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# Adults for Future!

**Community of practice for a framework of  
older adults empowerment in environmental  
activism**

Supervised by Polygonal



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**Adults** *for* **Future**

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Adults for Future - community of practice





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## 1. Adults4Future: introduction

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The Green transition is a crucial topic in Europe, as the continent aims to become climate neutral by 2050. While there is a lot of focus on young people's actions to combat climate change, it's essential not to overlook the role of older adults. To ensure a more nuanced and equitable approach, adult education centers and those that engage adults in leisure and social activities need to be supported. This project aims to provide new competencies and create a shared strategy to engage older adults in climate change action, considering their needs and local communities' contexts. The goal is to make older adults active contributors to a greener society beyond the center walls.

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## 1.1 About us

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### DomSpain

DomSpain is an education and training centre active on national and international levels. Launched in 2008 by a group of teachers and educators who believed that education and learning is a much more experiential process than one offered by the formal educational system, it has now become a hub and network of trainers, teachers, learners, entrepreneurs and, in general, professionals who consider education as a continuous, life-long process, accessible to all.

We offer a variety of services not only to our closest community but also to national and international public and private sectors; always with a vision of empowering individuals and organisations to gain the necessary skills, competences and know how to find the resources needed to fulfil their personal or professional aspirations. DomSpain offers face-to-face and online training activities thanks to a team of more than 40 educators, psychologists, social and youth workers, translators, and ICT experts. Our Training Department develops educational programmes in four main directions: courses and workshops; vocational education; trainings for educators; and extracurricular activities.

### Eurosuccess

We are a consulting and training organisation consisting of a dynamic team of young individuals with expertise in project management, research, training, and educational development. Our vision is to offer high quality educational and consulting services to the Public and Private sectors in Cyprus and abroad, to enhance and reinforce the competitiveness of enterprises through the:

- Promotion of innovation and education
- Utilisation of research outcomes and development of links with research institutions
- Exploitation and assistance for utilisation of funding Schemes and Opportunities

Through these activities, our mission is to become one of the leading organisations in Cyprus specialised in these key areas. The philosophy of Eurosuccess Consulting is embraced within the following four principles:

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Execute, Review, Improve, and Redesign. Through this approach, Eurosuccess aims towards a continuous improvement of its counselling and development activities.

## RightChallenge

The Rightchallenge Association is a non-governmental organisation which aims to promote education and training as a means of social inclusion and equality. Rightchallenge strives to promote sustainable values and change attitudes towards the environment, in order to prepare people to exercise conscious, dynamic, and informed citizenship. We work closely with local and regional associative movements, NGOs, and municipalities to promote awareness-raising for sustainable development. We also implement environmental volunteering projects to promote nature conservation, protection, and biodiversity. We encourage the development of innovative ideas that respect environmental values and uphold principles of nature conservation.

## Polygonal

We are a tight-knit, autonomous, democratic community organisation founded to explore alternative forms of engagement in our area. Composed of educators, developers, designers, activists, and culture enthusiasts, we are based in the small rural village of Cori, just an hour south of Rome. We strive to involve people of all ages in ongoing learning and firmly believe in the transformative power of education and digital technology.

Above all, we are a group of passionate individuals. As a municipality contractor, we operate the public library and historical archive in our area. In addition to managing these facilities, we also host workshops and coordinate international activities.

Our name 'Polygonal' pays homage to the rich ancient history and traditions of our town, and reflects our diverse expertise and commitment to activism.





## 2. Green Activism and Sustainable Living

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Green activism is the practice of advocating for and actively engaging in actions that promote environmental protection and sustainability. Sustainable living is the practice of living in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs, by reducing one's ecological footprint and making choices that prioritise environmental sustainability.

In this sense, 'being active' means to be engaged in both.

The concept of environmental activism of older people encompasses all the behaviours that adults engage in to address climate change and environmental sustainability. Activism can take many forms, from membership in environmental movements to volunteer projects and advocacy activities.

### 2.1 Biodiversity protection

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Biodiversity protection involves preserving and maintaining the variety of plant and animal species that exist in a particular ecosystem. As part of green activism, it involves taking action to prevent the loss of biodiversity due to human activities such as habitat destruction, pollution, and climate change. To protect biodiversity, individuals and organisations can promote sustainable practices such as reducing waste and pollution, supporting conservation efforts, and advocating for stronger environmental regulations. Additionally, efforts can be made to protect and restore natural habitats and to reduce the impact of human activities on wildlife and their ecosystems.

### 2.2 Climate change activism

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It is often believed that the younger generation is the one primarily engaged in supporting the fight against climate change through activism. More and more young people are joining the movement for positive change, promoting a narrative about climate change and its long-term and short-term impacts, spreading awareness and motivating others to take action, as well as supporting climate policy development and holding politicians accountable.

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Taking to the streets to demonstrate is a way to reach a wide audience, share good practices and encourage others to act more sustainably in their daily lives. However, adults are also concerned about climate change and their social role is key to achieving results: for example, many young people participating in the climate change movement cannot vote because of their age, while adults can do so and change a state in large numbers.

Climate change activists are not as widespread among adults, but there are some: for example, Elders Climate Action is a nonprofit organisation that aims to mobilise older people across the United States to address climate change. Through advocacy, they work to promote strong policies that reduce greenhouse gases.

Elders Climate Action. (2021, July 12). *About Us - Elders Climate Action*.

<https://www.eldersclimateaction.org/aboutus/>

*How Do Climate Change Views Differ by Generation? | ASA Generations*. (2022, June 22). ASA Generations.

<https://generations.asaging.org/how-do-climate-change-views-differ-generation>

## 2.3 Waste management

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Waste management is a contributor to the circular economy as it promotes the reuse of materials. Waste takes on a greater value as it is not just a waste item, but can be directly reused or transformed into new raw materials.

On an individual level, the citizen can contribute to waste management with organic waste and municipal waste. In many cities, municipal waste management has led to an increased awareness in society of the value of materials through differentiated waste collection, making citizens an active part in environmental protection at an environmental level.

At the household level, organic waste can also be processed and reused as fertiliser for gardens, implementing a process of domestic circular economy.

*Waste management*. (n.d.). European Environment Agency.

<https://www.eea.europa.eu/themes/waste/waste-management>







## 2.4 Green movements

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Green movements have gained momentum globally and Europe is no exception. These movements seek to drive awareness, action and responsibility towards environmental sustainability. With growing public concern about climate change, green movements have emerged as a means of lobbying governments and businesses to prioritize environmental sustainability. Green movements have also been instrumental in inspiring individual action and raising awareness of sustainable living practices. It is important to lead change towards a greener future and aim to support these movements by offering opportunities for older people to contribute significantly to the cause. Specific examples can be:

- Join green movements such as Fridays for Future.
- Support sustainable initiatives in their communities such as community gardens, recycling programs or renewable energy projects.

## 3. Sustainable living: the sustainable footprint of our individual daily actions

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Individual actions play a significant role in reducing the environmental impact. It is important to support sustainable living practices by enabling older people to adopt sustainable habits in their daily lives. By providing education and resources, one can aim to encourage sustainable habits such as reducing energy and water consumption, using environmentally friendly methods of transport and reducing waste. By focusing on individual actions, one seeks to create a more comprehensive and impactful approach to environmental sustainability in Europe. The ultimate goal is to inspire more people to make informed choices and reduce their carbon footprint.

### 3.1 Sustainable living and shopping

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Our impact on the environment depends on the small actions we do every day. We can choose more or less sustainable options in our daily actions. When we go shopping we can buy products in bulk, not pre-packaged, just as we can





check the origin of products and choose locally produced ones. Before buying new clothes we can assess the real need, just as we can give new life to clothes we no longer wear. We can choose to be as plastic free as possible by buying reusable metal cans, avoiding fresh packaged products, buying liquid detergent, and generally preferring reusable and durable materials or compostable materials. It is also possible to be greener in terms of transport, choosing the train rather than the plane or choosing to walk or cycle short daily distances instead of driving. Another good practice is the transmission of one's own traditions in terms of materials and uses and habits to the new generations, to ensure historical continuity in the use of tools that can be adapted for new uses and create a dialogue between generations.

## 3.2 Energy consumptions

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Being energy-conscious has three implications: saving energy, lowering utility bills and reducing the carbon footprint.

You can reduce energy consumption through small daily actions such as unplugging electrical appliances, avoiding leaving the TV on standby, switching off lights in rooms not in use, washing clothes on the eco programme and at 30 degrees maximum, and only using the dishwasher and washing machine when they are full.

## 3.3 Green investments

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Green investing has become increasingly popular in recent years, with many investors looking to support environmentally sustainable initiatives. This can include investing in funds that prioritize sustainable companies or sectors, such as renewable energy or clean technology. Additionally, green retirement plans have emerged as a means of aligning retirement savings with sustainable values. Charitable giving to foundations focused on environmental sustainability is also a way for older adults to support the green movement in





Europe. By investing in sustainable initiatives, older adults can help promote a more sustainable future for generations to come.

### 3.4 Technological usage

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Technological usage is an essential aspect of every day, and there are many ways that older adults can contribute to a more sustainable approach to technology. Refurbishing materials, such as computers or smartphones, is a great way to reduce electronic waste and extend the life of technology. Second-hand tech is also an option, and many companies now offer certified refurbished devices. Choosing durable materials for technology, such as long-lasting batteries or eco-friendly materials, can also contribute to a more sustainable approach to technology. By adopting these practices, older adults can help promote a more sustainable and responsible approach to technological usage in Europe.

## 4. Climate change engagement: EU overview

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The European Union is a world leader in the fight against climate change and is strongly committed to reducing greenhouse gas emissions and promoting sustainable development.

As one of its responses to climate change in 2019, the EU has adopted the European Green Deal: a comprehensive plan to make EU society prosperous and fair, leaving no one behind, make the economy sustainable and reach climate neutrality (net zero greenhouse gas emissions) by 2050.

To achieve its goals, it covers eight policy areas: Energy, Climate, Agriculture, Industry, Environment, Transport, Finance and Innovation.

The deal is not a legislation itself but rather a roadmap of actions to be taken to become sustainable. Some progress has already been made in each of the eight areas mentioned above and several strategy papers were published on food production, biodiversity preservation and industrial and digitalization policies, which are considered the pillars of the Green Deal.

One of the key elements of the Green Deal is the EU's commitment to reduce its greenhouse gas emissions by at least 55% by 2030 compared to 1990 levels. To achieve this target, the EU has set out a number of policies and measures, including:

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1. The EU Emissions Trading System (EU ETS): This is a cap-and-trade system that limits the amount of greenhouse gas (CO<sub>2</sub>) emissions that can be released by certain industries, such as power generation and manufacturing. Companies can buy and sell emission allowances and are incentivised to reduce their emissions.
2. The Effort Sharing Regulation: It sets binding CO<sub>2</sub> reduction targets for each EU member state for sectors such as transport, buildings and agriculture.
3. The Renewable Energy Directive: It sets a target for the EU to have at least 32% of its energy consumption come from renewable sources by 2030.
4. The Energy Efficiency Directive: It aims to improve energy efficiency in the EU by setting binding targets for energy savings.

In addition to these policies, the EU is also supporting the development of new technologies and the transition to a more sustainable economy through initiatives such as the Horizon Europe research and innovation program and the Just Transition Fund, which provides support for regions and industries that, are most affected by the transition to a low-carbon economy.

The EU is also actively working with other countries and regions to promote global action on climate change, for example through the United Nations Framework Convention on Climate Change (UNFCCC) and the Paris Agreement. The EU is committed to providing financial and technical support to developing countries to help them reduce CO<sub>2</sub> emissions and adapt to the impacts of climate change.

Overall, the EU's engagement into climate change reflects its strong commitment to a sustainable future and its leadership role in promoting global action to address one of the greatest challenges of our time.

## 4.1 The impact of climate change on older adults

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Climate change can have significant impacts on older adults. As the earth's temperature rises, older adults are particularly vulnerable to heat stroke and other heat-related illnesses. They may also suffer from poor air quality, which can aggravate respiratory conditions such as asthma and COPD. Additionally, older adults may be at greater risk of injury or death during extreme weather events such as heat waves,

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hurricanes, and floods. Climate change can also exacerbate existing health conditions such as arthritis, making it more difficult for older adults to get around.

Another scenario that older adults may suffer from is displacement, as they may have to leave their homes due to rising sea levels, wildfires, or other climate-related disasters. They may also be affected by food insecurity due to crop failures or changes in weather patterns. These scenarios can lead to social isolation, depression and can affect the quality of life of older adults.

Source: United Nations Framework Convention on Climate Change. (2019). Climate action and support trends. Retrieved from [https://unfccc.int/sites/default/files/resource/Climate\\_Action\\_Support\\_Trends\\_2019.pdf](https://unfccc.int/sites/default/files/resource/Climate_Action_Support_Trends_2019.pdf)

## 4.2 Role of adult education in rising awareness on climate change

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Adult education is an effective tool for promoting climate action because it empowers individuals with the knowledge and skills necessary to take action on climate change. Through adult education programmes, individuals can learn about the causes and impacts of climate change, as well as the best practices for mitigating and adapting to its effects. This knowledge can help individuals to make informed decisions in their daily lives, such as reducing energy consumption, choosing sustainable modes of transportation, and making eco-friendly consumer choices.

Adult education in Europe can promote sustainable behaviours, facilitate behavioural change, and foster a culture of sustainability, especially among generations. In fact, adult education should really be about empowering individuals according to their capacities and context assets.

Through a more nuanced approach to green activism, individuals can make informed decisions in their daily lives. These decisions include reducing energy consumption, choosing sustainable modes of transportation, and making eco-friendly consumer choices. Additionally, adult education programmes can focus on other topics that support climate change awareness such as renewable energy technologies and biodiversity conservation.





In this sense, by providing individuals with a comprehensive understanding of these issues, adult education can help to foster a culture of sustainability that supports climate action, and at the same time make individuals aware of the complex connections of the world around them.

## 5. Moving toward green inclusion in each country

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Ensuring the wellbeing of individuals in later age is key in the European programmes. The EU recognizes the importance of environmental information dissemination and raising awareness among all age groups.

To achieve this, various programmes are being implemented to encourage the dissemination of knowledge about sustainable practices, thereby raising environmental awareness throughout European countries. Moreover, inclusiveness is a key objective in implementing environmental measures. The EU aims to simplify the usage of sustainable services, making them accessible and tailored to the needs of older people.

By addressing the needs of different age groups, the EU ensures that green initiatives are inclusive and beneficial to everyone. It is evident that young people are particularly engaged and aware of the hazards of climate change, as they will be the primary victims and future generations will bear its effects. However, adults also have a crucial role to play, as they are part of the system and have a social obligation to take action for the betterment of their own generation and future generations

### 5.1 National overview: Spain

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According to the latest survey (March 2023) by the Spanish Centre for Sociological Research (CIS), 72.6% of Spaniards believe that climate change is a very serious or fairly serious problem, and 86.6% believe that human activities (industry, cars, gases, construction, consumption, etc.) are affecting climate change to a great or significant extent. Surprisingly, when we break down the results by age, those aged 65 to 74 are the most concerned, followed by those aged 55-64. Here is the percentage of people by age group who said they were very or fairly concerned about climate change:





Age group	18-24	25-34	35-44	45-54	55-64	66-74	75+
<i>% of people concerned about the climate change to a great or significant extent</i>	75.3	70.3	68.2	67.7	76.9	<b>79.3</b>	73.5

80.3% of respondents confirmed that they have changed some of their daily practices to try to slow down or reduce climate change. As far as age groups are concerned, those aged 25-34 are those who changed their habits the most, followed by people aged 55-64. The detailed results are as follows:

Age group	18-24	25-34	35-44	45-54	55-64	66-74	75+
<i>% of people who changed their daily practices to combat climate change</i>	75.9	<b>85.1</b>	82.7	82.8	<b>84.3</b>	80.6	66.5

The main practices to reduce or slow down the climate change introduced by people into their daily lives during the last two years are:

<i>Changes introduced</i>	<i>Total of people (%)</i>	<i>18-24 (%)</i>	<i>25-34 (%)</i>	<i>35-44 (%)</i>	<i>45-54 (%)</i>	<i>55-64 (%)</i>	<i>65-74 (%)</i>	<i>75+ (%)</i>
<i>Household waste and garbage recycling</i>	57.7	59.4	56.8	56.7	56.7	58.1	<b>60.3</b>	56.8

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<i>Stop using the car</i>	22.1	14.1	21.7	25.2	25.3	<b>26.1</b>	21.6	11.2
<i>Controlling energy consumption at home (lights, appliances, heating, etc.)</i>	20	12.7	14.8	21.0	<b>25.4</b>	19.5	21.1	19.6
<i>Use public transport</i>	13,1	<b>36.3</b>	19.5	11.9	8.4	13.7	7.9	4.4
<i>Controlling your household water consumption</i>	13	10.3	9.7	13.0	10.3	11.6	17.0	<b>21.2</b>

In general, despite some differences in awareness of climate change among different age groups in Spain, there seems to be a generalised concern about the issue. Sometimes the climate change awareness and concern is even bigger among elderly people than younger generations.

The data from the other study conducted by Ideara Investigación (2021) confirm the prevalence of actions related to consumption, as opposed to others more related to community participation and social activism. Another important variable for participation in protests against climate change, in addition to education and political attitudes, is age, with those under 25 being particularly prevalent (21%) compared to those aged 46-64 (14.3%). These data reinforce the media iconography of recent climate mobilisations and the groups leading them (Fridays for Future, Extinction Rebellion), which are associated with youth and young people.

## Resources

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CIS (2023). Barómetro de marzo 2023. Distribuciones marginales. Estudio nº3398.

Retrieved from

[https://www.cis.es/cis/opencm/EN/1\\_encuestas/estudios/ver.jsp?estudio=14695](https://www.cis.es/cis/opencm/EN/1_encuestas/estudios/ver.jsp?estudio=14695)

IDEARA INVESTIGACIÓN (2021) La sociedad española ante el cambio climático.

Percepción y comportamientos de la población. Retrieved from

<https://idearainvestigacion.es/experiencias-y-publicaciones/la-sociedad-espanola-ante-el-cambio-climatico-percepcion-y-comportamientos-en-la-poblacion/>

## **A good story of activism between generations: “Elderly and children work together for a greener future”**

In 2019, the senior citizens' association "l'Esplai de Reus" and the School Pompeu Fabra in Reus started a joint project that has worked excellently for four years. Every week, some elders from the association go to the school to work with final year students in a vegetable garden. The initiative connects the young students with the elderly through an encounter with nature. It's a movement that teaches values, knowledge and empathy for the planet.

It is an innovation for life. It teaches us what is important: we cannot live without listening to our elders, and we cannot live without knowing where products come from and how to obtain them. We cannot live without knowing how to make our planet more sustainable. The garden is an excuse to listen to the elders on how to get rid of a pest, and for them to listen to the children, who also always have a lot to teach! It is an excuse to bring the generations together and alleviate the existing separation.





## Resources

Blog AMPA Escola Pompeu Fabra <https://agora.xtec.cat/escpompeureus/>

## 5.2 National overview: Cyprus

Cyprus has implemented several green policies in recent years aimed at promoting sustainability, reducing carbon emissions and protecting the environment. Some of them are:

- Renewable energy targets: Cyprus has set a target of generating 13% of its energy from renewable sources and has implemented several policies to encourage the use of solar and wind energy
- Waste management: policies have been introduced to reduce waste and increase recycling rates, such as the "Green Points" scheme which rewards citizens for recycling, and the "pay-as-you-throw" system which charges citizens based on the amount of waste they generate.

The perception of these green policies among citizens in Cyprus is generally positive. There is a growing awareness among citizens of the need to protect the environment and reduce their carbon footprint, and many are supportive of government efforts to promote sustainability and reduce emissions.

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However, there are also some challenges to implementing green policies in Cyprus, such as a lack of funding and infrastructure, and resistance from some sectors of society. For example, there has been some opposition to the introduction of the "pay-as-you-throw" system for waste management, as some citizens feel that it is unfair or too costly.

Older adults in Cyprus are becoming increasingly engaged in green practices, as there is a growing awareness of the need to protect the environment and reduce carbon emissions. Many older adults are taking steps to reduce their carbon footprint and live more sustainably, both in their personal lives and in their communities.

One way that older adults in Cyprus are engaging in green practices is by adopting more sustainable behaviours in their daily lives. For example, many older adults are reducing their energy consumption by turning off lights and appliances when not in use, using public transportation or carpooling, and reducing their water usage. They are also engaging in sustainable food practices, such as reducing their meat consumption, buying locally grown produce, and reducing food waste.

Another way that older adults in Cyprus are engaging in green practices is through volunteering and community initiatives. Many older adults are participating in environmental clean-up efforts, community gardening, and other sustainability initiatives. They are also joining local environmental groups and advocating for policies that promote sustainability and environmental protection.

In addition, older adults in Cyprus are also taking advantage of government programmes and initiatives that promote sustainability and environmental protection. For example, they are participating in solar panel installation programmes and taking advantage of subsidies for energy-efficient home improvements.

## Resources

Kapetanios, E. (2018). Sustainable development policy in Cyprus: a critical review. *Journal of Environmental Planning and Management*, 61(4), 564-585. <https://doi.org/10.1080/09640568.2017.1310734>

Loizidou, M., & Zachariadis, T. (2016). Attitudes towards sustainable development policies: The case of Cyprus. *European Planning Studies*, 24(5), 829-849. <https://doi.org/10.1080/09654313.2015.1093565>





Kyriakides, E., & Tsapelas, I. (2019). How elderly perceive and behave in the context of energy consumption and climate change. *Sustainable Cities and Society*, 47, 101473. <https://doi.org/10.1016/j.scs.2019.101473>

Mihalakakou, G., Fokaides, P. A., & Hadjipanayi, M. (2018). Solar thermal systems in the elderly: experiences from a Mediterranean island. *Renewable Energy*, 122, 29-37. <https://doi.org/10.1016/j.renene.2017.12.053>

### A good story of activism between generations: “Let’s do it!”

One inspiring story of activism between generations in Cyprus involves a group of volunteers from different age groups who came together to help protect and preserve the cities of the island.

The campaign Let's Do It! has been active in Cyprus since 2012, counting over 180 thousand volunteers, and ridding Cyprus of tons of garbage, which are on the streets, in the cities and in the natural environment of our country! The campaign "Let's Do It! Cyprus" is the largest environmental action on our island.

Together, they organised regular beach clean-ups, removing tons of garbage and debris, gardening, street cleanups etc. . They also worked with local authorities to install recycling bins and promote sustainable practices in the community.

The intergenerational nature of the group was a key part of its success. The young volunteers brought energy and enthusiasm, while the older volunteers brought experience and knowledge of the local area. They learned from each other and worked together to create a cleaner, more sustainable environment.



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## Story no. 2: Gardens of the Future, Nicosia

It is a collective initiative to install the first pilot garden, where food can be grown responsibly, and where the community engages in cultivating garden plots, home gardens and balconies. In this garden, circular economy and sustainable entrepreneurship is being celebrated to strengthen social cohesion among neighbours and communities. In this project, not only young people have been involved but also seniors and retirees who want to achieve a better tomorrow for the younger generations.

### Resources

Let's Do IT! Cyprus, 2012: <https://www.togetheryprus.org/lets-do-it-cyprus/>

Gardens of the Future, Cyprus, Nicosia: <https://gardensofthefuture.com/>




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## What can we learn from this story?

### Key takeaways from Lets Do It!

-  **Activism & community engagement are not limited by age;**
-  **Creation of meaningful change and promote sustainability in communities;**
-  **By working together, people of all ages can make a positive impact and create a brighter, more sustainable future for generations to come.**

## 5.3 National overview: Portugal

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A study conducted in Portugal that counted with 887 people over 18 years old showed that certain environmental and demographic statistics influence the sustainability of consumers' habits. The study concluded that overall, Portuguese consumers understand the environmental issues and challenges that we now face, and support greener policies designed to improve the

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environment but, they do not often translate their concerns into environmentally friendly actions. They tend to support greener policies but very rarely participate or even engage in environmental activism or volunteering, and they do not take part in policymaking. The most frequent sustainable habits: water and energy saving, seem much more linked to economic reasons and environmental behaviour has an added bonus [1].

Regarding civic and educational senior engagement, several initiatives have been developed, such as the Senior Universities and the lifelong learning programs promoted by higher education institutions from the north to the south of the country [2]. Despite this, there is still a lack of programs and initiatives that promote senior civic engagement [3].

According to individual-level research on senior participation, in Portugal, there are marked deficits in the civic and socio-political involvement of older age groups [3]. The 2016 study also reported the lack of local and national initiatives for citizen participation, in particular for the elderly. Public organisms such as municipalities and social solidarity and health institutions that work directly with the elderly, have a very limited offer of programs that promote active aging, and those that exist lack representativity, with limited topics being covered.

When compared to the international scenario, Portugal is missing some fulcrum mechanisms for public participation in current topics. For senior universities, a study conducted using four training programs (78 subjects) showed that the senior students recognize the importance of including subjects regarding climate change and sustainability in their school programs. Despite many topics within this subject being already approached in many classes, the students showed low perception to recognize the topics [3]. This indicates that the approach currently employed to raise awareness about climate change and sustainability is not the most adequate for this target group [2]. Around 97% of the inquiries showed they were interested or very interested in environmental subjects, and 45,15% of them were aware of environmental projects however, from this group, only 19.54% of them participated in any programme, a great contrast with the non-participating inquiries (80.55%) [2]. A crushing majority, 95%, recognized the importance of life-long training programs to promote sustainable development [2]. Outside senior universities, there is a lack of studies regarding seniors' perceptions of climate change, sustainability, and the importance of life-long education programs.





In the Portuguese capital, Lisbon, climate change has already affected the elderly community. Southern Europe, particularly Portugal, is pointed out as one of the most vulnerable regions in Europe to the impacts of climate change and the occurrence of heat waves and cold spells. These pose a risk for overall population health but particularly for the more vulnerable, such as the elderly [4] and so, there is a pressing need to create climate resilient cities and raise population awareness and involvement on the topics.

There is a clear need to create and make available more programs and initiatives that aim to dynamize senior activism and civic engagement [3]. Despite the Portuguese population being aware of the current environmental challenges we face and the need to adopt more sustainable habits, there is a clear lack of involvement in civic and activism programs [1-3].

### Resources

[1] Finisterra do Paço, A. M., & Raposo, M. L. B. (2010). Green consumer market segmentation: empirical findings from Portugal. *International Journal of consumer studies*, 34(4), 429-436.

[2] Bento, S. C. H. (2021). *Cidadania e sustentabilidade ambiental, o contributo dos programas para seniores de instituições de ensino superior em Portugal* (Doctoral dissertation).

[3] de Almeida, M. F. (2016). Iniciativas de participação cidadã de idosos em Portugal: um estudo exploratório. *Análise Social*, 402-431.

[4] Rodrigues, M., Santana, P., & Rocha, A. (2021). Modelling of temperature-attributable mortality among the elderly in Lisbon metropolitan area, Portugal: a contribution to local strategy for effective prevention plans. *Journal of Urban Health*, 98, 516-531.

### A good story of activism: 65+ Ambiente

The 65+ Ambiente project was born out of a collaborative process between Laboratório da Paisagem (research and education centre), Guimarães City Council, and other partners. This project offers a vast portfolio of activities directed at the senior community, in the field of environmental sustainability. Besides Laboratório da Paisagem, the project counts with the participation of more than forty institutions in the municipality that provide the activities free of charge to the elderly community.







The goal is to promote active and healthy ageing through an approach to nature. It encourages the sharing of memories, knowledge, and transformation of the territory, local fauna and flora, as well as promoting intergenerational, sensory activities, experimentation, and creativity, which stimulate the cognitive component and the involvement of the senior community.






## Resources

65 + Ambiente. (2016, June 27). Laboratório da Paisagem. Retrieved from: <https://www.labpaisagem.pt/65-ambiente/>

## What can we learn from this story?

### Key takeaways from Ambiente 65+

-  Promoting an healthy and active aging by connecting to nature
-  Fostering a space for interaction between seniors and young people as a way to fight solitude
-  Encourage sharing, experimentation and creativity whilst valuing nature and social connection

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## 5.4 National overview: Italy

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In 2021, CENSIS published a report titled "The elderly and volunteering: a resource for society" ("Gli anziani e il volontariato: una risorsa per la società"), which analysed the role of elderly people in volunteering activities in Italy, including environmental volunteering.

According to the report, over 50% of elderly volunteers in Italy are involved in environmental activities, including urban gardening, environmental education, and waste reduction initiatives. The report also noted that many of these activities take place in urban areas, where environmental issues such as air pollution, waste management, and climate change are particularly pressing.

The report highlights the many positive aspects of environmental volunteering for elderly people, including improved physical health and well-being, increased social interaction and sense of purpose, and enhanced environmental knowledge and awareness. Environmental volunteering also has positive effects on the natural environment, including the improvement of urban ecosystems and the reduction of carbon emissions.

In particular, the report emphasises the potential of environmental volunteering to address social and environmental challenges in urban areas. Through activities such as urban gardening and waste reduction initiatives, elderly volunteers can contribute to the creation of more sustainable and livable urban environments.

Volunteering can also help to improve the social integration of these groups, and can provide access to new opportunities and networks (ISTAT, 2019), as volunteering can enhance well-being and social cohesion, and in this way support overcoming relevant barriers.

### Resources





Censis. (2021). Gli anziani e il volontariato: una risorsa per la società [The elderly and volunteering: a resource for society]. Retrieved from [https://www.censis.it/7?shadow\\_comunicato=57520](https://www.censis.it/7?shadow_comunicato=57520)

Censis. (n.d.). Il valore sociale. Retrieved January 20, 2023, from <https://www.censis.it/welfare-e-salute/la-silver-economy-e-le-sue-conseguenze/il-valore-sociale>

Redattore Sociale. (2019, December 5). Istat: il volontariato fa bene agli anziani e a chi è in difficoltà. Redattore Sociale. <https://www.redattoresociale.it/article/notiziario/istat-il-volontariato-fa-bene-a-gli-anziani-e-a-chi-e-in-difficolta>

### A good story of activism between generations: Insieme Pianti-AMO

The **Insieme Pianti-AMO** project is an initiative aimed at creating intergenerational collaboration between children and grandparents, with the goal of beautifying public spaces and promoting environmental awareness through the reuse of recycled materials. The project encourages educational workshops to teach how to reuse and transform materials, displaying the plants and learning how to take care of green spaces.







## Resources

AECI Lazio. (2022, August 5). Insieme Piantiamo: Nasce una nuova aiuola per l'evento conclusivo [Blog post]. Retrieved from <https://www.aecilazio.it/2022/08/05/insieme-piantiamo-nasce-una-nuova-aiuola-per-le-vento-conclusivo/>





## Key takeaways from Insieme Pianti-AMO

-  **conceive green spaces as learning spaces;**
-  **raise awareness of the positive impact of green spaces on individual and collective health;**
-  **Upcycling can be a great tool to improve shared areas**

## 6. How adults and adult educators address climate change in Europe

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### Adult Educators

According to the field research conducted for adult educators by the European project Adults for Future, it emerges that 80% of the interviewees are women, reflecting the crucial role of women in addressing the challenge of green growth in Europe. This data aligns with the objective of promoting greater female participation in environmental issues, as highlighted by the European Union's Gender Equality Strategy.

It is interesting to note that all survey participants currently hold employment, underscoring the key role of adult educators in disseminating knowledge and raising awareness about environmental issues. The predominant age group among the interviewees, ranging from 18 to 40 years old, indicates a growing





awareness among the youth about the importance of green growth for the future.

However, the survey has revealed several critical points. 53% of the interviewees do not participate in online campaigns or petitions related to climate change and environmental issues, indicating a potential lack of awareness or active engagement. This calls for targeted actions to involve a larger number of adult educators in these initiatives, in line with the European Union's Environmental Information Strategy.

Another challenge that has emerged pertains to the use of public transportation. Nearly half of the educators (47%) prefer using their private vehicles instead of public transport. This suggests a need to incentivize and promote sustainable alternatives, such as improving public transportation efficiency and implementing car-sharing policies, to reduce the environmental impact of individual commuting.

Furthermore, the lack of awareness regarding investments in green initiatives supported by banks and pension systems (57% do not feel the need for it) indicates the necessity of promoting knowledge about sustainable investment opportunities and the economic benefits that can arise from them. In this regard, the European Union has adopted the taxonomy of sustainable activities to assist investors in identifying green investment opportunities and contribute to the transition towards a low-carbon economy.

Lastly, it is encouraging to note that all the interviewees perceive pollution and environmental changes as factors that can affect their lives. Their commitment to saving water and energy in their daily lives reflects a widespread desire to contribute to environmental sustainability. This underscores the importance of providing practical tools and information to assist adult educators in promoting sustainable lifestyles and reducing overall environmental impact.

In conclusion, the research highlights the crucial role of women in addressing the challenge of green growth in Europe, in line with the objective of promoting greater female participation in environmental issues. However, there are still challenges to be addressed, such as the lack of active engagement and the preference for private cars over public transportation. It is necessary to involve adult educators in initiatives and promote sustainable alternatives to reduce overall environmental impact and promote sustainable lifestyles.





## Adults

In the field research conducted within the European project Adults for Future, 42 adults were interviewed, including 29 women, primarily between the ages of 56 and 85.

The analysis of the data raises significant concerns. It is worrisome to note that 74% of the research participants do not actively engage in campaigns related to climate change and environmental issues.

The data analysis also highlights a high percentage (83%) of non-participation in events with young people focused on sustainable practices. This draws attention to the opportunities for involving different generations in common initiatives, as well as in improving collaboration skills among elderly generations, and overcome the sense of powerlessness.

In the political sphere, the lack of significant support for parties promoting green policies, observed in 59% of the respondents, necessitates reflection on the role of political parties in promoting and implementing sustainable policies as well as in raising awareness among older adults in making thoughtful choices with respect to political choices linked to green topics.

The excessive use of private automobiles, identified in 50% of the participants, underscores the need to promote sustainable alternatives and improve public transportation which are still failing to take into account the necessities of elderly people.

Furthermore, the low awareness regarding green investments supported by banks and pension systems, with 88% of the participants expressing no perceived need, calls for action to inform and educate about sustainable investment opportunities.

An important fact emerges from habits within one's own household: over 95% make an effort to conserve water and energy in their daily lives.

Overall, the research results highlight the importance of an integrated and collaborative approach to address environmental challenges. It is crucial to actively involve women, promote active participation, improve public transportation, inform about sustainable investment opportunities, and raise awareness among political parties about the importance of green policies.





## 6.1 Spain

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### Adult Educators

We asked for the participation of three adult educators over the age of 31. The results are quite similar among the participants with few discrepancies among them. All educators seem to be very environmentally aware and try to live a sustainable life within their means. However, there is less participation in terms of actively attending events, voting for political candidates based on their environmental policies or considering environmental aspects when choosing a retirement plan, which could be a consequence of the fact that the participants are under 52 years old and therefore choosing a retirement plan, whatever it may be, may not be in their plans.

### Adults

We engaged 15 adults over the age of 56.

When asked if they save water at home, most participants gave high scores. Responses to the question of whether they read anything about biodiversity loss were quite varied, but only 4 people said they read nothing at all and only 1 said they read a lot. Regarding participation in campaigns or petitions, this is mostly low, but one person answered "quite a bit" and five "more than a bit", which is quite positive. Most of them said they know quite a lot about climate change and its impacts. On the other hand, the answers to the question whether they are involved together with young people were rather low. In general, they all seem interested in learning about the issue, or at least feel they have access to it. Most of them recycle, donate their old clothes, walk outdoors, try to buy environmentally friendly products, use public transport whenever possible, feel affected by pollution and say that they try to save water and energy in their everyday life. In contrast, and less positively, they do not seem to consider choosing a pension scheme that supports green energy, which could be due to the fact that they are not aware of its existence and most of them have never chosen their investments based on a green policy supported by the banks. The two main problems they face in their daily lives are difficulties in adopting sustainable habits in their daily lives, such as reducing energy consumption or waste, and limited awareness of green movements and how to participate in promoting environmental sustainability.

When asked about further considerations they would make, they replied, "I think many of us are not prepared for so many changes" and "We try to do







everything we can: Recycle waste, save water, do not throw away food, use public transport when possible."

## 6.2 Cyprus

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### Adult Educators

For the field research, we approached six adult educators aged mainly of 18-30, all women who are working.

Almost all of them are trying to be environmentally aware regarding some key issues and to adopt sustainable habits in their everyday life. As regards the usage of public transportation, it seems that the opinions are quite different-as the use of private cars is preferable than the use of public transportation.

In terms of green pension and investments based on the green policies of a bank, the answers were not so encouraging.

The three most important barriers that adult educators mention were:

1. Lack of awareness and resistance to change
2. Misinformation and different mentality
3. Way of living (e.g. socioeconomic reasons, mental health problems etc.)

### Adults

We engaged 5 adults in this process. The answers were quite the same. As regards the active participation in online campaigns and petitions related to climate change, the majority of the answers were discouraging. However, the majority of them are aware of the effects of climate change and its effects in our daily lives.

The answers about public transportation were quite the same- as the majority of the participants answered that they choose to use private cars instead of public transportation.

The same situation is as regards the pension schemes and investments, where it seems that the participants are not aware of the opportunities as regards this issue.

Finally, as regards the main issues that they experience during their daily basis, it seems that there is a difficulty in adopting sustainable habits in daily life (with 60%) as well as the limited awareness of green movements and how to get

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involved (60%). The second place with 40% accordingly take the limited access to refurbished materials/ difficulty in finding durable and sustainable materials/ uncertainty about how to invest in sustainable initiatives.

## 6.3 Portugal

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### Adult Educators

For the field research, we asked for the participation of three working adult educators. All were women, and two of them were between 31-40 years old and the third was younger, between 18-30 years old.

The responses were quite similar among the participants. They showed to be very environmentally aware and seek to adopt sustainable habits in their everyday lives such as reducing water and energy consumption, donating used clothes, and preferring to consume local and organic products. However, in terms of transportation, all of them stated that they mostly used private cars instead of public transportation. In the same way, participation in sustainability events is low.

In terms of political preferences, the answers were very divided when asked if environmental decisions had an influence when casting a vote. Despite this, all adult educators stated that they have a moderate interest in choosing a pension system that supports green energy.

### Adults

Similarly, to the adult educators, the adult inquiries stated that they actively tried to save water and energy, donated their used clothes and thought it was easy to sort out their rubbish. Despite the adoption of these sustainable habits, the majority displayed low confidence in their knowledge regarding climate change and biodiversity loss. Moreover, the term technology led to confusion among the participants, and the majority didn't seek to buy more energy-efficient electronics or gave it much importance, which might be attributed to their difficulty in finding durable and sustainable materials for technological use, as 70% of the participants have expressed. In terms of transportation, most of them used private cars more than public transportation. About the perception of climate change impacts on their lives, 40% answered that they felt the impacts quite a lot.





Regarding green campaigns and events, the vast majority stated that they had never participated online or in person. All of them expressed limited awareness and access to green movements and didn't know how they could get involved.

For their political inclinations, the answers were very divided, but 40% of the participants said that green policies didn't have any weight when supporting a candidate. Only one participant (10%) stated that it had quite a lot of influence when casting a vote. The majority (40%) also stated that they have never considered the support of green energies when choosing pension schemes. This might be attributed to their uncertainty on how to do it, as half the participants expressed.

## 6.4 Italy

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### **Adult Educators**

We engaged three adult educators over the age of 31. The survey results are homogeneous among them regarding environmental issues awareness, household habits (such as water saving and waste sorting), they all converge on the same line. All interviewees gave positive ratings regarding water conservation, waste sorting, and the purchase of organic and eco-sustainable products. The knowledge about the effects of climate change and biodiversity loss is also very good. All interviewees are perfectly aware of the effects related to climate change and periodically update themselves on these issues.

Slightly different is the participation outside the home walls. For example, we note that at least one out of three interviewees does not actively participate in campaigns related to climate change, does not donate their used clothes, and does not use public transportation enough. The perspective related to the choice of pension regimes supporting green energy is completely absent.

### **Adults**

We engaged 12 adults over the age of 40.

The survey results regarding environmental issues awareness, household habits (such as water conservation and waste sorting) had high results for 67% of the interviewees. 52% of the interviewees expressed positive opinions regarding water conservation, waste sorting, and the purchase of organic and eco-sustainable products. The knowledge about the effects of climate change

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and biodiversity loss is moderate. 60% of the interviewees are perfectly aware of the effects related to climate change and periodically update themselves on these topics. Here too, we experience a slight drop in participation. For example, we note that at least two out of three interviewees do not actively participate in campaigns related to climate change, do not donate their used clothes, and do not use public transportation enough. The perspective related to the choice of pension regimes supporting green energy is completely absent.

## 7. Adult education for Green Activism and Sustainability - competence framework

### 1.

<b>Competence Area</b>	<b>Climate change and environmental literacy</b>
<b>Competence Statement</b>	To recognise the main topics around climate change and environmental facts, as well as describe the main concepts of sustainability. Recognise the main benefits about sustainability and healthier lifestyle. Appreciate a critical approach to main environmental facts.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Explain the causes and consequences of climate change</li> <li>● Outline the impact of climate change on ecosystems and biodiversity</li> <li>● Recognise the scientific evidence supporting climate change theories</li> <li>● Identify and describe the main entities/governance entities within environmental policies in Europe and in adults' own countries</li> </ul>





<b>Skills</b>	<ul style="list-style-type: none"> <li>● Apply strategies to reduce carbon footprint in daily life</li> <li>● Learn about the main supply chain issues (rare materials and techwaste)</li> <li>● Being able to apply simple strategies to limit the climate change effects</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>● Recognize the importance of taking action to combat climate change</li> <li>● Advocate for sustainable practices and policies to address climate change</li> </ul>

**2.**

<b>Competence Area</b>	<b>Sustainable living and individual footprint</b>
<b>Competence Statement</b>	Identify and describe the concepts of sustainable living and how the individual footprint can make a difference, including the different dimensions of it, and how everyone can concretely contribute to upkeep a sustainable lifestyle.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Comprehend the concept of sustainable living and its importance for environmental well-being.</li> <li>● Describe the concept of environmental footprint and main factors contributing to the dimension of an individual footprint</li> <li>● Describe the impact of individual actions on the environment and the broader community</li> <li>● Describe the individual behaviours and identify sustainable/unsustainable points to avoid environmental exploitation, labour exploitation etc</li> </ul>





<b>Skills</b>	<ul style="list-style-type: none"> <li>● Apply sustainable practices to daily routines, such as conserving energy and water, and other sustainable utilities.</li> <li>● Analyse personal consumption habits to identify areas for improvement.</li> <li>● Evaluate the environmental impact of product choices and make informed purchasing decisions.</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>● Appreciate the role of elderly adults in setting an example for younger generations.</li> <li>● Show empathy towards the environmental challenges faced by future generations.</li> <li>● Advocate for sustainable choices and encourage others to reduce their ecological footprints.</li> <li>● Demonstrate a personal commitment to continuously reducing the individual footprint and promoting sustainability.</li> </ul>

**3.**

<b>Competence Area</b>	<b>Green investments</b>
<b>Competence Statement</b>	Identify and describe the concept of green investments, balancing the benefits and the current market situation. Be able to detect and apply simple strategies to be financially informed and balance the importance of the insurance toward environmental hazards and health issues. Value the importance of green investments to concretely understand the sustainability outcomes.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Understand the concept of green investment and its role in promoting environmental sustainability.</li> <li>● Identify and describe the main policies about green investments,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learn about the main options about sustainability in pension schemes.</li> <li>• Learn about how to make investments (money, cryptocurrencies) that are environmentally sustainable</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Apply sustainable investment strategies to allocate financial resources towards green initiatives and being able to evaluate decision-making options</li> <li>• Being able to deploy research strategies and collect relevant information about contracts in green investments in Europe</li> <li>• Improved analytical skills to assess the financial benefits and risks of green investment opportunities.</li> <li>• Developed decision-making skills consistent with personal goals and risk tolerance.</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>• Appreciate the potential of green investments to create positive change and contribute to a sustainable future.</li> <li>• Demonstrate a personal commitment to align financial resources with sustainable and ethical investment practices.</li> <li>• Predict the future growth and profitability of green sectors and industries.</li> </ul>

4.

<b>Competence Area</b>	<b>Communication and green advocacy</b>
<b>Competence Statement</b>	Identify and describe the main elements of effective communication, especially in promoting green practices, raising awareness and engaging community peers. Acquire the basic elements of a simple and effective communication. Identify the main elements of green advocacy, by comparing different inclusive campaigns, and learn the basic facts about sustainability in communication.





Learning Outcomes	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Identify and describe the main elements of green advocacy and the importance of environmental sustainability in its impact on human well-being.</li> <li>● Detect the main elements that are not part of a deceitful communication, especially in consumption goods</li> <li>● Learn about the main environmental platforms where to be updated</li> <li>● Detect the main organisations engaged in environmental activism, either with youth audience or other types of audiences</li> <li>● Be able to detect the main strategies and tips about green advocacy to encourage participation, against green washing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Analyse digital content for credibility, reliability, and relevance before sharing or engaging with it.</li> <li>● Be able to analyse how to deploy green activities</li> <li>● Analyse environmental policies and initiatives to assess their effectiveness and advocate for necessary changes</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>● Appreciate to collaborate with community organisations, environmental groups and local authorities to increase the impact of environmental initiatives</li> <li>● Show purposefulness in intergenerational learning toward a more sustainable Europe</li> </ul>

**5.**

<b>Competence Area</b>	<b>Collaborative Skills for local green initiatives</b>
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<p><b>Competence Statement</b></p>	<p>Identify the main barriers and opportunities for collaboration to ignite green initiatives and strengthen the engagement of adults. Identify the main everyday scenarios where to improve peer-to-peer collaboration, and encourage neighbours in adopting a greener lifestyle. Being able to apply simple strategies to launch and organise local green initiatives. Encourage an intergenerational approach in transferring knowledge toward new generations.</p>
<p><b>Learning Outcomes</b></p>	
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>● Recall the key stakeholders and organisations involved in local green initiatives.</li> <li>● Describe the goals, objectives, and strategies of local green initiatives.</li> <li>● Understand the importance of collaboration in driving local green initiatives by detecting some major points</li> <li>● Identify the main principles of collaborative discussions</li> <li>● Identify the main discrimination barriers for effective participation in green themes</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>● Apply active listening and effective communication skills to contribute to collaborative discussions.</li> <li>● Establish the link between collaboration and green initiatives' success.</li> <li>● Being able to plan a simple event at local level by acquiring a methodology of action</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>● Acknowledge older adults' potential to contribute to green local initiatives' success.</li> <li>● Raise awareness about the importance of collaboration and participation for healthy and active ageing.</li> </ul>





	<ul style="list-style-type: none"> <li>● Build confidence through the development of collaborative skills as a way to promote older adults' participation in green initiatives.</li> </ul>
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6.

<b>Competence Area</b>	<b>Resilience and change adaptation</b>
<b>Competence Statement</b>	Identify and describe the main elements of resilience and adaptation for a healthy and balanced living, focusing on the themes of sustainable life in third and fourth age. Learn about vulnerabilities and how to deploy strategies accordingly. Appreciate the importance of life-long learning and keeping active at different levels to strengthen one's capacity to change habits and respond steadily toward new situations.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Identify and describe the concepts of resilience and change adaptation in the context of personal and environmental challenges.</li> <li>● Recall the factors that contribute to individual and community resilience</li> <li>● Learn about the climate change effects on ageing</li> <li>● Detect the main techniques for wellness and sustainable ageing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Analyse personal strengths and resources to develop resilience and adaptability in the face of challenges.</li> <li>● Deploy strategies to enhance resilience and adaptation</li> <li>● Being able to assess the effectiveness of different resilience-building techniques and make adjustments as needed.</li> </ul>

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<b>Autonomy</b>	<ul style="list-style-type: none"> <li>● Value the importance of resilience and change adaptation for maintaining well-being and quality of life.</li> <li>● Appreciate the opportunities for growth and learning that come from embracing change and building resilience.</li> <li>● Show empathy towards the challenges faced by oneself and others in adapting to change.</li> <li>● Advocate for the importance of building personal and community resilience in the face of environmental and societal changes.</li> </ul>
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7.

<b>Competence Area</b>	<b>Environmental online engagement</b>
<b>Competence Statement</b>	<p>Identify the main elements of online engagement and digital personal branding to encourage pro-environmental actions.</p> <p>This module will focus on the transformation of perceptions and attitudes into concrete, pro-environmental actions. Furthermore will focus on facilitating and managing online environmental engagement initiatives that effectively connect and engage with diverse audiences.</p>
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Understand the importance of environmental online engagement in raising awareness and promoting action.</li> <li>● Learn about the variety of digital communication formats that can convey environmental messages (social media platforms, online forums, webinars, video conferencing)</li> <li>● Recall the different online platforms and tools available for environmental engagement.</li> <li>● Detect the main online campaigns on environmental sustainability and their strong/weak points</li> </ul>





	<ul style="list-style-type: none"> <li>• Detect greenwashing campaigns and the online presence</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Learn how to craft a proper digital identity to promote a sustainable lifestyle</li> <li>• Being able to use and interact with the main digital social media platforms and other tools</li> </ul>
<b>Autonomy</b>	<p>Appreciate the power of online engagement in reaching a wider audience and fostering collective action. Show empathy towards the perspectives and concerns of others in online environmental discussions. Advocate for active participation in online environmental engagement to promote awareness and action. Demonstrate a personal commitment to continuous learning and active engagement in online platforms for environmental causes.</p>

**8.**

<b>Competence Area</b>	<b>Intergenerational collaboration</b>
<b>Competence Statement</b>	Identify and describe the main aspects of intergenerational collaboration and practice, by understanding the main stereotypes and prejudices, and developing strategies to mitigate their negative effects and enhance sustainability advocacy and work. Encourage critical skills for respectful communication and practice through the planning of inclusive practices, and raise awareness on ageism in environmental education.
<b>Learning Outcomes</b>	





<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Identify and describe the concept of intergenerational collaboration for environmental change</li> <li>● Define the benefits of the intergenerational collaboration into community</li> <li>● Increase understanding about ageism discrimination and inclusion practices in environmental activism</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Develop inclusive strategies to fully participate in political, social, economic and cultural life and being responsible citizens</li> <li>● Develop sustainable links in the community to the benefit of the community and society</li> <li>● Be able to opt and balance among different local activities that can enhance intergenerational practices</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>● Show commitment for respect toward different generations and approaches</li> <li>● Learn about the current situation about youth movements and sustainability activism</li> </ul>

## 8. Methodology to empower older adults in environmental activism in everyday practices

The methodology presented in this research aims to empower older adults in environmental activism through everyday practices, aligning with the European Union's commitment to sustainable development and active ageing. By engaging elderly individuals in environmental activism, we can leverage their knowledge, experience, and commitment to foster positive change.

**One of the key documents guiding this methodology is the European Green Deal. The European Green Deal provides a comprehensive policy framework for the EU's efforts to make Europe the world's first climate-neutral continent.** It emphasises the need for citizen participation and calls for active involvement of all generations in addressing environmental challenges. **Additionally, the United Nations' Sustainable Development**

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**Goals (SDGs), particularly Goal 13 on climate action, underscore the importance of collective efforts to combat climate change.**

Involvement of older adults in environmental activism can be facilitated through various scenarios:

- **Community-Based Initiatives:** Encourage older adults to participate in local environmental initiatives such as community gardens, urban reforestation projects, or waste reduction campaigns. These activities provide opportunities for active engagement and knowledge sharing with younger generations.
- **Educational Programmes:** Organise workshops, seminars, and training sessions to enhance older adults' awareness and understanding of environmental issues. These programmes can cover topics like sustainable lifestyles, energy conservation, waste management, and biodiversity preservation.
- **Advocacy and Policy Development:** Involve older adults in advocacy efforts to influence environmental policies at local, regional, and national levels. They can contribute their insights and experiences to shape policies that address the specific needs and concerns of older adults while promoting sustainability.
- **Intergenerational Exchanges:** Facilitate intergenerational activities that bring together older adults and younger generations to exchange ideas, knowledge, and experiences related to environmental activism. This promotes mutual learning and fosters a sense of solidarity among different age groups.

For adult educators working with elderly adults, here are some basic advice and considerations:

- **Respect and Value Experience:** Recognise and value the life experiences, skills, and knowledge that older adults bring to the table.





Create an inclusive and supportive environment that appreciates their contributions and encourages active participation.

- **Tailor Learning Approaches:** Adapt teaching methods to accommodate diverse learning styles and preferences. Use a combination of interactive techniques, including discussions, group activities, multimedia presentations, and hands-on experiences, to make the learning process engaging and accessible to all participants.
- **Promote Intergenerational Collaboration:** Encourage intergenerational collaboration by facilitating interactions between older adults and younger generations. This fosters mutual understanding, promotes knowledge sharing, and cultivates a sense of shared responsibility towards environmental sustainability. Detecting shared topics, like local routes, or bread making, or other environment-related topics can become a way to define a bridge between different generations. In particular, raising awareness on organic food, food waste, and low-energy consumption parties can become a way to engage a very transversal public.
- **Offer Continuing Education Opportunities:** Provide ongoing learning opportunities that enable older adults to stay updated on emerging environmental issues, policies, and technological advancements. This helps them remain active and engaged in environmental activism, fostering lifelong learning.

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## Annexes

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## Spain

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Main legislation on green activism/inclusion of elderly people/climate change impact	
Law (n/year & name)	<b>Law nº 14/1970, of August 4, 1970, General Law on Education and Financing of Educational Reform</b>
Aim/scope of the law	<p>The General Law on Education and Financing of Educational Reform (LGE) of August 4, 1970, as well as the White Paper that preceded it, published in 1969 by the Ministry of Education and Science under the title <i>Education in Spain. Bases for an educational policy</i> introduced, for the first time in their legislation, the concept of lifelong education.</p> <p>Under this law, lifelong education is one of the strategic goals and therefore key to the direction of efforts and actions. Within this type of education, the higher education of older adults, who can return to universities through various channels, occupies a prominent place. These are people over 50 who participate in the so-called university programmes for older adults that emerged in the eighties of the 20th century at universities in many industrialised countries.</p>
Link on the government page	<a href="https://www.boe.es/buscar/doc.php?id=BOE-A-1970-852">https://www.boe.es/buscar/doc.php?id=BOE-A-1970-852</a>
Law (n/year & name)	<b>Law 7/2021, of May 20, on Climate Change and Energy Transition</b>
Aim/scope of the law	According to its Article 1, Law 7/2021 aims to ensure compliance with the objectives of the Paris Agreement

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	<p>adopted on 12 December 2015 and signed by Spain on 22 April 2016. As stated in the Explanatory Memorandum, this Law aims to ensure the achievement of the objective of greenhouse gas emissions neutrality in Spain before 2050 and an efficient and renewable energy system, facilitate a just transition and ensure coherence with the objectives in the areas of public and private action.</p>
<p><b>Link on the government page</b></p>	<p><a href="https://www.boe.es/buscar/doc.php?id=BOE-A-2021-8447">https://www.boe.es/buscar/doc.php?id=BOE-A-2021-8447</a></p>
<p><b>Law (n/year &amp; name)</b></p>	<p><b>Law 26/2007, of October 23, 2007, Environmental Liability</b></p>
<p><b>Aim/scope of the law</b></p>	<p>The aim of Law 26/2007 is to regulate the responsibility of operators to prevent, avoid and remedy environmental damage in accordance with Article 45 of the Constitution and the principles of prevention and that “those who pollute have to pay”. The aim is to:</p> <ul style="list-style-type: none"> <li>● Strengthen prevention mechanisms to avoid accidents with harmful consequences for the environment.</li> <li>● Ensure the remediation of environmental damage caused by economic activities, even if they are in full compliance with the law and all available preventive measures have been taken.</li> <li>● Ensure that the prevention and remediation of environmental damage is borne by the responsible operator.</li> </ul>





Link on the government page	<a href="https://www.boe.es/buscar/act.php?id=BOE-A-2007-18475">https://www.boe.es/buscar/act.php?id=BOE-A-2007-18475</a>
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## Cyprus

<b>Main legislation on green activism/inclusion of elderly people/climate change impact</b>	
<b>Law (n/year &amp; name)</b>	Water and Soil Pollution Control Law, 2002 (Law No. 106(I)/2002).
<b>Aim/scope of the law</b>	This law provides the legal framework for environmental protection in Cyprus. It covers a wide range of issues, including air and water pollution, waste management, and environmental impact assessments.
Link on the government page	<a href="https://www.ecolex.org/details/legislation/water-and-soil-pollution-control-law-2002-law-no-106i2002-lex-faoc091472/">https://www.ecolex.org/details/legislation/water-and-soil-pollution-control-law-2002-law-no-106i2002-lex-faoc091472/</a>
<b>Law (n/year &amp; name)</b>	<b>National Adaptation Strategy of Cyprus, 2017</b>
<b>Aim/scope of the law</b>	Enhance Cyprus' capacity to adapt to observed and projected climate change and aims to effectively prevent and address the negative impacts of climate change.





<p><b>Link on the government page</b></p>	<p><a href="http://uest.ntua.gr/urbanproof-proceedings/28%20-%20KythreotouN..pdf">http://uest.ntua.gr/urbanproof-proceedings/28%20-%20KythreotouN..pdf</a></p> <p><a href="http://www.moa.gov.cy/moa/environment/environment_new.nsf/All/C15CD89954708638C2257FF1003494BD/\$file/E%CE%B8%CE%BD%CE%B9%CE%BA%CE%AE%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%AE%20%CE%B3%CE%B9%CE%B1%20%CF%84%CE%B7%CE%BD%20%CE%A0%CF%81%CE%BF%CF%83%CE%B1%CF%81%CE%BC%CE%BF%CE%B3%CE%AE%20%CF%83%CF%84%CE%B7%CE%BD%20%CE%9A%CE%BB%CE%B9%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CE%AE%20%CE%91%CE%BB%CE%BB%CE%B1%CE%B3%CE%AE%20(2017).pdf">http://www.moa.gov.cy/moa/environment/environment_new.nsf/All/C15CD89954708638C2257FF1003494BD/\$file/E%CE%B8%CE%BD%CE%B9%CE%BA%CE%AE%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%AE%20%CE%B3%CE%B9%CE%B1%20%CF%84%CE%B7%CE%BD%20%CE%A0%CF%81%CE%BF%CF%83%CE%B1%CF%81%CE%BC%CE%BF%CE%B3%CE%AE%20%CF%83%CF%84%CE%B7%CE%BD%20%CE%9A%CE%BB%CE%B9%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CE%AE%20%CE%91%CE%BB%CE%BB%CE%B1%CE%B3%CE%AE%20(2017).pdf</a></p>
<p><b>Law (n/year &amp; name)</b></p>	<p>ABOUT ENERGY EFFICIENCY DURING END USE AND THE ENERGY SERVICES LAW OF 2009</p>
<p><b>Aim/scope of the law</b></p>	<p>The purpose of this Law is to establish a framework of measures to promote energy efficiency as follows:</p> <p>(a) By promoting energy efficiency to contribute to the achievement of the Union's 2020 primary targets of 20% in energy efficiency and its 2030 primary targets of at least 32.5% in energy efficiency and for further improvements in energy performance beyond those dates, to remove energy market barriers and eliminate market failures that hinder efficiency in energy supply and use and provides for the establishment of indicative national energy efficiency targets and contributions for 2020 and 2030; contributing to the implementation of the energy efficiency priority principle;</p> <p>(b) by creating the conditions for the development and promotion of the energy services market and for the</p>





	<p>provision, to end consumers, of other energy efficiency improvement measures;</p> <p>(c) by establishing an indicative national energy efficiency contribution to the achievement of the Union's 2030 objectives set out in paragraph (a) and in accordance with Articles 4 and 6 of Regulation (EU) 2018/1999 which will take into account that the energy consumption of the Union in 2030 should not exceed 1273 million TPI of primary energy and/or 956 million TPI of final energy and the national contribution is notified to the Commission as part of the National Energy and Climate Plan, in accordance with Article 3 and Articles 7 to 12 of Regulation (EU) 2018/1999.</p>
<p><b>Link on the government page</b></p>	<p><a href="http://www.cylaw.org/nomoi/enop/non-ind/2009_1_31/full.html">http://www.cylaw.org/nomoi/enop/non-ind/2009_1_31/full.html</a></p>

## Portugal

<p><b>Main legislation on green activism/inclusion of elderly people/climate change impact</b></p>	
<p><b>Law (n/year &amp; name)</b></p>	<p><b>Lei de Bases do Clima</b> <b>Law n.º 98/2021, December 31st</b></p>





<p><b>Aim/scope of the law</b></p>	<p>Following the European Green Deal with the goals of lowering greenhouse gas emissions by 55% by 2030 (when compared with 1990) and reaching climate neutrality by 2050, Portugal has ratified the “Lei de Bases do Clima” law.</p> <p>This law lists a set of common objectives that aim to integrate public climate policies that aim to accelerate, whilst keeping social balance, the transition to a sustainable economy and an emission-neutral society; ensuring climate justice, protecting the most vulnerable communities; promoting the rational use of resources, namely through the use of renewable energy sources and circularity in the consumption of resources; protecting biodiversity; and ensuring strategic assessments of legislative and investment measures.</p> <p>It also establishes a set of principles, climate rights, and duties. Under this framework, <b>Portugal was also the first country in the world to propose climate stability as Common Heritage of Mankind under International Law.</b></p>
<p><b>Link on the government page</b></p>	<p><a href="https://dre.pt/dre/detalhe/lei/98-2021-176907481">https://dre.pt/dre/detalhe/lei/98-2021-176907481</a></p>
<p><b>Law (n/year &amp; name)</b></p>	<p><b>Legal dispatch nº 132/2021 - Regulations for the Senior Universities Network.</b></p> <p><b>January 6<sup>th</sup></b></p>





<p><b>Aim/scope of the law</b></p>	<p>This legal dispatched establishes the regulations for the Senior Universities Network, the aim is to advocate the development of policies that ensure dignified ageing for citizens, through the implementation of measures promoting active and healthy citizenship.</p> <p>It's a follow-up development after the recognition of the importance of senior universities, as civil society organisations and some municipalities, whose aim is the promotion of active and healthy ageing, through the regular promotion of a set of socio-cultural, educational, social and leisure activities.</p>
<p><b>Link on the government page</b></p>	<p><a href="https://dre.pt/dre/detalhe/despacho/132-2021-153025033">https://dre.pt/dre/detalhe/despacho/132-2021-153025033</a></p>
<p><b>Law (n/year &amp; name)</b></p>	<p><b>Law n° 19/2014 - Definition of Portuguese Environmental Policies.</b> <b>April 14th</b></p>
<p><b>Aim/scope of the law</b></p>	<p>This law defines the basis for portuguese environmental policies. It aims to enforce environmental rights through the promotion of sustainable development, supported by the adequate management of the environment, in particular of ecosystems and natural resources, contributing to the development of a low carbon society and a "green economy", rational and efficient in the use of natural resources, which ensures the well-being and the progressive improvement of the quality of life of citizens.</p>





<b>Link on the government page</b>	<a href="https://dre.pt/dre/detalhe/lei/19-2014-25344037">https://dre.pt/dre/detalhe/lei/19-2014-25344037</a>
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## Italy

<b>Main legislation on green activism/inclusion of elderly people/climate change impact</b>	
<b>Law (n/year &amp; name)</b>	<b>Environmental legislation 152/06</b>
<b>Aim/scope of the law</b>	The legislation constitutes the consolidated text of environmental and waste management regulations. The Italian environmental text brings together the main regulations governing the environment and territory in Italy
<b>Link on the government page</b>	<a href="https://www.parlamento.it/parlam/leggi/deleghe/06152d.l.htm">https://www.parlamento.it/parlam/leggi/deleghe/06152d.l.htm</a>
<b>Law (n/year &amp; name)</b>	<b>Law 141/2019 - Decreto Clima</b>
<b>Aim/scope of the law</b>	The law focuses on climate change mitigation, incentives for municipalities to reduce plastic, sustainable school transport, green corners in supermarkets, extension of urban greenery, soil conservation, prevention of

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	dumping in the soil and funding for green communication campaigns.
<b>Link on the government page</b>	<a href="https://www.gazzettaufficiale.it/eli/id/2019/12/13/19G00148/sg">https://www.gazzettaufficiale.it/eli/id/2019/12/13/19G00148/sg</a>
<b>Law (n/year &amp; name)</b>	<b>Law 221/2015 - Provisions on environmental matters to promote green economy measures and to reduce the excessive use of natural resources</b>
<b>Aim/scope of the law</b>	A law focused on the enhancement of green areas, the implementation of green economy actions that favour the reduction of the use of natural resources. In particular, it envisages that parks can produce bio-compostable waste, thus sharing the parks/green areas with production units.
<b>Link on the government page</b>	<a href="http://www.assocostieri.it/normativa/L.n.%20221_2015.pdf">http://www.assocostieri.it/normativa/L.n.%20221_2015.pdf</a>

## Field questionnaire - adults

**Gender**

**Age**

**School title**

**Answer from 1 - 5**

**Biodiversity protection**

do you conserve water by taking shorter showers and fixing leaks?

do you get to read about the main effects about biodiversity loss?

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### **Climate change activism**

do you actively participate in online campaigns or petitions related to climate change and environmental issues

do you know much about climate change and its effects?

Do you ever participate in events with young people about past sustainable practices (past or present)?

Do you get to read about nowadays climate change situations?

### **Waste management**

Do you find sorting your rubbish easy?

Do you donate your used clothes?

### **Green movements**

Do you ever participate to outdoor walking?

do you support political candidates or parties that promote green policies?

### **Sustainable living and shopping**

Do you buy products that are environmentally-friendly, such as energy-efficient appliances or products made from recycled materials

do you buy locally-sourced and organic products

do you use public transportation or limit private cars usage?

do you feel that pollution and environmental changes affect your life?

### **Energy consumptions**

do you make an effort to conserve water and energy in your daily life?

Do you try to buy equipment which preserve your energy?

### **Green investments**

Do you ever consider choosing pension schemes that support green energy?

Do you ever choose investments based on the green policies of a bank?

### **Technological usage**

Do you use technologies in a way to preserve energy and their length?

### **What are the main issues you experience on daily basis:**

1. Getting information about main environmental issues
2. Difficulty in adopting sustainable habits in daily life, such as reducing energy consumption or minimizing waste





3. Limited access to refurbished materials or second-hand technology
4. Difficulty in finding durable and sustainable materials for technological usage
5. Uncertainty about how to invest in sustainable initiatives or make retirement plans that align with sustainable values
6. Limited awareness of green movements and how to get involved in promoting environmental sustainability
7. Other

## Field questionnaire - adult educators

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**Gender**

**Age**

**School title**

**In your daily activities, do you ever discuss environmental topics with elders? How?**

**Based on your perspective, what are the most common barriers to activate older generations in being environmentally active?**

**Have you ever done activities on green topics? Why yes or why not?**

## Resources

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