



# BEST PRACTICE IN ADULT EDUCATION FOR A JUST TRANSITION

**SDG Advocate Training  
Program**

**Supporting Multipliers in ALE to  
Develop Action Projects**

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Co-funded by  
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# SDG Advocate Training Program

## – Supporting Multipliers in ALE to Develop Action Projects

### Context and Initiative Details

Name of the initiative	SDG Advocate Training Programme
Geographical scope	National
Sources of funding	Irish Aid and the Department of Foreign Affairs
Duration of the initiative	7 delivery days, plus action learning project over a 7 month period
Target audience	Adults involved in adult and community education
Social justice focus area	Environmental justice
Goals of the initiative	The SDG Advocate Training programme, delivered by Development Perspectives, was devised to support those working in the adult and community education to develop their knowledge and skills in Global Citizenship Education. It worked with 26 students and a critical dimension was supporting them to develop action projects within their practice. It resulted in confident and skilled individuals who are networked as SDG Advocates across Ireland.

### Good Practices Description

#### Stakeholder engagement in the process

The initiative was based on knowledge of the adult and community education sector in Ireland, its capacity and needs. Development Perspectives believe in reflective learning and so the programme evolved through listening to the experiences of learners.

#### Methodology used

The educational model is based on 'informed action'. The programme incorporated action learning and supported participants to become multipliers in the field of Global Community Education. Critical thinking and problem solving, two of the pillars of GCE, were woven throughout delivery. Participants were also supported to develop their communication and advocacy skills, which are particularly evident in their projects.

Stage 1: Inform – broadening awareness and understanding of the SDGs through participatory methodologies and experiential learning

Stage 2: Act – the implementation of action plans within the participant's own practice

Stage 3: Share – celebrate participants' SDG stories at a national showcase event

Stage 4: Support – ongoing coaching and mentoring, networking and team support.

During the training many of the participants chose to focus on environmental-related SDGs 12, 13, 14 and 15 as those were most relevant to their work contexts.

#### Teaching approaches

- Inputs from facilitators and guest speakers
- Interactive discussions

- Coaching and mentoring sessions – group and individual
- Residentials
- Action project planning and delivery
- Public exhibition of projects

## Challenges and outcomes

### Key factors contributing to success

Success was based on design, delivery, learner participation, and learners' projects. Participants were attracted to the course because of the reputation of the delivery agent, the action learning methodology and the opportunity to apply their learning in their own work contexts. The delivery was informed and specifically designed for the target audience. Peer learning was encouraged and learners were strongly supported throughout through coaching and mentoring. The project's project-based approach allowed the learning to become embedded not just within the individual learner but also their organisations, thus achieving the desired goal of multiplier impact. Many participants undertook projects that were focused not just on environmental justice, but also other SDGs recognizing the connectivity that runs across so many of the goals. Examples of projects undertaken include the creation of educational tools to increase awareness and encourage discussion of environmental issues, the organization of events and platforms to foster community involvement and support for local groups to develop more collaborative approaches to tackling environmental issues.

### Encountered difficulties and challenges

No particular difficulties were encountered

### Recommendations

Development Perspectives would recommend the effectiveness of an action learning methodology, allowing learners to deepen their understanding of their learning through real-life application. This recommendation applies at the meso level.

### Impact

26 adults active in adult or community education enrolled each year. As an aim was to create a multiplier effect, these were individuals in positions to advocate for SDGs in their places of work, There was a variety of participants in terms of gender and ethnicity.

Central to the purpose and design of the programme was the empowerment of the students to participate in the community and advocate for change. Those recruited were in positions to influence their organisations, peers and other learners through adult and community education. Participants were coached and mentored to design projects that took their learning and empowered them to apply it to their work/learning contexts. Reading the testaments of participants that have been collected in the publication - [Stories of Action 2020-2022: SDG Advocate Training](#) it is clear that this goal of empowerment was definitely achieved.

Because of the action learning model and the emphasis on the learners' projects which applied their learning into their work contexts, the greatest influence has been on educational practice, given that all participants are from the adult and community education sector.