




Manifesto on the green transformation of society

Source:

- 🌿 Third EAAL forum on the future of adult education and Adult Education Colloquium 2021: **GREEN TRANSFORMATION OF SOCIETY**
 - 🌿 12 October 2021 held online
 - 🌿 co-organisers: Slovenian Institute of Adult Education and SLOGA Platform
 - 🌿 website:
<https://epuo.acs.si/en/activities/forums/green-transformation-of-society>
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INTRODUCTION

Sustainable development needs (adult) learning and education! – this was the premise of the third EAAL forum on the future of adult education.

The green transformation of society requires broad awareness, new knowledge and skills and a different way of thinking and acting. Sustainable, global learning must be comprehensive in all respects – it must include and connect young people and adults, as well as natural and social sciences and topics.

BASIC RECOMMENDATIONS

- We need transformative education that, in addition to personal and community transformation, enables progress in the field of work.
- There is also a need to promote programmes and initiatives for acquiring 'green' attitudes and skills for life, such as problem-solving, creative and critical thinking, teamwork, socio-emotional skills and more.
- Sustainability principles apply to all levels and areas of education and learning. Non-formal adult learning plays a significant role in this.
- Responding to environmental issues has been an integral part of policies for many years – it is high time to intensify cross-sectoral coordinated and learning-supported actions that lead to effective and positive breakthroughs!
- These are large systems that are reluctant to change and have difficulty keeping up with the challenges of the times – their flexibility and synergies need to be increased. Sufficient funding and effective coordination of measures and instruments at global, European and national levels must also be ensured.
- Our lives are integrated, so it is essential that we work together. The three pillars of sustainability – economic (mainly profit-oriented), social (mainly human-oriented) and environmental (emphasis on the biological basis of life) – are inextricably linked. Their understanding must be harmonised based on an equal dialogue between all of us and our roles in academic, political or civil society activities!

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- General and broad measures require financial support. However, the content should arise ‘from the bottom to the top’ – there is no fear of it being irrelevant as life dictates it. (Lifelong) learning will enable us to acquire the knowledge needed to co-create social changes.
 - An individual – an active citizen is crucial! Awareness and motivation are essential! This will increase the share of those engaged, involved in lifelong learning and ready for changes.
 - Community action is already alive and lively, but it is not integrated into the system; therefore, it has no solid and lasting basis. While projects are an excellent way to introduce innovative approaches, they do not guarantee continuity. If they are not interrelated, they remain at the local level and do not merge into new knowledge models.
 - What is needed is systematic observation and research of good practices to find social innovations, meaning education with and for society.
 - Less vulnerable groups cause the most damage to the environment. The consequences, however, are borne mainly by the vulnerable. Both need to be made aware, trained and empowered for the green transformation.
 - There is a lot of knowledge, primarily experiential, and it should lead to stronger breakthroughs. The field of culture (cultural heritage as well as contemporary art) contributes to the education for sustainable development.



Appeals



1. Activities should be based on real integration and cooperation, but first on a shared vision.
2. Actions, materials, presentations and many other sustainable-oriented initiatives should be tailored in a multigenerational and multidisciplinary way.
3. Teachers and mentors need to be professionally trained to be able to properly design and present content, collaborate cross-sectorally and encourage participants.
4. A national climate plan is needed! The measure of Climate content in education should strengthen the content and approaches across the entire educational vertical and intertwine them.

