

1.1. Practices of inclusion in formal and non-formal education contexts

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Short Abstract

Accordingly, with the NEAAL 2030,

The acquisition of knowledge, skills and competences in adult learning should be an important component of the ecological transformation process. Green skills, i.e. the skills needed in a low-carbon economy and society, will be required throughout society and in the workforce (in all sectors and at all levels) as emerging economic activities create new (or renewed) occupations, and as we strive for a sustainable lifestyle (p. 23).

The relationship between environment and the energy system is of particular importance since it is one of the main sectors responsible for greenhouse gas emissions. The transition to a renewable energy system is, therefore, politically assumed as the main instrument to achieve carbon neutrality by 2050 at the European level.

Aligning with this, many companies have been promoting *Corporate Social Responsibility* (CSR) practices in the environmental area. However, several national and international studies point to the fact that CSR is eminently seen as part of a strategy of legitimization, and a marketing tool.

Aware of these paradoxes, we conducted research (between 2020-2021), using a Case Study Methodology, focused on a Portuguese Small and Medium Enterprise (SME) acting on renewable energy, and applied 12 interviews. We wanted to know what concept of CSR guided the company, and what kind of social and environmental education and training could be designed based on critical analysis of data and results. A cross-cutting objective was to define what role could an Adult Educator play in the conceptualization and implementation of CSR practices in companies and other formal and non-formal educational contexts.

This conference invites us to think "Education in Transition times", therefore our paper shares preliminary results of the study, aiming to contribute to a discussion on how to build new ecological paradigms for development, based on interdisciplinary approaches and useful to fostering community and adult education interventions to modify behaviours – namely in patterns of consumption - and finding new economic models of governance and innovation that ensure a fair 'green transition'.

The results illustrate a case where practices of CSR were put in place with an aim close to environmental activism (not targeting for market legitimization and profit increase). We observed a strong technical knowledge by the staff, and regular non-formal educational intervention performances at local level that creates awareness and proximity to local communities. According to critical literature on 'green transition', these could be key-factors to assure a fair and inclusive energy transition. One that necessarily brings benefits to populations and the ecosystem in a holistic way, beyond a mere discursive dimension and short-term effect. As advocated in NEAAL 2030, carbon neutrality cannot be achieved without a consistent and strategic investment in environmental education, in the various stages of life. This investment plays a major role in contributing to a systemic transformation of current lifestyles, that can drive us to a real sustainable and regenerative future.

Key words: Adult Learning and Education, Environmental Education and Training, Corporate Social Responsibility, Energy and Green Transition.

[\[1\]New European Agenda for Adult Learning 2021- 2030](#)

References

NEAAL 2030 - New European Agenda for Adult Learning 2021- 2030 available at <https://data.consilium.europa.eu/doc/document/ST-14485-2021-INIT/en/pdf>