision-making.



Figure 4. In-person workshop in Spain

The workshop in **Slovenia** (see fig 5.) followed a different approach, however, the results are similar to the ones found in the other countries, with the gain that other nationalities were represented. Regarding the skills needed in the current labour market, the participants suggested ICT skills (being the only country that listed ICT skills at the top of the ranking), adaptability, and flexibility. After a presentation of the project and the Competency map results, the participants were divided into groups and asked to select the more, the medium and the not important competencies. Although all the skills found at the desk search were considered important, some were considered as having more value: social skills, emotional intelligence, work ethics, teamwork, trust, critical thinking, adaptability and active learning and learning. Less important: problem-solving, creativity, and leadership. It is possible to see that some of the competencies listed are the same, although ICT skills are considered more important, followed by more social competencies.



Figure 5. Workshop in Slovenia

In **Greece**, the participants referred that the target group “45+ adults” could have some commonalities, but also differ in many ways. As the Portuguese participants also noted, their different characteristics should be considered, and not addressed as a group that, only based on age, will have the same skills, or face the same difficulties. The way of working in most companies/industries has changed since COVID-19, especially due to the digitalisation of all processes. This fact has facilitated work/communication; however, many are still not familiar with new technologies and this way of working/training; to fill this need, it is important to invest in the development of digital skills. The results of this workshop are aligned with the results previously presented.

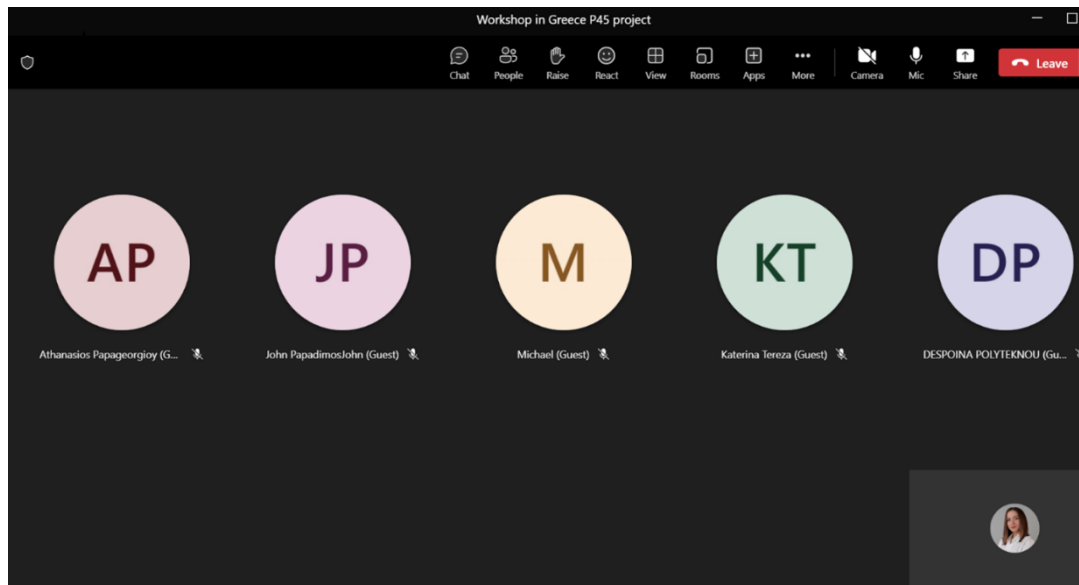


Figure 6. Online workshop in Greece

The Consultation workshop in **Italy** gives results which are close to the other workshops. The consortium partner chose to divide the discussion into different topics, as the other countries did. When asked about difficulties that could be found on the job or searching for a job, the participants refer to the fact that many organisations don’t want to hire 45+ because they think younger people have more skills, especially digital skills, and do the work for a smaller income. During the workshop, participants were asked to name the competencies they thought were more important for 45+ adults to develop: as in the other countries, the answers were the similar to the desk research: group management, teamwork, empathy, problem-solving, control of stress, critical thinking, and digital skills. The participants agreed with the Competency map, and they also noted that is important to develop continuous and accessible training in the workplace, focused on the skills referred. One of the participants said that she made a training about communication and active listening, and it helped her a lot in their work as a teacher.

It is worth highlighting that the promotion of intergenerational learning was presented as a solution for the gap that is seen between younger workers and older adults. This same suggestion was also presented by the participants at the Portuguese workshop.



Figure 7. Online workshop in Italy

Competencies, skills and knowledge more referred to at the workshop

The partners presented the competencies more referred in different ways: some partners make a list of the more important competencies for each category that was discussed, and others presented a general list. The following table was built considering the competencies referred to in the feedback given and the list that was presented. The Portuguese and Greek partners presented four lists; each list was made with the competencies defined by the participants. The table was filled in the *General Competencies* pointed out during the workshop. The Spanish and Italian partners made one list which is presented below. The Slovenian partner pointed out the competencies in the feedback, so that information was used to fill the table.

Table 1. Competencies, skills and knowledge more referred/country

Portugal	Spain	Slovenia	Greece	Italy
Communication	Problem-solving	ICT skills	Communication	Critical thinking
Teamwork	Adaptability	Adaptability	Teamwork	Group management
Change management	Reliability	Flexibility	Proactivity	Teamwork
Proactivity	Digital literacy	Social skills	Flexibility	Communication
Interpersonal skills	Creativity	Emotional intelligence	Innovation	Active listening
Flexibility	Innovation	Work ethics	Adaptability	Empathy
English language	Emotional skills	Teamwork	Time management	Planning
Innovation	Social Skills	Trust	Problem-solving	Adaptability

Adaptability	Flexibility	Critical thinking	Management skills	Problem-solving
Time management	Initiative	Active learning		Emotional intelligence
Problem-solving	Oral communication			Digital skills
Management skills	Teamwork			
Create a personal brand	Time management			
	Leadership			
	Perseverance			
	Negotiation			
	Decision making			

3 WORKSHOPS EVALUATION

The evaluation of workshops/interviews with target group representatives was not considered as obligatory nor part of the quality plan. Nevertheless, the partners described that the participants were very interested in the topics discussed and were truly involved in the workshop. This feedback could indicate a high level of satisfaction with the workshop.

Regarding the consortium partners' feedback, they were asked to fill out two documents, the Workshop documentation form, to describe and present the main results of the workshop; and the Internal feedback on the stakeholder consultation, where they were asked for more general information about the workshop experience: organisation, structure, and others. The idea was to help improve future sessions. Below, there are the results of the survey.

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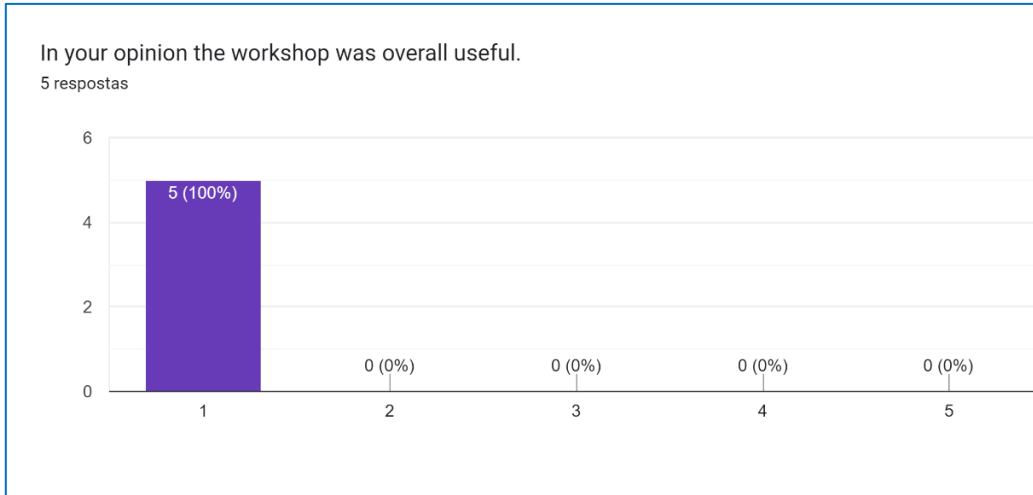


Figure 8. Graphic representation of the answer on the survey

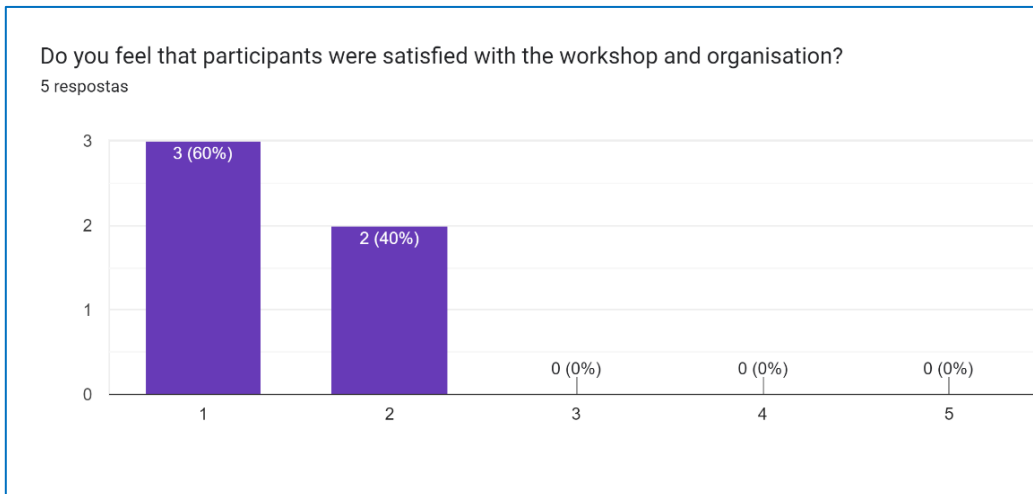


Figure 9. Graphic representation of the answer on the survey

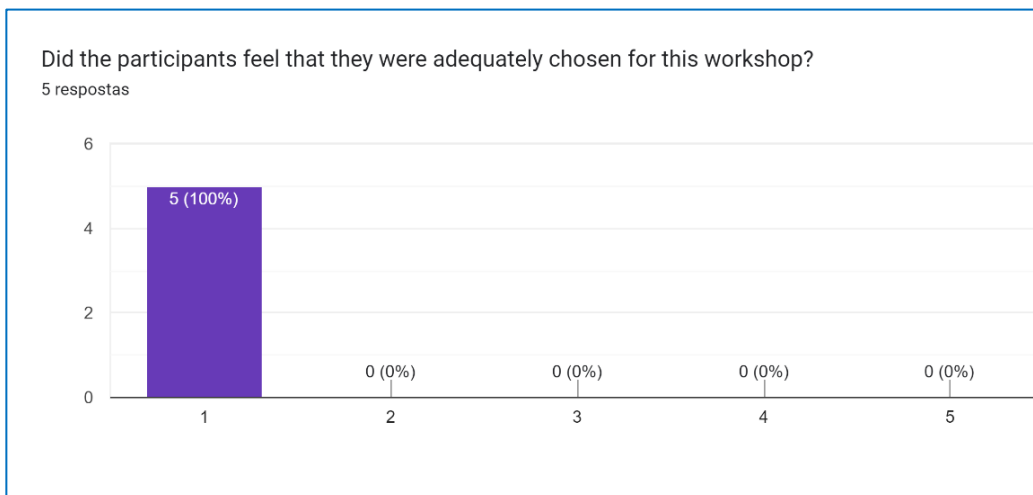


Figure 10. Graphic representation of the answer on the survey

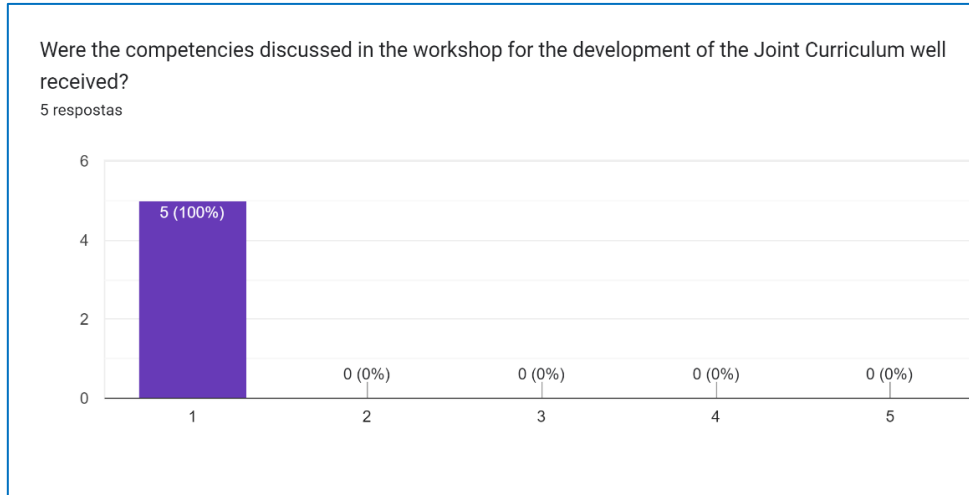


Figure 11. Graphic representation of the answer on the survey

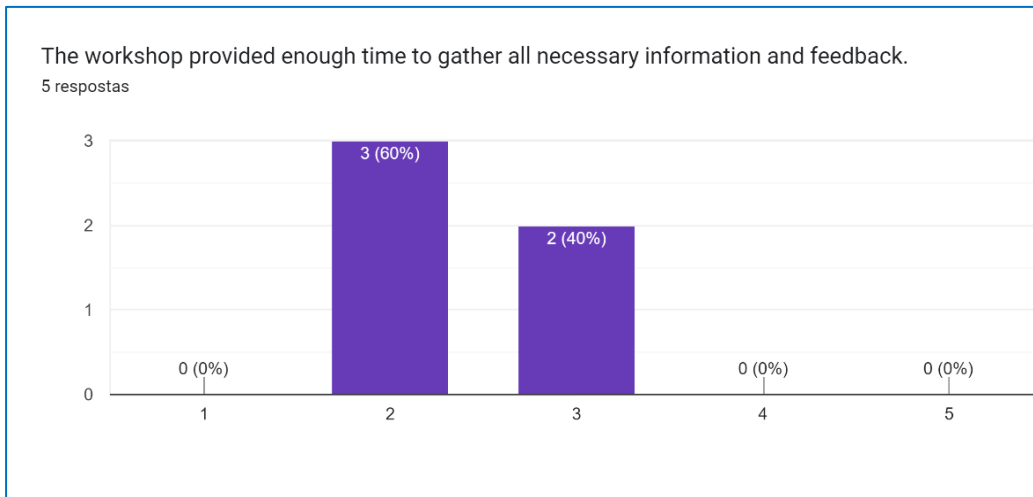


Figure 12. Graphic representation of the answer on the survey

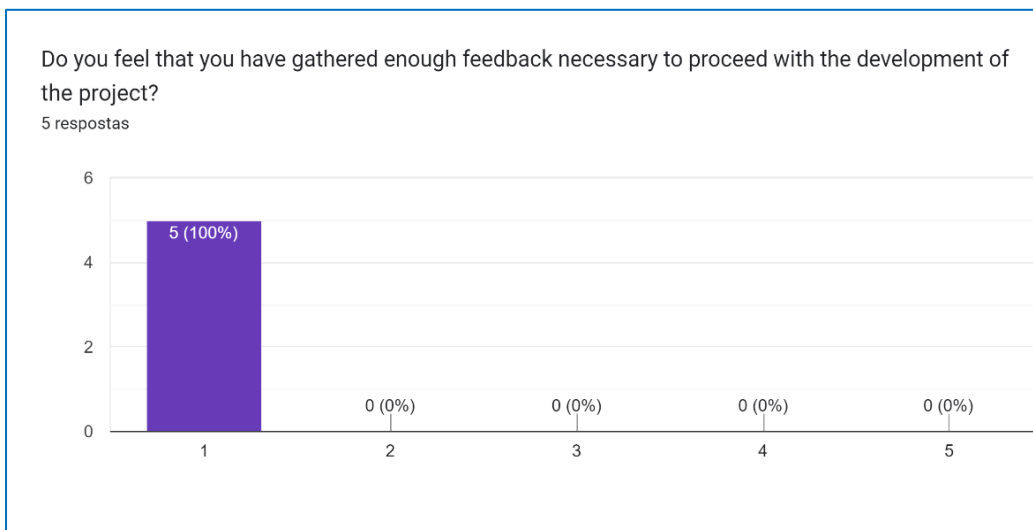


Figure 13. Graphic representation of the answer on the survey

Partners' feedback about the workshop content

Four questions were asked about the content, how to improve it and lessons learned with the workshop. Some partners said they would make the project presentation shorter, and the workshop should be longer to let participants share their own experiences longer.

The partners suggested that the definitions of the competencies could be sent to the participants before the workshop, so they could know the concepts before discussing them.

Most of the partners pointed out the interest shown by the participants in the topic. The participants were shown to be overall aware of the changes in the labour market, especially after COVID-19, and the requirements that have arisen with the new situation. They also understand that they must be trained accordingly to be able to respond to them. Although several people pointed out that lifelong learning has always been an important issue, it has simply become more pronounced and necessary with COVID-19.

Also, considering the results previously presented, it was shown that the competency map was well done according to the desk research and the questionnaire that they filled out and that points towards the correct direction.

4 REFERENCES

1. “Unemployed aged 45 and above face ageism and career challenges... – Generation.” Accessed: Oct. 25, 2023. [Online]. Available: <https://www.generation.org/news/unemployed-aged-45-and-above-face-ageism-and-career-challenges-globally/>
2. “Easy-to-read - Inclusion Europe.” Accessed: Oct. 25, 2023. [Online]. Available: <https://www.inclusion-europe.eu/easy-to-read/>
- 3.

ANNEXES

Annex 1: Workshop Guidelines

To successfully achieve the main result of WP2, the Joint Curriculum, the first step was the development of a competency map draft based on an updated analysis of needs and benchmark research. The aim of the consultation workshops is to discuss and validate with the target groups the Competency Map previously researched. These workshops aim to involve persons by providing first-hand experiences that could help to define what should be integrated into the Joint Curriculum and during a second phase, on the virtual course. The input of the workshop participants will support the project partners in developing adequate methods to maximise the learning impacts.

The initial considerations proposed 4 areas to be discussed:

- Competencies, skills and knowledge owned by 45+ adults.
- Competencies, skills and knowledge required by the actual labour market.
- Main difficulties encountered by 45+ adults in their jobs, or in the search for a job.
- General transversal competencies and skills to be developed.

The following sections of these guidelines will specify the selection of participants, contents and methods of co-creation, evaluation and documentation of results.

Selection of participants and framework conditions

As announced in the project proposal, each partner is going to conduct one workshop. The main target groups of PRIORITY 45 are 45+ adults and enterprises. Each Consultation workshop should have, at least, 5 participants, ideally, some of them should fit the two categories of the target groups: having more than 45 years old and representing an enterprise/organisation that promotes lifelong learning. These Consultation workshops will allow an overview of the country-specific characteristics. At the end of this phase, it is expected, at least, 25 participants.

If expressions and/or cases of participants are considered interesting for dissemination and show-case purposes, they will be asked for their consent to record or to provide an image and/or short video with their testimonial.

For the project in total, awareness will be given to a balanced dispersion as regards gender and age groups. The participation of persons born with a disability is intended but given the relatively small number of participants per country, they are not subject of a quota sampling.

The workshops could be realised in-person or online. The following framework conditions should be considered to respect potential special needs of the participants:

- Accessible facilities for persons with reduced mobility, incl. accessible toilets and located in areas served by public transportation, and for persons with sensual impairments, e.g., hearing aids and additional or adapted lighting.
- Provision of sufficient rest and opportunities to go the bathroom and toilet, healthy food and drinks, also taking into account specific diets.
- Accompaniment of persons with cognitive impairments or dementia by a trusted person of their choice to support them.
- Provision of documents for the workshop participants in lay language (see <https://www.inclusion-europe.eu/easy-to-read/>).

Methods

During the invitation process, the participants will be informed about the workshop aims and data protection regulations in writing via the Information sheet (Annex 1). As the workshops will be held in the national languages, the document will have to be translated by the partners. Invited persons who agree to participate are asked to reflect upon their most crucial experiences in advance. They will also be informed that the discussions will be recorded if this is the decision of the local organisers.

Before or at the beginning of the workshop/interview, the Declaration of Consent (Annex 2) will be filled and signed by the participants. Again, the document will have been translated into the national language. In case of online meetings, the document will be sent out in advance and returned by the participants with their signatures. Workshops on-site will be audio-recorded if the participants agree to it; otherwise, written notes will be taken. In online workshops, the participants will be informed when the recording is started. They are free to leave the meeting at any point if they feel uneasy regarding the documentation or due to other issues.

Group knowledge of the participants should be gathered through the workshops with the contribution of their first-hand experience, idea sharing, professional expertise etc. At the beginning of the workshop, a tour de table will break the ice and a short introduction will be made by the moderator, to describe the project, its main goals and to define the purpose of the workshop to ensure the optimal outcome. This can be done using a short PowerPoint presentation.

Some of the questions below can be addressed to collect input, prior to discussing the specificities of the Competency map and the forward Joint Curriculum:

- What are their areas of expertise and how did their daily work change after COVID-19?
- Do they remember their first experience and professional tasks after the COVID-19 epidemic began?
- What were the main changes that remain after COVID-19 in their profession?
- Was there any unexpected event (positive, negative or both) which occurred during COVID-19 in their professional life?

At this point all the participants should be asked to comment on the proposed competencies defined or to create a list of competencies they believe are impactful in each of the areas previously referred. This can be adapted by the partners, adjusting to the public and setting, e.g., using post-its and a whiteboard (or similar online tools). The moderator can start by one area, discuss the results gathered with the participants and compare them with the results of the Competency map. This should be done for each area.

Potential questions for this slot:

- From the competencies listed, which are the ones you think are more important?
- What are the consequences of (not)investing on the development of these competencies?
- Do you think the development of these competencies is important for the general population or for your specific labour sector?
- Any other points you think it is relevant to learn from a virtual course focused on this topic?
What would you like to learn?

The format of a group discussion will help to inspire and encourage the participants to share their personal experiences. Facilitators may use cards on a pin board to provide a structured overview.

Alternatively, for online events, a virtual pin board can be used (e.g. <https://miro.com>; <https://edu.google.com/products/jamboard/>; <https://www.mural.co/>).

POTENTIAL AGENDA

(slot duration to be adjusted per partner, depending on the stakeholder's type):

- Introduction of host/moderator and participants and expected aims/tasks (5 min)
- Introduction to PRIORITY 45 (short PP presentation) (5 min)
- Discussion regarding professional experience during the COVID-19 pandemic (15 min)
- Proposed competencies for each area (5 min)
- Discussion regarding the results of each area (20 min each)
- Break (when necessary)
- Closing remarks and thank you for participation (5 min).

Workshops Evaluation

The evaluation of workshops/interviews with target group representatives is not obligatory and not part of the quality plan. Nevertheless, if partners wish to perform an evaluation exercise, it should be as uncomplicated as possible, e. g. by final feedback or making use of the bull's eye method. Items under study could be, among others, the facilitation of the workshop, the applied methods, the discussion atmosphere and achieved results.

When using the bull's eye method, the participants assess these topics by placing stickers on a poster. They can also write remarks on post-its attached to the particular category. The results are analysed jointly with the participants and documented by a photo.

Online events can also be assessed by using the bull's eye method (e.g. <https://www.oncoo.de/Zielscheibe/>).

Further tools, including more playful approaches can be found here: https://demos.be/sites/default/files/sealll01_uk_web.

The partners document the results of the workshops or interviews according to the documentation form in English (Annex 3) and provide their internal feedback in Annex 4.



Time schedule

The draft report of the workshops will be presented at the Transnational Partner Meeting in Coimbra on March 30th. The partners should deliver the Workshop documentation form (Annex 3) and the internal feedback (Annex 4) until March 26th. The documents should be uploaded on Teams and the partners informed by email.

Annex 2: Information sheet for workshop participants

Priority 45 | Promoting employment of 45+ adults through a disruptive training approach is a cross-national project co-funded by the Erasmus+ Programme of the European Union. The project aims to re/upskill 45+ adults through innovation, creativity and cooperation, to achieve a complete and resilient workforce that can survive in today's globalised and volatile world.

Protecting your personal information is important to us. This information sheet outlines what for and what we do with the information we collect and store.

Background

As part of the development process, we perform workshops and/or interviews to gather current knowledge and assessments from 45+ adults and representatives of enterprises or other organisations interested in promoting lifelong learning. We want to check the validity and definition of the main concepts that will be used to design a Joint Curriculum. Based on the Joint Curriculum, the partners will develop a virtual course, with training contents and materials available for free.

Your participation in the workshop or interview

Your participation in the workshop activities is voluntary. You are free to choose which questions you want to answer, and you may leave the workshop at any time without giving any explanation.

Use of the collected information

- We will treat all the information about you with strict confidentiality and in accordance with the EU's General Data Protection Regulation (GDPR) and national data protection laws.
- Only the organisation that collects your data, has access to your contact data.
- When the data collection is completed, all personal data will be anonymised for their further use.
- The project partners of the PRIORITY 45 project will work with the anonymous data afterwards. This will be done according to scientific criteria and with absolute respect for personal and privacy rights.
- Your name and contact information will be deleted before the data is published and no later than June 2025.
- The rest of the collected data will be securely stored for an indefinite period, as this is a requirement from the Erasmus+ program, and for further research purposes.
- We will make every effort to ensure that no participant is identifiable in the project report or in any publication based on the workshops; exceptions are only possible if the usage of the name and/or image is desired by written declaration.

Your rights

As long as we can identify your oral (and consented visual) contributions, you have the right to object to the processing of your personal data, to access, rectify and erase any information about you, and to ask us what information we hold about you. Once details such as your name and address are removed and thus anonymous, then it will no longer be possible to delete the information you provided, as the project partners will not be able anymore to identify its source.

Responsible organisations

The project is developed by SHINE 2Europe (European coordinator, Portugal), CETEM (Spain), LURS (Slovenia), iED (Greece) and CEIPES (Italy).

These organisations are also responsible for carrying out the workshops and interviews in their respective country.

For more information on the Priority 45 project:

<https://priority45.eu/>

For more information on the General Data Protection Regulation:

https://ec.europa.eu/info/law/law-topic/data-protection_en

Contacts

[to be added by each partner]

Annex 3: Declaration of Consent

Please tick all appropriate boxes and return duly signed before the workshop/interview starts:

<input type="checkbox"/>	I hereby declare that I am willing to take part in a PRIORITY 45 workshop/interview.
<input type="checkbox"/>	I declare that I have been properly informed about the PRIORITY 45 project and I understand the written and verbal explanations.
<input type="checkbox"/>	I was given proper time to reflect on the participation request; I had the opportunity to make the necessary questions and I received satisfactory answers.
<input type="checkbox"/>	I understand I will be asked if I object that a picture is being taken and I can leave the room/online session for a while if I do.
<input type="checkbox"/>	I authorise pictures to be used as learning materials in the PRIORITY 45 virtual course.
<input type="checkbox"/>	I authorise audio recordings only to be used for analysing the data from the workshop/interview and further technical development.
<input type="checkbox"/>	I authorise audio recordings to be used as learning materials in the PRIORITY 45 virtual course.
<input type="checkbox"/>	I know that the information I provide will be analysed and summarised by my interviewer; I will have the right to review its use in the PRIORITY 45 virtual course.
<input type="checkbox"/>	I was informed that the data will only be stored no later than 6 months after the end of the PRIORITY 45 (June 2025 at the latest), after which it will be deleted and that I can access or change/delete it at any time.
<input type="checkbox"/>	I understand that my name will only be displayed with my express consent.
<input type="checkbox"/>	I understand I can withdraw my participation at any time, without having to give a reason and will have no penalties because of it.
<input type="checkbox"/>	I agree to be contacted again in case of questions concerning my statements.
<input type="checkbox"/>	I would like to receive more information about the PRIORITY 45 project and receive the project newsletter to the following address:

Please, select ONLY ONE option:

<input type="checkbox"/>	I would like my name to be used as a participant in a PRIORITY 45 workshop/interview and I understand it can be used in different reports and publications within the scope of this project.
<input type="checkbox"/>	I do not allow my name to be used.

PARTICIPANT

Name:

Date and signature:

FACILITATOR

Name:

PRIORITY 45



Centro Tecnológico
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