ESD to 2030

Overview

6th National Forum – 17th February 2022

Department of Education and Department of Further and Higher Education, Research, Innovation and Science.

1. Background

- UNESCO Framework for ESD for 2030

- 5 priority areas:

    - *Advancing Policy*

    - *Transforming Learning Environments*

    - *Capacity Building of Educators*

    - *Empowering and Mobilising Youth*

    - *Accelerating Local Level Actions*

Priority Action Areas

Priority action area 1
Advancing policy

Priority action area 2
Transforming learning environments
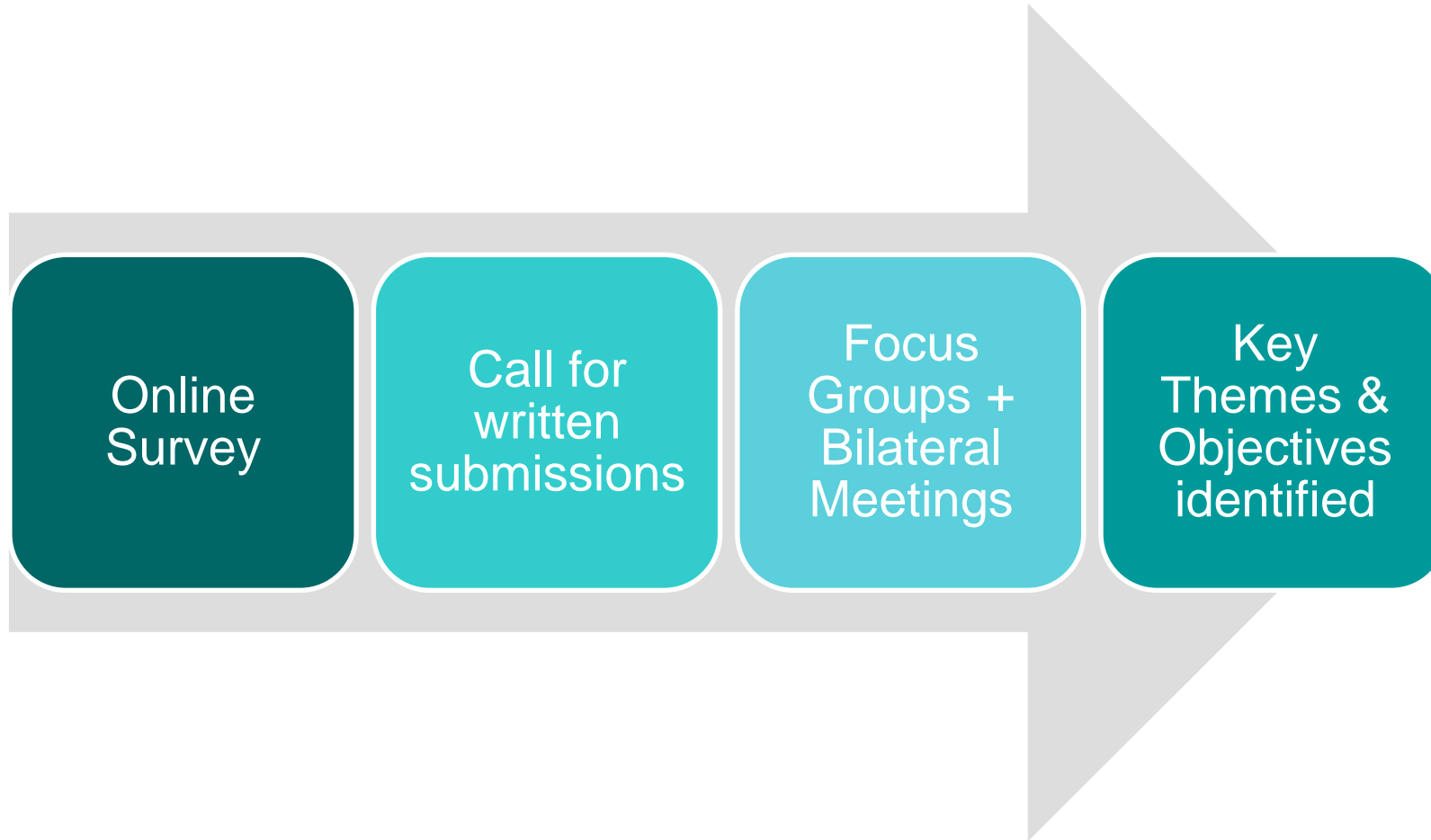
Priority action area 3
Building capacities of educators

Priority action area 4
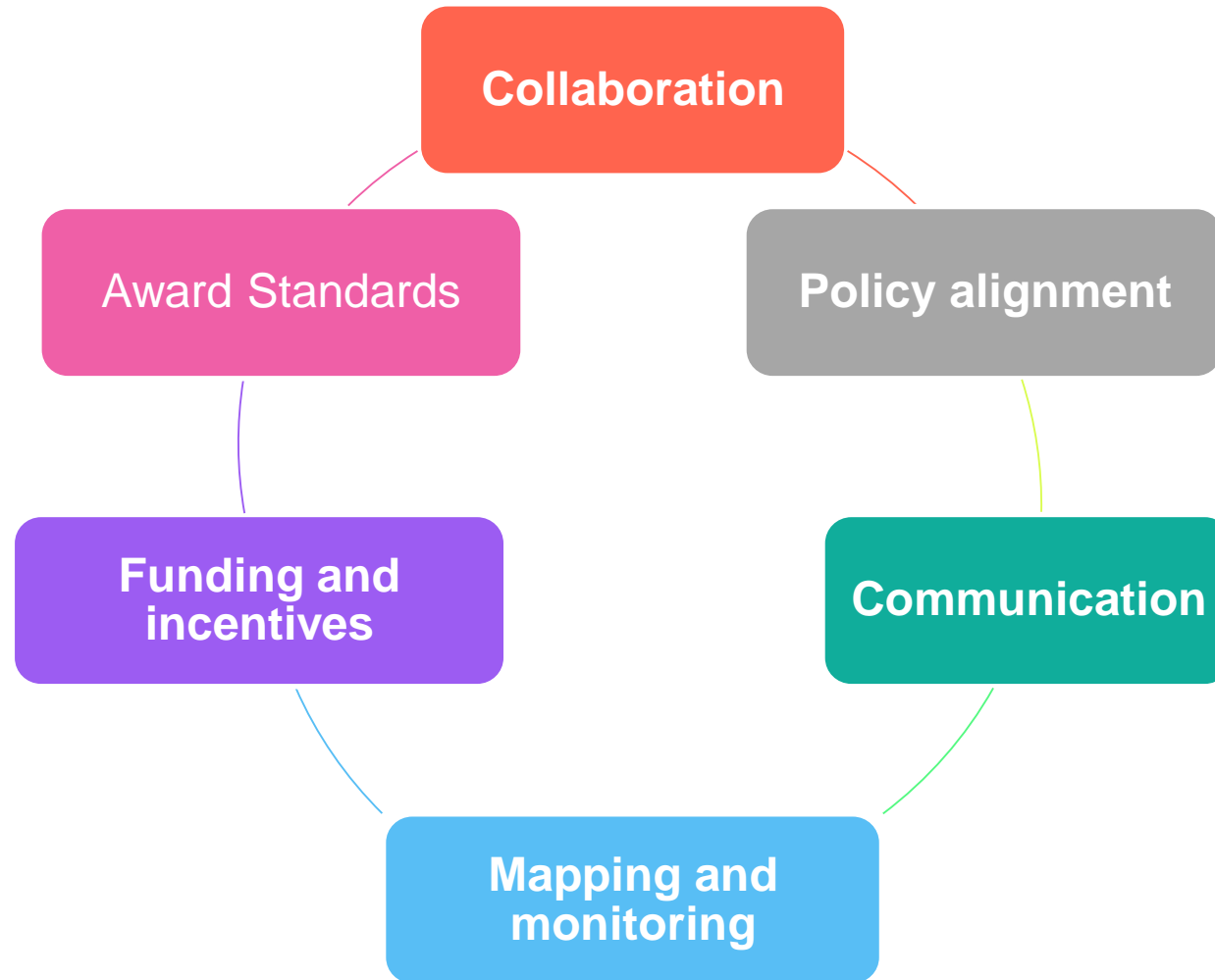Empowering and mobilizing youth

Priority action area 5
Accelerating local level actions

ESD Strategy Consultation - Process

Online Survey → Call for written submissions → Focus Groups + Bilateral Meetings → Key Themes & Objectives identified

Priority Area 1: Advancing Policy

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Collaboration

- New ESD Steering Group – interdepartmental
- Multi-Stakeholder Approach
- UN/ EU Engagement

Policy Alignment

- Within Education – including Agencies
- Across Government
- Links with UN SDGs' National Implementation Plan, Climate Action Plan, EU Green Deal
- Global Citizenship Education Strategy

Awareness/ Communication

- Annual ESD Forum
- ESD Newsletter
- Climate Action in Schools – communications strategy
- Work with student groups on educational campaigns
- Promote curriculum enrichment activities

Mapping and Monitoring

- Working Group to consider appropriate tools
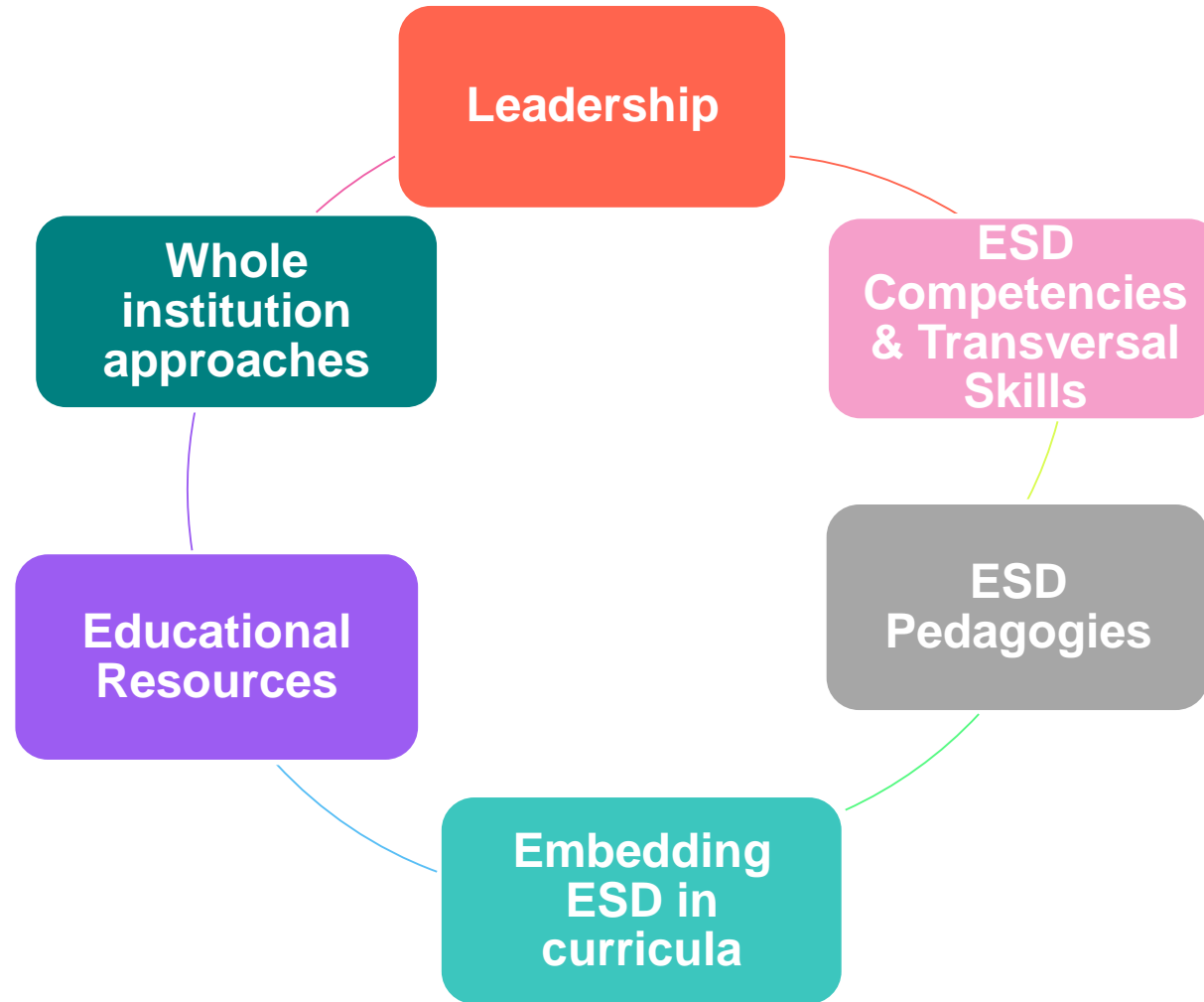- Commission mapping exercises to establish baselines
- Curriculum audit

Funding and incentives

- Across Government – streamline ESD funding
- Consider call for funding where gaps are identified
- Highlight opportunities for EU/ UN funding
- Promote ESD related competitions
- Higher Education System Performance Framework

Quality Assurance

- Implementation of Céim Standards for Initial Teacher Education

Priority Area 2: Transforming Learning Environments

- Leadership
- ESD Competencies & Transversal Skills
- ESD Pedagogies
- Embedding ESD in curricula
- Educational Resources
- Whole institution approaches

Priority Area 2 – Transforming Learning Environments

Leadership

- Support Leadership in transformative approaches to ESD and establishing relevant support structures
- Whole institution Approach/ Assign roles, where appropriate
- Recognise excellence and commitment to ESD

Competencies & Transversal Skills

- Develop a competency framework for ESD

ESD Pedagogies

- Promote use of signature pedagogies for ESD
- Opportunities for project and place based learning and outdoor learning

Priority Area 2 – Transforming Learning Environments

Embedding ESD

- Promote principles of universal design for learning (UDL)
- Further embed ESD in curricula across all levels of education
- Reviews - Aistear/ Primary Curriculum Framework/ Senior Cycle
- Green Skills Action programme, Springboard + and Human Capital Iniative

Resources

- Cyclical review of resources available
- Exemplars of good practice
- Support the role of public libraries in ESD
- Irish Language versions of resources
- ESD/SDG Research hub

Whole Institution Approach

- Working group – sustainability plan template for schools
- Increased participation in programmes e.g. Green Campus, Heritage in Schools etc.
- Review the school transport scheme
- Pathfinder programme – retrofitting schools
- Waste/ Energy/ procurement etc.

Priority Area 5 – Capacity Building of Educators

Capacity Development

Rewards

Peer to Peer
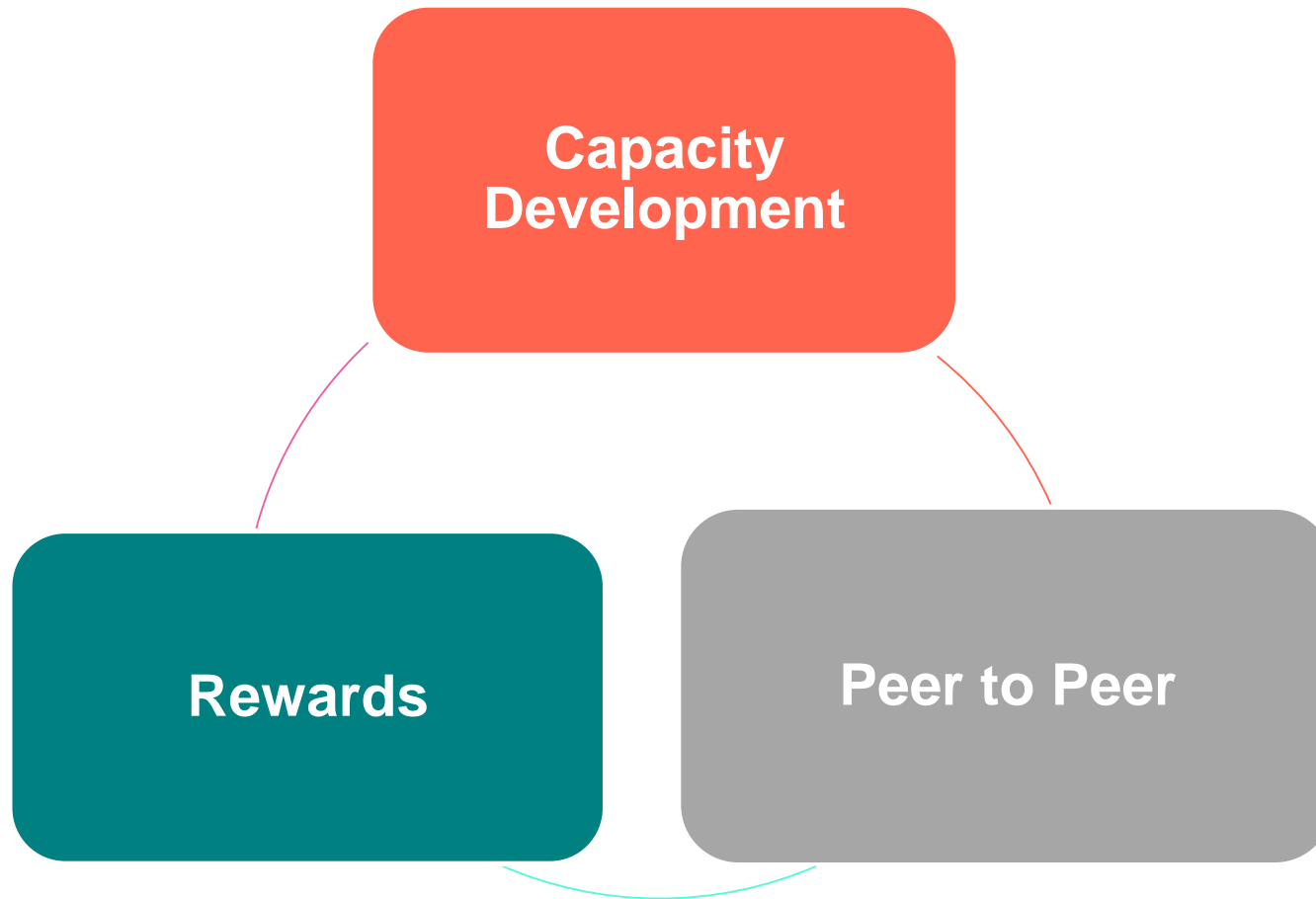
Priority Area 3 – Capacity Building of Educators

Capacity Development
- Further Integrate ESD competencies in staff professional development (PD) at all levels
- Map PD opportunities and identify gaps
- Promote and support PD opportunities for Educators

Peer to Peer
- Develop links and networks for ESD communities to collaborate
- Increase take-up of opportunities for staff exchanges under Erasmus+ with a focus on SDGs/ ESD /sustainability

Rewards
- Develop initiatives to recognise and reward excellence and commitment to ESD, such as digital badges, awards

Priority Area 4 – Empowering and Mobilising Youth

Youth Role

Training and development

Youth-led initiatives

Volunteering
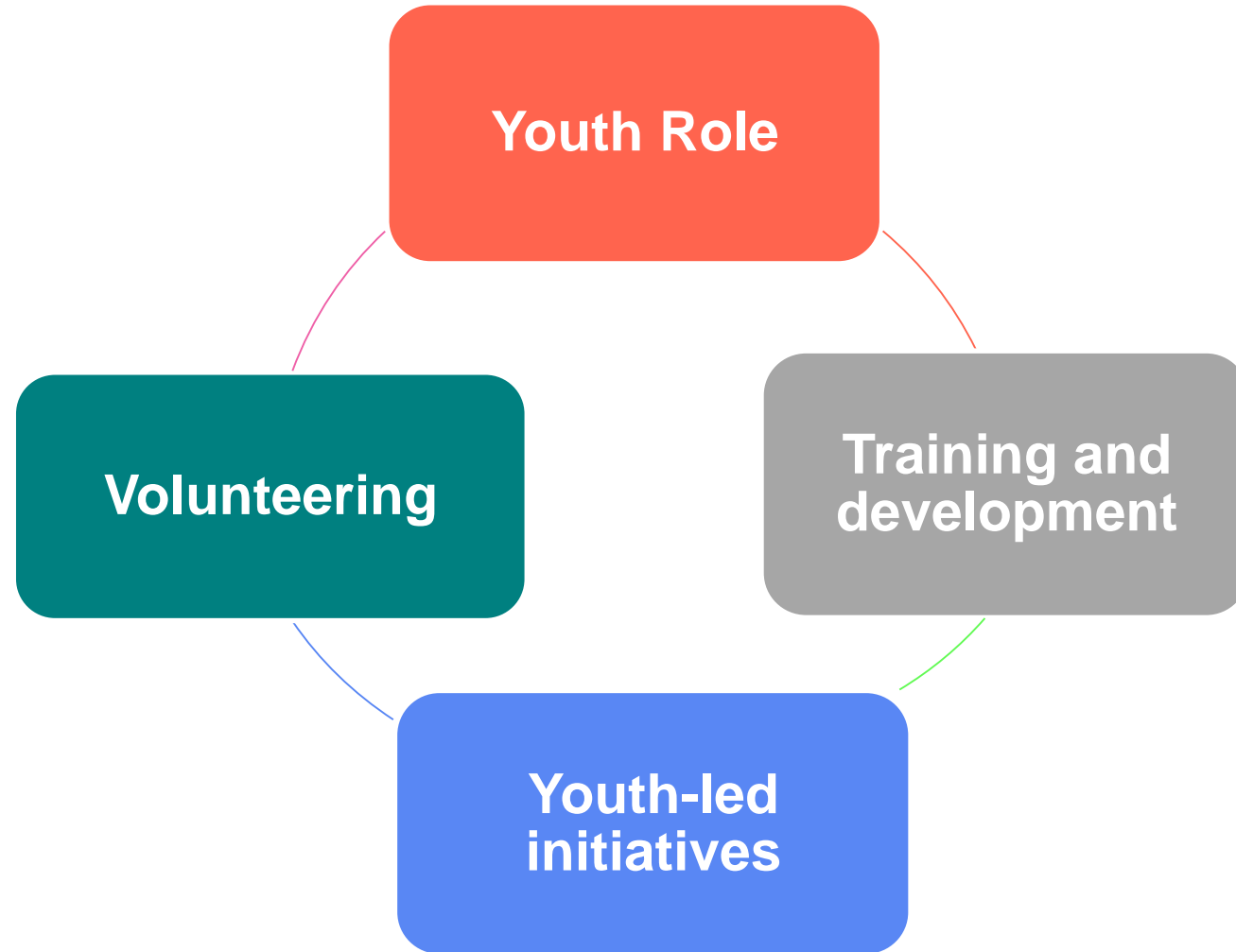
Priority Area 4 – Empowering and Mobilising Youth

Youth Role

- Student engagement processes for student voice on ESD to be reflected in planning and decision-making.
- More Student Councils at primary level
- Annual Student award for ESD engagement
- Key role in communications

Training and Development

- Identify what further training and development young people want/need
- Provide opportunities for that training and development
- Training for engagement and leadership in ESD
- Opportunities for non-formal action-orientated ESD learning

Youth-led initiatives and Volunteering

- Develop initiatives to recognise and reward excellence and commitment to ESD
- Develop mechanisms for Youth-inspired and Youth-led projects
- Promote participation in volunteering including through Erasmus programmes

Priority Area 5 – Community and Local level actions

Community Collaboration

Local Authority Engagement

Community Linking

Priority Area 5 – Community & Local level Actions

Community Collaboration

- Maximise existing structures to support broader engagement, innovation and collaboration across schools and communities in relation to ESD in the curriculum.
- Seek opportunities for collaboration under the *Sustainable, Inclusive and Empowered Communities strategy* and *the Public Libraries strategy*

Community Linking

- Encourage education providers to engage with community organisations outside of their direct learning environment
- Promote participation in local place-based and project-based learning initiatives
- Development of Local Learning Networks

Local Authority Engagement

- Engage with local government and Public Participation Networks to integrate SDGs/ ESD
- Make Broadband Connection Points (BCPs) available as spaces for community learning on ESD /sustainable development
- Explore opportunities through the UNESCO Learning City initiative to advance ESD in the wider community.

Priority Area 6 – Research?
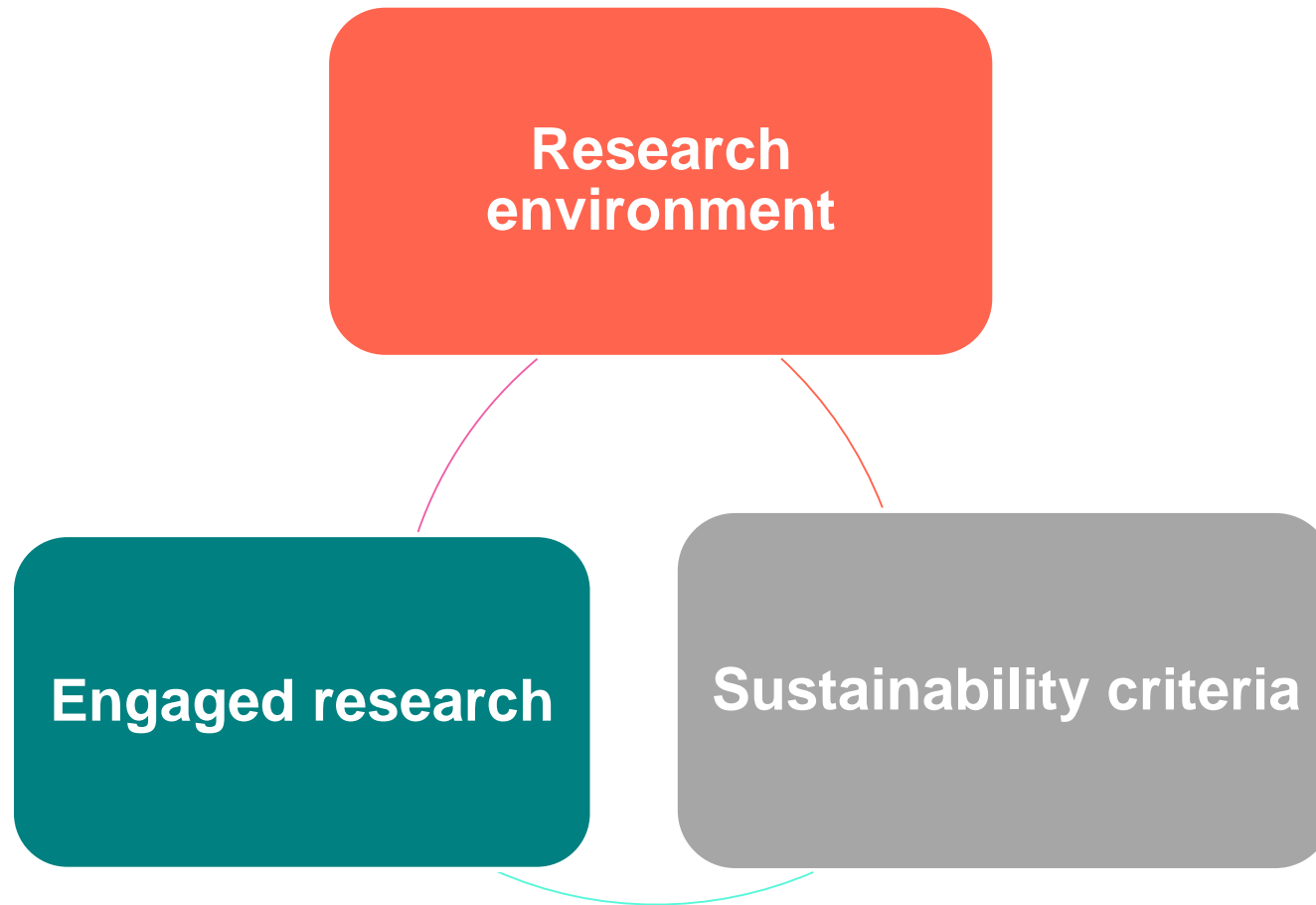
Priority Area 6 – Research

Research environment
- Engage with Research Funders to ensure that opportunities for research relating to the SDGs/ESD are included within future research funding calls.
- Work with the Teaching Council to support ESD research among teachers, under the Cosán framework.

Sustainability criteria
- Work with Research Funders to consider criteria for sustainability, as part of eligibility/assessment criteria.
- Promote and share learning on the Green Labs initiative in higher education research environments.

Engaged research
- Enhance coordination between government policy makers and researchers to work better together on research for public policy