Rialtas na hÉireann
Government of Ireland

ESD to 2030:
Implementation Plan
2022–2026

Contents

1 Advancing Policy

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
1.1	**Collaboration:** Strengthen international, inter-departmental and multi-stakeholder coordination, to facilitate information sharing, accountability and engagement on ESD.	1.1a	Review membership and structure of ESD Advisory Group and establish related multi-stakeholder sub-groups as appropriate, to ensure policy coherence, information sharing and widest possible engagement.	DFHERIS, DoE, DCEDIY	Relevant govt depts (DoE, DFHERIS, DFA, DRCD, DECC, DoT, DoAg, DHLGH), Aegis Bodies, NGOs	Short-term
		1.1b	Participate in relevant UN/EU groups relating to ESD to inform Ireland's approach and share learning.	DFHERIS, DoE, DCEDIY	DFA	Ongoing
1.2	**Policy alignment:** Support policy alignment and coherence across government and among government agencies, in areas linked to ESD.	1.2a	Engage within and across other Government departments to seek alignment with ESD principles and promote sustainable practice in relevant strategies, policies and action plans.	DFHERIS, DoE, DCEDIY	All Government Departments Aegis bodies	Ongoing
		1.2b	Foster synergies between the ESD Strategy and other education strategies including the Future FET: Transforming Learning Strategy, Adult Literacy for Life Strategy and the Literacy, Numeracy and Digital Literacy Strategy for schools.	DFHERIS, DoE, DCEDIY	SOLAS, ETBs, ETBI, Schools	Ongoing
		1.2c	Support DECC in implementing the SDGs NIP in relation to the Education Sector.	DFHERIS, DoE, DCEDIY	DECC, DoT, Membership of the NIP SOG and IDWG	Ongoing
		1.2d	Support DECC in implementation of the National Dialogue on Climate Action under the Climate Action Plan, embedding climate action in education and promoting climate literacy.	DFHERIS, DoE, DCEDIY	DECC, DoT, Members of the inter-departmental Climate Action SOG/ IDWG	Short-term
		1.2e	Continue to work with DFA to support Global Citizenship Education as part of ESD.	DFHERIS, DoE, DFA	DFA partners	Ongoing
		1.2f	The briefs for NCCA development groups are informed by relevant aspects of Target 4.7.	NCCA		Ongoing
		1.2g	Support programmes in the Creative Ireland programme 2023-2027 in relation to ESD, where possible.	Creative Ireland, DoE, DCEDIY	DTAGSM, Arts Council	Medium-term

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1.3	**Communication:** Raise awareness and understanding of ESD and its centrality to lifelong learning among key stakeholders with three pillars: Social; Economic; Environmental.	1.3a	Raise awareness and understanding of ESD through an annual national ESD forum and by increasing the numbers across the education sector accessing the quarterly ESD newsletter.	DFHERIS, DoE, DCEDIY	All stakeholders	Short-term
		1.3b	Promote participation in ESD related curriculum enrichment activities, projects and competitions in Schools.	DoE	Schools, NGOs, DFA	Ongoing
		1.3c	Organise Climate Action Week as an opportunity to support actions and communications across Green-Schools, Green-Campus and Young Reporter for the Environment (YRE) Fund.	An Taisce	DECC	Short-term
		1.3d	Develop communications strategy to mark, celebrate and communicate climate action in schools.	DoE		Short-term
		1.3e	Consider opportunities for young people to develop educational campaigns to promote and link the SDGs, ESD, climate action, global citizenship and related actions.	ISSU, USI	DFHERIS, DoE	Short-term
1.4	**Mapping and monitoring:** Develop existing and new frameworks and tools to monitor and evaluate progress on ESD and enhance accountability.	**General**				
		1.4a	Establish a working group to consider appropriate tools, including existing frameworks, to monitor implementation and progress towards SDG 4.7, including the commissioning of relevant mapping and gap analysis exercises.	DFHERIS, DoE, DCEDIY	DFA, CSO, all stakeholders	Short-term
		Early childhood, Primary and Post-Primary education				
		1.4b	Publish a revised Looking at Our Schools, Quality Framework for Primary and Post-Primary Schools (2016) that articulates expectations in relation to provision for ESD in schools.	DoE Inspectorate		Short-term
		1.4c	Develop inspection processes and resources to take account of and promote ESD and enhance how ESD practice in schools is evaluated, given recognition, and reported.	DoE Inspectorate		Medium-term
		1.4d	Conduct a thematic evaluation of provision for ESD in early learning and care settings, primary and post-primary schools and publish a report.	DoE Inspectorate	DCEDIY	Short-term
		1.4e	Update the curriculum audit from Early Childhood to Senior Cycle for opportunities and linkages to ESD.	NCCA		Medium-term
		Higher education				
		1.4f	Explore the potential need for the development of a Framework and Charter to drive and support whole of institution approaches to ESD/Sustainability in higher education institutions.	DFHERIS	HEIs, IUA, THEA, USI, Industry reps	Medium term

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1.4	**Mapping and monitoring:** Develop existing and new frameworks and tools to monitor and evaluate progress on ESD and enhance accountability.	1.4g	Explore the roll out of campus-wide sustainability literacy programmes including the possibility of sustainability literacy tests.	HEIs	IUA, THEA	Medium-term
1.5	**Research:** Create an enabling environment for research to inform effective policy and best practice for ESD.	1.5a	Work with Research Funders to ensure that research (including interdisciplinary research) that addresses ESD and the 17 SDGs is included as a priority within future funding calls.	DFHERIS	IRC, SFI, HRB, EPA, DFA, HEA	Short-term
		1.5b	Work with Campus Engage and other relevant stakeholders to build capacity in engaged research and innovation and to increase the visibility of research relating to ESD/SDGs in existing research/resource hubs, so as to inform effective public policy decisions to address societal challenges.	DFHERIS	Campus Engage, HEIs	Short-term
		1.5c	Support citizen science initiatives to address the climate crisis, including protecting biodiversity and the environment.	DFHERIS, DECC, DHLGH	EPA, An Taisce	Short-term
		1.5d	DFHERIS should work with Research Funders to consider criteria for sustainability, as part of the research lifecycle (e.g. in research project design, eligibility, assessment criteria).	DFHERIS	Research Funders, HEIs	Medium-term
		1.5e	Promote and share learning on the Green Labs initiative in higher education research environments.	DFHERIS	HEIs, Research Funders	Short-term
		1.5f	Explore opportunities to work collaboratively with the Teaching Council to support engagement by teachers in and with ESD research.	DoE	Teaching Council, Teachers	Medium-term
1.6	**Funding and incentives:** Explore potential to align education funding and incentive systems with substantive and structural sustainability and ESD.	1.6a	Engage with other relevant Departments to coordinate funding opportunities for ESD/sustainable development related projects, based on identified gaps.	DFHERIS, DoE, DCEDIY	DECC, DRCD, DFA, DHLGH,	Short-term

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
1.7	**Award Standards:** Progress inclusion of ESD in award standards.	1.7a	The Teaching Council will provide information on how the core element Global Citizenship Education (and Education for Sustainable Development, as defined in Céim Standards for Initial Teacher Education) is being implemented across all ITE programmes, upon completion of the second cycle of accreditation of programmes.	Teaching Council	DoE, DFA	Medium-term
		1.7b	Explore the inclusion of ESD principles in the development and review of QQI award standards at NFQ Levels 1-8.	QQI		Ongoing

2 Transforming Learning Environments – 'learn what we live and live what we learn'

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
2.1	**Leadership:** Develop and support leadership for ESD.	**Primary and Post-Primary education**				
		2.1a	Engage with the Centre for School Leadership in relation to ESD and transforming the school environment.	DoE	CSL, PDST	Medium-term
		2.1b	Support the further roll out of the Take 1 programme and its training for Principals and Deputy Principals in all ETB Community Colleges and consider its potential use in non-ETB post primary schools.	ETBI	DoE	Short-term
		2.1c	Develop and support school leadership on ESD/GCE through DFA Strategic Partnerships.	DFA	DFA partners	Ongoing
		Further and Higher Education and Training				
		2.1d	Assign responsibility to a dedicated staff member in ETBI to drive and coordinate the embedding of ESD in relevant provision across ETBs.	ETBI		Short-term
		2.1e	HEI Executive Management Teams to consider how ESD / SDGs are integrated into governance, strategy and structures.	HEIs	IUA, THEA	Short-term
		2.1f	Assign responsibilities to designated staff to enhance coordination and cooperation on whole of institution approaches to ESD, including supporting academic staff to embed ESD in curricula.	HEIs	IUA, THEA	Medium-term
2.2	**ESD Competencies / Transversal Skills:** ESD competencies are core to learning outcomes.	2.2a	Track developments in international competency frameworks for ESD, to inform a whole of system approach to lifelong learning and ESD in Ireland.	DFHERIS, DoE, DCEDIY		Short-term
2.3	**ESD Pedagogies:** Promote and support the use of ESD pedagogies among educators.	2.3a	Expand opportunities for project based learning and place-based learning, including outdoor learning, in collaboration with local communities.	DRCD	DFA, NGOs	Short-term
		2.3b	Promote the use of signature pedagogies for ESD across all levels, such as inquiry-based learning, systems-thinking, creativity and design-thinking, problem/challenge-based learning, reflective learning.	NFTL, NCCA, ITE providers	DFHERIS, DoE, DCEDIY, DFA	Ongoing

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
2.3	**ESD Pedagogies:** Promote and support the use of ESD pedagogies among educators.	2.3c	Launch an Innovation Challenge Fund to support innovative approaches to ESD and GCE, including supporting the use of digital learning and new technologies to build links with schools, institutions, youth groups in the Global South.	DFA	DFA partners	Short-term
2.4	**Embedding ESD:** Further embed ESD in curricula and programmes at all levels to ensure learners acquire knowledge, skills, values and dispositions to promote, advance and take action for sustainable development.	**General**				
		2.4a	Promote inclusive principles and practices, such as universal design for learning (UDL), across all educational levels to support more inclusive learning environments.	NFTL, NCCA, SOLAS, ETBs	DFHERIS, DoE, DCEDIY, DHLGH	Short-term
		Early Childhood, Primary and Post-Primary education				
		2.4b	Curriculum specifications under review or development, which address agriculture, land use and/or food production, will consider the issues of climate change and sustainability.	NCCA		Ongoing
		2.4c	Ensure the curriculum at early childhood, primary and post-primary levels, embeds the principles of inclusive education and diversity.	NCCA		Ongoing
		2.4d	Review the Primary and Post-Primary Intercultural Education Guidelines for Schools.	NCCA	PPLI	Medium-term
		2.4e	Support Creative Youth initiatives, in particular Creative Clusters, in order to contribute to the aim of ensuring learners acquire the knowledge skills, values and dispositions needed to promote and advance sustainable development.	Creative Ireland, DoE	DTAGSM, DCEDIY	Medium-Long term
		2.4f	Support embedding of ESD/GCE through Strategic Partnerships.	DFA	DFA Partners	Ongoing
		2.4g	Further embed ESD in the curriculum at all levels (early childhood, primary, post-primary) and at all stages including development, redevelopment, updating and review.	NCCA	DCEDIY, DoE	Ongoing
		2.4h	Develop new Senior Cycle curriculum on climate change and sustainable development.	NCCA	DoE	Medium term
		2.4i	Adopt ESD as a yearly theme through a range of activities to raise awareness and promote ESD in the LCA programme.	LCANA		Ongoing
		2.4j	Consider the inclusion of further existing non-curricular languages as heritage languages within the Leaving Certificate.	DoE, NCCA, SEC	PPLI	Short-term

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2.4	**Embedding ESD:** Further embed ESD in curricula and programmes at all levels to ensure learners acquire knowledge, skills, values and dispositions to promote, advance and take action for sustainable development.	**Further and Higher Education and Training**				
		2.4k	Engage with Enterprise to ensure education and training addresses identified skills needs of SMEs/ employees for the green and circular economy.	DFHERIS, DETE	Regional Skills Fora, Enterprise Ireland, Skillnet Ireland, SOLAS, HEA	Ongoing
		2.4l	Explore learnings from the ETBI '*Take 1 Programme*', focused on embedding SDGs in Teaching and Learning, for application to FET as appropriate.	ETBI	ETBs	Medium-term
		2.4m	Explore the possibility of ESD provision as part of development of the community education framework.	SOLAS		Short-term
		2.4n	Promote and implement the Green Skills Action Programme, including NZEB, Retrofit and innovative Green Skills modules.	SOLAS	FET Providers	Short-term
		2.4o	Consider how ESD can be packaged through the Green Skills programme to prioritise skills for youth as well as support the overarching components for lifelong learning.	SOLAS		Short-term
		2.4p	Develop a certified programme targeted at semiskilled operatives for the Retrofitting Sector.	SOLAS/ETBs		Short-term
		2.4q	NZEB skills will be embedded on some craft programmes in line with new curriculum development across apprenticeship programmes.	SOLAS		Short-term
		2.4r	Promote and monitor take-up of opportunities via *Climate Ready – Talent for the Green Economy* among SMEs to assist them on their journey to a low carbon future.	Skillnet Ireland	Chambers Ireland, Wind Energy Ireland, and Sustainable Finance Ireland	Ongoing
		2.4s	Explore the micro-credential approach to the Climate Ready Academy 'Sustainability Pass' programme, aimed at supporting all staff of all disciplines and skill levels in understanding how their sustainable actions will play a vital role in the country's collective cultural and practical response as we move to a more sustainable society.	Skillnet Ireland		Short-term
		2.4t	Provide opportunities for re-skilling and upskilling for the green transition via funding calls for Springboard + programmes.	DFHERIS	HEA, HEIs	Short-term
		2.4u	Further integrate and mainstream ESD /SDGs (themes, principles, approaches) into specialist, non-specialist and interdisciplinary higher education courses and programmes, including flexible and part-time options.	HEIs		Short-Medium term

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2.4	**Embedding ESD:** Further embed ESD in curricula and programmes at all levels to ensure learners acquire knowledge, skills, values and dispositions to promote, advance and take action for sustainable development.	2.4v	Progress development of micro-credentials on ESD-related topics such as climate change, biodiversity, SDGs, gender equality, human rights, to support upskilling and reskilling for a sustainable economy and society.	HEIs	IUA	Short-Medium term
2.5	**Educational Resources:** High quality resources for ESD.	2.5a	Carry out a cyclical review of ESD resources to ensure that resources remain of high quality, up-to-date, meaningful, appropriate and easily accessible and develop a set of criteria to inform future development of ESD resources.	PDST, Scoilnet and relevant experts	NCCA	Short-Medium term
		2.5b	Gather examples of work that supports ESD and make them accessible on-line.	NCCA	PDST, Scoilnet	Ongoing
		2.5c	Support the role of Public Libraries in increasing knowledge and awareness of the SDGs /ESD.	DRCD	Public libraries	Short-term
		2.5d	Explore with DECC availability of Irish language materials on the SDGs for use in education.	DECC		Short-term
		2.5e	Provide for the development of accessible ESD resources and communications in home/heritage languages at all levels, focusing on inclusion and celebration of cultural diversity and promote these and existing resources.	PPLI		Short-term
		2.5f	Develop a series of videos about planning sustainable communities that could be shared with further education providers as well as secondary and primary schools as a resource to support ESD.	Irish Planning Institute		Short-term
		2.5g	Embed ESD in resources to support roll-out of the National Quality Guidelines for School-Age Childcare.	DCEDIY		Medium Term
		2.5h	Develop resources to support outdoor play in early learning and care and school-age childcare.	DCEDIY		Medium Term
		2.5i	Support the development of educational resources and programmes related to ESD/GCE for early years, primary and post-primary education and adults including particular groups of adults (e.g. Travellers, older people), informed by research.	DFA	DFA partners	Short-term
		2.5j	Develop supports, resources and guidance for HEIs to ensure campuses become exemplar locations, demonstrating impact in terms of sustainability, energy and waste management, biodiversity, equality.	HEIs	IUA, THEA	Medium term

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2.5	**Educational Resources:** High quality resources for ESD.	2.5k	Make resources available on DAFM webpage (including podcasts, materials) highlighting the department's sustainable development activities, with possible suggested actions citizens could deploy to adopt more sustainable day to day living.	DAFM		Short-term
2.6	**Whole institution approaches:** Transform Early Learning and Care Settings, Schools and Campus environments into places and educational spaces for sustainability.	2.6a	Establish a working group to develop a standardised School Sustainability Plan/Template.	DoE	CAP, SBU, S.Transport, SEAI, Green Schools, EPA, DFA, IPPN, ISSU	Short-term
		2.6b	Promote diverse and inclusive learning environments with a focus on Outdoor Learning.	DFHERIS, DoE, DCEDIY	DRCD, ETBs, DHLGH	Ongoing
		2.6c	Cultivate links through Healthy Campus initiative, emphasising the role of sport, health and wellbeing in supporting sustainable and diverse communities.	HEA	HEIs, DFHERIS, DoH	Medium-term
		2.6d	Increase the number of further and higher education campuses engaged in the Green Campus programme and achieving the Green Flag (18/40 HE campuses currently engaged have achieved a Green flag).	DECC	An Taisce, HEIs and FET providers	Ongoing
		2.6e	Support whole of institution approaches in formal education through Strategic Partnerships.	DFA	DFA Partners	Ongoing
		2.6f	Incorporate sustainability into resources to support the Universal Design Guidelines for Early Learning and Care Settings.	DCEDIY, NDA		Short – Medium Term
2.6i	**Biodiversity:** Educate learners through educational programmes to raise awareness of the links between biodiversity and climate change.	2.6g	Increase the number of visits to primary schools, exploring the links between Climate Change and Biodiversity through the Heritage in Schools programme.	Heritage Council	DoE, An Taisce, DHLGH, NGOs	Short-term
		2.6h	Develop an initiative to promote biodiversity across primary, post primary, and third-level sectors and ensure that these institutions play an active role in providing areas to promote biodiversity.	DHLGH	NPWS	Medium-term
2.6ii	**Transport:** Accelerate sustainable mobility plans for education settings.	2.6i	Complete a review of the School Transport Scheme and identify measures to improve sustainability of the school transport system.	DoE (STU)		Short-term
		2.6j	Roll-out of Safe Routes to School Infrastructure Programme.	DoT	DoT new 10-year Sustainable Mobility Policy	Short-term
		2.6k	Expansion of Cycle Right Training in early learning and care settings and primary and post-primary schools.	DoT, Cycling Ireland		Long-term
		2.6l	Electric vehicle recharging infrastructure provisions for new buildings and for buildings undergoing major renovation in the HE and FET sector.	DFHERIS, HEI and FET providers		Ongoing

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2.6ii	**Transport:** Accelerate sustainable mobility plans for education settings.	2.6m	The provision of charging infrastructure for electric bikes and powered personal transporters should be considered and the continued development of bicycle routes on and around higher education campuses should be prioritised.	HEIs	DFHERIS, HEA, DoT	Ongoing
2.6iii	**Education buildings**	2.6n	All new education buildings to achieve Nearly Zero Energy Buildings performance, reflecting sustainability policies based on feedback from continued research and demonstration programmes and proven applications of design and technologies.	DoE (SBU), DFHERIS, HEA, SOLAS		Short-Medium term
		2.6o	A new pathfinder programme established for the FET sector and the further roll out of the HE and Schools pathfinder programmes, retrofitting educational buildings.	DFHERIS, DoE (SBU), SEAI, HEA, SOLAS	HEIs and FET providers	Short-term
		2.6p	Include and fund outdoor spaces and school gardens in all new educational developments, where possible and appropriate.	DoE (SBU)		Short-term
		2.6q	Consider sustainability and use of outdoor environments in criteria for assessing future applications for capital funding for early learning and care and school-age childcare.	DCEDIY		Medium-term
		2.6r	Consider introduction of regulatory requirements in relation to outdoor services and outdoor spaces in early learning and care and school-age childcare.	DCEDIY		Short to Medium-term
2.6iv	**Waste management**	2.6s	Promote circular economy principles and practices in HEI campus operations.	IUA, THEA	HEIs	Ongoing
		2.6t	Promote and support innovative solutions to sustainability challenges through HEI Campuses as Living Labs for Sustainability initiatives.	DFHERIS, DECC	EPA, An Taisce, IUA, HEIs	Ongoing
2.6v	**Energy conservation**	2.6u	Continue to work with the SEAI in relation to energy conservation in schools and higher education institutions.	DoE, DFHERIS, SEAI		Ongoing

3 Building Capacities of Educators

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
3.1	**Objectives Capacity building:** Systematic and comprehensive ESD capacity development in pre-service and in-service training and assessment of educators at all levels of the education system.	**Early Childhood, Primary and Post-Primary education**				
		3.1a	Support pre-service training and CPD for teachers and educators in early learning and care, primary, post-primary, higher education and adult education, through Strategic Partnerships focused on GCE.	DFA	DFA partners	Ongoing
		3.1b	Support CPD opportunities under the Creative Youth Plan 2023-2027 that seek to support and integrate ESD themes and principles.	Creative Ireland, DoE, DCEDIY	DTAGSM, Arts Council	2023-2027
		3.1c	Integrate ESD competencies through pre-service training and CPD for early years educators and school-age childcare practitioners.	DCEDIY, DoE	HEIs and FET providers, Better Start	Medium-term
		3.1d	The design and development of CPD for any curricular changes which incorporates strong ESD elements, will include an emphasis on ESD in methodology, content, etc. as appropriate and will align with adjustments to Looking At Our Schools, Quality Framework for primary and post primary schools.	JCT, PDST	DoE (TES)	Short-term
		3.1e	Teachers will be encouraged to engage in learning opportunities which link directly to ESD themes, including 'summer courses' for primary teachers and via the Refund of Fees Scheme.	Education Centre Course Providers	DoE (TES)	Short-term
		3.1f	As outlined in Céim: Standards for Initial Teacher Education (2020), all Higher Education institutions providing accredited programmes of initial teacher education (ITEI) shall ensure that Global Citizenship Education and ESD are included as core elements underpinning all aspects of primary and post-programmes of ITE.	ITE Providers	Teaching Council, DFA	Short-term
		3.1g	Initiate the development of and delivery by NEPS of professional learning programmes for teachers that build cultural and diversity awareness and school capacity to fully include and engage learners from migrant, refugee and asylum seeker, ethnic minority and new Irish communities.	NEPS		Short-term

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3.1	**Objectives Capacity building:** Systematic and comprehensive ESD capacity development in pre-service and in-service training and assessment of educators at all levels of the education system.	3.1h	Support Guidance Counsellors in Schools to deliver Green Guidance.	DoE		Ongoing
		3.1i	Incorporate ESD themes into PPLI CPD for MFL teachers.	PPLI		Short-term
		Further and Higher Education and Training				
		3.1j	Engage with providers to integrate ESD in initial teacher education programmes for FET practitioners.	DFHERIS, DoE	DFHERIS, SOLAS, ETBI	Medium term
		3.1k	Progress the professional development of FET practitioners in ESD course development and delivery through the FET Professional Development Strategy.	SOLAS, ETBs		Ongoing
		3.1l	Embed opportunities for collaboration and peer learning on ESD in NFTL funding calls, with a particular focus on transformative pedagogies, interdisciplinary and transdisciplinary approaches.	NFTL	DFHERIS, HEA	Short-term
		3.1m	Support the development of Open Courses on ESD/SDGs for professional development of educators in higher education.	NFTL	HEIs	Short-term
		3.1n	Include specific focus on ESD and SDGs in leadership training for senior management in HEIs.	HEIs	IUA, THEA	Short-Medium term
3.2	**Peer learning:** Provide opportunities for peer to peer learning and sharing of good practice in ESD.	3.2a	Work with ISSU to see how they can be supported to further promote peer to peer learning.	DoE, ISSU		Short-term
		3.2b	Promote take-up of opportunities for staff exchanges under Erasmus+ with a focus on ESD/ SDGs/ sustainability and consider options for match-funding.	DFHERIS, HEA, HEIs		Ongoing
		3.2c	Include ESD themes as topics for communities of practice for MFL teachers and tutors, and into PPLI projects and programmes including e.g. CLIL, Awareness Raising and #ThinkLanguages, and summer camps.	PPLI	DoE	Short-term
3.3	**Rewards:** Develop initiatives to recognise and reward excellence and commitment to ESD.	3.3a	Develop a digital badge or other incentives to recognise participation in CPD programmes for ESD.	Education providers		Medium term
		3.3b	Consider establishing annual awards for embedding ESD/SDGs in Teaching and Learning, Research and third mission activities.	HEIs		Medium term

4 Empowering and Mobilising Young People

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
4.1	**Young peoples' role:** Recognise young people as key contributors to our sustainable future and ensure that they are included in the design, delivery and monitoring of policies and programmes on ESD.	4.1a	Provide opportunities via student engagement processes for student voice, including the further promotion of Student Councils in primary schools.	DoE, DFHERIS	ISSU, USI, HEIs, Schools, IPPN, Aontas	Ongoing
		4.1b	Ensure child and student voice as part of NCCA consultative processes and deliberations.	NCCA		Ongoing
		4.1c	Minister for Education to consider the inclusion of the ISSU on the NCCA Council.	DoE	NCCA	Short-term
		4.1d	Organise and co-host National Youth Assembly event on Climate each year.	DECC, DCEDIY		Ongoing
		4.1e	Establish new award for ESD at BT Young Scientist Exhibition.	DoE, BTYS		Short-term
4.2	**Training and development:** Support relevant training and development opportunities and tools for empowering young people to engage at local, national and global levels by enhancing their knowledge, skills, confidence, values and dispositions to make themselves heard.	4.2a	Engage with NStEP and USI to support student training on engagement and leadership in HE.	DFHERIS	NStEP, USI	Short-Medium term
		4.2b	Create opportunities for young people to benefit from participating in a values-based, social action project.	DoE, HEIs, ETBs	Campus Engage, NGOs	Ongoing
		4.2c	Support the Climate Ambassador Programme by providing Training, Network Events, Public Outreach, Podcast, and Climate Ambassador Awards.	An Taisce	DECC	Ongoing
		4.2d	Expand opportunities for non-formal and action-oriented ESD learning to empower and mobilise young people.	DCEDIY	DFA, USI, HEIs, NGOs	Ongoing
		4.2e	Support opportunities to engage students with ESD and sustainable development through creativity.	Creative Ireland, DoE	Creative Clusters Programme, Creative Schools Programme	Medium-Long term
		4.2f	Increase the number of young people engaging in Erasmus + mobility opportunities, with a view to providing opportunities to enhance wider skills and gain exposure to other cultures.	Léargas, HEA	HEIs, FET providers	Ongoing
		4.2g	Hold annual hackathon event(s) engaging learners with local and global challenges and supporting the development of sustainability competences.	HEIs		Ongoing

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
4.3	**Youth-led initiatives:** Create policy and participation opportunities for young people to engage, upskill and use their voice for sustainable development online and offline, through Youth-led and Youth-focused groups, organisations and networks at local, national, and global levels. Encourage and support peer-to-peer learning, as part of this approach.	4.3a	Consider most effective approach to embed ESD/GCE as part of youth services supported by DCEDIY funding.	DCEDIY		Short-term
		4.3b	Continue support for ESD/GCE in the Youth Sector through a strategic partnership approach and other initiatives.	DFA, DCEDIY		Ongoing
		4.3c	Support young people's engagement in Comhlairle na nÓg with topics selected by young people for discussion at local and national level, and relating to ESD if applicable.	DCEDIY	Comhlairle na nÓg	Ongoing
4.4	**Volunteering:** Increase awareness and uptake of ESD and SDG related volunteering opportunities among young people, which take place at local, national and European levels.	4.4a	Increase the number of young people participating in the European Solidarity Corps programme.	Léargas		Ongoing
		4.4b	Promote awareness and student engagement in the National Volunteering Strategy.	DFHERIS, DoE, DRCD	IUA, THEA, HEIs, ETBs, Schools	Ongoing

5 Accelerating local and community level actions

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
5.1	**Community linking and collaboration:** Foster, support and expand links and collaboration between education providers and their local communities, NGOs, local authorities to educate, raise awareness and understanding of the need for action and engagement on sustainable development.	5.1a	Encourage education providers to establish links with NGOs and their local communities for projects/ work placements/ volunteering/ research on ESD related themes, including Local Creative Youth Partnerships and Creative Communities, sustainable development, anti-racism, social justice initiatives.	DFHERIS, DoE, DFA, Creative Youth, Creative Communities	Creative Ireland, NGOs, Local communities	Ongoing
		5.1b	Continue support for ESD/GCE in the Adult and Community Education sector through strategic and other partnerships.	DFA	DFA partners	Ongoing
		5.1c	Work with DRCD to see where opportunities might exist under the *Sustainable, Inclusive and Empowered Communities strategy* and the *Public Libraries strategy* for collaboration to promote and progress knowledge and learning and lead to greater sustainable development in the community and voluntary sector.	DRCD, DFHERIS, DoE, DCEDIY	Public Libraries, DECC, LGMA Community and Voluntary Sector	Short-term
		5.1d	Support the development of local learning networks to deliver training and awareness on 'green' measures at local level.	DRCD	Local communities	Ongoing
		5.1e	Explore opportunities through the UNESCO Learning City initiative to advance ESD in the wider community.	DFHERIS	HEIs, ETBs, City Councils	Short-Medium term
5.2	**Local authority engagement:** Local authorities, in coordination with enterprise and all concerned stakeholders in the community, should consider and develop an action plan for how the whole community can become a learning laboratory for sustainable development and an important element of ESD for 2030 country initiatives, providing opportunities for all citizens to become change agents.	5.2a	Engage with Local Community Development Committees (LCDCs) to integrate SDGs and ESD into the six year Local Economic and Community Plans (LECPs).	DoE, DFHERIS	DRCD, DHLGH LCDCs	Short-term
		5.2b	Engage with Public Participation Networks to integrate SDG and ESD themes within Community Wellbeing Statements and County development plans.	DRCD	DFA, Local authorities, Public Participation Networks	Short-Medium term
		5.2c	Make Broadband Connection Points (BCPs) available as spaces for community learning on ESD /sustainable development.	DRCD	DRCD, LAs, Local communities, NGOs	Short-term
		5.2d	Deliver and support training and education to Local Authorities with specific programmes relating to planning and climate change.	DHLGH	OPR	Ongoing

	Objectives	Action No.	Actions	Lead	Key Stakeholders	Timeframe
5.2	**Local authority engagement:** Local authorities, in coordination with enterprise and all concerned stakeholders in the community, should consider and develop an action plan for how the whole community can become a learning laboratory for sustainable development and an important element of ESD for 2030 country initiatives, providing opportunities for all citizens to become change agents.	5.2e	Support the engagement of local communities systematically and on a larger scale through environmental restoration projects and environmental awareness programmes.	DHLGH, DRCD DECC, Local Government	NPWS, NGOs, Local communities	Ongoing
		5.2f	Support actions for biodiversity in local areas (for example via the Local Authority Biodiversity Action Fund and joint Environment and Nature Fund).	NWPS, Community Foundation for Ireland	DHLGH	Ongoing
		5.2g	Launch the biodiversity in business programme and encourage business to invest in sustainable development initiatives.	DAFM, National Parks and Wildlife Service (NPWS)		Short-term
		5.2h	Arrange meeting to initiate action for collaboration between DoE and the Local Enterprise Office Network Student Enterprise Programme.	DETE, DoE	LEO Education Committee	Short-term
		5.2i	Promote online Climate Action Hub (Climate Toolkit for Business) for enterprises with relevant tools and content.	DETE	Dept of the Taoiseach, DECC, EI, IDA, SEAI, IBEC, Chambers Irl	Ongoing
		5.2j	Increase the number of small businesses engaging with the Local Enterprise Offices Green4Micro initiative, which helps prepare small businesses for the low carbon, more resource efficient economy of the future.	Local Enterprise Offices (LEO)	DETE, Small businesses	Ongoing
		5.2k	Experiment with initiatives to incorporate new content or modules relating to climate and sustainability into Client Management Development Programmes.	Enterprise Ireland	SEAI, DETE	Ongoing