



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

Importance of sustainability and the role of seniors in rural communities

<https://changers2.eu/>

Kranj, 18/10/2024



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Content

1. Importance of sustainability
2. Role of seniors in rural communities
3. Encouragement, challenges and opportunities



Importance of sustainability

- *„Sustainability is vital because it focuses on meeting present needs without compromising the ability of future generations to meet their own.“*
- *„Sustainability is crucial in addressing global challenges like climate change, environmental degradation, and resource depletion“*
- *„In rural communities, sustainability takes on particular importance, as these areas are closely tied to natural resources, agricultural practices, and local ecosystems“*
- *„In essence, sustainability creates a balance between economic growth, environmental health, and social well-being, ensuring a thriving planet for generations to come.“*



Role of Seniors in Rural Communities

- Seniors play a vital role in preserving culture, knowledge, and traditions in rural societies.
- Their connections to the land and community life make them essential to rural stability, resilience, and sustainability.





1. Traditional Knowledge and Skills

- Seniors are keepers of traditional knowledge in agriculture, craftsmanship, and resource management.

Skills: Many rural elders still practice skills like mending clothes, growing their own food, and using renewable energy sources like firewood.





2. Mentors and Educators

- Seniors mentor younger generations and help bridge traditional and modern lifestyles.
- *Intergenerational Learning*: By mentoring younger generations, seniors provide practical education on several skills
- *Moral and Ethical Guidance*: Promoting values like hard work, community solidarity, and respect for nature.



3. Support for Social Cohesion

- Social sustainability is critical for rural communities, where population decline and migration can cause isolation.
- **Their engagement in local networks and events can** help strengthen the sense of community, ensuring a unified approach to sustainable practices.



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4. Volunteering and Civic Engagement

- Their time and dedication can be invaluable in organizing sustainability projects, such as community gardens, recycling programs, or local environmental clean-ups.



5. Adopting Sustainable Lifestyles

- seniors naturally lead low-impact lifestyles, characterized by reduced consumption, resourcefulness, and minimal waste.
- Their habits, such as *repairing items rather than buying* new ones or *relying on locally grown food*, contribute to sustainability.



Encouraging the Role of Seniors in Rural Sustainability

- 1. Intergenerational Programs:** Initiatives that encourage collaboration between older and younger community members foster the sharing of knowledge and experience. These programs can focus on areas like gardening, conservation, and renewable energy projects.
- 2. Empowering Elders in Decision-Making:** Ensuring seniors have a voice in local governance and sustainability planning allows their valuable input and experience to guide community development.
- 3. Health and Support Services:** Providing health care and social support to aging populations in rural areas enables seniors to remain active and engaged in sustainability efforts.
- 4. Skill Development and Education:** Programs that support lifelong learning and skill development in areas like renewable energy and eco-friendly technologies can enable seniors to stay at the forefront of sustainability.



Challenges and Opportunities

- While seniors play a critical role in sustainability, they may also face challenges such as *limited mobility, access to new technologies, or health issues*. ➡ Therefore, it's important for communities to support seniors through **education, resources, and technology** that enables them to continue contributing to sustainable practices.
- At the same time, there are opportunities to **create programs** that specifically involve seniors in *sustainability projects or educational programs* that allow seniors to pass on their knowledge.



Conclusion

1. Sustainability is vital for rural communities survival and well-being.

2. Seniors play a crucial role in fostering sustainable practices, through their traditional knowledge, leadership and mentorship

3. Intergenerational cooperation is key for building a sustainable future.





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Characteristics and Training Needs of Seniors: Ways to approach seniors in adult learning related to sustainability. Methods of organising local events.

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18th October 2024

<https://changers2.eu/>



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Overview

- **Understanding** senior learners in rural areas.
- **Tailoring** adult learning to their specific needs.
- **Organising** age-friendly local events.



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Characteristics of Seniors in Rural Areas

- **Aging Process:** Cognitive and physical changes that influence learning.
- **Motivation to Learn:** Connection to meaningful topics, such as sustainability.
- **Social Changes in Old Age:** Reduced social contact and isolation.



Training Needs of Seniors

- **Flexible Learning:** Need for repetition, slow pacing, and easy-to-digest materials.
- **Accessibility Needs:** Adaptations for vision, hearing, and mobility impairments.
- **Relevance to Daily Life:** Incorporating familiar concepts like energy usage, waste management, etc.



How can we **effectively** engage seniors in learning?



Approaches

- **Study Circle Approach:** Small group discussions encouraging peer learning and active participation.
- **Storytelling Methodology:** Seniors share personal stories to connect with sustainability topics.
- **Intergenerational Learning:** Encouraging seniors to collaborate with younger generations for mutual learning and engagement.



Methods for organizing Age-friendly local events

Involving Multiple Stakeholders

Engage public officials, senior-serving organizations, and volunteers.

Creating Accessible and Inclusive Spaces

Ensure events are physically accessible and comfortable for seniors.

Community Involvement

Engage the community and create an "Age-Friendly Committee" to plan events.

Communication Channels to Reach Seniors & Best practices in Event Organization

1. Printed Flyers
2. Social Media
3. Phone Calls & Local Newspapers



Assessment Criteria: Evaluate age - friendliness using input from seniors and local authorities.

SWOT Analysis: Analyze strengths, weaknesses, opportunities, and threats before planning events.

Monitoring and Feedback: Continuously assess progress and adapt to seniors' needs during the event.



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Conclusion and Key Findings

1. Understanding the Unique Characteristics of Senior
2. Tailoring Training to Their Needs
3. Effective Learning Approaches
4. Events must be inclusive, accessible, and senior-friendly, with clear attention to physical space, comfort, and ease of participation
5. Community and Communication Are Key



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INTERNATIONAL WEBINAR on training
methods, materials and toolkits on sustainability
customised for rural seniors.

Vera Riberio, AMBESP

18th October 2024

<https://changers2.eu/>



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Concept and Benefits of
Transgenerational Approach:
Ideas for activities that bring
together seniors and younger
generations to learn about
sustainability.



Benefits of the Transgenerational Approach

- Mental and Emotional Well-being: Interacting with different age groups can reduce feelings of isolation for seniors and provide younger participants with mentorship and guidance.
- Civic Engagement: Joint activities can encourage community involvement, fostering a sense of responsibility and activism among all ages.

- 
- Innovative Solutions: Combining diverse perspectives often leads to creative solutions for sustainability challenges.
 - Legacy Building: Seniors can pass down values and practices related to sustainability, creating a lasting impact on future generations.



Some Ideas for activities that bring
together seniors and younger
generations to learn about
sustainability



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Intergenerational Book Club:

- Description: Start a book club that focuses on themes of nature, environmentalism, and sustainability. Choose books that appeal to all ages and facilitate discussions.
- Focus: Explore different perspectives on sustainability and foster critical thinking.

Eco-Friendly DIY Projects:

- Description: Organize workshops where participants create eco-friendly products, such as natural cleaning supplies or personal care items.
- Focus: Teach practical skills while discussing the impact of consumer products on the environment.

Local History and Sustainability Tour:

- Description: Plan a tour of local historical sites with an emphasis on how the community has interacted with the environment over time.
- Focus: Discuss changes in land use, local flora and fauna, and the evolution of sustainable practices in the area.

Sustainable Fashion Show:

- Description: Host a fashion show where participants create outfits from upcycled materials or demonstrate sustainable fashion choices.
- Focus: Raise awareness about fast fashion and promote the benefits of thrift and DIY fashion.

Cooking for a Cause:

- Description: Prepare meals together using sustainable practices and then donate the food to a local shelter or food bank.
- Focus: Discuss food security issues and the importance of reducing food waste.

Seasonal Celebrations:

- Description: Host seasonal events that celebrate local traditions, such as harvest festivals or Earth Day events, where all ages can participate.
- Focus: Highlight local produce, traditional recipes, and cultural practices related to sustainability.



Energy Efficiency Home Visits:

- Description: Pair seniors with younger participants for home visits to assess energy use and brainstorm ways to improve efficiency.
- Focus: Share knowledge about sustainable practices and technologies, such as solar panels or energy-efficient appliances.

Wildlife Habitat Creation:

- Description: Collaborate on projects to create habitats for local wildlife, such as birdhouses, bee hotels, or butterfly gardens.
- Focus: Discuss the importance of biodiversity and the role of various species in local ecosystems.



Sustainability Fair:

- Description: Organize a community fair where different generations can showcase sustainability initiatives, share information, and participate in hands-on activities.
- Focus: Promote community resources and encourage collective action toward sustainability goals

Sustainable Transportation Challenge:

- Description: Encourage participants to use alternative transportation methods (walking, biking, carpooling) for a month, sharing experiences and results.
- Focus: Discuss the impact of transportation on the environment and promote healthier lifestyle choices.



These expanded activities provide more opportunities for meaningful interactions between seniors and younger generations while promoting sustainability. Each initiative not only educates but also fosters community spirit, mutual respect, and collaborative problem-solving, ultimately contributing to a more sustainable future.



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Change Household Attitudes for a Non-wasteful, Green environment and Energy-consciousness addressing Rural Seniors

Viviana Mazzaggio
Falco&Associati

18th October 2024

<https://changers2.eu/>



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THE CONSORTIUM





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

According to documentary research, European households have been consuming between 25 and 27 per cent of total energy consumption since 1995.

The project aims to educate families and, above all, elderly people about the need to change their habits when it comes to

- ENERGY EFFICIENCY
- SUSTAINABLE ENERGY SOURCES
- DOMESTIC SUSTAINABILITY





OBJECTIVES

The C.H.A.N.G.E.R.S.-2.0 project aims to develop targeted training materials for elderly people residing in rural areas with the **objective of improving their access to learning opportunities on specific topics that can help them combat climate change and energy poverty** and contribute to sustainability such as energy efficiency, household sustainability and climate change adaptation.



THE TARGET GROUP

The project is aimed at the **elderly (over 65) mainly living in rural areas**, as they often fall outside the scope of available training opportunities by living in the countryside or having lower IT skills.

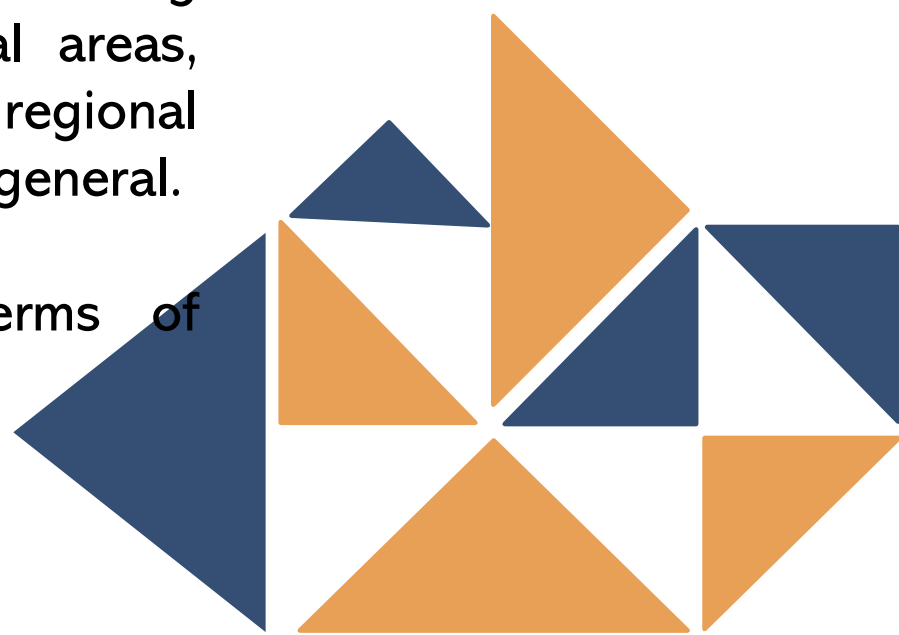


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THE TARGET GROUP

In addition, the project also aims to:

1. **Agents who can directly reach older people, such as NGOs and other organisations** working with older people especially in rural areas, staff members of local and regional municipalities, and adult educators in general.
 2. **The younger generation**, in terms of transgenerational learning.
- 

THE EXPECTED RESULTS

A set of training materials tailored for older people and translated into the languages of the project partners.



The methodology and related toolkits for successful implementation of knowledge transfer with two different approaches addressing the special needs of this social group

Training opportunities with the advantage of local proximity

Transgenerational approach.



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Work Package 1

WP1 aims to ensure a smooth and high-quality implementation of the project during its lifetime by monitoring project activities **in the following areas:**

**Professional
Activities**

**Project
Management**

**Communication
and dissemination
of project results**

To gain a common understanding of the expected quality of project activities, we will develop a **project management guide** covering reporting processes, indicators, project evaluation method and change management.



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Work Package 2

Sharing and promotion activities

WP2 aims **to provide information on the project, its progress and results for the public.**

With WP2, we would like to ensure the visibility of our project, access to our project results, and increase our multiplier effect by reaching out to and directly involving our stakeholders. Our **sharing and promotion** activities will also highlight the importance of sustainability and energy efficiency and encourage **our stakeholders to take action against climate change.**



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Work Package 3

Development of the methodology on knowledge transfer

WP3 aims to **establish a solid methodological background for the development and use of training material and toolkits** on sustainable and green home topics, following two effective approaches to reach stakeholders and facilitate knowledge transfer.



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Work Package 3

Exploitation of local proximity, which means that older people should be offered local training opportunities such as workshops or series of events organised by target agents.

The co-education of several generations of families, learning together with children and grandchildren.

WP3 will explore these two different methods through their learning objectives, curricula, additional materials, etc., and will cover the methodology required for its development and the methodology of knowledge transfer with the final results of the project, also after project closure.

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Work Package 4

Development of teaching materials and toolkits



WP4 aims at developing adult education materials and toolkits (both in digital and offline formats) on green and sustainable topics specifically adapted for rural seniors. Furthermore, we also want to facilitate flexible training opportunities by developing additional materials and toolkits for target agents (senior NGOs, municipalities and other adult educators).



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THE NUMBERS OF C.H.A.N.G.E.R.S.- 2.0



24
MONTHS



4 WORK
PACKAGES



7
PARTNERS



3 TARGET
GROUPS



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Teaching Seniors in Rural Areas on Green and Sustainable Topics

Learning Materials & Toolkits Developed

18th October 2024
Brian Restall PhD.



www.pim.com.mt

<https://changers2.eu/>

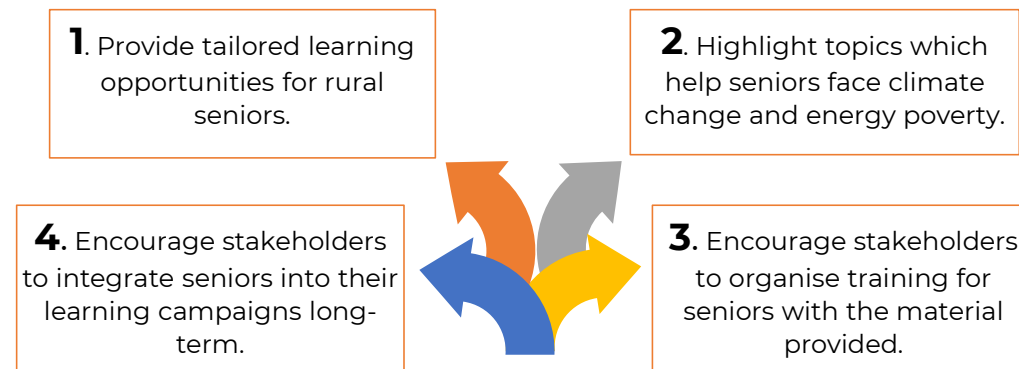




C.H.A.N.G.E.R.S.–2.0 objectives

Change Household Attitudes for a Non-wasteful, Green environment and Energy-consciousness addressing Rural Seniors

- To develop targeted training materials for educators teaching rural seniors on sustainable and green household topics.
- To improve adult learning opportunities on specific environmental topics.
- To help rural seniors mitigate climate changes, while contributing to sustainability in households.





Why C.H.A.N.G.E.R.S.–2.0

Issues identified

There is an urgent need for training material which is adapted for rural seniors who have limited learning opportunities on green topics. This is typically due to:

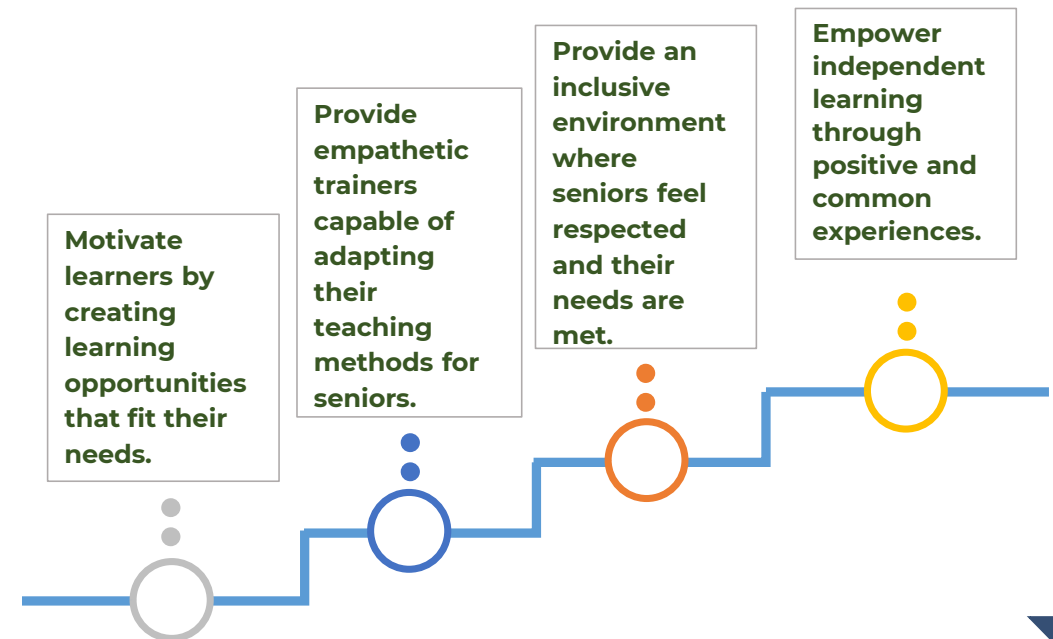
- poorer digital skills amongst older generations,
- today's fast pace is overwhelming,
- physical disabilities,
- a lack of infrastructure and internet access,
- lack of local training events in rural areas.



Addressing challenges in the learning process for rural seniors

- 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.

Important considerations to enhance communication and foster meaningful connections with seniors.



Sharit, J., & Czaja, S. J. (2020). Overcoming Older Adult Barriers to Learning Through an Understanding of Perspectives on Human Information Processing. *Journal of Applied Gerontology*, 39(3), 233-241.





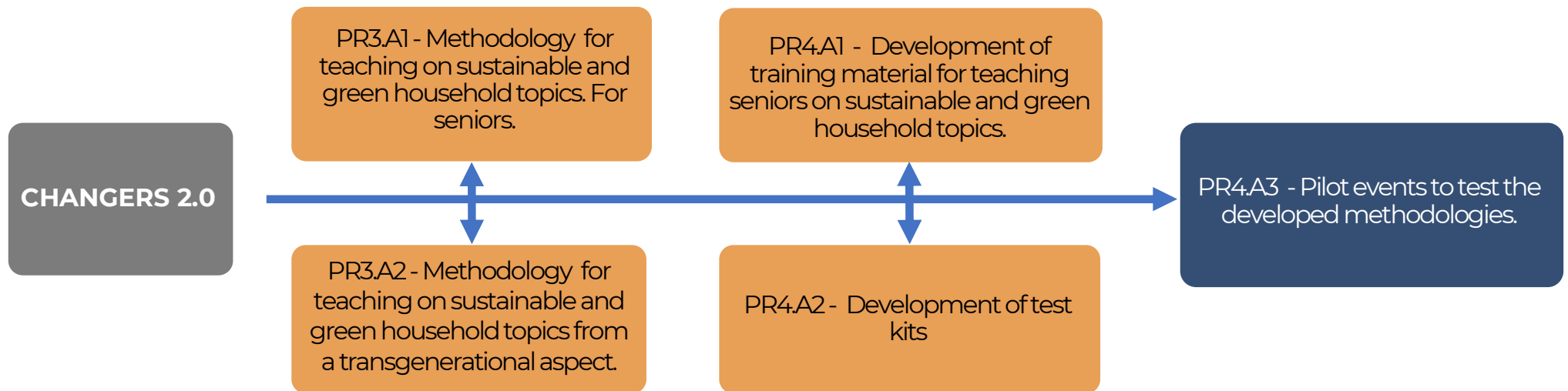
Benefits for seniors and trainers

The methods and training materials proposed below can empower partners, senior organisations, and local councils to help rural seniors:

- learn 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.
- learn **which aspects of personal lifestyles have higher impacts** and require adapting.
- **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 topics.
- **mobilise others** to adopt more sustainable choices.
- **promote mutual understanding and empathy** across generations.



Connection between the Changers 2.0 Outputs



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Main C.H.A.N.G.E.R.S. 2.0 Outputs

- Output 1. (WP3-A1):
Methodology development for teaching on sustainable and green household topics to seniors locally
- Output 2. (WP3-A1):
Methodology development for teaching on sustainable and green household topics seniors from transgenerational aspect.
- Output 3. (WP4-A1):
Training material Compendium.
- Output 4. (WP4-A2):
Toolkit #1. A toolkit for trainers organising workshops for rural seniors on sustainable and green household topics.
- Output 5. (WP4-A2):
Toolkit #2. A toolkit for trainers organizing intergenerational workshops for rural seniors on sustainable and green household topics.

Translations of the final WP3/4 outputs and Toolkits can be found on the 'Results' page of the project website, in the national languages of the partner countries.

<https://changers2.eu/results/>



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Output 3. (WP4-A1): Training material Compendium

The WP4-A1 output provides a 'Training material Compendium' for teaching seniors on sustainable and green household topics, specifically adapted to the needs of rural seniors.

The material is of a self-paced nature which allows trainers or senior learners to engage with the material according to their own interests and schedules, making it an ideal option for motivated seniors and trainers alike.

The framework and topics covered by the training material for Output WP4-A1 centres around the following topics:

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

https://changers2.eu/?page_id=52

Training topics covered in powerpoints

1. Green ABC (Introduction)
2. House performance
3. House renovations
4. Waste
5. Sustainable mobility
6. Sustainable food
7. Biodiversity and zero pollution



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Roadmap for self-learning

TRY OUR TOOLS:

- Comics
- Memory Game
- Word Search
- Green Board Game for All
- Board Game Pro

ABOUT THE PROJECT

The project "Change Household Attitudes for a Non-wasteful, Green environment and Energy-consciousness addressing Rural Seniors" aims to develop targeted training materials for rural seniors 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.

FAMILY ROADMAP

FOR USING CHANGERS-2.0 MATERIALS



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THRIFTING

QR code

Module 1: Green ABC

climate change; adaptation; neutrality; sustainability; green economy; intergenerational responsibility

Module 2: House performance

energy performance; energy poverty; behaviour changes; energy and water-saving tools and tips

Module 3: House renovations

energy efficiency; energy sources; renewables

Module 4: Waste

recycling; circular economy; sustainable products; greenwashing

Module 5: Sustainable mobility

alternative fuels; human-powered mobility; public transport

Module 6: Sustainable food

eat ethically; organic farming; circular economy in food chain; sustainable food consumption; food waste

Module 7: Biodiversity and zero pollution

green economy, green community; zero pollution; environmentally responsible behaviours

DISCOVER SUSTAINABILITY

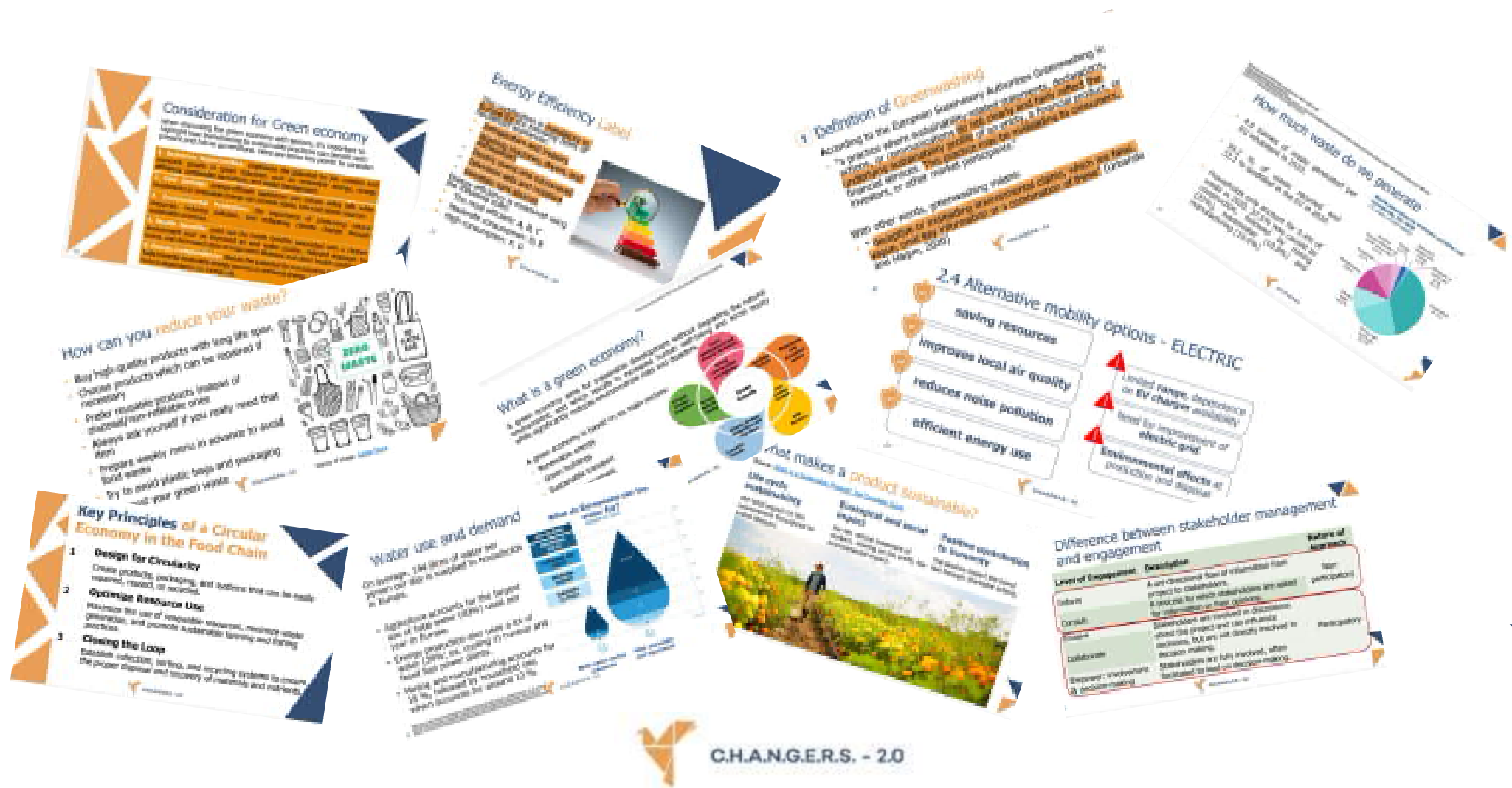


SLAM JUNK

WITH CORRECT BIN



Training materials



It includes event structures and plans, evaluation templates and questionnaires, guidance on how to interact with seniors and how to use the teaching material developed in WP4.1 for workshop activities.



Goal of TOOLKIT #1

The aim of **Toolkit 1** is to help partners, senior organisations, and municipalities organise learning events and trainings for rural seniors

Toolkit 1 is prepared for trainers and presents specific characteristics of seniors that should be taken into account when training them. In this section of the Toolkit, the aim is to explore:

- the impact of ageing on seniors,
- social changes in old age,
- the role of environmental education with rural seniors,
- how best to organise environmental engagement events for rural seniors.





Clarifying important concepts and terms

- **Energy** - 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** - a global development model that incorporates aspects of a system of mass consumption in which the concern with nature, via the extraction of raw materials, is maximum.
- **Intergenerational Commitment** - the environment as a consequence of the involvement of all living beings with the planet and the defence of a healthy environment as a duty and inalienable right of current and future generations.
- **Intergenerational learning** - the way that people of all ages can learn together and from each other; working together to gain skills, values and knowledge, foster reciprocal learning relationships and help develop social capital and social cohesion in our ageing societies.
- **Climate Change** - refers to global climate variation or regional climate changes that occur over decades and affect the balance of ecosystems.
- **Sustainable Development** - a global development model that incorporates aspects of a system of mass consumption in which the concern with nature, via the extraction of raw materials, is maximum.
- **Intergenerational Commitment** - the environment as a consequence of the involvement of all living beings with the planet and the defence of a healthy environment as a duty and inalienable right of current and future generations.
- **Green economy** - when growth in employment and income are driven by public and private investment into economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.
- **Biodiversity** - the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world.
- **Whole foods** – are those that closely resemble their natural state at the time of purchase, either being minimally processed or unprocessed entirely. Not all whole foods are ethically produced, neither can be guarantee organic and sustainable forms of production.
- **Organic farming** – an integrated farming system that strives for sustainability, the enhancement of soil fertility and biological diversity. Organic farming is not to be misunderstood with sustainable farming as it still considers pesticides derived from natural resources in the production of the food. Sustainability looks at farming practices in a holistic manner, aiming at preserving soil and water.
- **Food waste management** – pertains to the phases of prevention, recovery, recycling, or disposal of food waste that ensue. Most recently, food waste management looks closely to circular economy. Here, waste is an organic resource, devoid of contaminants and can be safely be reintegrated into the soil as organic fertilizer.



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Keeping seniors interested during a training on green topics

- **Cultivate active listening skills** to better understand and respond to the elderly's verbal and nonverbal cues.
- Use clear and simple language which **avoids jargon, modern expressions or complex terminology** to make sure seniors can comprehend the discussions.
- **Foster two-way communication** and open dialogue so that seniors feel comfortable sharing their ideas and expressing themselves.
- **Be patient** and allow time for seniors who may need more time to process information and respond.
- **Emphasise non-verbal communication cues**, such as facial expressions and gestures, to supplement verbal communication.
- **Take advantage of their experiences**, and get them to share their life and concerns.
- **Be flexible and patient**, while ensuring active participation.
- keep in mind the **potential technological gap**.
- **Avoid constant error-correction** as a teaching technique.



Tips for organising events for rural seniors.



1. TRANSLATE AND UPDATE THE MATERIALS As language barriers are typical among seniors, education materials for seniors are more effective if they are in the national languages.		2. USE LOCAL NEWSPAPERS TO SHARE CONTENT Based on the translated materials, we recommend to reach out rural seniors via local printed media which is still popular among senior citizens.	7. ADVERTISE YOUR EVENTS LOCALLY Choose the most popular communication channels where rural seniors can be reached: for example, bingo clubs, printed local newspapers or the message board in community buildings.	8. USE THE PRESENTED TOOLS AS ADDITIONAL MATERIALS Use our toolkits during group activities and with family members.	
3. CREATE PHYSICAL TRAINING OPPORTUNITIES As older people have lower digital skills in general compared to younger generations, we recommend organising local physical events.	4. PLAN SHORT-TERM PROGRAMMES It is recommended to plan shorter programmes for seniors. According to studies, adults can keep their attention at events, trainings for about 20-30 minutes.		9. PLAN INTERACTIVE AND INCLUSIVE EVENTS In order to help keep seniors' attention, prepare group activities or other gamified tasks. Always ensure the programme is inclusive, and offers for poorer literacy skills.		10. MAKE THE TRAININGS PERSONAL Asking seniors to share their experiences and opinion will contribute to a higher rate of participation and a deeper connection to the topics. Peer-to-peer learning is also encouraged.
	5. APPLY VISUALS SUITABLE FOR SENIORS Seniors might have visual impairments which should be considered at the training. Transparent layouts, large font sizes, simple and contrasting colours, less text, more illustrations can all help.	6. CHOOSE AN ADEQUATE VENUE Seniors might need special attention while preparing for the event. The venue should be in a well-connected and easily reachable location with facilities.		11. PREPARE PRINTED HANDOUTS FOR THE SENIOR PARTICIPANTS Printed materials can help better understand presented topics, the acquisition of new knowledge and the implementation of new ideas and best practices.	12. AVOID SCIENTIFIC TERMINOLOGY IN YOUR TRAININGS AND MATERIALS Using simple language without complex and complicated sentences is encouraged.
				13. ASK PARTICIPANTS TO EVALUATE YOUR EVENT At the end of the event, ask the attendees to evaluate the event and its content in order to improve the next events for their needs and interest.	



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Output 5. (WP4-A2):

Toolkit #2. A toolkit for trainers organising intergenerational workshops for rural seniors on sustainable and green household topics.

Toolkit #2 is intended to support trainers interested in teaching rural seniors via **intergenerational learning** opportunities; while offering a structured curriculum approach and a set of intergenerational family teaching materials and games suitable for self-learning or distance learning amongst rural seniors and their friends/families.





Goal of TOOLKIT #2

- Explain the relevance of Intergenerational learning and training, and encourage **cross-generational bonding** to bring together both the young and old to share experiences.
- **Promote cultural exchange, knowledge resource sharing, and provide positive social support systems** which help maintain the wellbeing and security of the younger and older generations.
- Explain in simple terms **potential approaches to conducting adult training** on green topics specifically involving intergenerational learning activities.
- **Propose a training programme** that leverages intergenerational learning aimed towards rural seniors.
- Provide seniors with a **hands-on approach, games and tools** to develop basic competence and a sense of ownership in green city projects, while promoting social cohesion, civic engagement and collaboration.





Recommended curriculum

Teaching modules (3) and unit topics (9)

Programme contents are structured around three thematic modules and then sub-divided into unit topics.

Modules	Units Topics
1. Living sustainably <i>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.</i>	1A - Intergenerational Responsibility 1B - Waste 1C - Green Economy
2. Problems of the world today <i>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.</i>	2A - Adaptation to climate change 2B - Mitigation to climate change
3. Energy: Resources, Poverty & Sustainability <i>Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</i>	3A - Energy resources 3B - Energy poverty 3C - Energy sustainability 3D - Sustainable mobility





Teaching aims of this unit - Living Sustainably

Module 1: Living sustainably

Aim: To reflect on personal values, identify and explain

1A - Intergenerational Responsibility

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.

1B - Waste

1. Knowing the life cycle of different consumer goods.
2. Incorporate responsible consumption practices.

1C - Green Economy

1. Understand the concept of green economy (including the sustainable management of natural resources and the assumption of environmentally responsible behaviours).





Teaching aims of this unit - Living Sustainably

Module 2. Problems of the world today

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.

2A. - Adaptation to climate change

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

2B. - Mitigation to climate change

1. Understand the importance of adopting attitudes, behaviours, practices and techniques leading to the reduction of greenhouse gas emissions.
2. Participate in an integrated manner with different social actors, at school and in the family, in actions minimising the impact, at local level, of human activities on climate change.





Teaching aims of this unit - Energy

3. Energy: Resources, Poverty & Sustainability

Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

A - Energy resources

1. Know the different energy sources and advantages/disadvantages of their use

B - Energy poverty

1. Evaluate the social and environmental implications of the different energy models based on the use of fossil fuels

C - Energy sustainability

1. Recognise the use of renewable energy and the promotion of energy efficiency as two fundamental pillars for energy sustainability.
2. Participate in actions to promote energy efficiency

D - Sustainable mobility

1. To relate sustainable mobility with the preservation of natural resources and quality of life.
2. Intervene with the competent authorities, namely the municipalities, with proposals conducive to the promotion of sustainable mobility.



Roadmap for self-learning

TRY OUR TOOLS:

- Comics
- Memory Game
- Word Search
- Green Board Game for All
- Board Game Pro

ABOUT THE PROJECT

The project "Change Household Attitudes for a Non-wasteful, Green environment and Energy-consciousness addressing Rural Seniors" aims to develop targeted training materials for rural seniors 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.

FAMILY ROADMAP

FOR USING CHANGERS-2.0 MATERIALS



TRYFTING



CHANGERS - 2.0

Module 1: Green ABC

climate change; adaptation; neutrality; sustainability; green economy; intergenerational responsibility

Module 2: House performance

energy performance; energy poverty; behaviour changes; energy and water-saving tools and tips

Module 3: House renovations

energy efficiency; energy sources; renewables

Module 4: Waste

recycling; circular economy; sustainable products; greenwashing

DISCOVER SUSTAINABILITY

Module 5: Sustainable mobility

alternative fuels; human-powered mobility; public transport

Module 6: Sustainable food

eat ethically; organic farming; circular economy in food chain; sustainable food consumption; food waste

Module 7: Biodiversity and zero pollution

green economy, green community; zero pollution; environmentally responsible behaviours



SLAM JUNK

WITH CORRECT BIN



Games



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Visit our website for more training materials
and tools:

<https://changers2.eu/>

www.pim.com.mt



**Funded by
the European Union**

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Good Practices of Nyugdíjasok Egyesülete

Anikó Posztós
18th October 2024

<https://changers2.eu/>



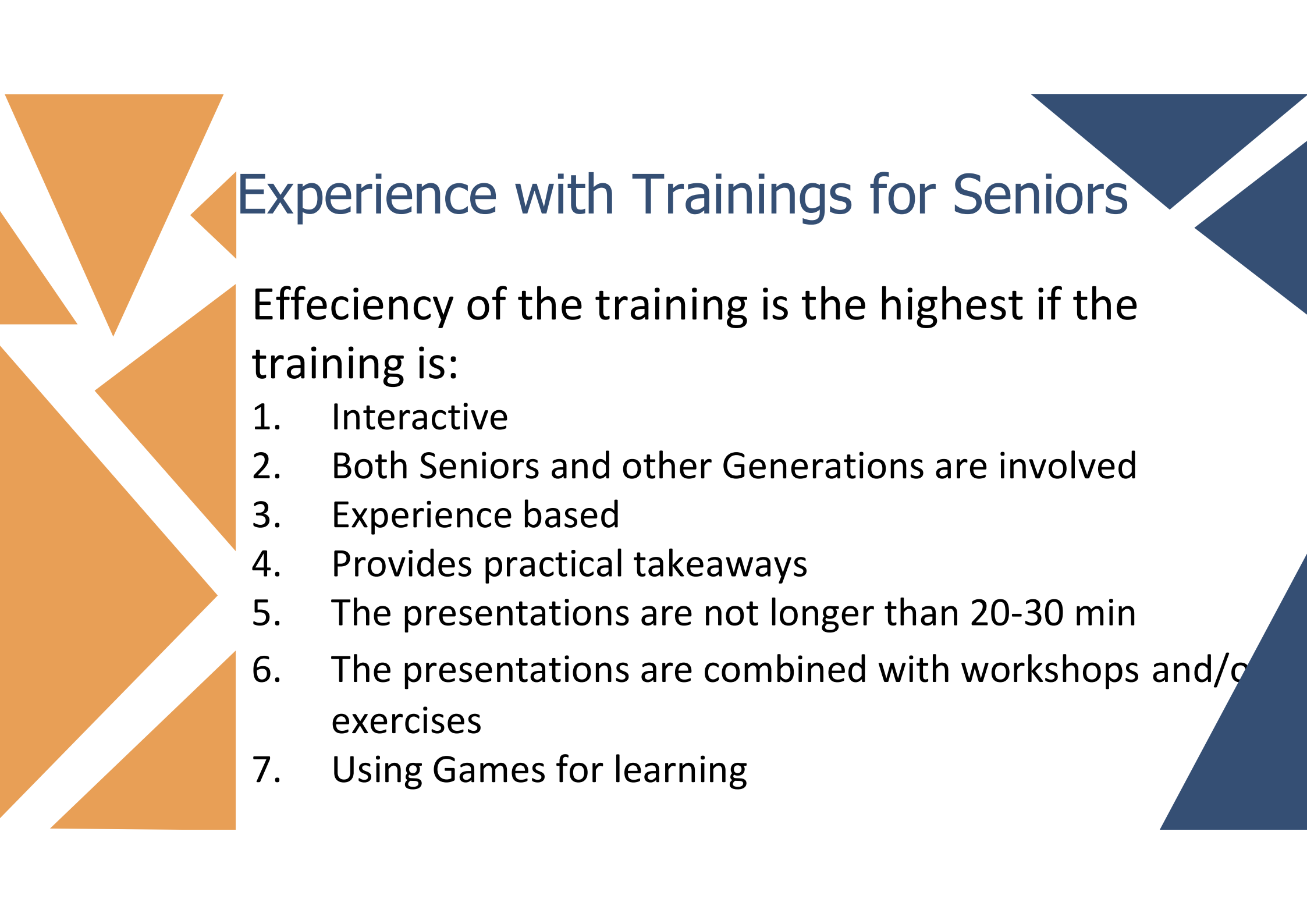
Co-funded by
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Nyugdíjasok Egyesülete (NYE) - Introduction

1. Located in Pecs, Hungary
2. Founded in 1989
3. Number of members: 800-1000
4. Number of Volunteers: 40-50
5. Number of Clubs: 25



The slide features a white background with large, abstract geometric shapes in orange and blue. On the left, several orange triangles of various sizes are arranged in a cluster. On the right, blue triangles are similarly arranged, creating a modern, geometric border.

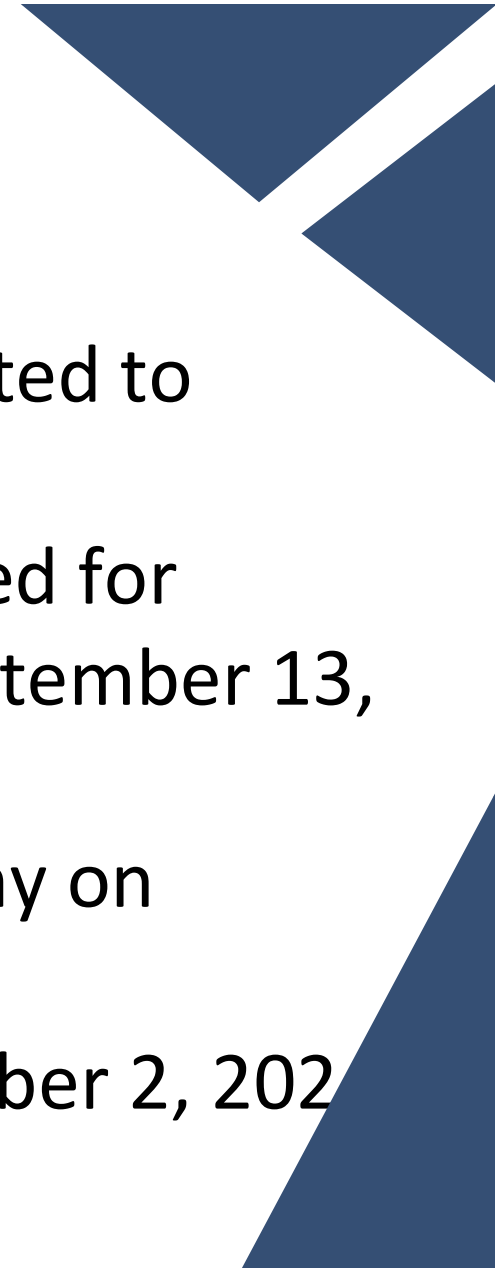
Experience with Trainings for Seniors

Efficiency of the training is the highest if the training is:

1. Interactive
2. Both Seniors and other Generations are involved
3. Experience based
4. Provides practical takeaways
5. The presentations are not longer than 20-30 min
6. The presentations are combined with workshops and/or exercises
7. Using Games for learning



Pilot Events

1. Plant visits at local companies related to Changers
 2. Presentation & Workshop organized for students and senior people on September 13, 2024
 3. Presentation at the Senior Academy on September 18, 2024
 4. Presentation & Workshop on October 2, 2024
- 

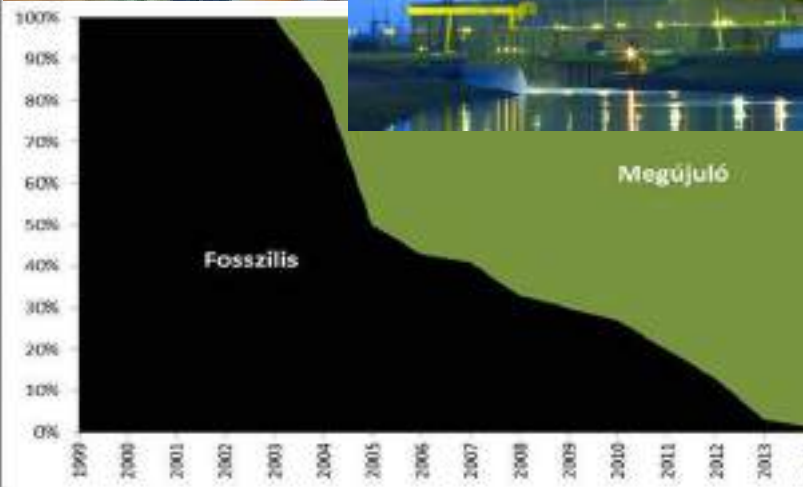
Plant Visits at Local Companies

	Plant	Report on the website	Date
1	Visiting local Waste Management companies (BIOKOM Kft., Dél-Kom Kft.)	https://nyugegy.hu/4-1-230921-NyE-Del-Kom.htm	September 21st, 2023
2	Visiting the Pécs Power Plant together with students	https://nyugegy.hu/4-1-231027-Pecsi%20Eromu.htm	October 27th, 2023
3	Visiting a local Plastic Recycling company (Termoplast Kft.)	https://nyugegy.hu/4-1-231027-Termoplast.pdf	October 27th, 2023
4	Visiting the local District Heating company (PÉTÁV)	https://nyugegy.hu/4-4-240208%20PETAV%20bemutatas.pdf	February 8, 2024
5	Visiting the local Water Supply company (Tettye Forrashaz)	Előzetes ismertető	June 6, 2024

Visiting local Waste Management company (BIOKOM Kft., Dél-Kom Kft.)



Visiting the Pécs Power Plant



Visiting the local District Heating Company (PÉTÁV)



Visiting the local Water Supply Company (Tettye Forrásház)



Common Feature of the Factory Tours

- Experience based program
- Interactive event
- Practical takeaways
- Quiz Games



JÁTÉKOS FELADATOK

Vizes szókirakó

Alkoss értelmes magyar szavakat az alábbi betűkből, melyek jelentésük alapján a vízhez kapcsolódnak!

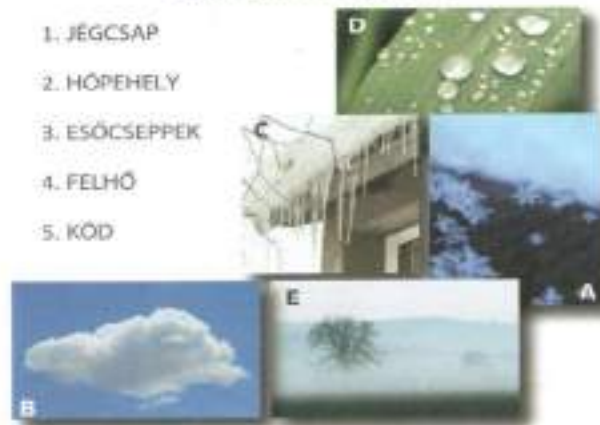
1. ARNATOC
2. RÉD
3. CSÍVZAP
4. ÖSE
5. APÁR
6. TYONOVÍR

Tudtad? A víz az egyetlen olyan anyag a Földön, amely szilárd, folyékony és gáz halmazállapotú – jég, víz és gőz formákban is – természetesen a környezetben.

JÁTÉKOS FELADATOK

Alkoss szó-kép párokat! Írd a képek betűjelét a megfelelő szó mellé!

1. JÉGCSAP
2. HÓPEHELY
3. ESŐCSEPPEK
4. FELHŐ
5. KÖD



Presentation and Workshop Organised for Students & Seniors

13th September 2024

Theme: Sustainable Food

- I. **Introduction** - **storytelling, involving the students** as well – 5 min
- II. **Presentation** – using C.H.A.N.G.E.R.S.' ppt - **20 minutes**
- III. **Joint task in groups** – planning food and shopping list – 15 min
- IV. **Sharing the result** - 15 minutes
- V. **Playing the „Word Search Game - Sustainable Food”** – 15 min
- VI. **Evaluation** – 5 min
- VII. **Preparing and eating Retro snack**: bread with jam, fatty bread, onion, tomato, bread with honey, tasting autumn fruits – 15 min

Presentation and Workshop Organised for Students & Seniors



BIODIVERZITÁS
BIZTONSÁG
ÉTELHULLADÉK
FAIR TRADE
HÚS
NÖVÉNYI ALAPÚ
ORGANIKUS
ÖSTERMELOK

CREATED BY WORDSEARCHLAB.COM



Presentation at the Senior Academy

18 September 2024

Ökológiai lábnyom számítás

<http://www.korhaz.hu/labnyom/>

Jelen ökológiai lábnyom számítás egy állagsgörget feltételezhető fogyasztási szokásainak átszámolási módszerével készült

- lakás,
- étkezés,
- közlekedés,
- hőszigetelés,
- hulladék.

I. Lakás	
a.) Mekkora az Ön háztartásában az egy főre jutó lakóterület?	b.) Mivel fűtött Ön a házat?
20 m ² vagy kisebb	Földgáz
30 m ²	Villamos áram
40 m ²	Olaj szén
50 m ²	Megújuló energiaforrás
60 m ² vagy több	Vegyes tüzelés
	Tűzhő
c.) Az alábbiak közül mely megoldást alkalmazza Ön a háztartásában?	d.) Milyen építanyagtól készült a ház, ahol Ön él?
Érintéssel érintkezők	Páncél
Vízkezelő WC, vízkezelő csap	Tégla
Vízkezelő WC	Görögkő
Saját vízóra van, figyelemmel a fogyasztást	Vágyó föld
Nem alkalmaznak vízkezelő berendezést	Szárazföld
II. Étkezés	
a.) Mennyi zöldséget és mennyi húst eszik Ön egy héten?	
Vegyszerűen vagyok	
Kevés húst eszem (naponta egyszer)	
Normál mennyiségű húst eszem (50-100g)	
"Húsevő" vagyok (szinte minden étkezéshez)	
b.) Egy héten hányszor eszik Ön otthon készített ételt (1 hét 21 étkezés)?	c.) Ha ételt vásárolt, igyekezett hazai helyi termékeket venni?
10-nél kevesebbszer	Igen, kizárólag
10-14	Nem
14-18	Néha
18-nál többször	Nem tudom
III. Közlekedés	
a.) Milyen járművet használ Ön?	d.) Elő volt az elmúlt évben nyaralás?
Kerékpár, nincs járművem	Nem voltam nyaralva
Kisautó vagy középkeretű autó	Belföldön buszszállítással



Presentation & Workshop

2 October 2024

Topic: Waste



Presentation & Workshop

2 October 2024

Topic: Green Board Game for All



Presentation & Workshop

2 October 2024

Topic: Word Search Game – Waste





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

Thank you for your attention!



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Empowering Seniors for a Sustainable Future

Change Through Sustainable Practices & Digital Engagement

We're empowering seniors with digital literacy and sustainable practices for environmental change. Learn how we're contributing to a greener, more connected world.



Intergenerational Collaboration: Fostering cooperation between generations to share knowledge and skills.



Digital Empowerment: Bridging the digital divide for seniors, enhancing their social media and technological skills.



Environmental Consciousness: Encouraging seniors to engage in sustainable practices and climate action.



Educational Outreach: Developing training and e-learning resources for seniors in sustainable DIY practices.



Community Engagement: Involving seniors in collaborative projects and discussions to amplify their voice.



Resource Development: Creating manuals, videos, and reports to disseminate knowledge and document the project's impact.





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

Good Practices: SLOVENIA

<https://changers2.eu/>

Kranj, 18/10/2024



Funded by
the European Union



Slovenian Institute for Adult Education

<https://www.acs.si/en/>



It is the central public institution and umbrella institution for adult education in the Republic of Slovenia, established by the Establishment Decree in 1991.

Main activities:

- The basic purpose of their activity is to develop the field of adult education in accordance with the Resolution on the National Education Program and other national and European strategic documents and development directions in adult education. *Membership in Networks, Commissions and Project.....*
- Each year, they prepare and implement more than **40 educational programs** for approximately **800 participants, adult educators.**



Adult education centre Kranj

<https://www.luniverza.si/en>



LUK
LJUDSKA
UNIVERZA
KRANJ



The leading provider of adult education and a development centre for the third age in the Gorenjska region.

Main activities:

- **University for the elderly** - offers a variety of educational workshops, lectures and other activities, is acting in accordance with the wishes and needs of the participants.
- **Intergenerational centre** - It is based on the idea, that the intergenerational links between all of the three generations are crucial for the healthy growth of a human being. With the help of an established network of volunteers and professional staff they run long and short-term programmes, workshops and host lectures.



Our activities.....workshops with seniors

Our experiences with seniors:

- They are very willing to learn new things
- Curious
- Direct with questions
- They expressed their wish for more workshops



Still to come: PILOT EVENT with testing of the final results of the project

Erasmus+
Új lehetőség. Új szemlélet.



TEMPUS
KÖZALAPÍTVÁNY



Erasmus+ programme Adult Education

Zsuzsanna Kern-Bethleni,
programme coordinator



EURÓPAI UNIÓ

DIRECTORATE FOR ERASMUS+ AND INTERNATIONALISATION OF HIGHER EDUCATION

- *AN INTERNATIONAL SIX-DAY CELEBRATION OF THE ERASMUS+ PROGRAMME*
- *ONE OF THE MOST IMPORTANT DISSEMINATION POSSIBILITY FOR THE ERASMUS+ PROJECTS*
- *IN 2023: 9,635 EVENTS IN 53 COUNTRIES*

IN HUNGARY

- *PROGRAMS NATIONWIDE*
- *IN 2024: 121 REGISTERED HUNGARIAN EVENTS - A RECORD!*

#ERASMUS+
DAYS





Erasmus+ Adult Education

- ***DEFINITION OF ADULT EDUCATION IN EU CONTEXT***
- ***BESIDE HORIZONTAL PRIORITIES ARE SOME TOPICS HIGHLIGHTED BY EU IN FIELD OF ADULT EDUCATION***

Structure of the programme



LEARNING MOBILITY OF INDIVIDUALS

- MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION
- ERASMUS ACCREDITATION



PARTNERSHIPS FOR COOPERATION

- COOPERATION PARTNERSHIPS
- SMALL-SCALE PARTNERSHIPS



SUPPORT TO POLICY DEVELOPMENT AND COOPERATION

Partnerships for cooperation



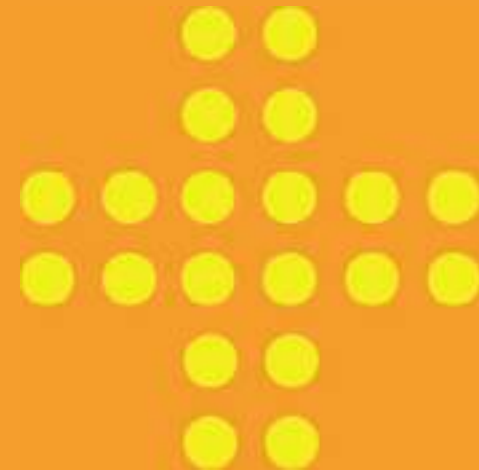
SMALL-SCALE PARTNERSHIPS

Attract and widen access for newcomers, less experienced organisations and small-scale actors to the programme



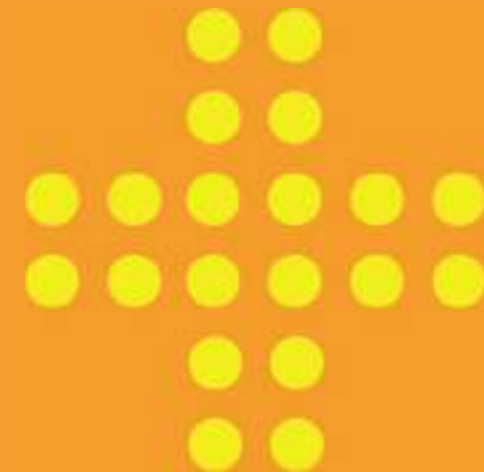
COOPERATION PARTNERSHIPS

This action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables.



- OPEN CALLS EXPECTED WITH DEADLINES IN FEBRUARY AND MARCH 2025
- PREPARATION STEPS:
 - PREPARE A THOROUGH AND GENUINE NEEDS ASSESSMENT
 - STUDYING THE RULES OF E+ PROGRAMME GUIDE
 - FIND PARTNERS:
 - [EPALE](#) - *Electronic Platform for adult learning in Europe*
 - [Erasmus+ Project result Platform](#)
 - [Traning and Cooperation Activities](#)

2025



A Success story

- INTERGENERATIONAL
DIALOGUE -



Institution: General Cultural Centre of Kunszentmárton

Project title: *Your Treasure – Our Treasure*

Measure: Strategic Partnerships for Adult Learning (KA2 ADU)

Project website: yourtreasureourtreasure.eu/

Motto of the project: We must restore the honor of experience, wisdom, and intergenerational dialogue. (Frank Schirrmacher)



Your treasure - our treasure - Tempus Közala2024-2-HU01-KA220-VET-000274394pítvány
(tka.hu)

A Success story

- ACTIVE AGEING -

Institution: Municipality of Alsómocsolád

Project title: *Preparation for Active Ageing*

Measure: Strategic Partnerships for Adult Learning (KA2 ADU)

Project website: <https://alsomocsolad.hu/?menu=501>

4 topics: *Up to the NET!*
Cooperation against
Alzheimer and Dementia
Be Active, be Happy!
Voluntary engagement
for promoting senior's
life quality



<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-HU01-KA204-047707>

Thank you!



EURÓPAI UNIÓ