



Instruction for individual comparison:

The Sustainable Development Goals (SDGs) and Implications for the work of Adult Educators: Roles of adult educators

1. Comparative Research Question

What are the similar and different roles of adult educators in the development of SDG4 in the countries you compare?

- In what particular forms can adult educators enhance the goals/targets of SDG4 in the countries you compare regarding projects, initiatives, programmes, networking, etc.?
- What choices for and barriers to SDG4 development can be identified as factors to modify or even change those indicated roles of adult educators?

2. Context of Comparison

Context of comparison can be the relevant targets and indicators of SDG4 around which participating students can define/identify concrete roles for adult educators in the context the enhancement of lifelong learning in participatory focus:

- national level comparison (to be based on national adult learning/LLL strategies, laws, policy documents, national development plans, etc.)
- regional level comparison (to be based on regional development plans, regional charters, EU-funded/co-funded projects and project results, regional RDI platforms and their mission statements, regional strategic documents of development, Regional policy documents available at the database of Committee of the Regions (<https://cor.europa.eu/en>), CCRE/CEMR (<https://ccre.org/>))
- Institutional level comparison (based on strategies, projects/workplans, charters, programmes)

3. Categories of Comparison

1. **Specific forms of work/activities of adult educators in educational programmes connected with SDG4** indicated/documented in country specific documents from concrete levels of comparison (national/regional/institutional) This focus will reflect – by the comparison of specific countries – similarities and differences upon the work of adult educators to work with adult learners
2. **Methods used by adult educators to enhance and promote better participation in/access to educational programmes for adult learners connected with SDG4 targets/indicators.**
3. **Forms of collaborations/collaborative actions amongst adult education providers to widen participation of adult learners in educational programmes for SDG4.** Students will focus on frames of coalitions formed by adult ed. providers to fulfil better outreach and to support ongoing participation of adult learners (VPL, monitoring, assessment tools, quality focus can be highlighted!)
4. **Target groups of adult education/lifelong learning work for SDG4.** Students will define particular targeted groups of adults being involved in concrete SDG4 related available adult learning programmes/actions.

Good practices

According to own experience, practitioners should focus on their roles as adult educators and their relation to sustainable development; as well as the roles of other educators existing in their own countries; analyze these roles in education for sustainable development; and explore roles of adult educators in other countries in education for sustainable development.