



The Sustainable Development Goals (SDGs) and their Implications for the Work of Adult Educators: Roles of Adult Educators

1. Comparative Research Question

What are the similarities and differences in the role of adult educators in the development of SDG4 in the countries you compare?

- In which 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 the roles of adult educators identified in the previous step?

2. Context of Comparison

The context of comparison may involve the relevant targets and indicators of SDG4 around which participating students can define/identify concrete roles for adult educators in the context of enhancing lifelong learning with a 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 in the Committee of the Regions database (<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). By comparing specific countries, this focus will reflect similarities and differences in the work of adult educators working 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 education providers to achieve 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 target groups of adults being involved in concrete, SDG4- related adult learning programmes/actions.

Good practices

Based on their 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. They should analyse these roles in education for sustainable development and explore the roles of adult educators in other countries in education for sustainable development.