

# **PR1 Curriculum Summary Document**

## **Seniors for Circular Economy (SEN4CE)**

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# Introduction

## Objectives

The demographic evolution in Europe shows that the percentage of elderly population in society will increase dramatically in the next 20 years. Whereas young people are more engaged and targeted by sustainability and circular economy actions and projects, seniors are often left out. Therefore, the objective of the SEN4CE Project Result 1 was to create a course curriculum with learning content on circular economy directly for seniors to empower them in building circular economy.

This curriculum is scenario-based and encourages multiple uses of the training materials with a special focus on inspirational and motivational aspects of the course. Embedded in the storyline, the learning material addresses the topic of circular economy and how it can empower seniors to actively contribute to circular economy and sustainability in their daily life. The curriculum aims to focus less on such theoretical aspects as waste management, recycling, renewable energies or climate, but more on the benefits of the circular economy for seniors.

## How was this curriculum created?

Before developing this curriculum, five partners conducted [a needs analysis](#) in each country. For this purpose, questionnaires were distributed to 52 seniors in Germany, Portugal, Spain, Austria and France, asking them about their interest and knowledge on circular economy. The results were then analyzed and put into a report which makes recommendations for curriculum development to address the identified needs.

Moreover, partners conducted the [best practices analysis](#), having collected in total 19 national and international existing practices of circular economy curriculum for seniors, which were consequently analyzed with a purpose to create the curriculum which fills in the gaps of these already existing practices and corresponds to the needs of seniors.

## The European Qualifications Framework

To ensure compatibility with the diverse learning needs of seniors, the curriculum is created for two European Qualifications Framework (EQF) levels, one for enabling levels 2 and 3, and one for enabling levels 3 and 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 levels are described as follows:

- **Level 2**

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy

- **Level 3**

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

- **Level 4**

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

## Articulate

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

## Responsible consumption

### Content for EQF 2-3

The EQF 2-3 part of the Responsible Consumption unit is divided into 3 non-linear modules.

The “**Avoiding Waste - Learn to Consume Less and Better**” module includes an explanation on why avoiding waste is important, as well as tips on how to reduce waste when going shopping in 3 different categories of products: food, clothes, and household appliances.

The “**All About Labels - Shopping more Responsibly**” module defines eco-labels and the difference between eco-labels, bio labels and pictograms, with examples of existing reliable labels from each partner country. This module also includes tips on how to recognize a good eco-label.

Finally, the “**Think Global, Act Local**” module gives some explanation on why consuming is important and has a positive impact on the environment, and gives some concrete examples of habits that seniors can put in place to consume more locally.

## Scenario

The scenario showcases the participant going grocery shopping with his/her grandson. The participant has to choose how to prepare to go shopping, which types of shops to go to and what to buy once at the store. Depending on his/her answers, he/she gains explanation on why his/her choice was right or wrong, and the dialogue continues as if the participant had chosen the right answer.

## Content for EQF 3-4

The EQF 3-4 part of the Responsible Consumption unit is divided into 3 non-linear modules.

The module “**How to avoid being tricked by Greenwashing**” explains the concept of Greenwashing, with some concrete examples of what it can look like. It also gives tips on how to spot and avoid greenwashing.

The module “**All about the planned obsolescence strategy**” explains what planned obsolescence is and why companies might resort to it. It also gives some concrete examples of some planned obsolescence strategies used by companies, as well as tips to fight it.

The “**What if we tried going zero-waste**” module explains in detail the concept of zero-waste, with concrete examples of practices one can put in place when trying to go zero-waste.

Finally, the “**Let’s talk collaborative consumption**” module explains the concept of the sharing economy, and details the practices illustrating it, i.e. carpooling, lending and borrowing and community sharing. It also gives some concrete examples that seniors can apply in their daily lives to apply these types of practices.

## Scenario

The scenario showcases the participant interacting with his/her neighbor about certain purchases. The participant has to advise his/her neighbor on what to do with her broken phone, before going shopping together. Depending on his/her answers, he/she gains explanation on why his/her choice was right or wrong, and the dialogue continues as if the participant had chosen the right answer.

## Product lifespan

### Content EQF 2-3

The EQF 2-3 unit of Product lifespan presents different practices that seniors can apply in their daily life to prevent waste creation by extending the product lifespan and sorting products appropriately to transform them eventually into new materials or items. It is divided into 5 non-linear modules.

The module “**Share it to prevent waste**” addresses the importance of sharing economy to prevent waste creation by sharing the possessed items with other people instead of buying them and gives concrete examples on how seniors could implement it.

The “**Give away**” module explains why giving away may be the simplest solution to extend the product lifespan and provides country-specific ways to give the second life to the possessed items.

The “**Reuse and repurpose products instead of throwing them away**” module provides some DIY ideas on how to create new items out of the possessed and no longer used items.

The “**How to extend products lifespan**” module details on how to make appliances, clothes and food last longer following some simple tips.

The “**How to sort waste appropriately**” module provides a step-by-step simple guide on how to start waste sorting at home and where to find appropriate country-specific information on this.

## Scenario

The scenario demonstrates a main character with his/her partner sorting out some old items, such as books, newspapers and old clothes, in front of the closet and discussing what they should do with them, e.g. giving them away, washing, reusing or throwing them away. Depending on his/her answers, he/she gains explanation on why his/her choice was right or wrong, and the dialogue continues as if the participant had chosen the right answer.

### Content EQF 3-4

The EQF 3-4 part of the Product Lifespan unit is divided into 2 non-linear modules.

The “**Repair & Repurpose (DIY)**” module proposes some more efforts-requiring DIYs to reuse or refurbish the possessed items.

The “**Waste collection**” module explains the modern waste collection chains to permit seniors to grasp the circular economy principles and give some ideas on how to improve the current system. It focuses on such waste treatment methods as waste incineration, landfills and recycling, and gives some concrete ideas on how a learner could improve the recycling rates in their country on their own end.

## Scenario

The scenario demonstrates a main character with his/her partner discussing what to do with their sofa which has been used for 15 years, i.e. throw it away, repair it or sell it. The scenario also covers the waste collection issues, through the informal conversations which the characters have while running their errands.

## Responsible use of resources

### Content EQF 2-3

The EQF 2-3 part of the Responsible Use of Resources unit is divided into 3 non-linear modules.

The module “**The Benefits of Saving Energy for our Environment**” explains in detail the following benefits for our environment of saving energy: protecting the



air and preventing climate change, helping conserve limited natural resources and saving ecosystems and animals.

The “**How to save energy at home**” module gives concrete tips to save energy at home in the kitchen, in the bathroom, and more globally in your house.

The “**All about energy labels**” module explains the way the EU energy label works, both for appliances and buildings, and to which appliances it applies. It also explains how to read an energy label and what to look at.

## Scenario

The scenario showcases the participant interacting with his/her granddaughter who just moved into her first apartment. The participant has to advise his/her granddaughter on which appliances to buy and give her tips on how to save energy. Depending on his/her answers, he/she gains explanation on why his/her choice was right or wrong, and the dialogue continues as if the participant had chosen the right answer.

## Content EQF 3-4

The EQF 3-4 part of the Responsible Use of Resources unit is divided into 2 non-linear modules.

The “**Calculate your environmental footprint**” module explains what carbon footprint is and introduces numerous tools to assess it and empower users to make more informed choices. It also presents a section on “What is next?” to explain to learners what to do with these figures and how to minimize our environmental trail.

The “**Environment-friendly home: simple renovations work to consume less energy**” module gives some concrete advice on how to reduce the energy consumption in a household through some simple or more complex improvements.

## Scenario

The scenario showcases the main character with his/her granddaughter discussing the renovation works at her new apartment. Depending on his/her answers, he/she

gains explanation on why his/her choice was right or wrong, and the dialogue continues as if the participant had chosen the right answer.

## **Conclusion**

The curriculum for seniors and life-long learning on circular economy has been designed to empower and engage seniors to contribute to building circular economy. The developed content uses motivational and inspirational tone to encourage seniors in implementing sustainable activities and adapting their lifestyle to reduce their environmental footprint and connect with young people in fighting climate change.

The scenario game-based content permits seniors to identify themselves with the main characters and to apply the learnt content to the real-life circumstances, thus incentivising the behavioural changes. The interactive activities promote and simplify the life-long learning process and seniors' digital skills improvement. Focusing less on such theoretical aspects as waste management, recycling, renewable energies or climate, but more on the benefits of the circular economy for seniors, the curriculum may be easily implemented in various circumstances, seniors' workshops, self-trainings or group training sessions.