

PR2 - CE for the Care & Retirement
sector
Train-the-Trainer Course
Guidelines and Methodology
Toolkit
-Summary-

Seniors for Circular Economy
(SEN4CE)

Authors: Johanniter-Akademie Mitteldeutschland
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1. INTRODUCTION

1.1 Objectives

SEN4CE is an Erasmus + project (2021-2-AT01-KA2022-ADU-000048101) whose main objective is to engage and empower seniors for the green, sustainable and digital Circular Economy (CE) of the future, and to involve them in high-quality adult education and lifelong learning.

Complementing the digital learning offers created by the SEN4CE project, we have developed training materials for trainers and caretakers, who want to be able to offer quality adult education on CE to fairly independent and dependent seniors in face-to-face meetings.

The materials consist of:

- An online Train-the-Trainer course offered on Articulate Storyline about the basics of CE including scenarios to foster their learning experience and support them in explaining CE to seniors.
- Trainer Guidelines and Methodology Toolkit to make trainers/caretakers familiar with the specifications of their target group (seniors 60+) relevant for teaching as well as suitable methods and example scenarios of face-to-face meeting content.

Care and retirement service providers, non-governmental organisations (NGOs) and non-profit organisations (NPOs) will use the concept to develop complementary training and learning offers on CE in the care/retirement sector.

1.2 How was the curriculum created?

All partners conducted research on training and educational programs on CE in the care and retirement context and other NPOs and NGOs providing services in the care/retirement context. Each partner collected 3 best practices from the respective partner country and 1 international/European best practice, e.g. training program for staff on CE and the implementation of circular economy principles in the care/retirement sector.

Based on the results of the needs/gap analysis, a course curriculum and learning content for CE in the care and retirement sector has been developed, including a Train-the-Trainer course for staff to use the SEN4CE training with their clients as well as accompanying guidelines and methodology toolkit.

1.3 The European Qualifications Framework (EQF)

To ensure compatibility with the diverse learning needs of seniors, the curriculum is created for an European Qualifications Framework (EQF) level 4. The EQF is an 8-level, learning outcomes-based European framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks.

The content for level 4 is described as follows:

EQF Level 4

Knowledge	Skills	Responsibility and Autonomy
Factual and theoretical knowledge in the broad context of CE from the consumer's perspective	Knowing and using a range of different teaching methods to educate seniors 60+ about how to participate in CE	<p>Self-responsibly choosing the methods and contents depending on the target group working with.</p> <p>Self-responsibly informing oneself about new developments relevant to CE, sustainable living and implementing them in the teaching of seniors.</p>

1.4 E-learning platform: Articulate

The curriculum will be integrated into the online platform called [Articulate Storyline](#), which will allow us to create an interactive learning experience with scenarios and interactive content.

Hereafter we want to briefly give you a summary of the content of the Train-the-Trainer Course and Guidelines and Methodology toolkit to allow your evaluation of it.

2. [Online Train-the-Trainer course](#)

It consists of five modules:

- 1) Circular Economy vs. Linear Economy
- 2) What is Circular Economy?
- 3) Benefits and Barriers of Circular Economy

- 4) How to develop a Circular mindset?
- 5) How to deal with resentment

Each module starts with the learning objective and ends with a summary that (where appropriate) includes examples of how to explain the content to seniors in simple words. At the end of the course, there will be a test to know how well the knowledge has settled using scenarios, which include contact with seniors.

To give an impression of the content of the modules the learning objectives and summaries of the modules follow as well as a sample scenario .

2.1 Module 1 – Circular Economy vs. Linear Economy

Learning objectives:

- Explain our current economic model and how it has resulted in humanity living an unsustainable lifestyle.
- Explain the role the Sustainable Development Goals play in shaping a better future for all.
- Explain the core idea behind Doughnut Economics and the big picture it gives us for the future.
- Explain the basic strategy behind the Circular Economy.

Summary:

- The predominant current Linear Economic model is based on a take-make-waste system that is not sustainable. Its negative effects hurt the environment, non-human entities, and humans alike.
- The Sustainable Development Goals outline 17 concrete, achievable goals to direct our common efforts toward an inclusive, sustainable future. The goals require partnership among all stakeholders to solve global interdependent and overlapping issues in a way that supports peace and well-being for all.
- Circular Economy is a strategy for achieving the SDGs and realising the vision of Doughnut Economics. It mimics the Earth's natural cycles to bring humanity back into harmony with all other inhabitants of planet Earth.
- Doughnut Economics offers us a big-picture perspective for an alternative future where humans thrive within the doughnut, not overshooting planetary boundaries or falling below the social boundaries. This visionary outlook calls us to action and shifts the focus from growth to thriving.

2.2 Module 2 – What is Circular Economy?

Learning objectives:

- Explain the definition of the Circular Economy and its important elements including the R-Frameworks, waste hierarchy, and systems perspective.

- Explain the three principles on which the Circular Economy is based; design out waste and pollution, keep products and materials in use, and regenerate natural systems.

Summary:

The Circular Economy is a transition from using finite energy resources to using renewable ones while building economic, natural, and social impact. This is done by designing waste out of the system.

The Circular Economy is based on three principles that outline the steps needed to achieve a fully Circular system, which feeds back into itself to sustain life: Eliminate, Circulate, and Regenerate.

The R-Framework (*refuse, rethink, reduce, reuse, repair, refurbish, remanufacture, repurpose, recycle, recover*) is based on a waste hierarchy where refuse is the most desirable solution and recovery is the least desirable solution.

Reflection questions:

- Do you already practise any of the 9 R's already in your daily life?
- Were you familiar with systems thinking before this? Let your mind wander a bit and consider; what areas of your life could be considered a system? Did you find anything surprising?
- Does your lifestyle support any of the three principles of circularity? Can you imagine new ways to implement them in your work?

2.3 Module 3 – Benefits and Barriers of Circular Economy

Learning objectives:

- Explain the benefits and barriers to CE.
- Explain how everyone can contribute to a CE.

Summary:

The **benefits** of a shift to a Circular Economy are holistic and multidimensional because they affect all areas of society whilst protecting the basis of our livelihood by trying to stay within planetary boundaries.

Contributions: Legislative bodies need to set the needed frameworks for businesses and the economy to encourage them to come up with new practices and products. But in the end, we as individuals and citizens need to support this transition by holding our governments accountable, supporting Circular businesses, and being intentional about our choices.

The **barriers** to a Circular Economic transition can be grouped under cultural, technological, market, and regulatory. The most pressing barriers are cultural and require shifts in mindset across society.

Reflection questions:

- What benefits of a Circular Economy do you see as most valuable? Can you imagine a benefit not listed?
- Have you recently seen any interesting initiatives or projects that are addressing these challenges?
- Do you see yourself as an informed consumer? What are some brands you respect for the work they are doing?

2.4 Module 4 – How to develop a Circular mindset?

Learning objectives:

- Understand what a Circular Economic mindset is and why a shift in mindset is important for transitions.
- Share how anyone can contribute to a Circular Economy transition.

Summary:

Our mindsets were forged during a time when Linear Economy was the dominant economic system, longing for maximising profits and believing in the never-ending growth of financial wealth independent of nature's boundaries and human well-being.

CE is anchored in a system's thinking approach – it is based on the idea that there is **no such thing as isolated actors or silos (natural, social, economic)**, that **everything is interconnected and closed/circular**.

2.5 Module 5 – How to deal with resentment

Learning objectives

- Understand the emotions around the sustainability and climate crisis.
- Know the coping mechanisms in the face of a crisis.
- Develop compassion and how to meet resentment.

Module 5 does not include a summary because it is not a content but a practically oriented module. It is followed by the scenarios that apply the knowledge of the course.

2.6 Example scenario of online Train-the-Trainer course

Setting: Explaining to seniors what Linear Economy is and why we have to change it.

We currently live in a Linear Economy. That means that our consumption of products follows a straight line. We take resources to make things and when we do not want the things anymore, we throw them away. Because of this, we are polluting our planet with all the things we do not want or use anymore, and we are using up all the Earth's resources without concern. This leaves us in a bad situation where the outlook for future humans is bad. If we want our children and grandchildren and great-grandchildren to enjoy nature and have a healthy life, we need to do something fast.

When explaining the problems of Linear Economy to seniors you should tell them that:

- a) ..their generations have ruthlessly wrecked up the planet with their egoistic behaviour and it is all their fault, that future generations have a limited chance for survival and well-being.
- b) ..governments and the economy are solely responsible for the futile situation our planet is in.
- c) **Linear Economy does not work on a planet with finite resources. The current Linear Economy of taking-making-using-wasting has brought us to the point where we extract resources from the biosphere without restoring the same value so that it is available to our children.**

If you chose:

- A. It is not useful to blame people; this will lead to reluctance of action.
- B. Everybody is part of the economic system and should therefore take responsibility for his/her actions and be aware of their consequences.
- C. Want it or not, we have to change the paradigm of economics, because our current economic system, mindset and lifestyle are not sustainable.

3. Guidelines and Methodology Toolkit

The **Guidelines** provide hands-on information to prepare and implement a workshop, course or information event for seniors on CE.

It starts with information on the target group related to age, learning specifications and socio-economic specifications and provides advice on how to approach CE with seniors considering values, motivational types and communication (framing, metaphors, language, messengers)

The **Methodology Toolkit** shall assist you in planning and implementing face-to-face workshops on CE for seniors. Providing you with different methods and scenarios depending on socio-economic background, age and digital literacy.

The Methodology Toolkit includes:

- Ideas for different scenarios in face-to-face group meetings with independent seniors
- Ideas for seniors in stationary care contexts (e.g. empowerment, storytelling-cafe)
- Ideas for seniors with different restrictions, i.e. mobility, vision, etc.
- Evaluation methods and templates (questionnaires and group activities)

The methods introduced are:

- Methods for getting to know each other (*assembly*)
- Methods to introduce a new topic (*flashlight, questionnaire, paradoxical brainstorming*)
- Methods for working on topics (*small group work, working with film footage, six hats method, handstand technique, station work, expert interview, storytelling cafe, think-pair-share, excursion, field trip*)
- Methods for collecting feedback (*fishnet, questionnaire*)

The suggested methods are followed by example scenarios for group meetings with **independent** seniors on topics like a journey through your home – how to become more circular in day-to-day life, sustainable presents for grandchildren, and reducing your footprint while saving money.

Envisioned learning outcomes:

Senior citizens are sensitized to the topic of CE, can combine their own experiences with new information and implement actions in their everyday lives in the sense of a sustainable CE.

3.1 Example unit for working with independent seniors

Reducing Your Footprint While Saving Money

Objective	Duration	Content/Method	Material
The participants learn about and reflect on their previous knowledge of Circular Economy.	5'-10'	Introduction and welcome Short input: "What is a Circular Economy?"	As a group Circle of chairs or sitting at desks Material for input
	5'	Exercise: "Share what you knew about sustainability and the Circular Economy before. Did your perception of the topic change through the presentation?"	Example video: https://ellenmacarthurfoundation.org/videos/explaining-the-circular-economy-rethink-progress
The participants learn about the impact of their way of life. They learn how they can minimise their impact, thus saving money and living healthier.	20'-30'	Exercise: "What does my ecological footprint currently look like?"	https://www.footprintcalculator.org/home/en Working individually Facilitator support in case of questions Usage of a computer or smartphone
	5'	Reflection: "Did your result surprise you? How do you feel now that you took the test?"	As a group Circle of chairs or sitting at desks
	10'	Exchange: "Which changes occurred in your lifestyle throughout your life? Please compare your	Working in pairs

		childhood and youth to your adult life and retirement.”	
	30'	Discussion: “Which possibilities are there for you to minimise your ecological footprint? Are there things from your childhood that can be reactivated?”	Working in small groups (max. 4 people) <ul style="list-style-type: none"> ● Board ● Paper ● Pens Participants can leave the room to work in groups. They should collect their findings on paper.
	15'	Reflection on results of the discussion <u>Evaluation:</u> “Has this workshop motivated you to integrate some of these practices into your life?”	As a group Circle of chairs or sitting at desks
	5'	Conclusion	

3.2 Example unit for dependent seniors:

The scenario for working with **dependent** seniors in care homes « *Journey to the Past* » has the following learning outcomes:

- Stimulation of the memory and active participation of the seniors in the activity.
- Empowerment: Seniors can contribute by forwarding knowledge about sustainable circular practices.
- Activation: They can present their knowledge in a visual way to younger generations.

A Journey Into The Past

Objective	Duration	Content/Method	Material
	DAY 1		
<p>The participants talk about something else but diseases, food or negative aspects of their lives.</p> <p>The participants are encouraged to remember (brain stimulation) positive aspects of their past lives.</p>	5'	<p>Own approach to the topic</p> <p>Welcome and short presentation of the topic "Circular Economy" (examples of what it is, how it works and why it is important)</p>	
	45'	<p>How we did it in the past I</p> <p><u>Work assignment:</u> The facilitator moderates a plenary session and asks the participants to share memories of sustainable aspects of life in the past. "Please remember things you did in the past, that were resource-conserving and that led to expanding the lifespan of products you used. Please name and describe them."</p> <p><u>Working form:</u> Storytelling, (spark memory with open questions)</p>	<p>FC + coloured paper</p> <p>The facilitator writes down what people remember</p>
	DAY 2		
<p>The participants are empowered because they have vital advice for younger generations and can show and share their knowledge</p>	20-45'	<p>How we did it in the past II</p> <p>The facilitator moderates a plenary session where he summarises what people said in the last meeting. (S)He encourages further memory and repeats the process if people come up with more ideas. (See day 1).</p> <p><u>Working form:</u> Plenum</p>	<p>FC + coloured paper</p> <p>The facilitator writes down what people remember</p>
	45'	<p>How you can do it today</p> <p><u>Working with pictures</u></p> <p>The facilitator explains that to share the knowledge with the</p>	<p>FC + coloured paper + pictures of objects described in the</p>

		<p>younger generations the group will create a wallpaper with the methods they gathered in the previous sessions and put it up in the retirement home for visitors to see.</p> <p>Depending on the abilities of the group, they can co-create or watch and give directions to the facilitator.</p>	<p>first session (to be prepared by the facilitator)</p>
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The example scenarios for group work with independent and dependent seniors can be adapted to available time, group size and interests of seniors. Elements of the e-learning course on CE for seniors (R1) and the e-learning course about CE platforms and tools (R3) can be included where suitable, depending on the skills and interests of the seniors.

4. Conclusion

The curriculum for the online Train-the-trainer course aims to provide a good overview of the various aspects of Circular Economy, why it is important and how to get there. Furthermore, it gives examples and ideas, on how to address the target group of seniors 60+ using simple language and taking into consideration psychological aspects, which are important in a face-to-face interactive setting.

The guidelines and methodology toolkit provide insights on how to work with the target group taking into consideration important socio-demographic aspects and learning needs of this target group.