



C.H.A.N.G.E.R.S. - 2.0

Methodology Development on Knowledge Transfer

**Work Package 3. Activity 1: Methodology
development for teaching on sustainable and
green household topics to seniors locally**



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project summary



C.H.A.N.G.E.R.S.-2.0 is an Erasmus+ project that aims to develop targeted training materials for rural seniors to improve their access to adult learning opportunities on specific topics which can help them fight against climate change and energy poverty, and contribute to sustainability such as energy efficiency, sustainability in households and adaptation to climate change. In particular, the project addresses:

- senior citizens (65+) in rural areas and in general, since they often fall out from the scope of the available training opportunities by living in the countryside or having lower IT skills,
- further multiplier agents who can directly reach out to seniors, such as NGOs and other organisations working with senior citizens especially in rural areas, staff members of local and regional municipalities, and adult educators in general, and
- younger generations in terms of transgenerational learning.



[CAM Consulting Kft., Hungary](#)



[Projects in Motion Limited, Malta](#)



[Falco & Associati SRL, Italy](#)



[BSC, Business Support Centre Kranj, L.t.d., Kranj, Slovenia](#)



[KMOP – Education and Innovation Hub, Greece](#)



[Associação de Melhoramentos e Bem Estar Social de Pias, Portugal](#)



[Nyugdíjasok Egyesülete, Hungary](#)



**Project
Partners**

Editors:
Lagiokapa Ioanna, KMOP Education and Innovation Hub
Ribeiro vera, Associação de Melhoramentos e Bem Estar Social de Pias



© 2023. This work is licensed under a Creative Commons Attribution 4.0 International License ([CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)).



www.changers2.eu



[Changers-2.0](https://www.facebook.com/Changers-2.0)



[c.h.a.n.g.e.r.s.2.0](https://www.instagram.com/c.h.a.n.g.e.r.s.2.0)

Table of Contents

Aim of the C.H.A.N.G.E.R.S.-2.0 project	06
Aim of these Methodology Guidelines	07
Next Stop: C.H.A.N.G.E.R.S.-2.0 Training Materials and Toolkits	08
Learning Objectives	10
Recommended Curriculum	13
Methodology for the use of the Trainers' Modules	19
Module for Trainers 1. Teaching Seniors in Rural Areas on Green and Sustainable Topics	21
Module for Trainers 2. Learning Styles: Memory and Engagement	28
Module for Trainers 3. Basics to Local Events	37
Module for Trainers 4. Reaching Out to Seniors: Tools and Ideas	42
Module for Trainers 5. Further Reading and Resources	47
Annex 1: Suggested Table of Contents for Trainers.....	48
Annex 2: Criteria for Organising Age-Friendly Local Events	60
Annex 3: Pre- and Post Training Assessment Template	66
Annex 4: Indicative Structure of an Invitation	70
Annex 5: Related Projects.....	72
References	81

Aim of the C.H.A.N.G.E.R.S.-2.0 project

The main objective of C.H.A.N.G.E.R.S.- 2.0 is to develop targeted training materials for educators teaching rural seniors in order to improve adult learning opportunities on specific environmental topics; which can help them mitigate climate change and energy poverty, while contributing to sustainability. The present document includes guidelines for:

- **WP3 Activity 1:** *Methodology development for teaching on sustainable and green household topics seniors locally.*
- **WP3 Activity 2:** *Methodology development for teaching on sustainable and green household topics seniors from transgenerational aspect.*

The purpose of the present document is to provide and valorise useful teaching material on sustainable and green household topics.

Aim of these Methodology Guidelines

WP3 Activity 1: *Methodology development for teaching on sustainable and green household topics seniors locally* contributes to the whole project objective by establishing a solid methodology for the development and usage of the training material and toolkits on sustainable and green household topics.

WP3 Activity 2: *Methodology development for teaching on sustainable and green household topics seniors from transgenerational aspect* focuses on transgenerational co-education, i.e., how children/grandchildren/neighbours can help seniors in the green and sustainable topics in a form of co-education.

The final result of the two methodologies is compiled in two reports, including the following chapters:

- Learning objectives
- Recommended curriculum
- Methodology for the use of the Trainers' Modules
- Intergenerational Activities

Next Stop: C.H.A.N.G.E.R.S.-2.0 Training Materials and Toolkits

Following the Methodology Development on Knowledge Transfer, the project:

- provides **training material** covering green, energy-efficient, sustainable and climate change topics specifically adapted to the needs of seniors.
- offers two sets of **toolkits** including additional information and supporting tools in line with the two methodological approaches, such as tips and tricks and supporting ideas for organising local events with the training material and a set of family games.

Check our Work Package 4 outputs on the [project website](https://changers2.eu/results/) to find the related documents: <https://changers2.eu/results/>

Work Package 3. Activity 1: Methodology development for teaching on sustainable and green household topics to seniors locally



Learning Objectives



Learning Objectives

Connecting Learning Objectives to GreenComp

The **GreenComp** is a reference framework for sustainability competencies that provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails (Bianchi et al., 2022).

It identifies a set of sustainability competencies to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.

The objectives set in the Methodology development for teaching on sustainable and green household topics seniors locally are connected to the GreenComp in the sense that they are all related to sustainability competencies.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>



Benefits for trainers and seniors

The methodology proposed empowers partners, senior organizations, and municipalities to help seniors to:

- ▶ Know that various cultures and generations may attach more or less importance to sustainability depending on their value systems.
- ▶ Bring personal choices and actions in line with sustainability values and principles.
- ▶ Be prone to acting in line with values and principles for sustainability.
- ▶ Know which aspects of personal lifestyle have higher impacts on sustainability and require adapting.
- ▶ Identify and adapt to different lifestyles and consumption patterns to use less natural resources.
- ▶ Be flexible, resourceful and adaptable in coping with unexpected environmental changes.
- ▶ Understand their own potential to bring about positive environmental change.
- ▶ Collaborate and work effectively with younger individuals on sustainable and green household topics.
- ▶ Mobilise others to adopt more sustainable choices.
- ▶ Promote mutual understanding and empathy across generations.



Recommended Curriculum



Recommended Curriculum

Why introducing seniors to green and sustainable topics?

With the increase in the number of elderly people in Europe and the consequent increase in the use of natural resources, a discussion and reflection around energy, climate change, and sustainability become necessary.

The aim of this curriculum in WP3 is to help partners, senior organisations, and municipalities make the presentation of such information relatable to seniors by introducing a recommended curriculum for the development of Work Package 4 – Activity 1 of the C.H.A.N.G.E.R.S. – 2.0 project, titled “Development of training material for teaching seniors on sustainable and green household topics”.

So, how can you address green and sustainable topics with regard to the needs of seniors?

Analysing the related needs of seniors

The C.H.A.N.G.E.R.S.-2.0 project addresses elderly people, especially those living in the countryside, who have less opportunities to learn about the project topics.

The European Union's 2030 climate and energy framework includes EU-wide targets for the period from 2021 to 2030, such as the following:

- At least 40% cuts in greenhouse gas emissions (from 1990 levels),
- At least 32% share for renewable energy, and
- At least 32.5% improvement in energy efficiency.

To reach these targets, the EU and its member states aim to reduce the residential sectors' energy consumption and boost its use of renewables.

European households represent one quarter of final energy consumption, while around 20% of the population is above 65 years. Seniors are also vulnerable to economic and societal changes, such as price changes of energy, utilities or basic food products, and they are more likely to be affected by energy poverty.

Clarifying important concepts and terms (1)

The list below contains the main concepts to be used in this methodology:

- **Energy** – is an abstract physical quantity that relates to the capacity to produce action and/or movement, which can be expressed in many forms: kinetic, chemical, potential, etc.
- **Energy poverty** – is the inability of households to maintain adequate levels of energy services at an affordable cost.
- **Climate Change** – refers to global climate variation or regional climate changes that occur over decades and affect the balance of ecosystems.
- **Sustainable Development** - "meeting the needs of the present without compromising the ability of future generations to meet their own needs". (UN, 1987).
- **Intergenerational Commitment** - is a moral and ethical obligation related to sustainability which includes the defence of a healthy environment as a duty and inalienable right of current and future generations.

Clarifying important concepts (2)

With the implementation of this project, we will be able to promote:

- **Social equity** - more than equality, equity is necessary for sustainable development to thrive.
- **Environmental Responsibility** - we all have the right and the duty to be responsible for the environment.
- **Civic Participation** - the need to organise joint efforts, intergenerational involvement, exchanges of experiences and ideas.

Annex 1 presents information on the general structure of the materials, a table of contents, a recommendation and scope of the topics to be covered by a trainer.

It recommends and defines what green and sustainable household topics are of interest to seniors. Please, check our WP4 outputs to find more useful training materials and toolkits for your trainings.

Clarifying important concepts (3)

The recommended curriculum provides guidance on how partners and target agents (senior organisations, municipalities, etc.) could introduce seniors to subjects such as:

- sustainability in households
- mitigation and adaptation to climate change
- energy efficiency
- energy poverty
- renewable energy
- e-mobility

Thus, we have the possibility of inserting senior citizens in environmental issues to act as educators and contribute to sustainable development. By improving seniors' knowledge on green and sustainable issues, they can:

- be more conscious about their consumption and environment,
- understand better the household processes and their effects on the climate, and
- decrease their costs and improve their lifestyle in an environmentally, and climate-friendly way.



Methodology for the use of the Trainers' Modules



Methodology for the use of the Trainers' Modules

What does the methodology cover?

The methodology focuses on approaches that NGOs and municipalities can use to reach and train senior citizens directly, especially in rural areas.

The following five “**Modules for Trainers**” explain how to use the training materials and the toolkit; and include tips on drawing and keeping seniors’ attention during local events, recommendations for adapting events to their needs, sharing and publishing an invitation addressed to seniors, as well as best practices.

1. Teaching Seniors in Rural Areas on Green and Sustainable Topics
2. Learning Styles: Memory and Engagement
3. Basics to Local Events
4. Reaching Out to Seniors: Tools and Ideas
5. Further Reading and Resources
 - i. Annex 1: Suggested Table of Contents for Trainers
 - ii. Annex 2: Criteria for Organising Age-Friendly Local Events
 - iii. Annex 3: Pre and Post Training Assessment Template
 - iv. Annex 4: Indicative Structure of an Invitation
 - v. Annex 5: Related Projects



Module 1. Teaching Seniors in Rural Areas on Green and Sustainable Topics

What you should know about the elderly?

Module 1 for Trainers presents specific characteristics of seniors that should be taken into account when training them. The aim is to explore:

- the impact of ageing on seniors,
- social changes in old age, and
- the role of environmental education.

The aging process

Old age is referred to as the period of the **third age**, with the first age meaning childhood and adolescence and the second age the period of adulthood. The third age is usually aimed at those aged 60-74, who usually do not yet suffer from serious diseases, are active, integrated into society, and able to travel.

The **fourth age** refers to seniors above the age of 75 and in a period of deteriorating health.

Aging is a slow and smooth process, during which changes occur in the body and the human psyche. Its course is uneven and very different individually. It is important for the senior to accept his life as it was, without remorse for what did not happen or could have been different. This involves accepting one's own imperfections and coming to terms with one's shortcomings.

Social changes in old age (1)

Psychosocial aging significantly affects the seniors' ability to adapt to the changes that old age brings, e.g., retirement and related economic changes, a change of residence or the death of a life partner.

Retirement not only gives seniors the opportunity to rest, sleep, and free them from certain social pressures, but also reduces social contact. However, retirement also provides space for new activities, voluntary services, and various hobbies, etc.

Incorrect or insufficient adaptation can manifest itself in feelings of inferiority, uselessness, and social isolation.

Although seniors need less money for clothing, entertainment, or housing, their living costs are still rising, (e.g., medicines). Many have to change residence either for economic reasons or because their household is too large, reduced mobility or mental health problems, or unable to maintain themselves. In old age, a very strong marital bond develops between spouses, which facilitates their aging and encourages each other.

Social changes in old age (2)

After the death of a partner, seniors experience feelings of great loss, emptiness, and abandonment. Many get used to living alone, but become dependent on other, younger members of the family. However, there are also those who will remarry.

Widowhood leads to abandonment and an increase in the feeling of personal insignificance. Women (widows), compensate for their feelings of loneliness by creating social communities such as groups of elderly women who meet regularly.

Regular meetings and activities with other members of organisations working with seniors can help trainers deepen existing social relationships or make new contacts. In particular, joint organisation of senior activities can be of particular benefit, where new relationships can be established (e.g., organising a senior art exhibition to boost the self-confidence of seniors, and stimulate creativity and development of their artistic and social life).

Social changes in old age (3)

”The Senian period was defined by the ancient Greeks as a time of wisdom, a time in which the elder is revered and held in universal esteem. While these general rules are now giving way to various clichés and pseudo-values of a rapidly developing society, even this dynamic 21st century society is aware of the demographic disparity that is emerging. We are witnessing great advances in science and medicine, which is also one of the essential aspects of increasing the average age of the population. It is therefore the task of an advanced society to offer seniors the opportunity to actively develop their interests and spend their time productively.

Arts education appears to be an excellent, low-cost option. Art academies of the third age, which are mostly subsidised by the budget of the city in which they operate, help their students to develop in arts and culture, meet regularly and integrate socially.” (Gomes et al., 2020, p.8)

In the Senior University in Portugal, seniors are instructed in the artistic disciplines of music, art, dance, literature, psychology, health and it usually promotes various workshops regarding green environmental issues. It is through the artistic process of which they are a part that the positive self-awareness and self-confidence of seniors is promoted.

Social changes in old age (4)

Practical work developed with the elderly can also help in social interaction, and this is also part of Environmental Education. The elderly has a history of environmental changes and transformations that should be valued. The elderly can show to the younger ones their past mistakes and successes, and together they can build alternatives to overcome problems in order to improve the population's quality of life (MACHADO et. al., 2006).

The activities to be carried out with the elderly are going to help in the solution of environmental problems by working with the exchange of experience and knowledge, so that the participants became aware and generated attitude on the subject and multiplied the information to their children, grandchildren, and acquaintances.

Social changes in old age (5)

The material developed under C.H.A.N.G.E.R.S.-2.0 project, emphasizes the significance of several key aspects, such as

- the importance of motivating the group of elderly people to learn, recognise and value their past experiences,
- foster their creativity, and
- spark their interest in environmental care.

It's crucial to expand and enhance similar initiatives nationwide to ensure that the elderly are appreciated and actively engaged in environmental education activities.

Such programs promote the sharing of life experiences and the generation of knowledge among this demographic, who may not have had prior exposure to environmental education due to their different upbringing and concerns.



Module 2. Learning Styles: Memory and Engagement



How can you keep seniors' interest during a training on green and sustainable household topics?

This Module for Trainers focuses on the learning process that partners, senior organisations, and municipalities could follow to engage seniors on green and sustainable household topics actively, taking into account their needs.

The aim is to offer flexible learning patterns, as seniors may take some time to adapt to spontaneous oral discussions and request many more repetitions and explicit explanations. Therefore, it includes steps to be followed in order to keep seniors motivated during training events, considering at the same time the issue of memory and engagement.

Addressing challenges in the learning process

In order to facilitate the training of seniors, trainers/senior organisations/municipalities need to overcome the following challenges that seniors may face:

- Normal age-related decline in information processing capabilities
- Issues concerning physical functionality such as visual or hearing impairments
- Social engagement abilities and less attentional capacity
- Difficulty in understanding completely unfamiliar concepts

Within this concept, the **Study Circle Approach** and the **Storytelling Methodology** are suggested as effective parts of the learning process to engage seniors on green and sustainable household topics. Both provide opportunities for active participation, knowledge sharing, and personal connections while also accommodating the specific needs of seniors, such as the need for repetition and explicit explanations.

Study Circle Approach (1)

The **Study Circle Methodology** is a training activity that is adjusted to the specific needs and interests of the participating group (Seniors in the Education, n.d.).

The main characteristics of Study Circles are the following ones:

- Forming small groups of seniors in circles so that they are encouraged to share ideas
- Seniors have the opportunity to choose the topic they want to discuss
- The group sets the learning goals itself and establishes an action plan and a time frame according to the needs and overall development goals of the participants
- Every participant shares their knowledge and experience about the chosen topic
- The trainer can act as the facilitator, but the group is led by a leader that is chosen by the participants through democratic methods (e.g., voting)
- Participants are able to complete tasks through cooperation and communication, taking the role of both learners and teachers

Study Circle Approach (2)

The benefits of Study Circles approach are:

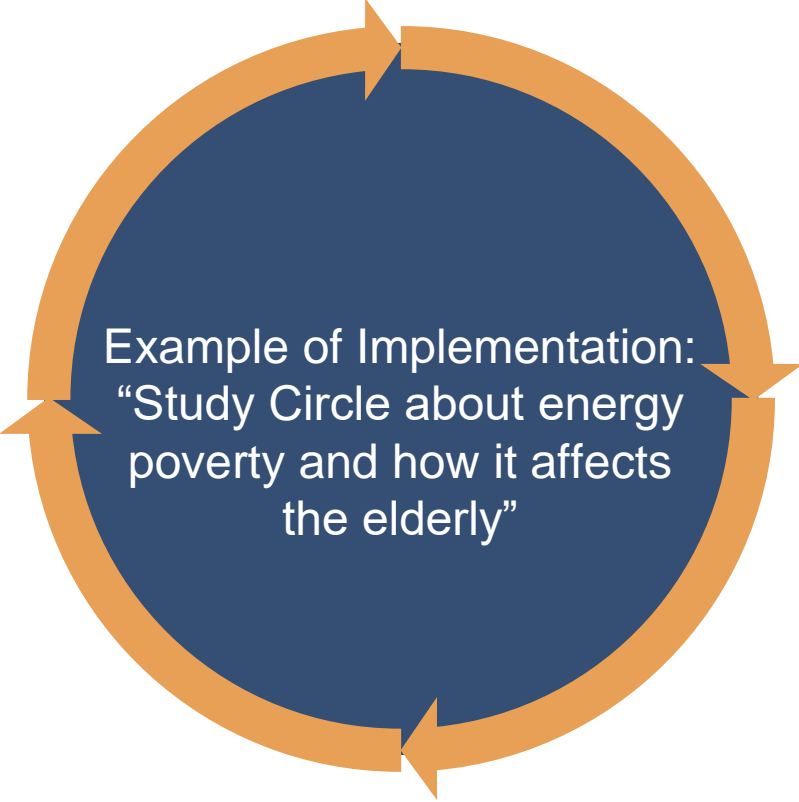
- It teaches teamwork, cooperation, and communication between the members of the group, supporting their socialisation
- Seniors feel like their contribution has an actual impact (they are reintroduced to active citizenship and encouraged to do so in everyday life)
- Seniors are motivated to develop their leadership skills
- Seniors acquire the feeling of belonging to a group since many experience social exclusion
- It increases seniors' self-confidence and independence while encouraging them to take initiative and share their knowledge and ideas

Study Circle Approach (3)

4. The group draws conclusions and reflects upon what was discussed.

3. Seniors share knowledge on:

- What is energy poverty and how has it affected them?
- What are the challenges that energy poverty has created?
- What are the measures they have taken to face the negative consequences?



Example of Implementation:
“Study Circle about energy
poverty and how it affects
the elderly”

1. The leader assigned (expert on the matter), or the trainer gives general info on what energy poverty is.

2. The participants decide upon their action plan, the time frame and the goals they want to achieve through this study circle.

Storytelling Methodology (1)

Storytelling has been used widely as a pedagogical tool, especially in adult education and lifelong learning. Narrating stories to seniors can prove to be very effective in capturing their attention and making them more involved in the process by rendering them as active listeners.

Benefits of storytelling for seniors include:

- Seniors can identify with the experience that is being presented
- Stories provide inspiration to the listeners and capture their attention
- Stories provide a specific timeframe, a sense of direction, and options of action
- Stories spark remembrance and empathy (development of empathetic competencies)

Storytelling Methodology (2)

When selecting a story, trainers should decide what the purpose of the storytelling session is and how it corresponds to the specific needs of older adults. For instance, the purpose of a story could be to:

- Raise awareness,
- Create a sense of belonging,
- Spark seniors' critical thinking,
- Encourage them to process knowledge,
- Acquire new language skills
- Spark creativity and encourage cooperation and communication, etc.

Storytelling can also be used by the seniors themselves, making them active participants during the training session. When seniors have the chance to share their own stories and experiences with their group, they are more quickly immersed in an engaging activity while creating a familiar and safe environment for everyone to share their thoughts.

Storytelling Methodology (3)

Example of Implementation:

A very interesting way to spark conversation and begin a storytelling session is by encouraging seniors to bring one of their photo albums or meaningful objects to the training.

Each one can tell their own story prompted by one of their own photographs/objects (e.g., from their childhood, marriage, family, special historical events, etc.).

Trainers should advise the seniors to relate their stories to sustainability and provide them with guiding their stories, such as: Did you take action to protect the environment back in your childhood? Did people in your environment talk about the concept of sustainability? Were there any environmental catastrophes or incidents back in the day that prompted you to take action to protect the environment? Did you use to recycle?

The group and the trainer can also ask questions to make the activity even more interactive.

General Tips and Tricks for Trainers

1 Provide analogies to familiar concepts

2 Minimise distracting information, focus on one important task in hand or material that will capture seniors' attention

3 The learning process should be sequential: trainers should make sure that the prerequisite skills that seniors will acquire after the completion of the activity are identified and understood by them beforehand

4 Use reminders to aid memory and repeat important information

5 Use plain language and speak clearly

6 Make the information easy to see and read using high contrast, big font sizes, adequate spacing between the lines

7 Avoid shiny paper



Module 3. Basics to Local Events

How can you make seniors feel comfortable when participating in training events locally?

This 3rd Module for Trainers is devoted to helping senior participants in local events feel safe and comfortable by taking into account any difficulties they may have and reducing the stress factors that may exist.

The aim is to provide solutions to partners, senior organisations, and municipalities in order to build confidence at the local trainings, and also adapt to their challenges.

Organising Age-Friendly local events (1)

Creating age-friendly local events and trainings that are in sync with the specific needs of seniors requires the cooperation of the community, local governments, and citizens' group's local agencies.

There are a few steps that the trainers and the community, in general, can follow to ensure that a local event is inclusive and runs smoothly:

Step 1: Involvement of Multiple Stakeholders

The engagement of public and private stakeholders can prove to be very helpful in the process of reaching out to seniors and ensuring their participation in the training.

Stakeholders can be elected officials and local government representatives, representatives from senior-serving organisations, or volunteers.

Stakeholders can create an **Age-Friendly Committee** (hereinafter Committee) that will be responsible for coordinating the efforts of making the community age-friendly.

Organising Age-Friendly local events (2)

Step 2: Creation of Assessment Criteria

The Age-Friendly Committee should put emphasis on the evaluation of how age-friendly the community really is. There are a few **Criteria** that the Committee can consider when organising local events, by receiving:

- Input on the matter from the local authorities
- Input and suggestions of the community itself (via focus groups, interviews, questionnaires, etc.)

Annex 2 (Page 60) presents five criteria that can be examined, namely:

1. Accessibility and Physiological Needs,
2. Transportation;
3. Communication and Social Participation;
4. Community Support and Encouragement and;
5. Privacy and Consent.

Organising Age-Friendly local events (3)

STEP 3: SWOT Analysis

After completing the assessment of the previous step, the trainers and the Committee should be able to **pinpoint the main challenges that can obstruct the process** and **identify the main weaknesses** of the community that can be in the way of achieving the goal of age-friendliness and inclusivity.

But at the same time, it is essential to **identify and highlight the strengths and opportunities of the community** that prove to be helpful and practical when organizing the local event.

Organising Age-Friendly Local Events (4)

Step 4: Implementation and Monitoring

During the events, facilitators should take into account the resources available, both financial, logistical and human.

At the same time, keeping a check on the progress that is being made is crucial, as it is a way to understand whether the goals of the event are being met or not.

In **Annex 3**, you can find an assessment template that can be used by trainers in learning activities they organise with seniors. Feel free to modify the questions or rating scale as per your training requirements.



Module 4. Reaching Out to Seniors

How can you communicate with seniors in order to participate in training events locally?

This 4th Module for Trainers introduces partners, senior organisations, and municipalities to the approach they can follow in order to communicate with seniors and increase their willingness to participate in training events. The aim is to present specific channels, and tactics that they can choose in order to reach out to seniors and motivate them to participate, as it is often a difficult task and requires more effort.

Recommended Channels to Reach Seniors (1)



Flyers: create and print flyers and distribute them in senior centres or other locations where seniors gather (e.g., parks, places of worship, retirement communities, community centres and groups, seniors' homes)



Social media: use social media platforms such as Facebook or Twitter to promote the local training events and create event pages to share more information



Phone calls: make phone calls to seniors who have expressed interest in training events, which can help build relationships with them as well



Local newspapers: include information about upcoming training events and the topics to be covered

Recommended Channels to Reach Seniors (2)



Networks: contact other organisations/municipalities that are willing to share information about your training (or even co-host it)



Emails: send an invitation through personal emails to seniors who have expressed interest in training events



Newsletters: is also a good way to keep seniors informed about upcoming events

Creating Invitations (1)

The invitations to local training events should be customised based on the training and target audience. Particular emphasis has to be given to the design elements, such as the use of:

- warm colour palette to evoke a welcoming and inviting atmosphere
- images of seniors or old photos of the locality to inspire participation
- clear and legible font for all text elements
- visually appealing borders or decorative elements related to the training theme

Annex 4 offers an indicative structure of the invitation.

Creating Invitations (2)

Example of images:



1936: Carrying water from the fountain of the square in Kapandriti, Attica Greece, Source: Totomi Mary (Family relic)



Icaria: The elusive charm of longevity, Source: Theodorou Roxana



Module 5. Further Reading and Resources

Do you want to learn more about organising learning activities for seniors?

This 5th Module for Trainers offers the opportunity to project partners, senior organisations and municipalities to learn more about teaching seniors on green and sustainable household topics locally.

The included Best Practices (see [Annex 5](#)) are mostly Erasmus+ co-funded projects and initiatives that aim to increase and promote learning opportunities for adults and seniors via the implementation of training programmes addressed to them and adult learning professionals, while also encouraging social inclusion and sustainability.

Annex 1: Suggested Table of Contents for Trainers

Topics	Sub -Topics	Objectives	Description of Activities
<p>Living sustainably</p> <p>Aim: To reflect on personal values, identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p>A – Intergenerational Responsibility</p>	<ol style="list-style-type: none"> 1. Understand the impact of human activities and human attitudes in a natural resource context. 2. Understand the consequences of the depletion of natural resources for present and future generations. 3. Embrace the role of environmental stewards by actively caring for and conserving the Earth's natural resources. This includes responsible consumption, minimizing waste, reducing carbon emissions, and supporting sustainable practices in areas such as energy, transportation, and food production. 	<ol style="list-style-type: none"> 1. Ask the seniors to reflect on their own experiences with natural resources throughout their lives. Prompt participants to share their thoughts and memories about how they have seen the environment change over time and express their concerns and observations regarding human activities and attitudes towards natural resources. 2. Encourage seniors to reflect on the real-world depletion of resources and the potential impact on future generations. Then divide participants into small groups and let them analyse a case study focusing on a specific natural resources issue, such as water scarcity or biodiversity loss. 3. Use a visually engaging presentation to show examples of human activities that have had a significant impact on natural resources. Highlight the consequences of these activities, such as deforestation, pollution, and climate change and ask participants to propose potential solutions and actions that could be taken to mitigate the issue. Discuss the issue of responsible consumption.

Topics	Sub -Topics	Objectives	Description of Activities
<p>Living sustainably</p> <p>Aim: To reflect on personal values, identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p>B - Waste</p>	<ol style="list-style-type: none"> 1. Knowing the life cycle of different consumer goods 2. Incorporate responsible consumption practices 	<ol style="list-style-type: none"> 1. Introduce the concept of waste and its impact on the environment and let seniors share their perceptions of waste (or examples they have encountered). Use a visually engaging presentation to explain the stages of the life cycle of consumer goods and discuss the environmental impacts associated with each stage and emphasise the importance of waste reduction and responsible consumption. 2. Present practical tips and strategies for seniors to adopt responsible consumption habits. Then distribute personal action planning worksheets or provide a whiteboard for seniors to write down their commitments (e.g., reducing single-use items, practicing recycling and composting, and supporting local, sustainable initiatives).

Topics	Sub -Topics	Objectives	Description of Activities
<p>Living sustainably</p> <p>Aim: To reflect on personal values, identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p>C - Green Economy</p>	<p>1. Understand the concept of green economy (including the sustainable management of natural resources and the assumption of environmentally responsible behaviours)</p>	<p>1. Use a visually engaging presentation to provide an overview of the green economy and its key principles.</p> <p>Present information on the significance of water conservation and the importance of soil quality health for agriculture, ecosystems, and climate regulation. Then divide seniors into small groups and let them analyse a case study focusing on an aspect of sustainable resource management (e.g., water scarcity, soil erosion, or sustainable agriculture) and brainstorm solutions.</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p>Problems of the world today</p> <p>Aim: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.</p>	<p>A - Adaptation to climate change</p>	<ol style="list-style-type: none"> 1. Understand the need for the adoption of adaptation measures to cope with the risks and impacts resulting from climate change 2. Implement climate change adaptation practices in family and community contexts 	<ol style="list-style-type: none"> 1. Use a visually engaging presentation to show examples of climate change impacts relevant to seniors, such as extreme weather events, heatwaves, and rising sea levels and discuss potential adaptation measures that could be taken to address the identified risks and minimise the impacts (e.g., home modifications, emergency preparedness, and community engagement). 2. Divide the seniors into small groups or pairs and provide them with adaptation action planning worksheets. <p>In their groups, ask seniors to brainstorm and identify specific climate change adaptation practices they can implement in their family or community contexts.</p> <p>Encourage participants to consider actions related to home resilience (e.g., install energy-efficient appliances and insulation to reduce energy consumption and lower greenhouse gas emissions, use rainwater harvesting systems to collect and utilise rainwater), sustainable gardening (e.g., plant native and drought-tolerant species that require less water, compost), emergency preparedness (e.g., stay informed about weather forecasts and warnings through reliable sources), and community outreach (e.g., organise neighbourhood or community-wide recycling programs, participate in local initiatives).</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p>Problems of the world today</p> <p>Aim: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.</p>	<p>B - Mitigation to climate change</p>	<p>1. Understand the importance of adopting attitudes, behaviours, practices and techniques leading to the reduction of greenhouse gas emissions</p> <p>2. Participate in an integrated manner with different social actors, at school and in the family, in actions that minimise the impact, at the local level, of human activities on climate change</p>	<p>1. Provide each senior participant with a carbon footprint assessment worksheet or an online calculator.</p> <p>Guide participants through the process of calculating their carbon footprint, considering factors such as energy use, transportation, diet, and waste generation. Encourage them to reflect on their results and identify areas where they can make changes to reduce their carbon footprint.</p> <p>2. Divide the seniors into small groups and assign each group a specific social actor, such as schools, families, or community organizations. In their groups, ask seniors to brainstorm and generate ideas for collaborative climate change mitigation actions involving their assigned social actor.</p> <p>Encourage participants to consider actions that are feasible, practical, and relevant to the local context. Provide prompts to guide their discussions, such as energy-efficient initiatives, environmental education programs, or community outreach events.</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p>Energy: Resources, Poverty & Sustainability</p> <p>Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</p>	<p>A – Energy resources</p>	<p>1. Know the different energy sources and advantages/ disadvantages of their use</p>	<p>1. Distinguish renewable energy sources from non-renewable energy sources. Give examples of renewable energy sources and non-renewable energy sources. Let participants research advantages and disadvantages of using renewable and non-renewable energy sources. Help seniors understand the need for efficient and sustainable use of natural resources to ensure their viability on an over time scale adequate for their recovery.</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p>Energy: Resources, Poverty & Sustainability</p> <p>Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</p>	<p>B – Energy poverty</p>	<p>1. Evaluate the social and environmental implications of the different energy models based on the use of fossil fuels</p>	<p>1.a Facilitate a discussion to help seniors recognise that the world’s dependence on fossil fuels will lead to the depletion of current reserves. Present the implications of fossil fuel exploitation, namely oil and natural gas, in many wars and conflicts between countries.</p> <p>Let them identify environmental impacts resulting from the use of fossil fuels, namely the increase of greenhouse gases in the atmosphere and research alternatives to reduce dependence on fossil fuels.</p> <p>1b. Divide the seniors into small groups and provide them with case studies or scenarios related to energy poverty and its impacts.</p> <p>In their groups, ask seniors to analyse the social and environmental implications of the current energy model presented in the case studies. Encourage critical thinking and discussion on topics such as energy access, affordability, health disparities, environmental degradation, and potential solutions.</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p data-bbox="12 92 356 221">Energy: Resources, Poverty & Sustainability</p> <p data-bbox="12 278 356 578">Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</p>	<p data-bbox="389 92 723 178">C – Energy sustainability</p>	<p data-bbox="749 92 1100 485">1. Recognize the use of renewable energy and the promotion of energy efficiency as two fundamental pillars for energy sustainability</p> <p data-bbox="749 642 1100 785">2. Participate in actions to promote energy efficiency</p>	<p data-bbox="1126 92 2535 485">1a. Relate energy efficiency to the use of technologies and processes that reduce as much as possible the waste of energy at all stages. Start a discussion and help participants identify behaviours that promote the "Rational Use of Energy" and consequent reduction of energy waste. Use a visually engaging presentation to show them a) how the optimisation of energy use for a given task/process associates responsible behaviour with technologies that allow reduce energy waste, and b) relate the increase of energy efficiency in a given process/task with the decrease in consumption of non-renewable energy resources (in useful for mankind).</p> <p data-bbox="1126 542 2535 735">1b. Let seniors reflect on how the use of renewable energy allied to energy efficiency enables a more sustainable management of energy resources locally and globally. Let participants research concrete examples of adoption of behaviours, practices and technologies that promote energy efficiency.</p> <p data-bbox="1126 792 2535 1342">2. Discuss the possibility of seniors promoting information and awareness campaigns for the efficient use of energy and taking part in initiatives that promote the efficient use of energy. Let participants conduct a simplified energy audit (identify behaviours/ habits in the surrounding community that lead to energy waste; Identify causes and consequences; Identify the different actors and places where the waste of energy is more significant; Point out possible solutions leading to a more rational use of energy and consequently to greater energy efficiency). distribute personal action planning worksheets or provide a whiteboard to write down their plan to promote energy efficiency (set goals and indicators of achievement; evaluate results and implementation; evaluate the results and disseminate them to the local community using various communication strategies/ media).</p>

Topics	Sub -Topics	Objectives	Description of Activities
<p>Energy: Resources, Poverty & Sustainability</p> <p>Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</p>	<p>D – Sustainable mobility</p>	<ol style="list-style-type: none"> <li data-bbox="772 82 1225 485">1. To relate sustainable mobility with the preservation of natural resources and quality of life <li data-bbox="772 485 1225 1428">2. Intervene with the competent authorities, namely the municipalities, with proposals conducive to the promotion of sustainable mobility 	<ol style="list-style-type: none"> <li data-bbox="1225 82 2548 442">1. Facilitate a discussion to help participants identify behaviours that promote sustainable mobility (including talking about e-mobility) and investigate the effects on health and the environment of the increasing use of individual transport. Let participants research the weight of the transport sector in the total energy consumption of their country and in the emission of greenhouse gases. <li data-bbox="1225 442 2548 1428">2. Let seniors search at local level for concrete examples of adoption of behaviours and practices promoting sustainable mobility. Help participants understand that sustainable mobility requires a combination of behavioural changes and environmentally sound policies, namely in public and private transport. Inform them how to participate in a) in awareness-raising campaigns for the promotion of sustainable mobility, and b) in the development of a plan, at local level, with measures leading to sustainable mobility and make it available in a participatory way to the competent authorities (e.g., a parish council or a town council/municipal council).



Note to C.H.A.N.G.E.R.S.-2.0 project results



The list of topics presented in this Annex 1 can be personalised and integrated into your current programmes according to your needs and interests. You can use your own materials or find further training materials, tools and activities to cover these topics.

In WP4 of C.H.A.N.G.E.R.S.-2.0 project, the partnership offers a set of training materials which is not only based on this suggested structure but also takes into account the priorities of the European Green Deal.

Therefore, C.H.A.N.G.E.R.S.-2.0 training materials focus on the most relevant and up-to-date green and sustainability topics which might provide a particular interest for senior households. C.H.A.N.G.E.R.S.-2.0 training materials can be used at local events and trainings, and are also suitable for distance learning/e-learning purposes.

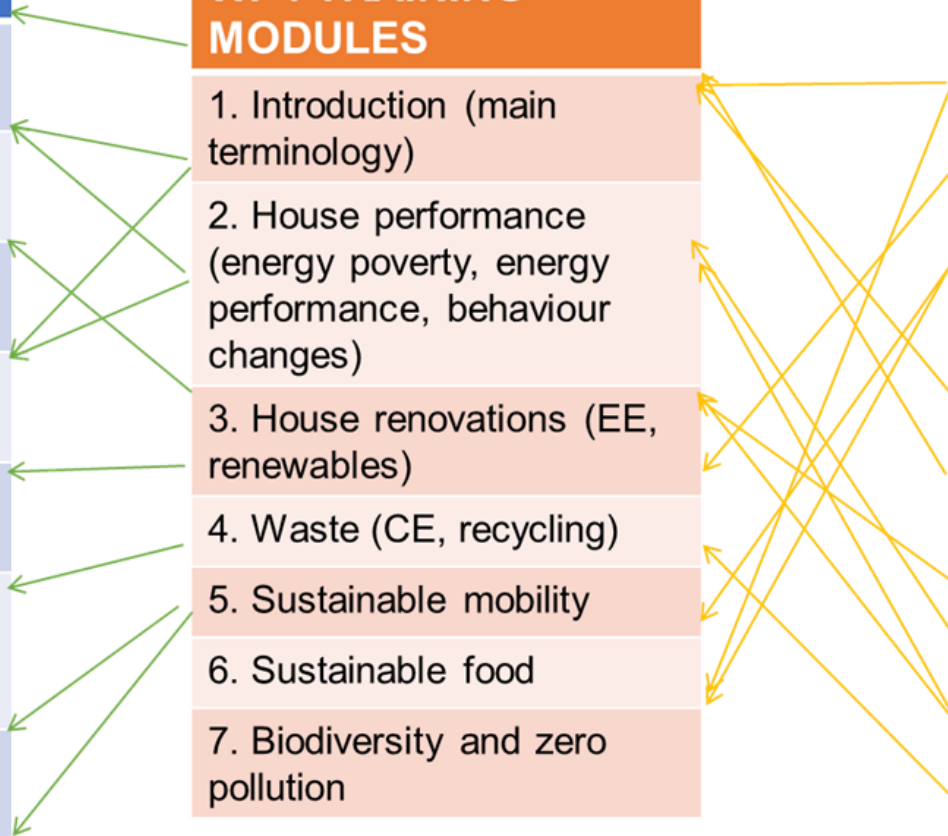
The next slide explains the specific relationships between the suggested table of contents (presented in Annex 1), WP4 training materials and the European Green Deal.

Note to C.H.A.N.G.E.R.S.-2.0 project results

EUROPEAN GREEN DEAL POLICIES
1. Increasing the EU's climate ambition for 2030 and 2050
2. Supplying clean, affordable and secure energy
3. Mobilising industry for a clean and circular economy
4. Building and renovating in an energy and resource efficient way
5. Accelerating the shift to sustainable and smart mobility
6. From 'Farm to Fork': designing a fair, healthy and environmentally-friendly food system
7. Preserving and restoring ecosystems and biodiversity
8. A zero pollution ambition for a toxic-free environment

WP4 TRAINING MODULES
1. Introduction (main terminology)
2. House performance (energy poverty, energy performance, behaviour changes)
3. House renovations (EE, renewables)
4. Waste (CE, recycling)
5. Sustainable mobility
6. Sustainable food
7. Biodiversity and zero pollution

WP3-A1 ANNEX 1 TOPICS
1. Living sustainably – Intergenerational responsibility
2. Living sustainably - Waste
3. Living sustainably – Green Economy
4. Problems of the world today - Adaptation to climate change
5. Problems of the world today - Mitigation to climate change
6. Energy - Energy Resources
7. Energy - Energy poverty
8. Energy - Energy sustainability
9. Energy - Sustainable mobility



Annex 2: Criteria for Organising Age-Friendly local events

1. Accessibility and Physiological Needs

- ❑ Public washrooms are accessible and can accommodate people with a variety of disabilities (wide doors, handrails, etc.)
- ❑ Benches are accessible (and in the appropriate height for seniors)
- ❑ Buildings are accessible, having ramps, fewer stairs, non-slip flooring, and parking near public buildings
- ❑ There is thermal comfort (warm environment during the winter and cool during the summer)
- ❑ Visual comfort is provided, such as calming colours in residential rooms, bright colours in hallways to help with orientation and natural light

(Source: Federal/Provincial/Territorial Ministers Responsible for Seniors, n.d.; Kotradyova et al., n.d.)

2. Transportation

- There are affordable and accessible community transport services (including shuttle vans) are available
- Public transportation (buses, ferries, etc.) is accessible throughout the day and evening, and affordable
- There are volunteer and/or an informal network of drivers
- Information is provided to seniors about the range of transportation services (public and private)
- Events and activities are held in locations that are served by affordable and accessible transportation

(Source: Federal/Provincial/Territorial Ministers Responsible for Seniors, n.d.; Kotradyova et al., n.d.)

3. Communication and Social Participation

- Events and activities are intergenerational and designed to appeal to people of different ages and backgrounds and promote cooperation and communication between generations
- There is regular and reliable distribution of information about events and programs (including contact information) through local channels of communication
- There is a central directory where older adults can find information about the activities and services available as well as contact information of the trainers/facilitators
- Information to older adults who are socially isolated is delivered by phone or through personal visits.
- Access to computers and the internet is available in the place of the event (if necessary)

(Source: Federal/Provincial/Territorial Ministers Responsible for Seniors, n.d.; Kotradyova et al., n.d.;

4. Community Support and Encouragement

- ❑ Older adults are encouraged to volunteer and be engaged in the community by being provided with flexible opportunities
- ❑ Physicians are available in the community
- ❑ Facilitators are equipped with first aid kits, or physicians are present in the case of an emergency

(Source: Federal/Provincial/Territorial Ministers Responsible for Seniors, n.d.; Kotradyova et al., n.d.;

5. Privacy and Consent:

- ❑ All activities comply with age-appropriate guidelines and legal requirements
- ❑ Consent from seniors and parents/guardians of children is received for any photographs or videos taken
- ❑ Information related to how photos will be used and stored is communicated
- ❑ Privacy and personal boundaries of all participants are respected
- ❑ Photos shared on social media do not include sensitive information
- ❑ Capturing images of participants' face is avoided

(Source: The European Data Protection Board, 2020)

Annex 3: Pre- and Post-Training Assessment Template

Date:

.....

Location:

.....

Title of the event:

.....

Age:

- <20
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- >70



1. How would you rate your knowledge of the topic **before** the training?

- Not at all knowledgeable
- Slightly knowledgeable
- Moderately knowledgeable
- Very knowledgeable
- Extremely knowledgeable

2. How would you rate your knowledge of the topic **after** the training?

- Not at all knowledgeable
- Slightly knowledgeable
- Moderately knowledgeable
- Very knowledgeable
- Extremely knowledgeable

3. Will you use what you learned in this training in your daily life?

- Definitely not
- Probably not
- Possibly
- Probably yes
- Definitely yes

4. What is your opinion of the balance of lecture and interactivity in this training?

- Too much lecture and not enough interactive learning
- Right amount of both lecture and interactive learning
- Too much interactive learning and not enough lecture

5. How could this training be improved to make it a more effective learning experience? (open-ended)

.....

.....

.....

6. What part of this training was most helpful to your learning? (open-ended)

.....

.....

.....

7. Please add comments, if any, regarding the organisation of the local event (open-ended, e.g., challenges you may had)

.....

.....

.....

Annex 4: Indicative Structure of an Invitation

Header [Include a sentence, e.g., Living sustainably: How to reduce your waste, training session]

Imagery [Include an image connected to the topic and, if possible, to your rural area]

Date [Insert Date]

Time [Insert Time]

Location [Insert Venue]

Programme and Key Benefits [Include duration and connected learning objectives]

Contact Information [Insert Phone Number, Email, Website]

Registration [Offer guidance on how to register, e.g., by telephone, email, online form]

Additional Details [Include a description of the organisers of the event]

Disclaimer [Emphasise that the event is addressed to seniors, and no fee or prior knowledge is required]

Annex 5: Related projects

Overview

Organisation	<ul style="list-style-type: none"> ▪ European Association for the Education of Adults (EAEA)
Target group	<ul style="list-style-type: none"> ▪ Adult Learning and Education (ALE) providers and organisations
Description	<p>The SMALEI project aims to raise awareness and improve the sustainability capacity of ALE providers and organisations in Europe so that they are able to take action toward sustainable growth. In this context, SMALEI’s purpose is to put emphasis to environmental issues and climate change and to inspire ALE organisations to change their learning styles and behaviour with the scope of sustainability. At the same time, SMALEI aims to motivate ALE institutions to cooperate with each other and with responsible stakeholders from various sectors.</p>
Platform used	https://smalei.eu/
Duration	2022-2025
Training objectives and contents	<ul style="list-style-type: none"> ▪ To create a “Sustainability Matrix for ALE” which will be used as an assessment tool of the state of the art of sustainability aspects, tools, and policy recommendations in ALE organisations or providers ▪ To develop a collection of theoretical material concerning sustainability and green issues, which will be available in the SMALEI website
Competences to be gained or advanced	<p>ALE providers and organisations:</p> <ul style="list-style-type: none"> ▪ Learn about the state of the art of sustainability in their practices ▪ Understand the importance of incorporating sustainable ways and methods in ALE ▪ Have the opportunity to create networks and cooperate with stakeholders ▪ Have access to material about sustainability and are advised on how to practice them
Useful Links	<ul style="list-style-type: none"> ▪ https://eaea.org/our-work/projects/sustainability-matrix-for-ale-institutions-smalei/ ▪ https://smalei.eu/2022/12/14/a-new-project-sustainability-matrix-for-adult-learning-and-education-kicks-off/ ▪ https://www.earlall.eu/a-new-project-sustainability-matrix-for-adult-learning-and-education-kicks-off/



Overview

Organisation	<ul style="list-style-type: none"> ▪ PCKK Education and Development Foundation, Poland - coordinator ▪ Kauno treciojo amžiaus universitetas, Lithuania ▪ Vzdělavaci Institut Stredoceskeho kraj, Czech Republic
Target group	<ul style="list-style-type: none"> ▪ Seniors (55+) ▪ Trainers working with seniors in the partner organisations
Description	<p>The Seniors in the Education project aims to increase the educational and social activity of seniors in local communities by creating opportunities to use their potential, knowledge and experience.</p>
Platform used	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-PL01-KA204-082043</p>
Duration	<p>2020-2022</p>
Training objectives and contents	<ul style="list-style-type: none"> ▪ To increase the knowledge and skills of participating organizations in the application of the Study Circle method ▪ To increase the knowledge of seniors about opportunities to participate in lifelong learning in the local environment and in partner countries ▪ To pilot classes based on the Study Circles method
Competences to be gained or advanced	<ul style="list-style-type: none"> ▪ Trainers develop their competences in the field of interesting methods of working in groups of seniors ▪ Participants get involve and active participate by sharing their knowledge and interests
Useful Links	<p>SenED (2022). The Study Circles methodology in the education of seniors. Download publication here.</p>



Overview

Organisation	<ul style="list-style-type: none"> ▪ queraum. cultural and social research ▪ Letokruh, z.ú. ▪ Slovenian Third Age University ▪ AFEdeMy, Academy on age-friendly environments in Europe BV ▪ AGE Platform Europe
Target group	<ul style="list-style-type: none"> ▪ Older adults ▪ Citizens initiatives or seniors' organisations
Description	<p>The project aims to facilitate neighbourhood groups, where older and very old people meet regularly and support each other in (re)detecting and bringing in their talents, fulfilling their dreams, facing challenges of everyday life and finding ways to actively contribute to their communities.</p>
Platform used	<p>https://www.dreamlike-neighbourhood.eu/the-project/</p>
Duration	<p>2020-2022</p>
Training objectives and contents	<ul style="list-style-type: none"> ▪ To support older and very old people to (re)detect their interests and abilities and make meaningful connections in their communities ▪ To establish low-threshold and encouraging settings (neighbourhood groups) to promote supporting neighbourhoods ▪ To raise awareness for the relevance of supporting neighbourhood and (possible) contributions of older people ▪ To disseminate successful ways of establishing supporting neighbourhoods among decision makers and stakeholders ▪ To create a concept and curriculum on establishing neighbourhood groups, presenting ways to promote interactions, individual reflections and mutual support ▪ To share experiences through a handbook and an online Resource Kit
Competences to be gained or advanced	<ul style="list-style-type: none"> ▪ Seniors connect with other (older) adults in the neighbourhood and have active contributions in their communities



Overview

Organisation	<ul style="list-style-type: none"> ▪ Finnish Lifelong Learning Foundation (Kvs)
Target group	<ul style="list-style-type: none"> ▪ Citizens active at grassroots initiatives taking part in the innovation process ▪ Adult learners, Adult education institutions in the partner countries and Climate NGO's ▪ Policymakers and other stakeholders (NGOs from other sectors, regional networks, etc.)
Description	<p>Tale aims to put in practice transformative learning approaches in order to raise awareness about the creation of a sustainable and climate-friendly society. The purpose of the project is to connect ALE organisations with learners, communities and grassroots initiatives (ex. social movements and green activists) in order to encourage the dissemination of innovative educational methods and initiatives.</p>
Platform used	<p>https://kansanvalistusseura.fi/en/projects/tale/</p>
Duration	<p>2022-2024</p>
Training objectives and contents	<ul style="list-style-type: none"> ▪ To provide new insights on how to further sustainability and green transition in collaboration between ALE institutions and communities ▪ To establish cooperation between ALE institutions and grassroots initiatives working in the field of green transition /sustainability ▪ To upscale transformative learning methods for green transition, thus contributing to capacity building both in the ALE sector and among the grassroots initiatives ▪ To promote peer learning ▪ To publish recommendations on how adult learning can contribute to green transition
Competences to be gained or advanced	<p>Participants:</p> <ul style="list-style-type: none"> ▪ Gain expertise on how to use transformative learning to upscale green transition ▪ Create networks and cooperate with communities and grassroots initiative
Useful Links	<ul style="list-style-type: none"> ▪ https://eaea.org/our-work/projects/tale-project/ ▪ https://kansanvalistusseura.fi/en/projects/tale/



Name of the programme/project: TSITour – Training on Social Inclusion in Tourism, by including elderly people as local storytellers for the Tourism Industry

Overview

Organisation	<ul style="list-style-type: none"> ▪ EPROFcor – Escola Profissional de Cortegaça ▪ CEPROF – Centros Escolares De Ensino Profissional LDA ▪ Fundación Intras ▪ Centro per Lo Sviluppo Creativo “Danilo Dolci” ▪ KMOP – Social Action and Innovation Centre ▪ Defoin
Target group	<ul style="list-style-type: none"> ▪ Tourism Professionals working with elderly persons and VET students in the field of social care and welfare ▪ Seniors
Description	<p>The project TSITour proposes the creation of a new training module for the VET courses in the fields of care and welfare, which will provide training on how to implement projects that will take advantage of the competencies of people under social care and value them. The working model of the pilot testing is the contribution of the elderly to the tourism industry by working as volunteer local storytellers in the touristic sites.</p>
Platform used	<p>https://tsitour.eu/</p>
Duration	<p>2020-2023</p>
Training objectives and contents	<ul style="list-style-type: none"> ▪ To develop a Training Module for the VET courses on the fields of care and welfare in Portugal, Spain, Greece and Italy ▪ To include elderly as storytellers in the Tourism industry ▪ To reintegrate the elderly into the community ▪ To promote storytelling ▪ To collect Good Practices and organise round tables with professionals
Competences to be gained or advance	<ul style="list-style-type: none"> ▪ Development of hard and soft skills of VET students ▪ Preparation of VET students to be able to work with people under need of social assistance ▪ Cooperation between VET students and seniors as a way to transform the tourism industry
Useful Links	<ul style="list-style-type: none"> ▪ https://www.kmop.gr/wp-content/uploads/2021/07/tsitour-nl3-EN-1.pdf

Overview

Organisation	<ul style="list-style-type: none"> ▪ Bit management Beratung GmbH ▪ E - seniors ▪ Johanniter – Unfall – Hilfe ▪ CETEM ▪ Future Balloons
Target group	<ul style="list-style-type: none"> ▪ Seniors (60 +) ▪ Seniors in retirement/ care context ▪ People working with seniors
Description	<p>The project SEN4CE aims to engage and empower seniors for the green, sustainable and digital circular economy of the future, and to involve them in high quality adult education and lifelong learning.</p>
Platform used	<p>https://sen4ce.eu/context-of-the-project-or-background/</p>
Duration	<p>2022-2024</p>
Training objectives and contents	<ul style="list-style-type: none"> ▪ To empower seniors to actively take part in sustainability and circular economy discussions, programs and initiatives ▪ To foster lifelong learning with custom tailored digital training materials for seniors on circular economy and digital tools ▪ To foster intergenerational knowledge transfer and intersectoral (adult education/care and retirement) networks ▪ To achieve a large, international impact, by addressing the target group through a broad spectrum of multipliers and channels ▪ Creation of course curriculum on circular economy for seniors ▪ Creation of course curriculum on circular economy in the care and retirement sector ▪ Circular Economy digital tools ▪ Digital training materials ▪ Train-the-trainer digital training for people working with seniors
Competences to be gained or advanced	<ul style="list-style-type: none"> ▪ Seniors become active agents of sustainability and circular economy ▪ Seniors gain lifelong learning opportunities and access to digital training material ▪ Connection and cooperation of the elderly and the youth

Overview

Organisation	<ul style="list-style-type: none"> ▪ Erasmus Student Network ▪ European Students' Union ▪ European University Foundation ▪ Students Organising for Sustainability UK ▪ Technische Hochschule Köln ▪ Université Libre de Bruxelles
Target group	<ul style="list-style-type: none"> ▪ Higher Education Institutions as well as local, incoming and outgoing students (which could work with seniors)
Description	The Green Erasmus project strives to improve the environmental sustainability of the Erasmus+ Programme and raise awareness across the European Higher Education sector about the importance of sustainable internationalisation.
Platform used	https://project.greenerasmus.org/
Duration	2020-2023
Training objectives and contents	<ul style="list-style-type: none"> ▪ To raise awareness across the European higher education sector about the importance of sustainable internationalisation, ▪ To empower student organisations to be the agents of change, pushing for improvements on the topic of environmental sustainability ▪ A learning-by-doing approach, summarised in a handbook with guidelines for environmental activities ▪ Sharing experiences through a report that gathers all the local Green Erasmus initiatives ▪ Presentation of policy recommendations, tips and tricks to act sustainably, as well as resources on including sustainability principles
Competences to be gained or advanced	<ul style="list-style-type: none"> ▪ Students become active agents of change, by learning about sustainability and changing their habits



Overview

Organisation	<ul style="list-style-type: none">▪ EPALE
Target group	<ul style="list-style-type: none">▪ Adult learning professionals▪ Adult educators and trainers▪ Guidance and support staff▪ Researchers▪ Academics▪ Policymakers
Description	<p>EPALE is funded by the Erasmus+ programme and it is part of the EU's strategy about the promotion of better learning opportunities for all adults. It is a European open membership community that offers members the opportunity to connect with each other and share their thoughts, opinions, knowledge and experiences with their colleagues. Additionally, it is a source of high-quality information relevant to the adult learning community.</p>
Platform used	<p>https://epale.ec.europa.eu/en/why-epale#About_Menu_Id</p>



References

Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040

Centers for Disease Control and Prevention. (2020, January 13). Challenges Developing Material to Match Health Literacy Skills | Health Literacy | CDC. Wwww.cdc.gov.

<https://www.cdc.gov/healthliteracy/developmaterials/audiences/olderadults/understanding-challenges.html>

Climate Change (2014). Impacts, Adaptation, and Vulnerability. Working Group II Contribution to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Recuperado em 2016, junho 30, de <http://ipcc-wg2.gov/AR5/>

Climate Change (2014). Mitigation of Climate Change. Working Group III Contribution to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Geneva: IPCC. Recuperado em 2016, junho 30, de

http://www.ipcc.ch/pdf/assessmentreport/ar5/wg3/ipcc_wg3_ar5_full.pdf

Eloy, A. (2009). Energias sem-fim: contrariando as alterações climáticas. Lisboa: Editora Colibri.

Federal/Provincial/Territorial Ministers Responsible for Seniors . (n.d.). Age-Friendly Rural and Remote Communities: A Guide . https://www.phac-aspc.gc.ca/seniors-aines/alt-formats/pdf/publications/public/healthy-sante/age_friendly_rural/AFRRC_en.pdf

Gomes, M. (2012). Projetos em EDS: apresentação geral. Seminário Educação para o Desenvolvimento Sustentável. CNE, Lisboa, pp.211-212

Jammal, S. E. (2022, August 29). Storytelling to improve adult education. Epale.ec.europa.eu. <https://epale.ec.europa.eu/en/resource-centre/content/storytelling-improve-adult-education>

Márcio Rafael Gomes Cabral, José Eduardo de Figueiredo Lima Rebola, Zdeňka Telnarová, Janka Bednáriková, Eva Polášková, Zuzana Zahradníková, Jan Mlčoch (2020): Working with Choirs of Senior Citizens

https://projekty.osu.cz/aseb/doc/methodology_final_document.pdf

References

Kotradyova, V., Ceresnova, Z., Simkova, M., Filova, N., & Kacej, M. (n.d.). Design for all methods to create Age-Friendly Housing. Faculty of Architecture and Design, Slovak University of Technology in Bratislava (STU). Purdie, N., & Boulton-Lewis, G. (2003). THE LEARNING NEEDS OF OLDER ADULTS. *Educational Gerontology*, 29(2), 129–149. <https://doi.org/10.1080/713844281>

Sharit, J., & Czaja, S. J. (2018). Overcoming Older Adult Barriers to Learning Through an Understanding of Perspectives on Human Information Processing. *Journal of Applied Gerontology*, 39(3), 233–241. <https://doi.org/10.1177/0733464818794574>

The CareSide. (2021, November 11). A Guide to Life Story Exercises for Seniors. <https://www.thecareside.com.au/post/life-story-exercises-for-seniors/#:~:text=Ask%20the%20senior%20to%20bring>

The European Data Protection Board. (2020, May 04). Guidelines 05/2020 on consent under Regulation 2016/679. https://edpb.europa.eu/sites/default/files/files/file1/edpb_guidelines_202005_consent_en.pdf

Images by Freepik

[Image by prostooleh](https://www.freepik.com/free-photo/portrait-seniors-hat-gardening_9659512.htm#query=elders%20and%20susytainability&position=1&from_view=search&track=ais) on Freepik

Image by [Freepik](https://www.freepik.com/free-photo/full-shot-woman-reading-nature_10353826.htm#query=elders%20reading%20in%20nature&position=34&from_view=search&track=ais)

Image by [Freepik](https://www.freepik.com/free-photo/elderly-couple-picking-vegetables-from-their-countryside-home-garden_29346919.htm#query=elders%20and%20susytainability&position=14&from_view=search&track=ais)



C.H.A.N.G.E.R.S. - 2.0

FOLLOW C.H.A.N.G.E.R.S. – 2.0 on social media



www.changers2.eu



[Changers-2.0](https://www.facebook.com/Changers-2.0)



[c.h.a.n.g.e.r.s.2.0](https://www.instagram.com/c.h.a.n.g.e.r.s.2.0)