Transformative Adult Learning for Green Transition

Tale project recommendations for policy makers

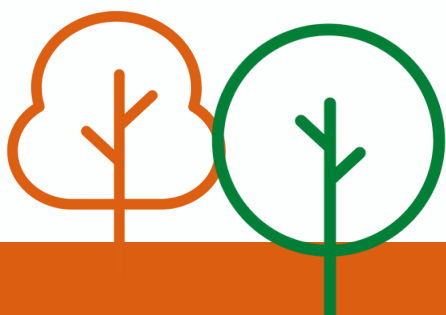**1** ### Support and provide resources to community-based learning and grassroots initiatives

Recognise and support community-based activities, that foster informal learning about sustainable lifestyles. Advocate for more funding and resources for upscaling their work.

2 ### Foster multi-disciplinary collaboration in environmental topics

Encourage sustainable collaboration between educational organisations, green activists, and social movements through ad-hoc and as long-term funding and support. Create forums for regular dialogue and exchange of best practices.

3 ### Encourage active citizenship and community engagement

Support active citizenship by involving community members in local green projects and decision-making processes. Promote educational campaigns that highlight the importance of sustainability and the role of grassroots activism in achieving it.

4 ### Advocate for policies supporting holistic educational approaches

Advocate for policies that support interdisciplinary approach to sustainability education by including both practical hands-on activities and theoretical learning.

5 ### Support reflective assessment practices to capture transformative learning

Encourage and support reflective assessment practices in place of traditional evaluation methods, especially for programmes that are focused on transformative learning and social change (including green transition). These practices should emphasise the importance of critical self-reflection over quantitative data, as transformative learning often entails deep personal and collective change that is not easily measurable through standardised tests, quantitative questionnaires or numerical outcomes.
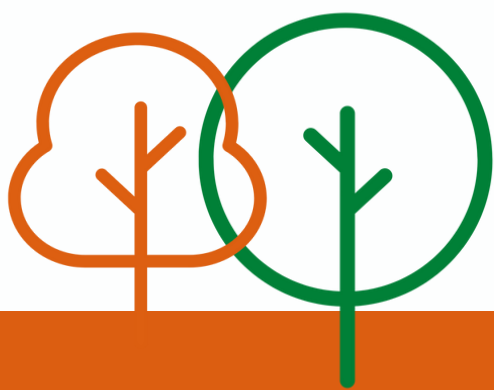
Tale project recommendations for adult education providers

1

Implement transformative learning approaches
Integrate learning methods that encourage critical reflection, peer learning, and practical engagement in sustainability issues to foster transformative learning.

2

Promote inclusive and engaged learning in green initiatives
Implement policies that promote the involvement of diverse communities in non-formal learning and green initiatives. Involve learners actively in planning, executing and teaching events or courses to foster a sense of ownership. Provide opportunities for learners to share their experiences and insights, enhancing community engagement.

3

Create learning alliances between educators and green initiatives
Establish partnerships and create joint programmes that leverage the expertise of both educators and activists, ensuring a comprehensive learning experience. Stay open for ad hoc partnerships that can bring unexpected benefits. Grassroots initiatives often work on volunteer basis, so short term experiments may be a good way to start a cooperation.

4

Use reflective tools to capture transformative learning
Develop tools and processes that emphasise self-reflection and highlight changes in values and behaviour to better capture deeper personal and collective changes related to transformative learning.

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