Tale project

Transformative Adult Learning for Green Transition

How can we organise the green transition of our society? The Tale project helps to find answers to this crucial question of our time.

In Tale, adult learning organisations collaborate with grassroots initiatives to produce fresh insights on how to further green transition. By creating innovation groups we want to build up new synergies and go new ways in transformative learning.

We can only solve the climate crisis if we work together.

Partners

- Finnish Lifelong Learning Foundation (Finland, coordinator)
- European Network for Community-Led Initiatives on Climate Change and Sustainability, ECOLISE
- European Association for the Education of Adults, EAEA
- International Council for Adult Education ICAE
- Educators Centre Association (Hungary)
- Deutscher Volkshochschul-Verband (Germany)
- Hellenic Open University (Greece)
- VHS Wien (Austria)
- SVEB (Switzerland, Associate partner)
- AONTAS (Ireland, Associate partner)

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Kvs Säätiö Foundation

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Objectives of Tale

- Provide new insights in how to further sustainability and green transition in collaboration between adult learning and education (ALE) institutions and communities
- Establish cooperation between ALE institutions and grassroots initiatives working in the field of green transition /sustainability
- Upscale transformative learning methods for green transition, thus contributing to capacity building both in the ALE sector and among the grassroots initiatives
- Provide recommendations for successful transformative ALE and green transition
- Develop a strong partnership to further the green transition of the ALE sector

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Tale definitions

Grassroots initiatives, green transition and transformative learning are central concepts of the Tale project. These are the definitions used in the project.

A movement or an initiative furthers **green transition** if it meets one or more of these criteria:

- It encourages investment in renewable energy technologies, such as solar and wind power.
- It encourages the use of alternative or public transportation.
- It supports projects that focus on waste reduction, recycling, and composting.
- It promotes policies that support measures toward energy-efficient constructions.
- It encourages the use of recycled materials in industry and manufacturing.
- It supports the growth of environmentally friendly businesses and sustainable agricultural practices.
- It educates people about climate change, environmental issues, and the importance of sustainable development.
- It supports collective actions that foster environmental awareness.

A movement or a community-based effort may be characterized as **grassroots initiative** if:

- It has been generated by the people and not from an established organisation.
- It is led by members of the community where the movement or the initiative has been generated.
- It is promoting to its participants a sense of community and collaboration.
- It includes actions that foster teamwork towards a common goal by engaging individuals in meaningful dialogue and reflection.
- It promotes participatory action towards the unique challenges and opportunities of the community and develops programs and initiatives that are relevant and engaging.

Transformative learning process includes activities that:

- Encourage people to ask critical questions and challenge hegemonic assumptions.
- Provide a learning space where people may express their ideas without fear of judgement or criticism.
- Foster a learning culture of respect by valuing all opinions.
- Facilitate rational dialogical discussions that encourage different points of view.
- Present the underlying causes of complex problems and allow people to work together to solve them.
- Promote teamwork and collective action to bring about social change.
- Encourage people to think about the implications and consequences of their decisions.
- Provide opportunities for people to act.

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