

eaea
GRUNDTVIG AWARD
excellence in adult education

2023



ADULT LEARNING AND THE GREEN TRANSITION



Co-funded by
the European Union



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



Publisher: European Association for the Education of Adults (EAEA) November 2023

Layout: Sanna Lehti



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

MINISTRY OF
EDUCATION AND CULTURE
FINLAND

This publication is produced with the financial support of the Finnish Ministry of Education and Culture.

Contents

1. INTRODUCTION.....4

2. TRANSNATIONAL INITIATIVES.....7

2.1 Winner: Building green skills for circular economy	8
2.2 International ESD Alliances	10
2.3 GreenerAge	11

3. LOCAL/REGIONAL/NATIONAL INITIATIVES.....12

3.1 Winner: Women’s economic empowerment in Shirak and Gegharkunik Marzes	13
3.2 Environmental literacy network (ELN)	15
3.3 Matens mamma (Mother of food)	16
3.4 Climate goals and content in education	17
3.5 Mitigating the Impacts of Climate Change with Children-MECCC and Intergenerational Transfer	18
3.6 Liberties Weavers	19
3.7 Education in Sustainable Development	20
3.8 Successful Aging and Green Transition	21
3.9 Climate Capsule	22
3.10 KlimaatGesprekken	23
3.11 Junior Retrofit Advisor Bootcamp	24
3.12 Educ@rteNatureza	25
3.13 Rise-Lab	26
3.14 Climate awareness starts with women and youth in the rural sector	27

1

INTRODUCTION



Every year, the EAEA celebrates innovation and excellence in non-formal adult education. The annual EAEA Grundtvig Award collects examples of great practices and brings creative and out-of-the-box results that create change, new partnerships and connections, new methodologies and an understanding of how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Grundtvig (1783 - 1872), a Danish philosopher and educator who was significantly influential in the development of non-formal adult learning in Europe and throughout the world. He provided the adult

education sector with a foundational philosophy that underpins much of the work in lifelong learning. Grundtvig emphasised the intrinsic value of learning as a foundation for living meaningful and enjoyable lives. This idea is central to the adult education that EAEA is promoting, with its focus on basic skills, valuing learning and active citizenship.

Grundtvig laid the groundwork for the development of learning centres in all kinds of contexts, from residential educational institutions to agricultural co-operatives. He linked intellectual and cultural growth with group development, a prelude to civic relationships.

WHAT?

- The EAEA Grundtvig Award was launched in 2003 by EAEA to recognise and celebrate excellence in adult education.
- The Award is given to an organisation or project consortium that presents the best transnational project in adult learning.
- The Award has a different theme each year.
- It reaches out to every region in Europe.
- It inspires the practitioners, course providers, and project participants to value their work and to link more closely with one another.

HOW?

- The call is published annually in spring.
- Transnational partners are eligible to enter.
- The projects can include videos, photographs, books, PowerPoint presentations, slides and posters.
- Any product of the project that is accessible to the public, presented in a comprehensible way, and which may be useful and/or transferable to other adult education organisations is eligible to enter the competition.

Categories and criteria

The EAEA Grundtvig Award 2023 call was published in two categories: Local/regional/national initiatives and transnational initiatives.

Criteria are as follows:

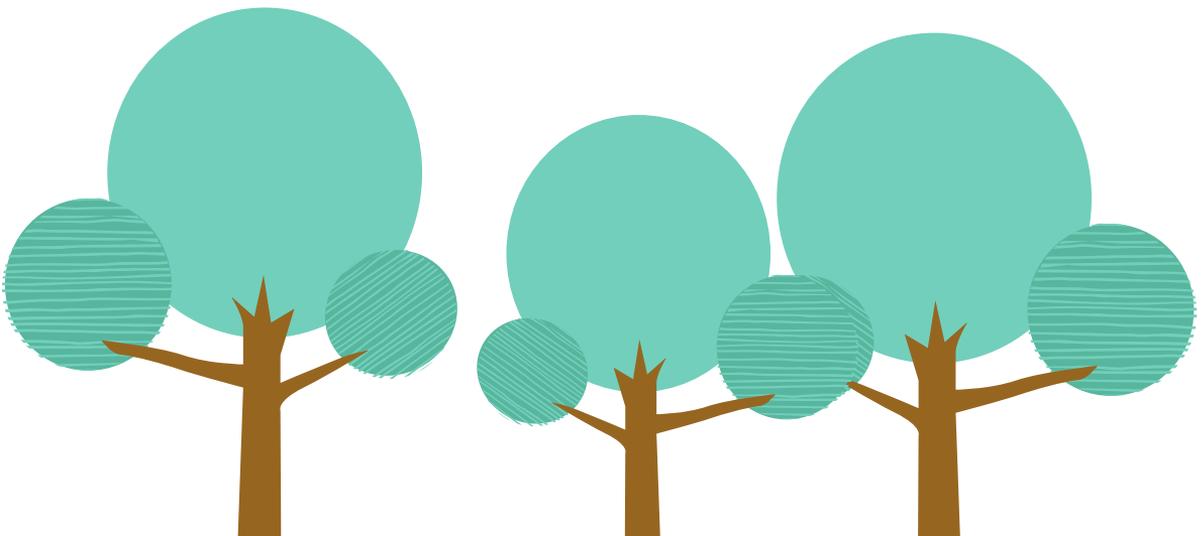
- Outstanding creativity and innovation of the idea, or innovative means of delivery.
- The initiative, programme or partnership and its outcomes being transferable to other regions will be seen as a bonus.
- Plans and capacity to upscale (where relevant) will be seen as a bonus.
- The excellence of initiative, programme or partnership presentation in terms of writing, summarising and supporting with pictures.
- Effectiveness of the initiative, programme or partnership (how the outcomes have been reached, or show promise of being reached)
- The initiative, programme or partnership must demonstrate how it aims at making a positive difference to, or impact on learners' lives and the lives of their families, friends, colleagues and/or the community
- The presentation of testimonials from learners or trainers will be seen as a bonus.
- Focusing on one specific target group will be seen as a bonus, irrespective of the nature of the said group.

EAEA Grundtvig Award 2023. Adult Learning and the Green Transition

The real, observable impact of climate change and environmental degradation is raising imminent and future threats not only to the economy as a whole but also to communities, citizens and farmers. Those existential crises also directly affect the adult learning and education (ALE) sector, which can contribute to the betterment of those crises. This is why EAEA selected Adult Learning and the Green Transition as the annual theme for the 2023 Grundtvig Awards.

With the award, EAEA wanted to highlight initiatives that

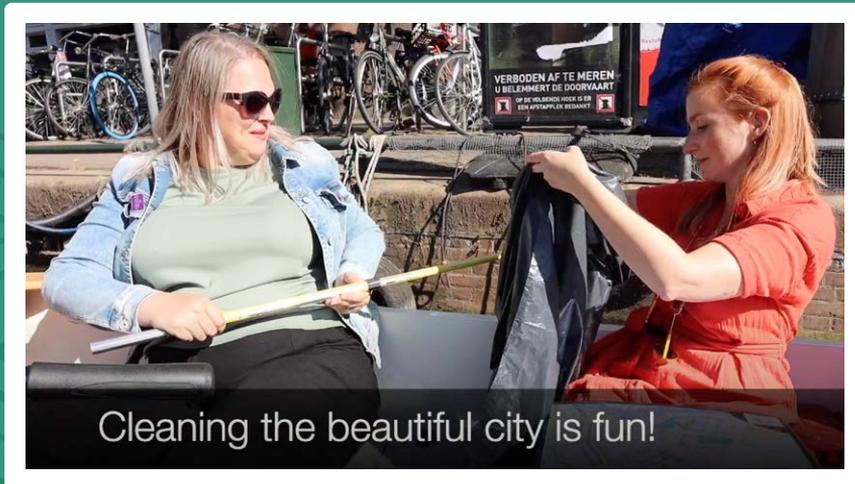
- support a transnational approach and/or focusing on joint advocacy activities
- promote transformative ALE for a green and sustainable change
- build partnerships for ALE and the Green Transition
- build capacity for greening ALE and contributing to the EU objectives on the Green Transition
- reach out to stakeholders and build new networks and/or impact policy at the national level



2

TRANSNATIONAL INITIATIVES

WINNER: BUILDING GREEN SKILLS FOR CIRCULAR ECONOMY



PICTURE: BUILDING GREEN SKILLS FOR CIRCULAR ECONOMY

2.1 WINNER:

Building green skills for circular economy

What?

The project has developed an online course “Building green skills for circular economy”. This course develops young adults’ circular skills and competences, and creates motivation for circular lifestyle by demonstrating that this lifestyle is attractive, desirable and easy to adopt.

How?

The course is using non-formal learning methodology, including inspirational videos, interviews with members of local communities and sustainable recreational activities, for example visiting flea markets and taking boat trips to clean plastic trash. People from disadvantaged groups, including senior citizens, people from rural areas and migrants from developing countries act as informal adult educators in the course. They provide inspiration by sharing their circular practices of reusing, repairing, recycling and upcycling materials on interviews and videos. The project has also developed and published a non-formal learning methodology for adult educators titled “Building Circular Skills in Adult Education.”

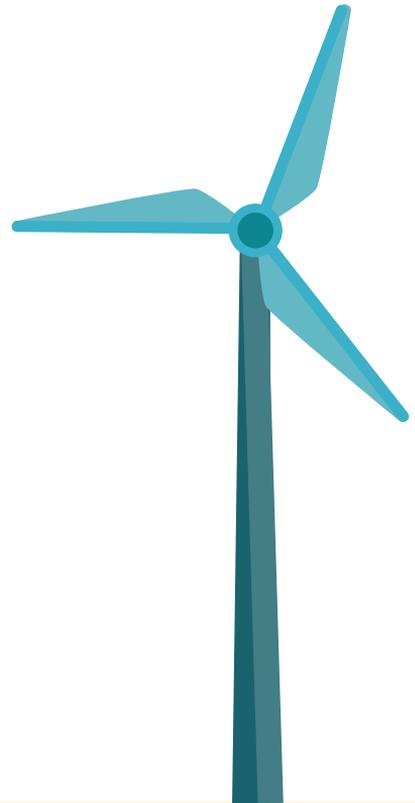
Impact

Until now, more than one thousand adults have taken part in the online course. Based on the feedback of people from the disadvantaged social groups who are involved as informal educators, the project has increased their social participation. It has also given them respect and recognition for their cultural heritage and their circular skills.



PICTURE: EAEA

“We are honoured to receive the Grundtvig Award. It will help us to attract more learners to our online course “Green Skills for Circular Economy. Project partners strongly believe that we can solve the problem of global warming by joining forces with all stakeholders. Together, we can save our planet.” – Anna Fenko



FACTS

- **Name:** Building green skills for the circular economy
- **Funding:** Erasmus+ KA2
- **Coordinator:** Fenan Consulting (Netherlands)
- **Contact:** Anna Fenko, [fenan.consulting\(at\)gmail.com](mailto:fenan.consulting(at)gmail.com)
- **Partners:** Non-formal learning club “WE” (Lithuania)
- **Focus:** circular economy skills
- **Link:** circular-skills.org

2.2 International ESD Alliances

What?

The “International ESD Alliances” is a cross border initiative where 12 adult learning and education institutions worldwide implement sustainability in their organisational structures. The project is coordinated by DWV International.



ESD Alliances

How?

The main target group are the ALE institutions and their staff, who are guided to follow the concept of the Whole Institution Approach (WIA). They are encouraged to focus not only on the educational side of Education for Sustainability (ESD) but examine areas such as infrastructure and managerial structures to achieve a holistic realisation of sustainability.

Impact?

A key learning outcome for future projects is the discussion on what ESD and sustainability means in different global contexts. The project has brought together perspectives from Europe to South Africa and Asia-Pacific and thus aided to avoid a narrow Eurocentric view on the topic.

FACTS

- **Name:** International ESD Alliances
- **Funding:** German Federal Ministry of Education and Research
- **Coordinator:** Deutscher Volkshochschul-Verband International
- **Contact:** Eva Heinen, [esd-alliances\(at\)dvv-international.de](mailto:esd-alliances(at)dvv-international.de)
- **Partners:** Verband der schweizerischen Volkshochschulen (VSV) (Switzerland), UPI Ljudska Univerza (Slovenia), Die Wiener Volkshochschulen GmbH (Austria), Development Education Association & Research Center (Japan), People’s Initiative for Learning and Community Development (Philippinen), Volkshochschule Berlin-Mitte, Volkshochschule im Landkreis Cham e.V., Volkshochschule Detmold-Lemgo, Volkshochschule Erfurt, Kreisvolkshochschule Groß-Gerau & Volkshochschule Stuttgart (Germany)
- **Focus:** Education for Sustainable Development
- **Link:** www.dvv-international.de/en/esd-alliances

2.3 GreenerAge

What?

GreenerAge addresses the urgent need to promote climate and environmental literacy among (and WITH) citizens 55+, while also increasing their digital skills and confidence through a gamified digital platform. The project strives to inspire eco-awareness and promote changes in behaviour and values.

How?

GreenerAge has implemented a unique methodology that is 1) grounded in a multigenerational perspective and encourages multigenerational dialogue, 2) uses a future thinking methodology, 3) emphasises community building to foster collective responsibility, and 4) uses gamification strategies to enhance engagement.

Impact?

At community level, GreenerAge intends to lead to a positive environmental and societal impact through behaviour changes. At learning organisations, GreenerAge will support trainers's confidence in applying new training methods on climate change and environmental literacy in their daily work.



GreenerAge

CLIMATE-CHANGE AND ENVIRONMENTAL
LITERACY FOR URBAN CITIZENS 55+

FACTS

- **Name:** GreenerAge
- **Funding:** Erasmus+ KA2
- **Coordinator:** Tampere University
- **Contact:** Raúl Castaño,
raul.castanodelarosa(at)tuni.fi
- **Partners:** ISIS Institut für Soziale Infrastruktur gemeinnützige GmbH (Germany), SHINE 2Europe (Portugal), Academy on Age-Friendly Environments in Europe BV (The Netherlands), Fundacja Laboratorium Architektury 60+ (Poland), additionally 10 associate partners.
- **Focus:** Digital and environmental literacy
- **Link:** greenerage.eu

3

LOCAL / REGIONAL / NATIONAL INITIATIVES

WINNER:

**WOMEN'S ECONOMIC EMPOWERMENT
IN SHIRAK AND GEGHARKUNIK MARZES**



PICTURE: WOMEN'S ECONOMIC EMPOWERMENT IN SHIRAK AND GEGHARKUNIK MARZES

3.1 WINNER:

Women's economic empowerment in Shirak and Gegharkunik Marzes



What?

The goal of the project is to ensure the improvement of the economic condition of women in Shirak and Gegharkunik marzes by getting them acquainted with the latest sustainable agricultural technologies.

How?

The beneficiaries took part in a series of courses on sustainable agriculture, business planning and marketing. They also received seeds and seedlings of crops resistant to the effects of climate change, as well as necessary equipment for farming. Additionally, the women visited exemplary fields and orchards and took part in exchanging experiences.

Impact

The beneficiaries gained knowledge and experience in the field of sustainable agriculture, which allowed them not only to improve their economic situation, but also to serve as an example for other residents of the community to invest and develop sustainable agriculture. The participants acquired a new understanding of agriculture, developed a network and gained market power. Seeing the results, the men also got interested and helped their wives to further develop the activities. A number of success stories were created within the project and they are regularly published through social networks.



“Winning this award means that we are in the right direction, and we really are justifying the expectations of both our partners and our beneficiaries. Receiving this honour will increase our role and reputation in our country. As a result, more women will be involved in our projects.”

Nune Sarukhanyan



PICTURE:WOMEN'S ECONOMIC EMPOWERMENT IN SHIRAK AND GEGHARKUNIK MARZES

FACTS

- **Name:** Women's economic empowerment in Shirak and Gegharkunik Marzes
- **Country:** Armenia
- **Funding:** UNDP
- **Coordinator:** Green Lane Agricultural Assistance
- **Contact:** Nune Sarukhanyan, office(at)greenlane.am
- **Focus:** Sustainable agriculture
- **Link:** greenlane.am/en

3.2 Environmental literacy network (ELN)

Honourable mention

What?

The goal of the initiative is to establish a network of civil society organisations (CSOs) and local governments from Turkey and the EU to strengthen learning for sustainability, to disseminate environmental literacy education programmes and to advocate jointly at national and local levels. ELN currently has 80 members.

How?

ELN incorporates other CSOs into the design and dissemination of YUVA's Earth Citizen Program which uses a peer-to-peer methodology and a global citizenship approach. ELN has also advanced strategic collaboration with public authorities to ensure that learning for sustainability is incorporated into education policies. A draft advocacy paper on environmental sustainability education was developed jointly with 25 ELN members.

Impact?

ELN has filled an important gap in Turkey by reaching out to stakeholders on environmental education and ALE, and building partnerships between Turkish CSOs and European CSOs. The initiative created a successful model for learning for sustainability and continues to organise training courses.



PICTURE: ENVIRONMENTAL LITERACY NETWORK

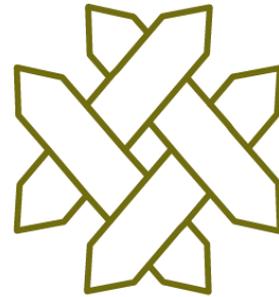
FACTS

- **Name:** Environmental Literacy Network
- **Country:** Turkey
- **Funding:** EU Instrument for Pre-accession Assistance
- **Coordinator:** YUVA Association
- **Contact:** Yılmaz Erdem Vardar, [erdem.vardar\(at\)yuva.org.tr](mailto:erdem.vardar(at)yuva.org.tr)
- **Focus:** Environmental literacy

3.3 Matens mamma (Mother of food)

What?

Vårdinge Folk High School has a project, Södra Vårdinge Grönsaksodling, including cultivation on a place called “Matens mamma”. One goal of the project is that most of the 20,000 lunches prepared annually in the kitchen at Vårdinge will be made with vegetables from the farm. Another goal of the project is to develop Vårdinge village into a visitor destination with a combination of nature and outdoor life.



**VÅRDINGE
FOLKHÖGSKOLA**

How?

The aim of the project is to create horticultural crops that produce vegetables. The project is closely intertwined with the adult education college’s kitchen and with some of the school’s courses and student groups.

Impact?

Last year two tons of vegetables and herbs were grown in the cultivation of “Matens mamma”. The project has increased the students’ knowledge of sustainability and cultivation. Project has also increased cooperation with the local community, for example in March 400 people visited an Open House event at the school and took part in workshops.

FACTS

- **Name:** Matens mamma, Södra Vårdinge Grönsaksodling
- **Country:** Sweden
- **Funding:** Leader EU
- **Coordinator:** Vårdinge folkhögskola
- **Contact:** Kerstin Burström
- **Focus:** Sustainable agriculture and food production
- **Links:**
 - vardinge.fhsk.se/projekt-med-stod-av-leader
 - youtu.be/3Km82kmyec

3.4 Climate goals and content in education

What?

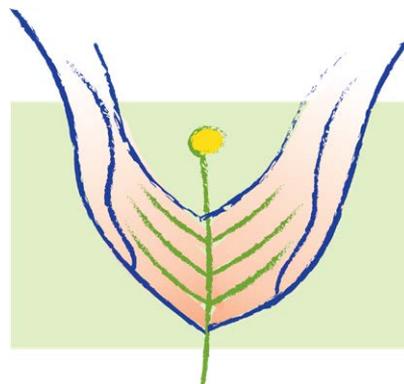
The project systematically introduces climate goals and content into the education system in Slovenia from preschool to adult education. The project has organised events, workshops and lecture packages, also three Citizen Science (CS) campaigns. The project is overseen by two Slovenian ministries: the Ministry of Environment, Climate, and Energy and the Ministry of Education and it brings together all national public education institutions.

How?

The project tests a new educational community learning approach using participative and scientifically based citizen science. A whole Slovenian-wide CS campaign was launched in May 2022. CS focused on the observation of pollinators as indicators of climate change. Amongst the results of CS campaigns also a comprehensive climate-related learning programme for educators was developed.

Impact?

This project demonstrates the importance of system collaboration in the environmental crisis. It has framed the future direction of environmental education development in Slovenia. Adult education contributed with an innovative CS approach, supported by the practice of the Slovenian study circle network, a complex educational programme that combines outdoor learning with e-learning experience. The pilot CS campaigns provided useful ecological data, and stimulated participation and intergenerational experiential learning related to climate change.



PODNEBNI CILJI IN VSEBINE V VZGOJI IN IZOBRAŽEVANJU

FACTS

- **Name:** Climate goals and content in education
- **Country:** Slovenia
- **Funding:** Climate Change fund of the Slovenian Ministry of Environment, Climate, and Energy
- **Coordinator:** Slovenian Institute for Adult Education
- **Contact:** Nevenka Bogataj, nevenka.bogataj@acs.si
- **Focus:** Education for Sustainable Development
- **Links:**
 - epale.ec.europa.eu/en/blog/climate-goals-and-content-adult-education-through-citizen-science
 - www.pms-lj.si/app/uploads/2023/07/1-GRADISEK-1_2023.pdf

3.5 Mitigating the Impacts of Climate Change with Children-MECCC and Intergenerational Transfer

What?

The project develops a nature-based and practice-oriented environmental education programme. Using knowledge transfer, the project strengthens intergenerational solidarity in the context of environmental change. The target groups of the project are adults (ecoguides, teachers and families), children and, as the final output, all individuals living in the community.

How?

The education programme uses innovative, inclusive, sustainable and transformative education methods and consists of six modules: climate, seeds, insects, compost, agriculture, and animals. The project trains Eco Guides and preschool teachers, who in turn provide training to the children. Through children, the project fosters intergenerational knowledge transfer among parents and the wider community.

Impact?

26 adults and 388 children have taken part in training so far. The positive feedback received from teachers, families, government agencies and training participants has proven there is a need to expand the training and provide it to a larger target group. As a result, a new project has been planned.



PICTURE: MITIGATING THE IMPACTS OF CLIMATE CHANGE WITH CHILDREN-MECCC AND INTERGENERATIONAL TRANSFER

FACTS

- **Name:** Mitigating the Impacts of Climate Change with Children-MECCC and Intergenerational Transfer
- **Country:** Turkey
- **Funding:** UNDP GEF Small Grants Program
- **Coordinator:** World Live Long Society
- **Contact:** Bensu Kurtay, dunyayasasinn@gmail.com
- **Focus:** Education for Sustainable Development

3.6 Liberties Weavers

What?

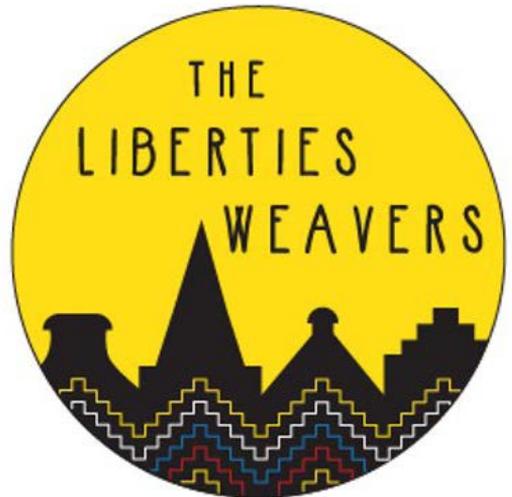
The Liberties Weavers is a voluntary community group dedicated to breathing new life into the 1000 years of history, weaving and textile production in the Liberties of inner city Dublin. The group protects the environment by raising awareness of the negative impact of fast fashion and the global textile industry and encourages sustainable production and use of textiles.

How?

The group organises adult education classes that work only with Irish wool, recycled linen and salvages from a local weaving business. The group makes small items to appreciate how long it takes from start to finish. They also hold mending sessions and dying workshops, and grow flax in local inner city community gardens, from sowing to growing, harvesting and then making items from the flax.

Impact?

Liberties Weavers has high retention of students which shows there is need and interest in this type of activity. They work with other organisations in the community and have seen strengthening of these relationships and a continued willingness to cooperate. The group has also won a number of awards, including a Heritage Group Award for our Community Engagement in 2022 and an AONTAS Star Award in 2023.



FACTS

- **Name:** Liberties Weavers
- **Country:** Ireland
- **Funding:**
- **Coordinator:** Liberties Weavers
- **Contact:** Claire Byrne, [thelibertiesweavers\(at\)gmail.com](mailto:thelibertiesweavers(at)gmail.com)
- **Focus:** Sustainable production and use of textiles
- **Link:** www.thelibertiesweavers.ie

3.7 Education in Sustainable Development

What?

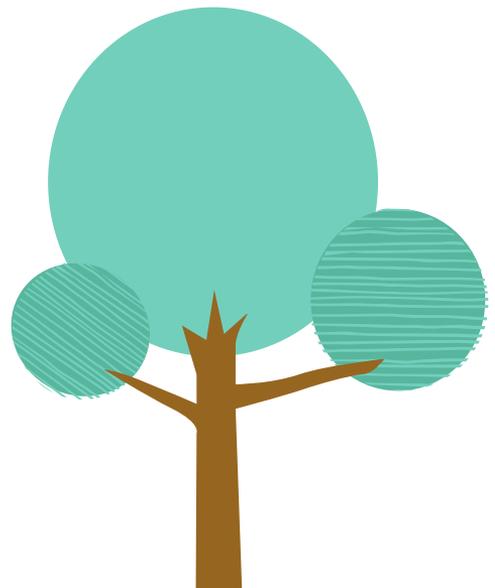
ASTO-WeCommunicate operates “ASTO-let’s change it” team, focused on innovative adult education. Their primary objective is education in sustainable development, promoting green transformation. Collaborating with ASTO’s solidarity and youth groups, they address global challenges by engaging informed citizens, fostering personal and collective action on climate change. All their actions are dedicated to the green transition and empowering adult learners and students in their city.

How?

ASTO-WeCommunicate implements a range of actions, including educational seminars, awareness campaigns, partnerships with expert institutions, and experiential workshops. The seminars and workshops are open to the local community, fostering participation and cohesion. Their activities range from cleaning beaches, upgrading public spaces, and urban gardening to recycling, reducing consumption, and promoting composting.

Impact?

Their initiatives have garnered significant online support with hundreds of followers on platforms like Facebook and positive comments. Experiences are shared at festivals and open information events, allowing others to adopt their ideas. They plan to expand by conducting an open workshop on natural cultivation and establishing school “vegetable gardens”.



FACTS

- **Name:** Education for Sustainable Development
- **Country:** Greece
- **Coordinator:** ASTO-WeCommunicate
- **Contact:** Dionisis Roditis, sakis.roditis(at)gmail.com
- **Focus:** Education for Sustainable Development

3.8 Successful Aging and Green Transition

What?

The project systematically introduces climate goals and content into the education system in Slovenia from preschool to adult education. The project has organised events, workshops and lecture packages, also three Citizen Science (CS) campaigns. The project is overseen by two Slovenian ministries: the Ministry of Environment, Climate, and Energy and the Ministry of Education and it brings together all national public education institutions.

How?

The project was conducted in three phases. 1) Awareness and evaluation: Conversations, surveys, and diagnosis to understand participants' needs and knowledge. 2) Activity implementation: Hands-on learning about composting, sustainable irrigation, pest control, and garden importance. 3) Final assessment: Empowering participants to practise environmentally sustainable behaviours and promote successful ageing.

Impact?

This project empowers older adults as environmental stewards, enhancing cognitive and physical capacities, and fostering social relationships. It also assesses participants' application of knowledge in families and neighbourhoods, potentially advancing the green transition. This socio-educational intervention is replicable in institutions for older individuals with suitable green spaces.



PICTURE: SUCCESSFUL AGING AND THE GREEN TRANSITION

FACTS

- **Name:** Successful Aging and the Green Transition
- **Country:** Portugal
- **Coordinator:** Instituto de Educação - Universidade do Minho
- **Contact:** Maria Conceição Pinto Antunes, mantunes(at)ie.uminho.pt; Ângela Pereira, angelapereira.aaj(at)gmail.com; Isabel Pinto, isa99pinto(at)gmail.com
- **Focus:** Education for Sustainable Development, Intergenerational Learning

3.9 Climate Capsule

What?

The Climate Capsule mobile installation is designed to raise climate change awareness. It offers a glimpse into 2057, prompting visitors to consider climate change consequences through art, science, and storytelling. Designed as part of a green van, this immersive experience inspires climate action.

How?

Visitors encounter a dark environment with a lifelike figure and an apocalyptic future scenario on a screen. Audio storytelling and temperature adjustments enhance the experience. Visitors leave messages for their future selves and send postcards, fostering a sense of personal connection and action. The design allows adaptability, including plans for augmented reality and inclusion of natural elements.

Impact?

The Climate Capsule inspires climate action by emotionally engaging visitors. Regional customization adds personal relevance, and its adaptable design enables global reach and continuous improvement. It has the potential to change thinking, habits, and move society closer to a sustainable future by encouraging collaborative action on climate change.



PICTURES: CLIMATE CAPSULE

FACTS

- **Name:** Climate Capsule
- **Country:** Serbia
- **Coordinator:** Center for the Promotion of Science
- **Contact:** Katarina Stekić, [kstekic\(at\)cpn.rs](mailto:kstekic(at)cpn.rs)
- **Focus:** Climate change, Climate action, Sustainable design
- **Link:** int.cpn.edu.rs/klimatska-kapsula

3.10 KlimaatGesprekken

What?

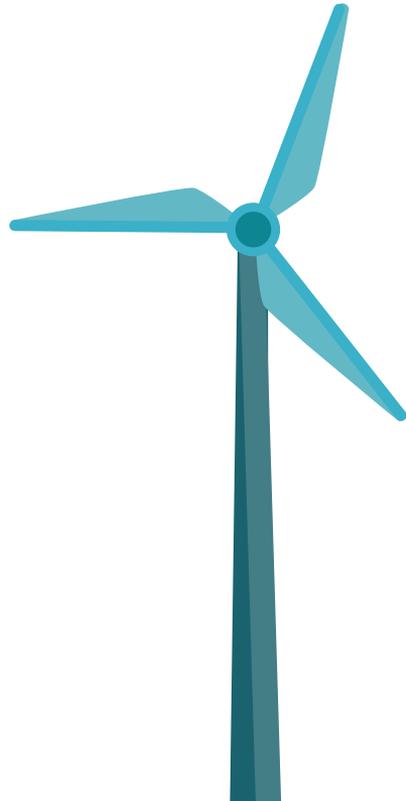
KlimaatGesprekken (KG) is an initiative focused on fostering positive climate conversations, originating from the UK's Climate Conversations and introduced in the Netherlands in 2016. KG trains climate coaches to lead workshops addressing various climate themes, targeting a diverse audience, including those who might not consider themselves environmental activists.

How?

KlimaatGesprekken employs a unique blend of activities, games, and videos, rooted in psychological insights on behavioral change. Participants are trained to live within planetary boundaries and engage in effective climate conversations. Coaches create an open, encouraging atmosphere, avoiding doom or blame. The programme's impact is magnified within organisations, driving sustainable choices.

Impact?

Participants typically reduce their footprint by 10-20% and become more confident discussing climate issues. The initiative has trained about 400 coaches and they have facilitated over 300 workshop series. The goal is to train 1500 coaches by 2025. Ripple effects include new green initiatives, sustainable career shifts, and collaborations with educational institutions.



FACTS

- **Name:** KlimaatGesprekken
- **Country:** The Netherlands
- **Coordinator:** Stichting KlimaatGesprekken
- **Contact:** Lia van Strien, info(at)klimaatgesprekken.nl
- **Focus:** Education for Sustainable Development
- **Link:** www.klimaatgesprekken.nl

3.11 Junior Retrofit Advisor Bootcamp

What?

Generation Ireland, an Irish charity, provides career transition support to individuals facing employment barriers. Their unique approach includes profession-specific bootcamp training, mentorship, and job placement in industries with high employer demand.



How?

Last year, Generation Ireland recognised the growing demand for entry-level talent in the Green sector. They collaborated with experts and industry bodies to design a 10-week curriculum for Junior Retrofit Advisors. This curriculum equips learners with the skills and behaviours required for a career in the Green sector. The model creates sustainable change that is learner-centric, and the delivery is adapted based on learner needs.

Impact?

The pilot bootcamp achieved high learner satisfaction and secured real job interviews for graduates within a month. One learning was that greater awareness of the Green sector and career opportunities is needed to attract more learners to the programme. Generation Ireland plans to scale up their impact and expand internationally, offering transformative adult learning opportunities.

FACTS

- **Name:** Junior Retrofit Advisor Bootcamp
- **Country:** Ireland
- **Coordinator:** Generation Ireland
- **Contact:** Ronan Harbison, ronan.harbison(at)generation.org
- **Focus:** Career opportunities in the Green Sector

3.12 Educ@rteNatureza

What?

Educ@rteNatureza project aims to enhance the natural and historical-cultural values of communities while promoting environmental literacy. It focuses on developing active citizenship through various pedagogical proposals, fostering knowledge, skills, and personal development for sustainable communities.

How?

The project employs innovative methodologies, emphasising participant involvement in constructing knowledge and the development of educational materials. It encourages active learning and promotes sustainable and quality community development. The project targets a wide range of participants, including the local community, students, teachers, and families, to provide them with the competencies and skills for sustainability.

Impact?

The project's main results will include advisory bodies, collaborative gatherings, training actions for sustainability, and educational materials. Impact evaluation will focus on competencies for sustainability, community participation, and the promotion of emerging education, with an emphasis on the Sustainable Development Goals (SDGs) and social entrepreneurship opportunities.



FACTS

- **Name:** Educ@rteNatureza
- **Country:** Portugal
- **Coordinator:** Faculty of Psychology and Education Sciences at the University of Coimbra
- **Contact:** Teresa Pessoa, tpessoa@fpce.uc.pt, Daniela Saraiva, dsaraiva@fpce.uc.pt
- **Focus:** Environmental literacy
- **Link:** educartenatureza.uab.pt

3.13 Rise-Lab

What?

Rise-Lab is a project promoting inclusion, cultural innovation, and lifelong learning through artistic expression. It's located on a confiscated asset, which management was entrusted to CEIPES in 2017. The primary objective of Rise-Lab is to establish a centre for social innovation that fosters integrated and sustainable pathways for both individual and collective empowerment.



How?

MADE (Analogue Digital Museum of Empowerment) inside Rise-Lab offers laboratories, exhibits and workshops related to Sustainable Development Goals, including sustainability, gender equality, and interculturality. The direct beneficiaries of Rise-Lab are young people aged between 16 and 30, but the project also engages other adults, schools and local organisations.

Impact?

The project has developed positive repercussions in the Palermo area and in Sicily. For example, the project has consolidated collaborations with local schools and entities. Several international partners have visited Rise-Lab and have had the opportunity to explore the topic of mafia from a perspective closer to reality. Rise-Lab is increasingly focusing on revitalising neighbourhood green spaces to create new areas to serve the community.

FACTS

- **Name:** Rise-Lab - Network for Inclusion, Development and Empowerment
- **Country:** Italy
- **Coordinator:** CEIPES - International Center for the Promotion of Education and Development
- **Contact:** Irene Capozzi, irene.capozzi(at)ceipes.org
- **Focus:** Environmental sustainability
- **Link:** riselab.infoproject.eu/?lang=en

3.14 Climate awareness starts with women and youth in the rural sector

What?

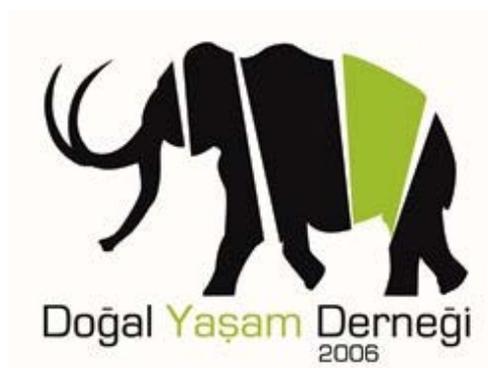
The project is centred in Bozguç village, Çan, Çanakkale, Turkey. The project provides training to local villagers, mainly women, youth and active elderly, focusing on sustainable agricultural practices, including natural fertilisation, potable water harvesting, and reduced fossil energy consumption. The project also aims to raise awareness of environmental issues and improve the local cuisine to attract visitors.

How?

The project employs hands-on training, cooperative development, and digital resources. It collaborates with respected institutions and uses a pilot farm for demonstration. The Media and Communications Academy Association facilitates digital dissemination and ongoing engagement through webinars.

Impact?

The project enhances climate awareness, reduces carbon footprints, and prevents urban migration. It aspires to create a model “Natural Life Village” for sustainable living. Collaboration with local entities, including the Chamber of Agriculture and Çan Municipality, ensures expert guidance and support. The project introduces impact measurement tools and seeks to educate local farmers for a more sustainable future.



FACTS

- **Name:** Climate awareness starts with women and youth in the rural sector
- **Country:** Turkey
- **Coordinator:** Natural Life Association
- **Contact:** Bahadır Yasa, bahadir.yasa(at)dogalyasamdernegi.org
- **Focus:** Sustainable agriculture

EAEA is the voice of non-formal adult education in Europe. It is a European NGO with 120 member organisations in 43 countries and represents more than 60 million learners Europe-wide.



**EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS**

Mundo-J, Rue de l'Industrie 10, B-1000 Brussels
Tel. +32 2 893 25 22, [eaea-office\(at\)eaea.org](mailto:eaea-office(at)eaea.org)
www.eaea.org