



# BEST PRACTICE IN ADULT EDUCATION FOR A JUST TRANSITION

**ACT**

**ALE for Global Citizenship through  
Connecting Local with Global**

**JULY 2024**



Co-funded by  
the European Union

## ACT

### – ALE for Global Citizenship through Connecting Local with Global

#### Context and Initiative Details

Name of the initiative	Action for Community Transformation (ACT), run by Global Action Plan (GAP)
Geographical scope	Local
Sources of funding	Irish Aid Funded (about 80%). Organisations/groups able to pay for services make up the remaining 20%.
Duration of the initiative	Ongoing since 2019
Target audience	Adults learning in the informal or non-formal education sector; and adults actively participating in community groups, especially more marginalized.
Social justice focus area	Climate justice, climate action, climate advocacy, active citizenship, sustainable development, human rights, equality, consumption.
Goals of the initiative	<p>To increase the range of opportunities for learners in adult education and community action groups to access global citizenship education that prompts ethical, globally-informed, individual and collective climate action.</p> <p>Specific outcomes:</p> <ul style="list-style-type: none"> <li>• Adult learners demonstrate increased competencies as global citizens</li> <li>• Community members take climate action for more sustainable communities aligned with their increased global citizenship competencies</li> <li>• Institutions providing adult education will have increased resources to teach about climate justice and global citizenship</li> </ul>

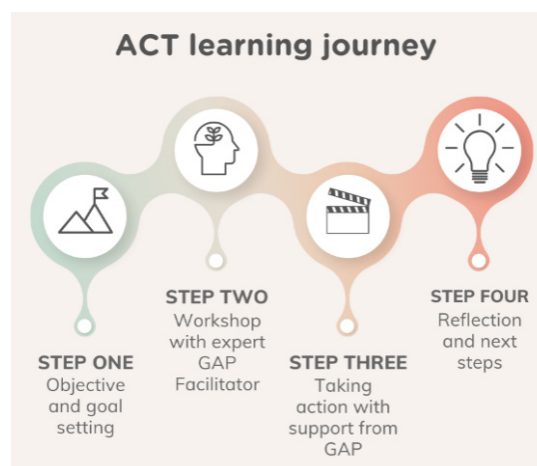
#### Good Practices Description

##### Stakeholder engagement in the process

The project arose out of an assessment of needs in Ballymun (an area of deprivation) and how education for the UN SDGs could best be incorporated into the community there. This initial engagement with local community groups informed the project design. Ongoing feedback allows iterative development. At the beginning of each funding phase there is a consultation with groups previously engaged with to adapt the upcoming programme. Before each workshop, there is consultation with a representative of the group to understand their focus, needs, desired length of engagement, capacity for action, etc.

##### Methodology used

Step one: Consult with representative of the group to understand their needs and focus within GCE / climate action training. Establish theme and aims of workshop.



Step two: Workshop or series of workshops supporting participants to connect local to global, encounter a variety of perspectives on the topic and challenge assumptions and stereotypes. Discuss spaces for learner-led action. Workshops tend to be 90 minutes. If groups need only one engagement, that's fine, but we tend to prefer a longer engagement if possible - they can be anything from 4 to 8 sessions.

Step three: GAP facilitators support group to carry out self-directed action project on the topic.

Step four: Facilitate a reflection session that allows participants to share their projects and reflect on learning.

### Teaching approaches

GAP is guided by methodologies that are seen as best practice within GCE, taking our cue from the [IDEA Code of Good Practice for Development Education](#). A more complete list of our approaches can be inferred from our [ACT Toolkit](#).

## Challenges and outcomes

### Key factors contributing to success

- Relationship-building with umbrella organisations
- Remit to focus on underserved groups
- Tailoring workshops and training to groups' needs
- [Climate Heroes](#) as both publicity and space for learning and habit-forming
- Multi-annual funding allowing us to plan in advance

### Encountered difficulties and challenges

- Publicising the project so it can reach our target audiences
- Communicating what the project is about and why GCE is a vital approach to sustainability education
- Fully realising the learner action component; there's often a low completion rate of action projects
- Impact measurement - how to measure medium-term learning as a result of the intervention?

### Recommendations

At the macro and meso levels - Build partnerships and collaborations for longer and deeper impact and draw on the experience of the GCE community in networks to maximise impact and enhance the offering. At the meso level also, the ACT Toolkit could be more widely used. At the micro level, try to be clearer about project aims and value to participants, for example through recent webpage redesign and leaflet communication

### Impact

By 2023 ACT had engaged with 459 individuals in workshops since the beginning of the project, with an additional 519 individuals participated in the Climate Heroes challenge.

A variety of learner action projects arising from the learning programmes include:

- A women's shelter developed their shared garden space into an accessible area for mental and physical wellbeing after workshops on gender, health and education
- A Tidy Towns committee received an award for an existing tree planting campaign after a workshop building literacy in the SDGs
- A group of elder learners wrote articles on circular economies in the past after workshops on consumption and waste; these were published on the GAP website and in a Dublin newspaper
- Individuals with intellectual disabilities developed bug hotels and bird boxes after workshops around biodiversity
- Individuals with intellectual disabilities surveyed others in their day centre about their perceptions and feelings around climate action and led a poster campaign to publicise the results