

# Developing a National Strategy on Education for Sustainable Development in Ireland

**DISCUSSION PAPER**

**November 2007**

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## **Executive Summary**

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This Discussion Paper has been prepared to inform the development of a National Strategy for Education for Sustainable Development as part of the UN Decade for Education for Sustainable Development which runs from 2005 to 2014. The paper has been developed following widespread consultation, and will be presented at a national conference on Education for Sustainable Development to be held in Croke Park on 7 December 2007. The objective of the Conference is to get feedback on the recommendations in order to finalise the national strategy.

Following the Earth Summit in Rio de Janeiro in 1992 some 178 UN countries committed, under the title of Agenda 21, to take action globally and locally to promote sustainable development, focusing on such issues as addressing poverty, protecting the environment, maintaining biological diversity, promoting human health and equality, as well as strengthening the role of farmers, workers, businesses and the scientific community in achieving these objectives. This broad approach to sustainable development was reaffirmed in a further World Summit in Johannesburg in 2002. At that stage, it was considered that education systems throughout the world should play an important part in promoting the knowledge, skills and values among young people and adults which would help shape a sustainable future for all.

Accordingly in 2003, UNECE (the United Nations Economic Commission for Europe, one of five regional commissions in the United Nations with remit in promoting co-operation on economic, environmental and energy issues) was asked to draw up an overall strategy for Education for Sustainable Development (ESD) In 2005, this strategy was adopted and the United Nations Decade for Education for Sustainable Development was launched, to run from 2005 to 2014. Member States are required under the plan to develop and implement a national strategy for education for sustainable development, and to collaborate internationally to achieve its goals. The Ministers for Environment and Education across the Member States are involved in this. ([www.unece.org/env/esd/welcome.htm](http://www.unece.org/env/esd/welcome.htm)) The D/Education and Science

is leading the development of the Strategy for Education for Sustainable Development in Ireland

The European Union has also adopted Sustainable Development as an important theme underpinning its social, environmental and economic policies, and in 2006, committed to a renewed strategy on sustainable development ([www.ec.europa.eu/sustainable/welcome/index\\_en.htm](http://www.ec.europa.eu/sustainable/welcome/index_en.htm))

*Sustainable Development* (SD) is defined as development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It rests on three separate pillars - economic, social and environmental - which need to reinforce one another to ensure sustainable development. The economic, social and environmental consequences of all policies thus need to be examined in a co-ordinated manner and be taken into account when those policies are being drawn up and adopted. The EU SDS strategy describes this as

*“..It is about safeguarding the earth’s capacity to support life in all its diversity and is based on respect for fundamental rights, including freedom and equal opportunities for all. It aims at the continuous improvement of the quality of life and well being on Earth for present and future generations. To that end, it promotes a dynamic economy with full employment and a high level of education, health protection, social and territorial cohesion and environmental protection in a peaceful and secure world, respecting cultural diversity.*

Promoting a strategy for Education for Sustainable Development (ESD) covers such areas as: poverty reduction, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity.

The timescales under the UN Decade for Education for Sustainable Development are

- (i) **phase I (until 2007)** take stock of existing activities, implement initial measures, and define priorities for further activities;
- (ii) **phase II (until 2010)** start integrating SD into learning programmes and curricula, review progress made in the implementation of the national strategies and revise these strategies if necessary;
- (iii) **phase III (until 2015)** make considerable progress in implementing ESD.

A steering group was established to oversee the development of an ESD strategy in Ireland under the auspices of the National Commission on UNESCO. The Steering Group determined that it would have to consult widely, map existing activity, identify gaps, develop draft recommendations and convene a national conference in order to finalise a national strategy. A tender was sought for a consultancy study which would undertake a review of existing research, prepare a summary of the main activities under way in ESD, engage in comprehensive consultation with stakeholders, and develop a Discussion Paper which could be presented at a national conference. ECO UNESCO were awarded the contract for this task.

The consultations provided for

- Issue of a questionnaire to over 2500 organisations in the education, community and voluntary, environmental, equality, youth, business, agriculture, professional, trade and local authority fields
- A series of 4 regional focus group meetings held in Dublin, Athlone, Cork and Dun Laoghaire
- A public advertisement seeking submissions

- And individual meetings with key stakeholders.

Chapter 2 gives an overview of the findings from the ESD questionnaire, Chapter 3 outlines the major developments under way in ESD, and Chapter 4 sets out the issues raised in the consultation process and recommendations on objectives and actions which could form part of the Strategy.

Overall the scope for increased public expenditure in this area will be limited. The priority will be to ensure that existing strategies, actions and funding measures are re-oriented to ensure that ESD becomes a core value in education and public awareness strategies , and that there is optimum synergy and coherence in the context of a co-ordinated national approach, supported by local community actions.

4 key objectives are proposed with a set of proposed action lines under each. These are:-

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- Objective One:      Embed Education for Sustainable Development at every level of the Education System**
- Objective Two:      Promote Public Awareness of Education for Sustainable Development designed to provide the knowledge skills and values to encourage individuals, businesses and organisations to take action in support of a sustainable and just society, care for the environment, and responsible global citizenship.**
- Objective Three:    Promote Capacity Building in support of ESD**
- Objective Four:     Promote High Standards of environmental management in education institutions**
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## Chapter 1: Background and Context

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### 1.1 What is Sustainable Development?

In 1987, the concept of sustainable development was first brought into the international arena by the World Commission on Environment and Development in their report *Our Common Future*<sup>1</sup> (also known as *The Brundtland Report*). The report contained the most commonly used definition of sustainable development:

*“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs”<sup>1</sup>*

Thus, while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the ability of the natural environment to meet present and future needs. This protects both the interests of future generations and the Earth’s capacity to regenerate.

Following the Earth Summit in Rio de Janeiro in 1992 some 178 UN countries committed, under the title of Agenda 21, to take action globally and locally to promote sustainable development, focusing on such issues as addressing poverty, protecting the environment, maintaining biological diversity, promoting human health and equality, as well as strengthening the role of farmers, workers, businesses and the scientific community in achieving these objectives. The Earth Summit also gave high priority in Chapter 36 of Agenda 21 to the role of education in promoting sustainable development and improving capacity of the people to address environment and development issues. Peace, health and democracy are also important prerequisites for sustainable development.

This broad approach to sustainable development was reaffirmed in a further World Summit in Johannesburg in 2002. At that stage, it was considered that education systems throughout

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<sup>1</sup> World Commission on Environment and Development “Our Common Future” (1987)

the world should play an important part in promoting the knowledge, skills and values among young people and adults which would help shape a sustainable future for all.

Accordingly in 2003, UNECE (the United Nations Economic Commission for Europe, one of five regional commissions in the United Nations with a remit in promoting co-operation on economic, environmental and energy issues) was asked to draw up an overall strategy for Education for Sustainable Development (ESD) In 2005, this strategy was adopted and the **United Nations Decade for Education for Sustainable Development** was launched, to run from 2005 to 2014. Member States are required under the plan to develop and implement a national strategy for education for sustainable development, and to collaborate internationally to achieve its goals. The Ministers for Environment and Education across the Member States are involved in this. ([www.unece.org/env/esd/welcome.htm](http://www.unece.org/env/esd/welcome.htm)) The D/Education and Science is leading the development of the Strategy for Education for Sustainable Development in Ireland

The goal of the overall approach is to move society towards sustainable development, taking into account the complex interactions between the three pillars of Sustainable Development, namely environment, society and economics which need to reinforce one another to ensure sustainable development :-

**Society:** an understanding of social institutions and their role in change and development, as well as the democratic and participatory systems which give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences.

**Environment:** awareness of the resources and fragility of the physical environment and the affects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development.

**Economy:** a sensitivity to the limits and potential of economic growth and their impact on society and on the environment, with a commitment to assess personal and societal levels of consumption out of concern for the environment and for social justice.

The economic, social and environmental consequences of all policies thus need to be examined in a co-ordinated manner and be taken into account when those policies are being drawn up and adopted.

## **1.2 Education for Sustainable Development**

The goal of the United Nations Decade of Education for Sustainable Development (2005-2014, DESD), for which UNESCO is the lead agency, is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning.

This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

The vision of education for sustainable development emphasises a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future. It encompasses both formal and non-formal education and alternate delivery systems. ESD should equip people with knowledge of and skills in sustainable development, making them more competent and confident and increasing their opportunities for acting for a healthy and productive life in harmony with nature and with concern for social values, gender equity and cultural diversity. It is not simply about raising awareness and providing information and knowledge, but rather creating the values, understanding and convictions which will result in participative democratic actions and changes in behaviour to promote a more sustainable society.

The Report of the Finnish National Commission on Sustainable Development –sub committee on Education 2006 describes this as:-

*"Building the future on ecologically, economically and socio-culturally sustainable grounds necessitates the ability to perceive and understand things*

*in their entirety. It calls for a wide knowledge of how society, trade and industry and the natural environment work, how decisions are made, and what opportunities a citizen has to influence decision-making. It also requires the ability and courage to assess current practices critically and change practices in private life, educational institutions, public affairs, work and free-time environments. The builders of a sustainable future need to have insight into the extent of the need for change and an ethical responsibility for national and global equality and distribution of well being. Diverse skills in information acquisition, problem solving, communications, critical and innovative thinking, and the ability to reconcile different interests and handle conflicts are required."*

Education at all levels and in all its forms should help people of all ages better understand the world in which they live and the complexity and inter-relationships of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, gender inequality, health, conflict, and the violation of human rights that threaten our future. The concept of sustainable development continues to evolve. The values and approaches to be adopted to ESD in different regions of the world will be informed by the priorities, cultures and specific national contexts applicable in various countries.

ESD is fundamentally about values, with respect at the centre; respect for others, including those of present and future generations, for difference and diversity, for the environment, for the planet's resources. Education enables us to understand ourselves and others and our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us to adopting behaviours and practices, which enable all to live a full life without being deprived of basics.

### **1.3 Key elements in an ESD Strategy**

ESD demonstrates characteristics such as<sup>2</sup>:

- Being **interdisciplinary and holistic**: learning for sustainable development embedded in the whole curriculum, not as a separate subject;
- Being **values-driven**: sharing the values and principles underpinning sustainable development;
- Requiring the skills for **critical thinking and problem solving**: leading to confidence in addressing the problems and challenges of sustainable development;
- **Involving multi-method approaches**: word, art, drama, debate, experience, and other different teaching methods which model the processes;
- Requiring **participatory decision-making**: learners participate in decisions on how they are to learn;
- Being **locally relevant**: addressing local as well as global issues, and using the language that learners most commonly use.

The four priority areas of action for the Decade of Education for Sustainable Development aim to:

- Promote and improve basic education
- Reorient and revise existing education programs
- Develop public understanding and awareness of sustainability
- Provide practical training

The Decade pursues a global vision<sup>3</sup>:

*The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.*

Promoting a strategy for Education for Sustainable Development covers such areas as: poverty reduction, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural

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<sup>2</sup> (Ibid.)

<sup>3</sup> [www.unesco.org/education](http://www.unesco.org/education) (Oct 2007)

diversity, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity.

The strategy requires that Member States look at education in schools and at further and higher level, the non formal sector, including youth work and adult and community based learning media awareness, training of business people and professionals, and education across the population generally, particularly for workers, farmers, and employers. Issues such as training of teachers, development of curriculum materials, research, awareness promotion, and policies and actions to promote sustainable development need to be examined. The strategy also requires a partnership between statutory bodies and agencies and non governmental organisations

The objective of the Strategy is to incorporate the key themes of sustainable development in all education systems.

#### **1.4 UN Decade ESD International Implementation Scheme<sup>4</sup>**

UNESCO, as the designated coordinator of the Decade, has prepared an International Implementation Scheme (IIS) for the Decade following extensive consultations in 2003. The implementation of the Decade can draw on the seven strategies set out below.

##### **1. Formulation of a common vision and mobilization**

The success of the Decade rests on the formulation and sharing of a common vision of ESD and general mobilization in support of ESD. The media are a partner of choice for achieving such large-scale mobilization.

##### **2. Consultation and ownership**

A common vision of the DESD will be owned by all stakeholders: broad participation of stakeholders in defining the vision, formulating policies and planning their implementation will ensure such ownership. This process will be the responsibility of governments.

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<sup>4</sup> The International Implementation Scheme for the Decade in Brief (UNESCO 2006)

### **3. Partnerships and networks**

ESD is multidisciplinary and intersectoral. The establishment of partnerships and networks to create synergy and disseminate information on the implementation of the Decade is essential.

### **4. Capacity-building and training**

All the skills of the full range of partners will be needed to attain the goals of the Decade. Pooling such skills on the one hand and making them available for the training of stakeholders, in particular teacher trainers and pre-service and in-service teachers, on the other are challenges to be taken up.

### **5. Research, development and innovation**

The application of research findings will make it possible to speed up the implementation of the Decade, and ongoing activities must also be guided by research. Imagination is required to adapt ESD to the local context and to the wide variety of learning situations. Here is where innovation plays a part.

### **6. Use of information and communication technologies**

During the Decade, information and communication technologies (ICTs) will be used to link up distant partners, store data and share information quickly.

### **7. Monitoring and evaluation**

A key monitoring and evaluation feature is the definition of adequate and relevant indicators at all levels – local, national, regional and international and for each initiative and programme. Thus monitoring and evaluation will take place at many levels, national, regional, local, institutional, etc. and will be an integral part of new initiatives and directions, which the Decade may stimulate.

## **1.5 Timetable for implementing UN Decade of ESD<sup>5</sup>**

The proposed timetable for Governments committed to achieving progress in implementing ESD is as follows:

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<sup>5</sup> “Learning from Each Other: Achievements, Challenges and the Way Forward” UNECE (2007)

- 1) **phase I (until 2007)** take stock of existing activities, implement initial measures, and define priorities for further activities;
- 2) **phase II (until 2010)** start integrating SD into learning programmes and curricula, review progress made in the implementation of the national strategies and revise these strategies if necessary;
- 3) **phase III (until 2015)** make considerable progress in implementing ESD.

## **1.6 EU Sustainable Development Strategy**

In 1997 sustainable development became a fundamental objective of the EU when it was included in the Treaty of Amsterdam as an overarching objective of EU policies. At the Gothenburg Summit in June 2001, EU leaders launched the first EU sustainable development strategy<sup>6</sup> based on a proposal from the European Commission.

In June 2006 the European Council adopted a renewed Sustainable Development Strategy for an enlarged European Union. It builds on the Gothenburg strategy and is the result of an extensive review process that started in 2004.

The renewed EU SDS<sup>7</sup> sets out a single, coherent strategy on how the EU will more effectively live up to its long-standing commitment to meet the challenges of sustainable development. It recognises the need to gradually change our current unsustainable consumption and production patterns and move towards a better-integrated approach to policy-making. It reaffirms the need for global solidarity and recognises the importance of strengthening our work with partners outside the EU, including those rapidly developing countries that will have a significant impact on global sustainable development.

Education, research and public finance are stressed as important instruments in facilitating the transition to a more sustainable production and consumption patterns.

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<sup>6</sup> [http://ec.europa.eu/sustainable/sds2001/index\\_en.htm](http://ec.europa.eu/sustainable/sds2001/index_en.htm) - (old EU SDS) (2001)

<sup>7</sup> [http://ec.europa.eu/sustainable/docs/renewed\\_eu\\_sds\\_en.pdf](http://ec.europa.eu/sustainable/docs/renewed_eu_sds_en.pdf) – (renewed EU SDS) (2006).

The overall aim of the renewed EU SDS is to identify and develop actions to enable the EU to achieve continuous improvement of quality of life both for current and for future generations, through the creation of sustainable communities able to manage and use resources efficiently and to tap the ecological and social innovation potential of the economy, ensuring prosperity, environmental protection and social cohesion.

([www.ec.europa.eu/sustainable/welcome/index\\_en.htm](http://www.ec.europa.eu/sustainable/welcome/index_en.htm))

The EU SDS strategy describes this as

*“..It is about safeguarding the earth’s capacity to support life in all its diversity and is based on respect for fundamental rights, including freedom and equal opportunities for all. It aims at the continuous improvement of the quality of life and well being on Earth for present and future generations. To that end, it promotes a dynamic economy with full employment and a high level of education, health protection, social and territorial cohesion and environmental protection in a peaceful and secure world, respecting cultural diversity.”*

## **1.7 Ireland’s National Sustainable Development Strategy**

### **Sustainable Development - A Strategy for Ireland – 1997**

Ireland’s first sustainable development strategy<sup>8</sup> was published in 1997. Its aim was *“to ensure that economy and society in Ireland can develop to their full potential within a well protected environment, without compromising the quality of that environment and with responsibility towards present and future generations and the wider international community”*.

Its principal goals and policies continue to inform the development and delivery of policies and programmes in the area of environmental protection and sustainable development. The

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<sup>8</sup> Sustainable Development – A Strategy for Ireland (1997)

integration of environmental considerations into other policy areas is a key means of securing balanced development.

Making Ireland's Development Sustainable, a five-year review of the original 1997 Strategy, was produced by the Department of the Environment, Heritage and Local Government in 2002. It also served as Ireland's national report on sustainable development to the Johannesburg World Summit on Sustainable Development held in 2002. The report examines progress made in the ten years since the Rio de Janeiro Earth Summit.

Under the terms of **Towards 2016**, the current Social Partnership Agreement, the Government is committed to publishing a renewed National Sustainable Development Strategy in 2007. The renewed Strategy will replace our first National Sustainable Development Strategy, published in 1997, and the five-year review published in 2002.

One of the key aims of Government policy is to integrate sustainability into the social, economic and environmental development of Ireland. The current Social Partnership Agreement, Towards 2016 therefore commits the Government to **a renewal of the National Sustainable Development Strategy in 2007**, which will follow on from the two existing strategy documents of 1997 and 2002. The renewed strategy will also have regard to the EU Sustainable Development Strategy, adopted by Heads of State and Government in 2006.

Key themes which will feature in the emerging strategy relate to:

- Addressing climate change
- Promoting public health
- Combating social exclusion
- Management of natural resources
- Making transport more sustainable
- Fighting global poverty and promoting development

## **1.8 Actions to progress a strategy in Ireland on Education for Sustainable Development**

The commitment of the Irish government to the development of a National Strategy on Education for Sustainable Development saw the 2005 formation of the National Steering Committee for Sustainable Development under the auspices of the National Commission on UNESCO. The Committee's remit is to oversee the development and implementation of a National Strategy on ESD.

The Committee includes representatives of

- The Department of Education and Science
- The Department of Environment Heritage and Local Government
- Irish Aid, Department of Foreign Affairs
- The National Council for Curriculum and Assessment
- Curriculum Development Unit of City of Dublin VEC
- Comhar – the Sustainable Development Council
- The Higher Education Authority
- Comhar - Sustainable Development Council
- Dr Roland Tormey, University of Limerick

The Department of Education and Science retains the overall coordinating role for policy development and implementation for ESD at national level and the Department of Environment, Heritage and Local Government are responsible for reporting at international level.

Comhar was established in 1999 as the forum for national consultation and dialogue on all issues relating to sustainable development. Its role is to

- advance the national agenda for sustainable development:
- evaluate progress in this regard
- assist in devising suitable mechanisms and advising on their implementation: and

- contribute to the formation of a national consensus in these regards.

It has been re-named Comhar the Sustainable Development Council and includes 25 members drawn from

- the State sector (such as FORFAS, Environmental Protection Agency, Combat Poverty Agency, regional and local authorities, Environmental network of Government Departments etc.
- the economic sector (such as IBEC, ICTU, farming, tourism, forestry, fishing, construction sector and chambers of commerce)
- environmental non governmental organizations (such as An Taisce, Earthwatch, Coastwatch etc)
- Social and Community Non Governmental Organisations (such as National Youth Council, National Women's Council of Ireland, Consumers Association, Conference of Religious in Ireland, and organizations representing persons with disabilities, the unemployed, residents'associations, tenants etc.
- Professional and academic sector (such as professional bodies in the planning, construction and engineering sectors, education and research and curriculum bodies etc)

Therefore Comhar has an overarching role in representing the voice of a wide range of agencies and organisations whose remit includes the promotion of sustainable development.

Irish Aid, which is part of the Department of Foreign Affairs oversees the implementation of the programmes of assistance aimed at reducing poverty, inequality and exclusion in developing countries. Irish Aid works in cooperation with governments in other countries, other donors, NGOs and international organisations as part of the its work. It also plays an important role in Ireland in promoting development education and human rights education, working with teacher training providers, curriculum support services, the National Council for Curriculum and Assessment, schools, higher education bodies, NGOs and youth organizations .

It was considered important that the steering group for the project would be kept small and manageable, while ensuring there would be widespread consultation in the development of an overall strategy. The Steering Group determined that to develop the elements of a national strategy, it would have to consult widely, map existing activity, identify gaps, develop a draft plan with proposals, host a national forum to discuss the plan, and then finalise the strategy. To this end, tenders were invited from interested individuals, organisations or consortia to undertake a consultancy on the development of a national strategy for education for sustainable development. The services to be provided were:

- A review and summary of key research on the theme of education for sustainable development, identifying how it can inform and Irish strategy
- preparation of a summary of the main activities to date in Ireland on ESD building on research already undertaken and discussions with key stakeholders
- undertaking of a consultation process with the main stakeholders in Ireland on ESD
- preparation of a Discussion Paper which will set out the background to the development of a national strategy, the main activities already under way, the issues which emerged in consultations and draft recommendations for a national strategy.
- support the organisation of a national conference at which the Discussion Paper will be discussed and feedback sought
- prepare a summary report on the issues emerging from the national conference and from the feedback on the Discussion Paper

ECO-UNESCO were appointed as consultants for the development of a National Strategy on Education for Sustainable Development.

Chapters 2, 3 and 4 sets out the consultation measures undertaken to input into the Irish strategy, an overview of actions already under way in Ireland, and the key issues which emerged in the consultation process. Chapter 4 sets out possible measures and recommendations for inclusion in a national ESD strategy.

It is intended that this Discussion Paper will be presented at a National Conference on Education for Sustainable Development in Croke Park, Dublin on the 07<sup>th</sup> December 2007., and the views and responses of stakeholders to it will inform the development of a finalised strategy, which will be published early in 2008.

## **Chapter 2: Developing the Strategy in Ireland**

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### **2.1 UN Decade of Education for Sustainable Development**

The Decade of Education for Sustainable Development has been proclaimed by the United Nations as a World Decade. The debate on education for sustainable development in other countries often emphasises themes different from those in Ireland. While the sustainability discussion in Europe is still primarily environmentally motivated, the focus in less-developed countries is often on basic education, simply to keep pace with general global development throughout the rest of the world. Such countries are concentrating on protecting basic needs. Moreover, themes such as gender equality may have different priorities in different cultures. One of the key tasks for Ireland will be to debate such differences and put them in an Irish context.

The majority of countries in the UNECE region have established education systems, which employ professional educators, providing basic education and equal rights to education for all, achieving high levels of literacy, developing a scientific potential and providing for the participation of civil society. However, there are still challenges to be met in order to implement ESD effectively.

### **2.2 Ireland's Position**

Over the past decade Ireland has gone through an unprecedented period of economic growth. This has led to a change in our lifestyles and a growth in our consumption. We have developed and a result of this development we are now producing more greenhouse gases per capita than most countries – at present we are in the top five nations. We have increased our consumption of fossil fuels with only a small percentage of our energy sources coming from renewable sources. We have seen huge increases in our waste production in the last ten years. Along with this growth in consumption is a growth in the levels of damage to the natural environment.

While Ireland as an economy is thriving, there are sectors of our society suffering high levels of poverty and educational disadvantage, with many facing difficulty in meeting their basic needs such as food, clothing and heat. Groups at particular risk of poverty have been identified as including the unemployed, early school leavers, those on low income, lone parents, persons with disabilities, non-Irish nationals, ex offenders, the homeless, and older people. Some 7% of the population remain in consistent poverty (living on low income and deprived of basic necessities like food, clothing and heat), while 18.5% of the population are at risk of poverty i.e living below 60% of national median income.

Over recent decades Ireland has moved from a primarily agricultural based economy to a knowledge-based one. There is a high dependence on the construction industry and on attracting foreign investment to the country. High labour and overhead costs, weak infrastructure and traffic congestion are all contributing to making Ireland a less attractive location for future inward investment. Ireland has a role to play on a global scale and has commitments outlined in the Kyoto protocol to reduce greenhouse gas emissions, in addition to foreign aid commitments aimed at alleviating poverty in the developing world. In addition, Ireland is rapidly transforming from a traditionally monocultural society to one which is increasingly diverse. Some 10% of the population recorded in the 2006 census were born outside the State. Inward migration has ensured high levels of skill and flexibility in the labour market, has enriched our culture and heritage but has posed new challenges in combating racism and promoting an intercultural society.

ESD emerged from a concern for the effect human development was having on the environment and is seen by many as a natural evolution of Environmental Education. Although the environment plays a central role in ESD, ESD is broader than environmental education and encompasses many other aspects of education such as development education, human rights education, citizenship education, intercultural educations and peace education. In many international cases National Strategies on ESD are building on already existing strategies on Environmental Education. In the Irish context, while environmental education forms part of the curriculum in schools, there is no existing specific Environmental Education Strategy to build on. However, Irish Aid have a well-developed Development

Education Unit and a Development Education Strategy that will run from 2007 to 2011 with explicit reference to Education for Sustainable Development.

### **2.3 Key challenges facing Ireland.**

These are highlighted as follows in the application by University of Limerick to become a Regional Centre of Expertise in ESD as follows: -

#### **2.3.1 Sustainable Development Challenges - Environmental**

- *Energy Dependence:* Ireland is highly reliant on fossil fuels for the production of energy. Renewable energy sources provide only 8% of Irish electricity needs.
- *Emission of Greenhouse Gases:* Under the Kyoto Protocol, Ireland committed to limiting the growth of annual emissions to 13% above 1990 levels. It has failed to reach these targets and Ireland is now in the top five nations in per capita greenhouse gas emissions.
- *Waste:* Production of waste has increased dramatically in Ireland over the past decade. In 2003, over 3 million tonnes of municipal waste was generated from households, industry and street; 28% of this waste was recycled but the remainder was dumped in landfill sites.
- *Water:* Eutrophication in inland freshwaters has been identified as Ireland's most serious pollution problem. It is estimated that 30% of Irish rivers and 15% of Irish lakes are polluted. Ireland's capacity to provide water for consumption in the future is questionable.
- *Loss of Biodiversity:* Over 1,000 kilometres of hedgerows were lost between 1997 and 1999, peat bog decreased by 8 per cent between 1990 and 2000, 18 bird species are in serious decline, 35 of the 56 fish stocks fished in Irish waters are in decline.
- *Global Dimensions of the Local Challenges.* Ireland's environmental challenges need to be understood in the context of their impact on a global level, the most significant challenge of which is climate change and its effect on livelihoods, health and land use.

### 2.3.2 Sustainable Development Challenges - Social

- *Poverty*: Despite Ireland's economic success, almost one in five Irish people (19.4 %) live below the income poverty threshold (2004 statistics).
- *Visible Minorities and Cultural Diversity*: Ireland society has diversified in recent years with a broad mix of ethnic and religious backgrounds. Integration of diversity into society remains a challenge.
- *Education Disadvantage*: In some regions, low participation and achievement in the formal education system are experienced as a result of poor socio-economic background.
- *Quality of Life*: As a result of Ireland's economic success, issues such as high rates of borrowing, long working hours, costly childcare, and long commuter times are emerging.

#### ***A better environment can help in the challenge for Girls***

##### **The facts....**

- Globally, 103.5 million children do not attend school, 57% of whom are girls (2001)
- 800 million adults are illiterate, 64% of whom are women (2002)
- Girls' participation remains substantially lower than boys' in 71 out of 175 countries at primary level.

##### **Environment as part of the solution...**

A healthier environment means that girls travel shorter distances to collect water and firewood and have more time to go to school. This improves attendance and participation by girls and decreases illiteracy in adults, especially among women.

##### **Environmental governance matters to education because:**

- Degraded environments contribute to absenteeism. More time spent collecting firewood and water means less time for school.
- The construction of schools and school facilities can damage the environment through deforestation and pollution.
- Clean water and safe sanitation are vital to student attendance and student and teacher health.
- Learning about the environment can develop life skills which future generations can use to protect the environment.

*Irish Aid Fact Sheet*

### 2.3.3 Sustainable Development Challenges - Economic

- *Maintaining Competitiveness:* Ireland's competitiveness in international manufacturing markets is declining as a result of increased labour costs, production overheads and inflation as well as competition from many parts of China, India, South East Asia etc.
- *Reliance on the Construction Industry:* At the end of 2005, over 13 % of Ireland's employment was accounted for by the construction sector – such dependency on a single sector raises concern.
- *Knowledge-based Economy:* In accordance with the EU Lisbon Strategy there is a clearly identified national need to develop a self-sustaining knowledge-based economy in Ireland. This places an emphasis on developing human capital within research and development and the growing need for flexible individuals skilled in the creation and use of knowledge.
- *Global Inequality.* There are two challenges for Ireland here. One is to create greater public engagement with Ireland's Overseas Development Aid programme, and secondly to encourage the development of critical awareness of patterns of trade and consumption which contribute to inequalities."

#### ***Climate change***

- Climate change is caused by increased levels of carbon dioxide and other polluting greenhouse gases in our atmosphere. Human activity, particularly in rich countries like Ireland, is raising these greenhouse gas emissions so high that they are changing the global climate, This leads to more extreme weather events, including floods, tornadoes and droughts. Ireland is being affected too, but the effects of climate change are hardest on the lives and livelihoods of the poorest communities in the poorest countries.
- By 2025 over half of all people living in developing countries will be highly vulnerable to floods and storms
- According to the Environmental Protection Agency, Ireland can expect warmer stormier winters, summer droughts and agricultural staples like the potatoe and gradss could become increasingly difficult to grow
- Climate change willplace an additional 80-120 million people at risk of hunder, three quarters of these in Africa.
- 15% of the world's people consume 75% of its resources.

### ***Protecting livelihoods and the environment in Tanzania***

**Livelihoods were being lost in the coastal villages of Tanga region in Tanzania due to unsustainable fishing practices, declining fish catches, poor government policy and ineffective enforcement of regulations.** Irish Aid and the World Conservation Union (IUCN) worked with local communities and the regional and district authorities for more than 10 years to empower local people and institutions to restore and protect their coastal resources. Collaborative fisheries and coastal resource management resulted in:

- a significant reduction in destructive fishing practices
- improved reef health and fish numbers
- the introduction of alternative livelihood activities (e.g. seaweed farming)
- districts putting in place measures to finance the continuation of coastal resource management activities
- environmental education in schools for the next generation of fisher men and women
- improved government policy in collaborative fisheries management

1) **The environmental quality of economic growth matters to poor people.** The poor depend more immediately on clean water, fertile soils and natural vegetation for food and construction materials than other groups. Ignoring the environmental sustainability of growth – even if it reaps short-run gains – can undermine development and exacerbate poverty.

2) **Environmental management cannot be treated separately from other development concerns.** Improving environmental management in ways that benefit poor people requires policy and institutional changes that cut across sectors. These lie mostly outside the control of environmental institutions, meaning that environment needs to become a priority for key decision makers.

3) **Poor people must be seen as part of the solution rather than as part of the problem.** If environmental management is to contribute to sustainable growth and poverty reduction, it should reflect the priorities of the poor. Poor men and women are often guardians of the world's more endangered resources and their caretaker role should be acknowledged and supported.

*Irish Aid Fact Sheet*

## **2.4 Key Focus of Strategy**

In Ireland, the Steering Group has determined that the key focus of an ESD strategy should concentrate on education in the broad themes of :-

**Environment** --*production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity*

**Society/Economy/culture** -- *poverty alleviation, citizenship, peace, ethics, justice, security, human rights, equality, cultural diversity*

**Development Education** -- *that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world. The topic includes promoting awareness of development issues in third world countries and how we can help address them, and understanding the interdependence between decisions and actions taken locally and their impact on the wider world*

ECO Unesco, as part of its work, undertook a review of the strategies which have been adopted in other countries to promote ESD. Examples are set out below.

## **2.5 Key features of international strategies for ESD**

The following section contains some international examples of what progress other countries have made in their integration of ESD into different levels of education. Some examples focus on programmes and structures in place while others focus on fully developed ESD strategies.

### **2.5.1 Netherlands**

In the Netherlands most activities on the topic ESD are embedded in the national program **Learning for Sustainable Development 2004-2007<sup>9</sup>**. The national programme highlights education's key role in effecting change. It is designed to provide learning opportunities and processes which enable people to make judgments and choices in favour of sustainable development. Because education for sustainable development aims at a shift in people's mindsets, the learning targets include awareness, knowledge, skills, understanding attitude and values. The learning opportunities are focused on three levels – individuals, learning organizations , and learning societies where more complex decision making processes involving several stakeholders are involved.

The integration of "learning" and "doing" is an important part of the approach, so that ESD is part of an overall National Action programme on Sustainable Development, and the learning processes are connected to mainstream actions such as the Big Cities policy or the National Environmental Policy plan

Selecting which projects are suitable to join the programme takes the following criteria into account:

- Several aspects of sustainable development (ecological, economic, social, cultural, global, and future aspects as well as a participatory approach) should be incorporated.
- Several stakeholders connected to the subject should be involved.
- There should be connection to mainstream-projects, processes and policies.
- Formal as well as informal and non-formal education should be considered.
- Interaction should play an important role. Social learning allows learners to relate or mirror their ideas, insights, experiences and feeling to those of others. In this process personal ideas are likely to change as a result.

The programme is rooted in nature and environmental education (EE), as national EE programs were conducted from 1988. The subjects of nature and environment have been gradually incorporated into the broader concept of sustainable development while the

concept of social learning is replacing education. The new concept of ESD has grown, also incorporating aspects of other educations such as development education and citizenship education.

The programme has an intergovernmental steering committee that makes the decisions. Members of the steering committee are representatives from the six ministries that are involved in this programme - The Ministry of Agriculture, Nature Management and Food Quality; The Ministry of Housing, Spatial Planning and the Environment; The Ministry of Education, Culture and Science; The Ministry of Foreign Affairs; The Ministry of Transport, Public Works and Water Management and The Ministry of Economic Affairs. A representative for the Dutch provinces and the Dutch water boards, as well as a representative from UNESCO and from the NCDO (National Committee for International Cooperation and Sustainable Development) are also involved in the steering committee. The national focal point at the Dutch Ministry of Agriculture, Nature Management and Food Quality is also the secretariat of the steering committee of the Dutch national action plan for ESD.

Any organisation, or group of organisations, is invited to join the programme and use it as an opportunity to connect a learning process to a mainstream project. The funding for this program is 20 million euros for a 4-year period. Other programmes related to sustainable development have much larger budgets, but also include different levels of education and learning.

The Dutch Educational system is based on “freedom of education”. This is written into the national constitution and means that the national curriculum only covers main topics and outlines and that individual schools have a lot of choice in deciding about content and pedagogies of their programmes. Most levels of education address ESD in daily routines and subject content<sup>10</sup>.

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<sup>9</sup> Learning for Sustainable Development: From the Margin to the Mainstream (2004)

<sup>10</sup> Report on Implementation of the UNECE Strategy for ESD: Netherlands submission (2007)

In addition to this programme the Dutch Alliance for the Decade was formed to implement the Decade of ESD in the Netherlands. This alliance includes partners from schools and universities, municipalities, youth-representatives, NGO's and companies.

ESD is part of a SD strategy in The Netherlands and plays a central role in learning and development of competences on individual, organisational and societal level. The implementation plan for the programme described above is contained in the white paper Learning for Sustainable Development, from the Margin to the Mainstream. The UNECE Strategy for ESD is embedded in the paper as well as in the implementation report.

### **2.5.2 Australia**

In Australia, Caring for Our Future<sup>11</sup> sets out the government's 10-year vision, goal and strategy to foster sustainable development through education and learning.

In 2007, a new National Action Plan for Education for Sustainable Development was also developed. The plan promotes 'future' thinking, lifelong learning and capacity building for individual and organisational change. The Action Plan will deliver the approaches outlined in Caring for Our Future to better equip all Australians to take informed action towards sustainable development.

Australia was one of only a few countries to develop and implement a national policy on Environmental Education or *Education for Sustainability*. The National Action Plan, "Environmental Education for a Sustainable Future" was released in July 2000. This has provided a good foundation for further action, having had many structural initiatives put in place.

Australia's vision of ESD is that *"at the end of the Decade, the Australian community will have the understanding, knowledge, skills and capacity to contribute to sustainable development and will embrace the intrinsic value of sustainability as a national aspiration"*.

The focus of activity during the Decade is on practical actions aligned with national priorities and on achieving real change. The strategy is to be supported by a programme of specific activities in a new National Action Plan for Education for Sustainable Development (formerly *Environmental Education for a Sustainable Future*).

The strategic objectives of Australian Government activity during the Decade can be grouped into 6 key areas:

- **Communicating the Concepts:**
  - Build national awareness and understanding of the principles and goals of education for sustainable development.
  - Show national leadership through the promotion of education for sustainable development.
  - Develop education for sustainable development training and professional development initiatives for specific sectors.
  - Share knowledge and experiences.
  
- **Basing our approach on sound research:**
  - Develop and implement a national ESD research programme aligned with national priorities.
  
- **Ensuring momentum:**
  - Develop a new short to medium term National Action Plan outlining specific initiatives that will be progressed in the next three to five year period.
  - Consolidate gains under earlier initiatives and target new areas.
  
- **Promoting a whole-of-government approach:**
  - Promote a whole-of-government approach to education for sustainable development at the Australian, State/Territory and Local Government levels.

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<sup>11</sup> Caring for Our Future: The Australian Government Strategy for the UNDESD 2005-2014 (2007)

- **Building partnerships:**
  - Foster the development of partnerships to identify and support new opportunities and initiatives.
  
- **Monitoring and Evaluation:**
  - Develop a system for monitoring and evaluating ESD activities, including progress against the goal of this strategy, to measure progress at the national level.

In Australia, there are many government initiatives already in place to support the integration of the environmental, social and economic pillars underpinning sustainable development, such as:

- The National Strategy for Ecologically Sustainable Development (1992);
- The enactment of the Environment Protection and Biodiversity Conservation Act 1999;
- The \$8.3 billion Backing Australia's Ability package to enhance Australia's innovation capability and build sustainable competitive advantage;
- The declaration of An Environmentally Sustainable Australia and Promoting and Maintaining Good Health as whole-of-government national research priorities;
- The teaching resources produced to complement the report Sustainable Development — A cornerstone of public health in promoting ecologically sustainable development and health in public health education in Australia (2002);
- The initiatives and short and long term policy considerations emanating from the Intergenerational Report of the Treasury;
- The Sustainable Regions Programme, the major initiative under the *Stronger Regions, A Stronger Australia* statement;
- National environmental programmes such as the \$3 billion Natural Heritage Trust, \$1.4 billion National Action Plan for Salinity and Water Quality, and \$2 billion Australian Government Water Fund;

- The inclusion of sustainable development and sustainability as key themes of the 2003 Tourism Whitepaper *A Medium to Long Term Strategy for Tourism* and the 2004 Energy Whitepaper *Securing Australia's Energy Future*;
- The establishment of the Sustainable Environment Committee of Cabinet;
- The establishment of the Business Roundtable for Sustainable Development.

### **2.5.3 Finland**

The Ministry of the Environment appointed a Sub-committee for Education to The Finnish National Commission on Sustainable Development in May 2004. The strategy that was developed, targeted all those with decision making power in education and training covering all levels of decision-making and all fields of administration.

The strategy focuses on areas that require extensive cooperation within educational institutions and the combination of expertise in the field of education with that of other participants and also resources. Further resources are sought primarily via cooperation between various fields of administration, trade and industry, and NGOs.

The following are some of the key proposals for action outlined in the Strategy<sup>12</sup>:

- Education for Sustainable Development, including sustainable consumption and production, is to be one of the main areas of focus in compulsory and vocational education at all levels.
- An institutional commitment to the principles and practices of Sustainable Development is required, both in the development and implementation of education.

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<sup>12</sup> Strategy for Education and Training for Sustainable Development and Implementation Plan 2006–2014 (2006)

- An integrated approach: the ecological, economical and socio-cultural aspects must all be taken into consideration.
- Programmes, tools and methods for Sustainable Development must be developed at all educational levels.
- Staff training: Offer courses and training, and encourage staff in all schools and educational institutions on matters related to Sustainable Development so that they can then perform their jobs in an ecologically, economically, socially and culturally responsible way.
- Promote interdisciplinary education. Encourage schools and educational institutions to make common Sustainable Development education and research projects a priority. Make young people responsible citizens by explaining things in a holistic manner; use a variety of methodologies. Schools should also make good use of traditional knowledge and skills.
- Produce teaching material and education programmes that are widely accessible. Arrange public talks and engage the media. Internet services should be developed for efficient distribution of information and for use in virtual teaching and web courses. Participation and communication should be made easier for the whole community.
- Encourage an interdisciplinary network of ESD experts on a local, national, regional and international level and have these networks cooperate within the framework of teaching and research programmes. Have educational institutions develop their contacts with other relevant sectors of society so that they could plan and implement common strategies and action plans. Improve implementation and transparency with different professionals working in cooperation.

- Build possibilities for participation and encourage active citizenship for individuals, and non-governmental organizations. Expand learning opportunities to include the wider community and working life.
- Encourage research so as to drive Sustainable Development forward. Develop programmes for specific sectors: teachers, business, public sector, non-governmental organizations and the media.
- Encourage the use of innovation and technologies to supplement Sustainable Development in teaching.

#### **2.5.4 United Kingdom**

In 1998, the UK Government set up the Sustainable Development Education Panel, an advisory body whose remit covered schools, further and higher education bodies, and education in work, recreation and the home. A non-departmental panel, it was jointly sponsored by the Department for Education and Skills(DfES) and the Department for Environment, Food and Rural Affairs(Defra). The Panel's five year term came to an end in February 2003 with the publication of *Learning to Last*<sup>13</sup>, a sustainable development education draft strategy. This sets out the government's aims for the United Nations Decade of Education for Sustainable Development. Its work continues to be used as a foundation for sustainable development action plans in different departments. For example, Defra has worked with and fully supported DfES in creating a Sustainable Development Action Plan for the education sector.

In March 2005 the Prime Minister launched the UK government's sustainable development strategy<sup>14</sup>. All government departments made a commitment to produce a sustainable development action plan based on the strategy. *Learning for the Future*<sup>15</sup> was the resulting

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<sup>13</sup> "Learning To Last" The Government's Sustainable Development Education Draft Strategy for England (2003)

<sup>14</sup> "Securing the Future" UK sustainable development strategy (2005)

<sup>15</sup> "Learning for the Future" The DfES Sustainable Development Action Plan (2005/06)

action plan for the Department for Education and Skills. It is part of the overall UK sustainable development strategy and details the incorporation of sustainable development into policy, operations and staff development in the Department.

The key focus for action in the draft ESD strategy of 2003 is at local and community levels. The government's role is to set priorities and expectations, to facilitate and support and not to fill gaps. The challenge is to "*win hearts and minds and to motivate people to take personal action*". The aim of this strategy is, therefore to ensure that all aspects of life long learning are fully engaged in the provision of effective Education for Sustainable Development.

The strategy's key objectives are that:

- All parts of the statutory education system have the remit, the professional capacity and the resources to develop knowledge, skills that enable all citizens to engage in the achievement of the goals of Sustainable Development.
- All organisations and agencies responsible for vocational, professional and further education are fully engaged in developing a workforce able to participate in the achievement of the goals of Sustainable Development.
- All parts of the business sector are engaged in developing a workforce able to participate in the achievement of the goals of Sustainable Development, through production and consumption and are also keeping their customers fully aware of their policies and practices.
- All organisations involved in both local and regional governance have the professional capacity to engage in the achievement of Sustainable Development and actively involve in improving the capacity of their various stakeholders to engage.
- The many aspects of informal education, from mass media, through public places to the civil society organisations are fully engaged in increasing the public awareness and understanding of Sustainable Development.

The strategy has seven major themes:

**1) Integration:** Formal education is being transformed. There is a widening understanding that Sustainable Development is about much more than concern for the environment. What is needed is for connections to be made between learning and regeneration initiatives, and the total integration of the understanding and knowledge that will lead to Sustainable Development.

**2) Partnerships:** A key focus of action must be at community level and the local strategic partnerships, urban or rural. Schools, colleges, informal education should be seen as part of those partnerships. So, too, should Learning and Skills Councils (professional development bodies) as they draw up and implement their local area plans. Learning for Sustainable Development should not be a marginal after-thought but an integral part of those plans, threading through them and all activities within them.

**3) Practical Business Solutions:** Sector Skills Councils (professional training) have a key part to play as far as employers are concerned. They will be setting standards but they will also be formulating plans for their sector for the development of learning and skills. They need to develop the business case for sustainable development by focussing on a small number of core problems and issues that need to be tackled, and which decision makers in firms can acknowledge.

**4) Training:** In whatever context (formal education, organisations responsible for training, skills and regional development, the workplace, the youth service or the voluntary sector) those in a position to deliver ESD need to be trained and supported.

**5) Government Responsibilities:** Government's role is limited but of critical importance. It should not direct but facilitate. Government will enable and support. It must also establish priorities, for example through remit letters addressed to the bodies for which it is responsible.

**6) Planning and Resources:** The strategy does not call for additional financial resources. In England very large sums of money are now being allocated to reforms in formal education, neighbourhood and community development, workplace development and the national learning and skills strategy and its implementation. What the strategy does require is that education and learning for Sustainable Development must be an integral part of planning and delivering the results looked for in all those far-reaching programmes. “An investment in people has as big a return as any other”.

**7) Evaluation:** Evaluation of what is happening and the success of approaches, projects and programmes is essential at all levels. Without evaluation there will be no learning.

## **2.5.5 Northern Ireland**

### **ESD in the curriculum**

‘Communication and Learning’ are identified as one of the 6 key issues of the sustainable development strategy for Northern Ireland. The revised curriculum has embedded the concept of sustainable development into the curriculum at all levels with an emphasis on demonstrating and achieving the positive behavioural change required to live more sustainably<sup>16</sup>. ESD is seen as a ‘process’ of learning how to make decisions that consider the long term future of the ecology, economy and equity of all communities both locally and globally.

Education for Sustainable Development (ESD) in Northern Ireland has evolved out of Environment Education and Development Education ideas and has links to personal, social, economic and citizenship issues. It encourages active participation in environment and development education activities at all levels, from the classroom and school grounds to the local area and beyond.

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<sup>16</sup> Education for Sustainable Development: Good Practice Guide for Schools (2005)

The stated aim of the Northern Ireland Curriculum<sup>17</sup> is:

*‘to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout their lives.’*

## Objectives

The Northern Ireland Curriculum provides relevant learning opportunities to help each young person develop as:

- An individual
- A contributor to society
- A contributor to the economy and the environment.

Throughout the curriculum, teachers take appropriate opportunities to focus on the following **key elements**:

1. As an individual
  - a. personal understanding
  - b. mutual understanding
  - c. personal health
  - d. moral character
  - e. spiritual awareness
  
2. As a contributor to society
  - a. Citizenship
  - b. cultural understanding
  - c. media awareness
  - d. ethical awareness
  
3. As a contributor to the economy and environment

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<sup>17</sup> The Northern Ireland Curriculum Framework (undated)

- a. Employability
- b. economic awareness
- c. sustainable development
- d. environmental responsibility

## **2.6 Consultation process undertaken by ECO –Unesco**

### **2.6.1 Process**

The consultation process undertaken by ECO Unesco consisted of

A questionnaire on ESD issued to almost 2500 organisations in the community and voluntary, development education, education, environmental, equality, youth, business and agriculture, professional and trade and local authority fields. This questionnaire asked for information on what activities were under way to promote sustainable development, education for sustainable development, and what priorities and measures

- should be included in a national ESD strategy. Some 104 responses were received and information on these is set out in Annex 1
- A series of 4 regional focus group meetings organised in September in Dublin, Athlone, Cork and Dun Laoghaire. These were attended by 69 individuals and organisations in the education, social justice, development and environmental fields.
- A series of individual meetings with key stakeholders

In addition, the work was informed by studies already undertaken previously by

- (a) ECO Unesco – Research Project on Education for Sustainable Development in Ireland

(b) The Cultivate Centre – Findings from Comhar's Stakeholder Events on Sustainable Development – May 2007

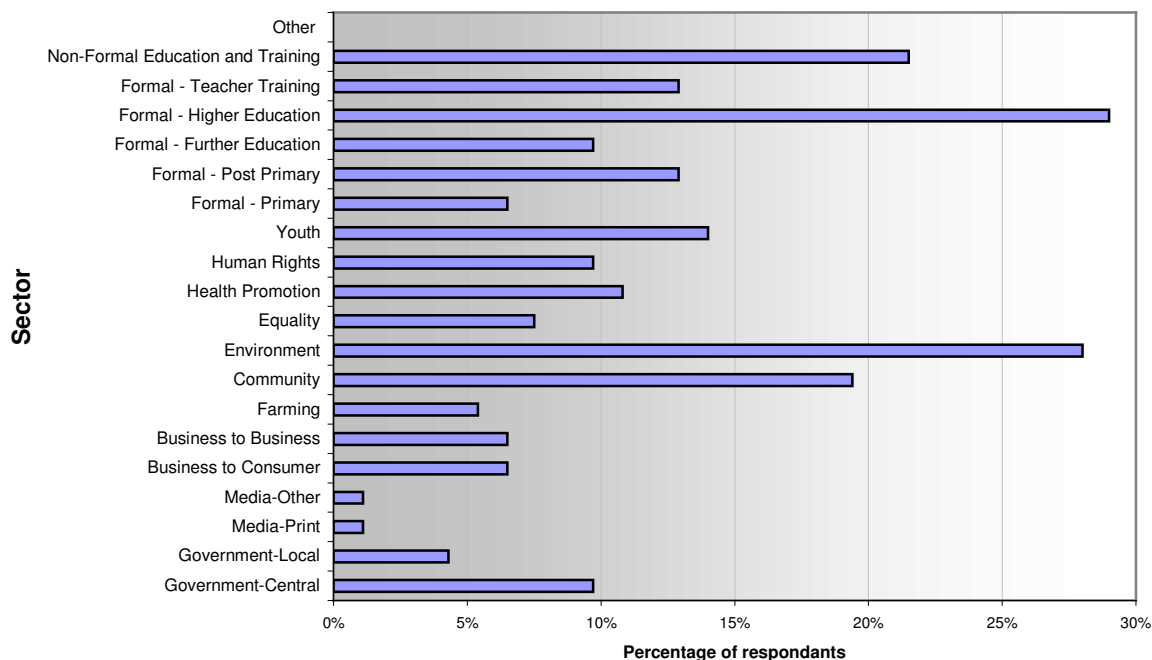
The Department of Education and Science also placed a public advertisement in the national newspapers seeking public submissions on the development of the national strategy. 9 written submissions were received in response to this.

**2.6.2** Developing a National Strategy – Your Views

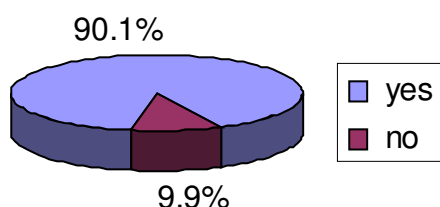
The ‘Developing a National Strategy on ESD – Your Views’ survey was circulated to a wide range of stakeholders in a wide range of sectors.

Table 1 demonstrates that those sectors with the highest response were higher education (29%) and environmental organisations (28%). This was followed by non-formal education and training (21.5%) and the community group sector (19.4%).

**Table 1: Sector’s represented in the Survey (more than one box may be ticked)**

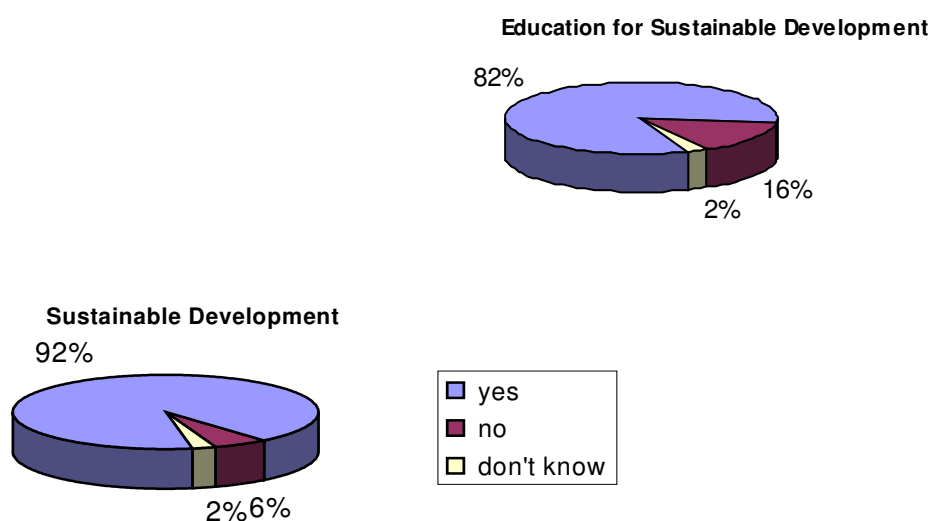


**Table 2 Current familiarity with the concept of / aspects of Education for Sustainable Development**



As a baseline measure, participants’ current levels of familiarity with the broad concepts of Sustainable Development and Education for Sustainable Development were collected. Table 2 indicates that in excess of 90% of respondents believed that they were familiar with the concepts of Education for Sustainable Development. Just under 10% felt that they were not familiar with the concepts of Education for Sustainable Development.

**Table 3: Percentage of respondents currently promoting / implementing Sustainable Development and Education for Sustainable Development**



There was a high level of activity in promoting and implementing aspects of sustainable development and Education for Sustainable Development at present (92 % and 82%

respectively). While these figures may appear high, the respondents were located in the formal and non-formal education sectors (see fig. 4.1 above). There may be some overlap or confusion between the responses in distinguishing between Sustainable Development and *Education for Sustainable Development*. However, there are implicit links between actions to promote SD, and the awareness and education measures which must necessarily precede such actions, as well as their catalyst effect in influencing the attitudes and values of others

Within the respondent group 82% of individuals indicated that their organisation is currently promoting Education for Sustainable Development; 15.5% indicated that their organisation does currently not promote **Education** for Sustainable Development; 2.40% were unsure of their organisations activity in promotion of ESD

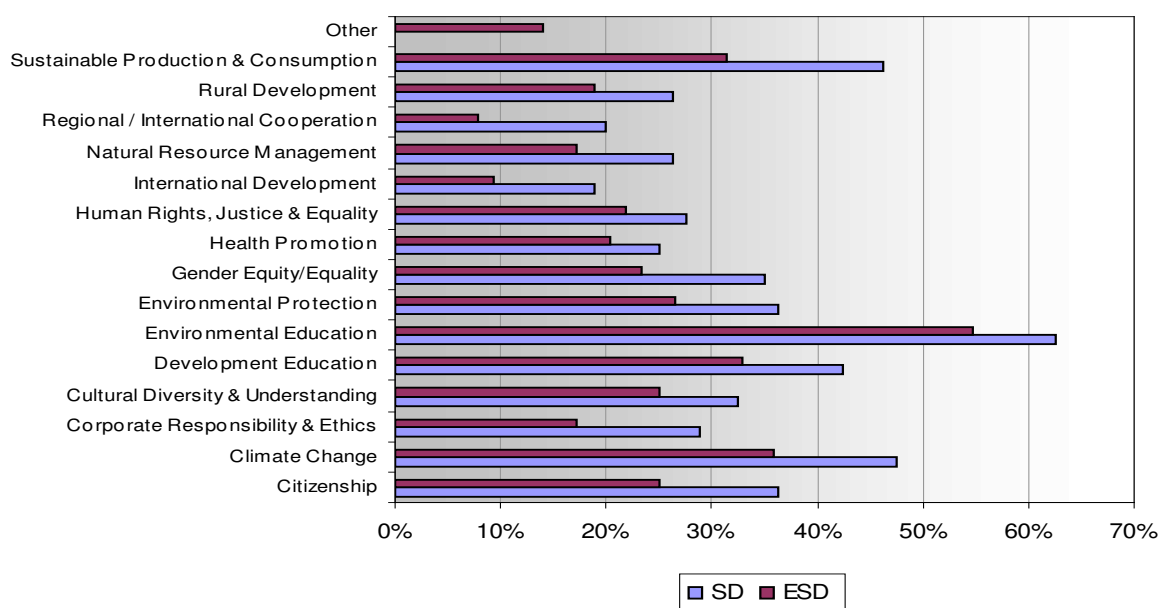
### **Sectoral Overview of Activities and Initiatives**

Education for Sustainable Development covers a wide range of areas and themes as outlined in the UNECE Strategy. Respondents were asked to supply information about their activities in the areas of Sustainable Development and ESD, which were divided into various areas of work including citizenship, environmental protection and gender equity/equality following themes as outlined by the UNECE Strategy.

Table 4 highlights that, while all of the UNECE themes are currently represented to different degrees, environmental education (62.5%) is clearly the leading focus of Sustainable Development activity in the majority of the respondents' organisations. The next themes of climate change (47.5%) and sustainable production and consumption are closely related to the environment. Development Education also features strongly.

In regard to Education for Sustainable Development environmental education activity (65.6%) is again the main focus of activity in the responses. This is followed by Development Education (46.9%), Sustainable Production and Consumption (40.6%) and climate change (37.5%). This result was expected as almost 27% of respondents indicated that they were involved in the Environmental sector.

**Table 4. Respondants promoting SD and ESD actions in their organisations**  
**Table 5 Areas in which respondents are engaged in Sustainable Development and Education for Sustainable Development**



Annex 2 and Annex 3, provide details of organizations and the areas of Sustainable Development and Education for Sustainable Development activity they are engaged in.

Table 5. Key Elements in a national strategy for ESD	Strongly Agree (%)	Agree (%)	Total (%)*
1. Promotion of ESD in the curriculum in schools	63	17.8	<b>80.8</b>
2. Promotion of ESD in teacher training	65.3	22.2	<b>87.5</b>
3. Integration of ESD into Higher Education policy including training for business and professions	54.2	27.8	<b>82.0</b>
4. Development of links on a national, cross-border and international level	23.2	31.9	55.1
5. Promotion and encouragement of research on education related to SD (methods, processes etc.)	27.1	25.7	52.8
6. Promotion of ESD in further education & training, adult learning and the non-formal sector	47.9	28.8	<b>76.7</b>
7. Promotion of public awareness and understanding of ESD issues through mass media and other means	47.9	24.7	<b>72.6</b>
8. Promotion of “whole organisational” approach to ESD policy formulation	43.3	26.9	<b>70.2</b>

- Changes in teacher training, the curriculum and integration into higher education were seen as the most important elements for inclusion in a national strategy. These were closely followed by promotion in further education (including non-formal education), general awareness of ESD and the “whole organisation” approach.
- Least important elements, albeit relatively, were seen to be development of national and international links and encouraging research.
- *The total aggregates the Strongly Agree and the Agree figures and excludes those who responded Partially Agree*

<b>Table 6: Supports Required</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Total (%)</b>
1. <b>Database / Best Practice case studies</b>	25	30.6	55.6
2. <b>Accessible learning tools / materials</b>	52.9	25.7	<b>78.6</b>
3. <b>Grant schemes / dedicated funding lines</b>	54.2	25	<b>79.2</b>
4. <b>Public awareness campaigns</b>	59.2	21.1	<b>80.3</b>
5. <b>Quality standards</b>	29.4	41.2	<b>70.6</b>
6. <b>Forum / conferences</b>	16.7	25.8	42.5
7. <b>Website</b>	48.5	30.3	<b>78.8</b>

- Most of the supports suggested were seen as important or very important, with the exception of (1) a database of best practice and networking opportunities via (2) a forum or conference.

## **Chapter 3: Overview of Current Activity**

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This Chapter presents an overview of the main examples of current activities in the field of ESD based on information gathered in the consultation process. It is not possible to provide an exhaustive list of all the actions under way in this area. However, the ECO Unesco website will provide a more extensive summary in tabular form of the many organizations and initiatives undertaking action in this area

### **3.1 The primary school curriculum**

A revised primary curriculum launched in 1999 and developed by the Nation Council for Curriculum and Assessment has been introduced on a phased basis over the period to 2007. Its overall aims include “to enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society”. Key issues highlighted are the European and global dimensions of modern living, pluralism, a respect for diversity, and the importance of tolerance. Specific aims include

- to enable children to develop a respect for cultural difference, an appreciation of civic responsibility and an understanding of the social dimensions of life, past and present
- To enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the relationships between them
- To enable children to develop personally and socially and to relate to others with understanding and respect

#### **3.1.1 Social Personal and Health Education**

##### **Infant classes:**

The curriculum at this level is designed to enable children to learn to:-

- Help each other, share with each other, be fair and equitable when working and playing, resolve conflict

- Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment
- Explore and respect the diversity of children in the class and the school
- Be aware that some people in the community may be in need

The subject is divided into specific strands or strand units which apply at all levels of the curriculum from infants to 6<sup>th</sup> class. These include Myself, Myself and Others, Myself and the wider world, Developing Citizenship, and Environmental Care.

**By 5<sup>th</sup> and 6<sup>th</sup> class children learn:**

- How to make complaints and seek redress, how to get help, decision-making strategies
- Explore how inequality might exist in the local community and suggest ways how this might be addressed
- Learn about different groups and their culture and heritage....explaining ways in which groups experience discrimination, examining the role of each individual in counteracting prejudice.
- Mutual respect, trust, loyalty, laughter, honesty, listening, resolving conflict, forgiveness, being just and fair.

**3.1.2 Social Environmental and Scientific Education**

This area of learning encompasses History Geography and Science. Its objectives include:-

- To enable the child to play a responsible role as an individual, as a family member and as a member of a local, regional, national, European and global communities
- To foster an understanding and concern for total interdependence of all humans, all living things and the Earth on which they live
- To foster a sense of responsibility for the long term care of the environment and a commitment to the sustainable use of the Earth's resources through personal life style and participation in collective decision-making.

### **3.1.3 History**

This subject covers such issues as the development of historical skills, using evidence, and the themes of change and continuity, cause and effect, and promoting empathy. The strands and strand units within the curriculum include:

- Life, society, work and culture in the past
- Forces of change and conflict
- Stories from the lives of people in the past
- Develop a growing sense of personal, national, European and wider identity

### **3.1.4 Geography**

The themes of weather, climate and atmosphere, pollution, the impact of human activities on environment, the importance of Earth's renewable and non renewable resources are covered. There is a specific strand on environmental awareness and care. Children become familiar with the concepts of sustainable development and custodianship

### **3.1.5 Science**

Specific strands in the curriculum include

- Living things (human plant and animal life)
- Science and the Environment
- Environmental Awareness and Care

Awareness of issues such as inter-relationships between human activity and the environment, recycling, energy use, pollution, congestion, deforestation, ozone depletion, global warming are included. The programme is designed to enable children to "*come to appreciate individual, community and national responsibility for environmental care*"

## **3.2 Post Primary Curriculum**

Social Personal and Health Education (SPHE), and Civic Social and Political Education (CSPE) are both mandatory subjects at junior cycle.

### **3.2.1 Civic Social and Political Education**

The Civic Social and Political Education programme is designed around 7 core concepts – Democracy, Law, Human Rights and Responsibilities, Human Dignity, Interdependence, Development and Stewardship. The objective is to develop knowledge and understanding of processes taking place at all levels of society which lead to social, political and economic decision-making. The curriculum aims to develop values and attitudes which promote

- personal commitment to active citizenship,
- respect for differing viewpoints, ideas and cultures
- Rights and responsibilities of all individuals in society
- Commitment to oppose prejudice, discrimination and social injustice at all levels of society

CSPE is an examinable subject, and features an innovative action project as part of Junior Certificate examination. Students investigate a particular issue as a class, reflect collectively on what they might do in response to that issue, develop an action plan and carry it out, and evaluate their action and learning. The actions can include researching the issue, organising a campaign, bringing visiting speakers to the school etc. The key emphasis is on enabling students to take action to effect change, and developing the skills for participatory democracy.

### **3.2.2 Social Personal and Health Education**

The themes developed at primary level are continued and include understanding bullying, feelings and emotions, resolving conflict, influences on decision-making, and promoting self esteem and respect for individuals and uniqueness of each person. One of the learning outcomes is that students will have identified the importance of respect, rights and responsibilities in relationships.

### **3.2.3 Business Studies**

At junior cycle, the programme aims to:-

- promote an awareness of the market forces at work in society and enable students to develop a discriminating attitude towards them
- have basic economic literacy in order to make informed political choices

It includes such issues as consumer education and industrial relations. At Leaving Certificate, the themes of addressing conflicting interests, consumer and industrial relations legislation, business and the wider economy, trade agreements, EU policies, social and ethical responsibilities of business, characteristics of an environmentally conscious company are covered.

### **3.2.4 History**

This subject includes a study of:-

- the impact of human activity, administrative, cultural, economic, political, religious, scientific and social influences
- concepts of power and authority, conflict and reconciliation, democracy and human rights, culture and civilisation
- an appreciation of the society in which they live and other societies, past and present

### **3.2.5 Geography**

At junior cycle, human habitat, population and settlement patterns, patterns of economic activity, the Earth's resources and who benefits are featured. At Leaving Certificate the programme focuses on how human activity impacts on environment, and how physical economic and human processes interact in regions

### **3.2.6 Home Economics**

This subject includes Consumer Studies and Social and Health studies. Issues such as management of environment, renewable and non renewable resources, recycling, pollution, social economic and technological change and its impact on families, socio economic groupings, housing (including energy efficient homes), education, work, leisure, unemployment, poverty are covered.

### **3.2.7 Religious Education**

Schools may either implement a syllabus in religion developed by the respective church authorities, or the national syllabus in Religious Education (an examinable subject at Junior and Leaving Certificate) developed by the National Council for Curriculum and Assessment. The NCCA syllabus is designed to provide an overview of world religions and to be suitable for persons of any religious denomination or of none. Issues such as the nature of faith, different beliefs, tolerance, actions and consequences, peace and justice, moral decision-making, stewardship, respect, law, religion and gender, and religion and science are covered.

### **3.3 Leaving Certificate Applied Programme**

This programme includes a Social Education Module. The personal and social development of the students is the primary focus of this course. It provides opportunities for the students to examine and explore issues and topics related to self-awareness, interpersonal relationships, health care and contemporary social, economic, political and cultural issues. It also aims to prepare students for the transition from dependent to independent living.

### **3.4 Transition Year Programme**

This optional one year programme is followed by 42% of the second level student cohort, and schools have the flexibility to design their own programme in accordance with an overall framework set out by the Department. Among the areas chosen for study are development education, peace studies, politics, community initiatives, debating, and voluntary work. There is a key focus on personal development, experiential learning, and work and community based learning.

### **3.5 Further Education**

The term “Further Education” embraces education and training which occurs after second-level schooling but which is not part of the third level system. The Department of Education and Science provides for programmes such as Post Leaving Certificate courses, the

Vocational Training Opportunities Scheme for the unemployed, Youthreach for early school leavers, Senior Traveller Training Centres for young and adult Travellers who have left school early, and adult literacy and community education programmes.

There is an increasing range of ESD activities taking place in life-long learning throughout the country with accredited courses being offered in a few cases. There are already some specific courses available covering the fundamentals of Sustainable Development, dealing mainly with environmental issues and general sustainability issues.

### ***Kimmage Development Studies Centre***

*The Economics of Sustainability is run by Kimmage Development Studies Centre. This is a 10 week evening course covering such topics as environmental and ecological theories and thinkers; debt-based money systems; consequences of climate change, peak oil for economics; sustainability indicators; international policy making on sustainable development; natural resource depletion; sustainable consumption; ecological footprints to deepen understanding among the participants of how and why conventional economic development is impacting negatively on people and the planet.*

*An Introduction to Sustainable Development' a nationally accredited locally derived module developed and run by ECO-UNESCO. Participants develop an understanding of Sustainable Development issues and acquire critical thinking and analytical skills such as Environmental Auditing, and also workshop facilitation. The main focus of the course is Environmental Leadership Development. The programme is accredited by the Further Education and Training Awards Council at Level 6 in the national framework of qualifications.*

## **3.6 Higher Education**

Traditionally the higher education system in Ireland has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing and are funded by the State. In recent years, a number of independent private colleges have developed. Higher education colleges offer programmes at certificate,

diploma, degree, post graduate and doctoral levels, together with basic and applied research. There has been some progress in some third level institutions in addressing the issue of a whole schools approach to ESD.

Third level institutes are beginning to work in the area of Sustainable Development more and there are an increasing number of taught courses. There has been an emergence of undergraduate and post-graduate programmes dealing with aspects of and including modules on sustainable development including rural development and development studies. There are various student led initiatives, which promote sustainable practices within third level institutions. There are opportunities for one off lectures and talks at third level. There are various development education initiatives taking place within third level, which can provide an opportunity for the inclusion of ESD and enhance networking between researchers and academics in some cases.

### ***Dublin Institute of Technology***

BSc, MSc in Sustainable Development run by Dublin Institute of Technology. This course provides a broad knowledge and understanding of Sustainable Development including the issues, techniques, management and applications relevant to the living and working environment. The course is divided into four clusters of modules and offers foundation modules in economics, sociology, data collection and analysis, public administration and law and sustainable resource management. Other modules include understanding environmental sustainability, understanding social and economic sustainability and applying sustainability. The course also requires students to carry out a work placement.

### **3.7 Teacher Training**

Initial pre-service primary teacher training is provided in Colleges of Education, as is specialist second level teacher training of home economics and religious education. Pre-service post primary teacher training takes place in various third level institutions. The

Department of Education and Science funds an extensive programme in in-career professional development for teachers which is provided through the Primary Curriculum Support Service, the Second Level Support Service and various other organizations, and is delivered through a network of Education Centres, colleges and other venues.

Within initial teacher training, programmes are focused primarily on integrating development education, aspects of ESD and intercultural education into primary and post primary teacher training. The use of action research through a collaborative network of teacher educators to enhance their learning and to reflect on their experiences is also encouraged. Issues of development, sustainability, social exclusion, gender and feminism are explored. An example of integration into a specific subject area is ethical consumerism within Home Economics training. The Curriculum Development Unit of City of Dublin VEC is providing teacher training seminars on Education for Sustainable Development (ESD).

### **3.8 Centre of Excellence**

University of Limerick has been selected as a Regional Centre for Expertise in Education for Sustainable Development in Ireland: The Centre brings together a network of higher education colleges involved in teacher pre-service training at primary and post primary level, the Ubuntu network, the Development and Intercultural Education Network, the National Council for Curriculum and Assessment, the Curriculum Development Unit of City of Dublin VEC, social and environmental NGOs and Comhar, The Sustainable Development Council. It will develop a regional learning space for ESD, working to raise awareness, provide a supportive network, engage in capacity building, and supporting action research projects, and will be linked with similar centres around the world.

### ***UBUNTU Network (www.ubuntu.ie)***

*The Ubuntu Network supports 16 research projects in 8 colleges with the aim of integrating Development Education (DE) and Education for Sustainable Development (ESD) into second level teacher training in Ireland. Teacher educators are supported in their design, delivery and evaluation of DE/ESD based elements within their teaching and professional practice.*

*The Ubuntu Network has 6 central themes – development and underdevelopment, environmental sustainability, human rights and responsibilities, equality and discrimination, similarity and difference, peace and conflict. The UBUNTU uses an action research methodology – the educator becomes the researcher of their professional practice.*

### **3.9 Promoting low energy education in schools**

#### ***Pervasive Education***

*A scheme the Department of Education and Science Planning and Building Unit is currently piloting the use of school buildings in a way which enables them to be a resource for energy conservation and sustainability, and to promote this learning by children and teachers.*

Gaelscoil an Eiscir Riada, Tullamore, Co Offaly has an advanced building management system installed to gather information on the building's performance to enable the occupants to use the controls to ensure minimum energy wastage. The system allows pupils to view energy targets and make adjustments to time controls. It can be interfaced with the school's IT network so that teachers can use it in the classroom as a learning tool. A touch screen display gives energy and environmental information about the building, and a cartoon character called Eddie the Grasshopper encourages the children to learn about the school construction and its day to day energy use. Eddie exposes the children to learning about energy in buildings, lighting, heating, materials, recycling, water use, outside and inside temperature and how the school was built, and allows the pupils to interact and monitor energy use in the school.

### **3.10 NGO and other organizations supporting the work of schools**

#### *Green-Schools Programme (www. greenschoolsireland.org)*



Green-Schools, known internationally as Eco-Schools, is an international environmental education programme, environmental management system and award scheme that promotes whole-school action for the environment. In Ireland the programme is co-ordinated by An Taisce in partnership with local authorities. Some 2700 schools in Ireland participate, and 1116 of these have been awarded a Green Flag.

There are seven stages to the programme:-

- Establishing a green schools committee of students, teachers, parents and management
- Reviewing the environment of the school to identify actions
- Developing and implementing an action plan
- Monitoring and evaluation
- Integrating curriculum work on environmental issues into lessons
- Informing and involving the wider community
- Developing a Green Code showing the objectives the school will adopt to promote environmentally friendly practices

As well as involving students, teachers and parents in promoting an environmentally friendly school, the Green-Schools initiative supports partnership between students and teachers, leadership and planning, the skills and values for citizenship, and involves students in decision making in the school. Schools that have successfully completed all the elements of the programme are awarded the 'Green-Flag'.

### ***Youth for Sustainable Development'***

**'Youth for Sustainable Development'** is a three-year programme developed by ECO-UNESCO and funded by Irish Aid. The programme aims to empower young people and raise awareness in them about and for Sustainable Development and related issues including climate change. The programme comprises a Youth peer education programme, a training programme to assist youth organizations incorporate ESD into their youth work. There is also a youth exchange programme with a UNESCO club in a developing country, an accompanying ESD section to the ECO-UNESCO website, an online youth forum and a youth e-bulletin.

### ***Young Social Innovators Programme ([www.youngsocialinnovators.ie](http://www.youngsocialinnovators.ie))***

Young Social Innovators was created in 2001 to develop social awareness and activism amongst young people in the 15-18 year age group so that they may become effective champions for social justice no matter what they do in later life. It is implemented as part of the Transition Year Programme and in Youthreach programmes for early school leavers.

Students working in teams, identify a social issue that they feel they could help to change. This issue could affect their school, community, Ireland in general or have an international aspect. They study the problem. Then through research and meetings with the people concerned and relevant organisations they identify ways of improving or solving the issue. They come up with radical, innovative suggestions and actions for change that can make a real difference to people's lives. It supports the personal development and citizenship objectives of The Transition Year Programme and CSPE. The programme promotes the skills of teamwork, research, planning, evaluation, communications, interpersonal skills and participatory democracy.

The projects are showcased in an annual event each year, with an award scheme. Over 15,000 students have taken part since 2001, and some 5000 annually now participate in the programme. Project themes to date have focused on such issues as environmental care, health, disability, interculturalism, development, bullying, eating disorders, substance abuse etc.

There are a variety of support programmes that complement the formal curriculum. These include education programmes run by NGO's and other agencies and many organisations have developed an extensive range of resources and support packs for schools to support the objectives of the formal curriculum. Examples are set out below.

***Young Environmentalist Awards. ([www.ecounesco.ie](http://www.ecounesco.ie))***

The Young Environmentalist Award is an all-island programme for young people between the ages of 12 and 18 in schools and youth clubs, aimed at honouring young people who protect, conserve and enhance the environment, making a difference to the lives of others locally and globally. The programme is run by ECO Unesco, Ireland's environmental education and youth organisation. Shortlisted projects are invited to participate in an annual showcase and award ceremony. A six step programme is required for projects, under which young people choose a team, decide on an environmental issue, devise an action plan, decide on positive action, carry out the project and raise awareness of the issue. Themes such as energy, bio-diversity, waste, water, climate change, eco-art and design and community development, consumerism, transport and cross thematic issues are featured as part of the programme.

**3.11 Other developments with an education focus.**

The National Council for Curriculum and Assessment have published **Guidelines for Primary and Post Primary Schools on Intercultural Education** The documents provide guidance for teachers and school management on

- mediating the curriculum in a way that reflects cultural diversity
- making the curriculum as accessible as possible for students from ethnic minority groups
- enhancing the intercultural experience of all pupils
- creating an inclusive school culture.

The guidelines are designed to provide information for teachers and schools on ethnic and cultural diversity, racism and intercultural education as well as a practical resource that teachers can use in their everyday planning and teaching. It includes a range of exemplars based on classroom practice showing how to use an intercultural approach in all curriculum areas and a comprehensive resource list for teachers to access further information and teaching resources.

The **Citizenship Studies Project** is a joint initiative of the City of Dublin VEC Curriculum Development Unit and Trocaire to support the development of citizenship education at senior cycle in post primary schools. It provides for three overlapping strands of research, curriculum development and policy development and has input into the ongoing work of the National Council for Curriculum Development in this area. It is designed to promote active teaching and learning approaches.

***One World Week ([www.youthdeved.ie/news\\_events/one\\_world\\_week.com](http://www.youthdeved.ie/news_events/one_world_week.com))***

One World Week (OWW) is a week of youth-led awareness raising, education and action, during which young people learn about local and global justice issues and take action to bring about change. One World Week takes place every year in the third week of November and is organised to coincide with the UN designated Universal Children's Day on November 20th, which is the anniversary of the adoption of the UN Convention on the Rights of the Child.

Each year the National Youth Development Education Programme consults with member organisations on suggested themes for the week and designs an education resource which can be used with youth groups to explore the local and global justice issues related to the theme. Ideas for action for young people to take around the justice issues are scattered throughout the resource.

In 2007, the theme of One World Week is Power and Justice. An education pack, '[More Power to Youth](#)' has been produced and is available to download. The central action, 'The Writing's on the Wall', highlights how walls can isolate individuals and separate communities and encourages young people to create walls of solidarity with young people affected by conflict or discrimination. Five Zambian youth workers are visiting groups around Ireland during One World Week. The visit is being reciprocated at the end of November when five Irish youth workers will visit Zambia. Other themes covered in the past have included climate change and promoting Anti-Racism and Interculturalism

The **Citizenship Education Network** is an informal network of individuals and organisations with an interest in the maintenance and development of Citizenship Education within the formal and non-formal education sector. The network is open to anyone with an interest in Citizenship Education. Current membership is primarily from the second-level and teacher education sectors, NGO and other agencies. The network is hosted by City of Dublin VEC Curriculum Development Unit and is linked to similar networks in other countries.

**Irish Aid**, Department of Foreign Affairs has published a Strategy Plan 2007 to 2011 for Development Education, with the objective that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world. Key themes in development include the environment, food security, governance, gender, HIV Aids, human rights and democracy, aid, debt relief, trade, infrastructure, and water and sanitation. The strategy is aimed at all levels of education including the youth adult and community sectors. The Department of Foreign Affairs has produced a Guide to Development Education Resources which provides an extensive summary of materials and resources suitable for use in primary, second level, youth work and adult and community education levels, showing which resources are relevant to particular subjects .

The **non-formal NGO sector** has had a positive influence on curriculum development and use of ESD learning methodologies in the formal and community education sectors. NGOs including environmental, development and human rights organisations carry out a large amount of invaluable work in ESD in Ireland. NGOs offer a diverse range of innovative ESD education and training projects, programmes and initiatives to a diverse range of people including children, youth, community leaders, trainers, teachers etc. They produce large amounts of support materials and education resources in ESD, a part of which acts as a support to formal and non-formal education and complements work already underway in schools, youth groups, community and business settings.

Issues dealt with by NGOs include climate change, sustainable development for young people, encouraging energy saving, indigenous knowledge, fairtrade, ethical consumerism, biodiversity conservation, encouragement of sustainable living, growing food locally, waste reduction and more. Methods used by many NGO's in their activities are interactive, hands-on and experiential.

The Non-profit / voluntary sector has built up a collection of quality educational programmes that can be used in a variety of educational settings. NGOs carry out a huge amount of work in ESD, a part of which acts as a support to formal education and complements work underway in schools, in youth groups, in business, in universities and in communities.

Organisations such as Cultivate, Irish Wildlife Trust, Amnesty International, ECO-UNESCO, Trocaire, Concern and Combat Poverty Agency offer a wide range of initiatives and programmes, which cover some or all of the main themes of ESD.

***The Cultivate Centre***

The **Cultivate Centre** is a centre for sustainable learning and living and runs a shop and organizes events. It runs a 10-week course 'Community Powerdown Toolkit' using climate change and the energy crisis as a focus and aimed at community leaders who can then deliver the course in their own communities in Ireland and South Africa.

The **Combat Poverty Agency**, the Government's advisory body on poverty, provides various programmes and educational initiatives including the development of transition year programmes, production of resource materials, in-service teacher training and community and adult education initiatives among others on issues related to poverty and social justice.

**ENFO** is an established information service for the Department of the Environment, Heritage and Local Government whose role it is to provide information on the environment and

heritage to the general public, run outreach environmental educational programmes and provide support to certain projects and initiatives on issues of waste, energy, water, climate change and biodiversity among others. It also provides funding on an ad hoc basis to various groups involved in environmental education including Irish Wildlife Trust, Coast Watch, ECO-UNESCO, An Taisce among others. It assists with the development of exhibitions and publications.

**COMHAR**, the Sustainable Development Council is the advisory committee on all areas of sustainable development to the Irish Government and has a dedicated Communications and Education Working Group. As well as examining and debating the issues, these groups prepare draft comments on, or responses to, particular issues which are then considered by the Council in plenary session. COMHAR has played a very important role in supporting ESD initiatives carried out to date and has provided funding for various education and awareness raising initiatives.

### **3.12 Major public awareness measures promoting Sustainable Development**

#### **3.12.1 Race Against Waste**

The Race Against Waste is the Department of Environment, Heritage and Local Government campaign to raise awareness of waste issues and change behaviour among people at home and at work in order to reduce the amount of waste being produced and to increase recycling and composting. The campaign

- works closely with Environmental Awareness Officers in local authorities who work with householders, schools, businesses and community groups
- has developed new programmes of action in partnership with government offices, third level colleges, hospitals, prisons, transport providers, hotels, local authority buildings and others
- encourages communities to minimise waste through providing recycling amenities and composting schemes, and through the Tidy Towns Competition

- runs a programme of action for business and industry in partnership with the Chambers of Commerce
- raises awareness through an extensive advertising campaign on TV, radio, press, outdoor advertising and website.

### **3.12.2 Power of One Initiative**

The ‘Power of One’ is a Department of Communications, Marine and Natural Resources initiative. It is a comprehensive public awareness campaign designed to promote energy efficiency in Ireland. It gives 10 tips on how individuals can take action to save energy at home, at work or travelling. [www.powerofone.ie](http://www.powerofone.ie)

Power of One boasts a full advertising campaign targeting mass audiences nationwide, including a 40-second television advertisement.

The campaign’s Power of One logo, which shows a “1” symbolising the well known off-switch is an icon with which the Irish public has become very familiar.

#### ***Race Mountmellick –towards developing a green town***

RACE (Responsible Action for Community Environment) was set up by Mountmeillich Environment Group with the Department of Environment Heritage and Local Government's Race Against Waste team and other partners including the Presentation Centre. In a unique partnership with householders, green schools, hospital, town council, county council and voluntary and community groups, the initiative has developed a waste management action plan for the town. This followed 1500 waste surveys and audits. The targets in the action plan centre on home composting and recycling for local businesses, prevention of waste and ongoing information campaigns. National TV coverage, local press, workshops meetings and seminars, environmental art exhibitions, company and organisational newsletters, form part of the approach. 30% of the population of Mountmellick (350 families) have taken part in composting and are using the recycling facilities.

On 29 November the Government unveiled a €15 million campaign to raise public awareness about climate change and encourage industry to reduce its carbon footprint. The five-year *Change Now* campaign is an integral part of the Government's National Climate Change Strategy which aims to bring Ireland in line with its Kyoto commitment to control greenhouse gas emissions. At its core, the initiative aims to make the adoption of carbon management plans and green procurement policies a standard among industry and public sector organisations. The initial part of the plan will include a nationwide advertising campaign to build an understanding of climate change and its potential impacts on Irish society and business.

### **3.13 Business, farming and professional organisations.**

The Chambers of Commerce are promoting a series of actions to encourage corporate social responsibility in businesses and small and medium sized enterprises.

TEAGASC provides training for farmers on the Rural Environmental Protection Scheme in conservation, rural development courses, cross border initiatives and environmental research.

Some professional bodies are now incorporating elements of ESD into their work and into the professional development programmes of their members, including seminars on subjects such as sustainable design. These include the Royal Institute of Architects in Ireland which includes elements of Education for Sustainable Development into some Continual Professional Development.

### **3.14 Media**

Everyday experiences play an important role in our informal learning. This can range from advertising in various media to specific programmes on television, radio, magazine or news articles. There are a number of television programmes, which deal with issues related to sustainable development, encouraging simple lifestyle changes dealing with issues of climate

change, eco-tourism, sustainable building practices and others. There are a variety of specialist magazines, which promote sustainable living including Sustainability Magazine.

### **3.15 Funding Sources for organisations.**

Irish Aid disburses grants annually of approximately €2.6 million for Development Education projects and programmes. There is also a programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes between 2007-11.

Each Local Authority has an Environmental Awareness officer to deal with many of the aspects of environmental education within the local area. Local Authorities are also engaged in various education initiatives in areas on environmental awareness raising, waste, local agenda 21, biodiversity, community development work, and incorporate other elements of ESD into their work. Local Authorities support the work of local groups carrying out Local Agenda 21 projects.

The Department of Environment, Heritage and Local Government provides grant assistance of €250,000 available for the Local Agenda 21 Environmental Partnership Fund to Local Authorities. Local Authorities match this funding. The total fund is €500,000 which is available for local projects and initiatives on environmental issues such as waste.

## Chapter 4: Recommendations

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### **4.1 Issues raised in the consultation process**

The written submissions received in response to the public advertisement, together with a more detailed analysis of the feedback from focus group meetings are being posted onto the website [www.esd.ie](http://www.esd.ie),

#### **4.1.1 Stakeholder Events**

Comhar convened a series of stakeholder events on sustainable development which were summarized in a document *Findings from Comhar Stakeholder Events on Sustainable Development* published in May 2007 prepared by Cultivate Ireland. In regard to education, the key recommendations were

- To influence parents through their children on ESD, through such developments as Green Schools
- To promote public awareness of Agenda 21
- To provide funding for programmes within schools and at all levels of the system, and among adult groups and the wider community, reaching all elements of society.
- To provide funding for NGOs and more training for teachers
- To strengthen the emphasis on ESD practices in schools

#### **4.1.2 Attitudinal Study**

A study undertaken by Senan Gardiner NUI Galway examined the attitudes and behaviour of 375 Transition Year students in Kilkenny in regard to environmental issues. The study found that while there was widespread acceptance of the serious problems which can arise as a result of damage to the environment, and the need to preserve the environment for future generations, few students made the connection between local and global problems, or between their own behaviour and environmental degradation. The study concluded that personal responsibility, knowledge of the issues and positive attitudes towards the environment do not correlate significantly with intention to act. The study recommended that constructivist approaches such as role play, group work, action approaches and

participatory methods were important in empowering students and influencing their intention to act. It advocated more investment in teacher training in these methodologies and the integration of ESD in a cross curricular way into programmes in schools.

#### **4.1.3 Curriculum Issues**

Many contributors referred to the over loaded curriculum, the subject specific nature of second level provision, the pressure on time, with SPHE programmes being only one hour per week, the wide range of subjects being studied, and the examination focus as barriers to implementing ESD. There was general agreement that ESD should not be a subject, but rather comprise knowledge, skills and values which are embedded across the entire curriculum, promoted through active learning approaches, with an emphasis on cross curricular teaching. ESD should be a central message of education rather than an add on.

The submission from the Presentation Centre for Policy Analysis and Systemic Change calls for:

*A shift from learning as scientific expertise, knowing the facts and providing content to learning as hearing people define their own possibilities and solutions. It is a movement from passive recipient to active participant, and it is through this movement that social transformation can occur. Education for ESD is not simply about providing information and awareness raising but ought to actively encourage engagement with decision makers, policy makers and politicians at local national and international levels to bring about policy changes for sustainability.*

#### **4.1.4 Other issues identified in consultation**

Responses stressed the importance of creating a vision for ESD, providing funding for awareness raising, development of materials, supporting a website on ESD, promoting research and embedding ESD and training for educators in ESD at all levels of the education system including the youth, adult and community sectors, engaging effectively with NGOs, and reaching the business and farming community. The need to overcome an egocentric consumer culture was highlighted as a particular barrier.

Recommendations included:-

- Ensuring political leadership and an integrated national approach
- Widening participation in the Steering Group to include other Departments
- Educating parents on ESD, in order to influence their own and their children's behaviour
- Engaging with the business community in ESD projects
- Promoting awards and incentives schemes
- Encouraging more "outdoor learning" in primary schools.
- Widening initiatives such as Clean Coasts, Green Homes, Green Schools, Green Colleges,
- Developing Green Towns
- National media awareness programmes
- A Centre of Excellence for ESD
- Promoting research in ESD approaches, and in Sustainable Development
- Promoting sustainable school buildings

The issues raised focused on the general themes of on education to promote

- Citizenship
- Climate change
- Corporate responsibility and ethics
- Cultural diversity and understanding
- Development Education
- Environmental education
- Environmental Protection
- Gender Equity/Equality
- Health Promotion Human Rights Justice and Equality
- Natural Resource Management

- Sustainable rural and urban development
- Sustainable production and consumption

## **4.2 Recommendations**

Overall the scope for increased public expenditure in this area will be limited. The priority will be to ensure that existing strategies, actions and funding measures are re-oriented to ensure that ESD becomes a core value in education and public awareness strategies, and that there is optimum synergy and coherence in the context of a co-ordinated national approach, supported by local community actions.

**Objective 1      Embed Education for Sustainable Development at every level of the education system**

### **Possible actions**

- Encourage whole school/whole institution approaches to implementation of ESD, developing a climate, ethos and values in which ESD can thrive
- Promote active learning approaches and ESD methods which empower learners to be action oriented to help ensure a better world, care for the environment, and a more just society
- Develop actions to promote awareness of parents of ESD, in consultation with the National Parents Councils
- Integrate ESD into all areas of the curriculum in schools and encourage cross curricular learning to the maximum extent feasible
- Provide training for teachers in pre-service and inservice contexts in ESD
- Promote the development of curriculum resources and materials on ESD themes
- Provide for the development of programmes at senior cycle in Social Personal and Health Education and social and political education
- Promote the inclusion of ESD Modules in the Transition Year Programme

- Provide for ESD programmes and awards in Further and Higher Education, including in youth, adult and community settings
- Strengthen the links between schools, NGOs and businesses in the field of ESD
- Widen the development of Green Schools, and encourage the development of a Green Initiative across Higher Education Institutions
- Ask the Higher Education Authority to establish a Working Group to embed appropriate ESD content, values and approaches into higher education programmes, particularly in regard to training of teachers, and training for the business, science, construction, engineering, technology, energy and environmental sectors, as well as the legal, social science and humanities fields.

**Objective 2**      **Promote public awareness of Education for Sustainable Development designed to provide the knowledge skills and values to encourage individuals, businesses and organisations to take action in support of a sustainable and just society, care for the environment, and responsible global citizenship.**

### **Possible actions**

- Provide funding measures to promote engagement by NGOs and community interests in ESD action projects
- Encourage national and local media to promote ESD as part of their ongoing work
- Develop an ESD website
- Support the national media and awareness campaigns on Sustainable Development
- Encourage the development of incentive and awards schemes, and sustainable living festivals.
- Promote the development of Green Town and Green business initiatives, and the integration of ESD into farming approaches.
- Promote Fair Trade initiatives in schools, businesses, corporate organisations and communities.

### **Objective 3      Promote Capacity Building in support of ESD**

#### **Possible actions**

- Support the development of networks in ESD, promoting linkages at local, national and international level
- Encourage professional bodies to provide continuing professional development for their members in ESD
- Ensure that the work of the Regional Centre of Expertise in ESD informs the evolution of ESD strategies in higher education and in the system generally
- Promote ESD and SD research in the work of the Programme for Research in Third Level colleges, encouraging collaborative working and industry links
- Explore the scope for visiting education lectureships in ESD in higher education institutions

### **Objective 4      Promote high standards of environmental management in education institutions**

#### **Possible actions**

- Further enhance the work of the Department's Building Unit, through its Generic Repeat Design Schools, to promote low energy sustainable buildings as an ongoing part of the Capital Programme
- Provide guidelines to schools to encourage reduced water consumption, reduced energy consumption, waste reduction and recycling
- Encourage the development of sustainable travel approaches to and from school.

## Annex 1: Participants in Questionnaire and Discussion Groups

Group / Organisation Name	Sector (selected by respondents on survey)
(no name)	Media - Other Non-profit/ voluntary - Youth
(no name)	Non-profit/ voluntary - Environment
(RIAI) Royal Institute of the Architects of Ireland	Professional Body
ANVIL (Animals Need a Voice In Legislation) Ireland	Non-profit/voluntary - animal welfare
Age Action Ireland	Non-profit/ voluntary - Community Non-profit/ voluntary - Equality Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Human Rights Non-Formal Education and Training
Amnesty International Irish Section	Non-profit/ voluntary - Community Non-profit/ voluntary - Human Rights Non-profit/ voluntary - Youth
An Gáirdín - Organic and Ecology Centre	Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-Formal Education and Training
AONTAS, National Adult Learning Organisation	Non-profit/ voluntary - Community Non-profit/ voluntary - Equality Formal Education - Further Education Non-Formal Education and Training
Athlone Institute of Technology	Formal Education - Higher Education Formal Education - Teacher Training
Bioenergy Power Systems	Business and Services (including professional) - Business to Consumer Business and Services (including professional) - Business to Business Business and Services (including professional) - Farming
Birdwatch Ireland	Non-profit/ voluntary - Environment
Bord Iascaigh Mhara	Government - Central Government - Local
Bucket and Spade Outdoor Education	Non-Formal Education and Training
Business in the Community Ireland	Business and Services (including professional) - Business to Business Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-profit/ voluntary - Equality Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Human Rights <u>Note:</u> Non profit business led network on corporate responsibility
CALL	Non-profit/ voluntary - Community

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	Non-profit/ voluntary - Health Promotion
Caroline Cawley	Government - Central
Central Fisheries Board	Government - Central
Centre for Renewable Energy at Dundalk Institute of Technology	Formal Education - Higher Education
Christian Aid	Non Profit Overseas Aid and Development
Citizenship Studies Project (Trocaire/CDU)	Formal Education - Post Primary Formal Education - Higher Education Formal Education - Teacher Training
Commission for Energy Regulation	Government - Central
Connaught Alternative Technology	Business and Services (including professional) - Business to Consumer
CRH plc	Business and Services (including professional) - Business to Consumer
Cristina Herranz - X	Non-profit/ voluntary - Community
Department of Adult & Community Education, NUI Maynooth	Formal Education - Higher Education
Department of Adult and Community Education	Formal Education - Higher Education Non-Formal Education and Training
Department of Education & Science	Government - Central
Department of Transport	Government - Central
Dublin Institute of Technology	Formal Education - Higher Education
Dublin Institute of Technology	Formal Education - Higher Education
Dublin Institute of Technology	Formal Education - Higher Education
Earth Learn	Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-profit/ voluntary - Equality Non-profit/ voluntary - Youth Formal Education - Post Primary
ECO-UNESCO	Non-profit/ voluntary - Environment Non-profit/ voluntary - Youth Non-Formal Education and Training
Environmental Education Unit, An Taisce - The National Trust for Ireland	Non-profit/ voluntary - Environment Non-Formal Education and Training
EPA	State agency
Galway One World Centre	Non-profit/ voluntary - Community Non-profit/ voluntary - Equality Non-profit/ voluntary - Human Rights Formal Education - Primary Formal Education - Further Education Formal Education - Teacher Training Non-Formal Education and Training
Gavin Harte	Non-Formal Education and Training

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Global Action Plan	Non-profit/ voluntary - Environment
Growing Together & St Louis Ecology Group	Non-profit/ voluntary - Environment Non-profit/ voluntary - Youth Formal Education - Further Education
HEAnet Limited	Formal Education - Primary Formal Education - Post Primary Formal Education - Further Education Formal Education - Higher Education <u>Note:</u> Not-for-profit provision of wide-area networking services to the education and research communities in Ireland
Higher Education and Training Awards Council (HETAC)	Formal Education - Higher Education
IBEC	Business Representative Organisation
Institute of Technology, Letterkenny	Formal Education - Higher Education
Irish Farmers Association	Business and Services (including professional) - Farming Formal Education - Primary Formal Education - Post Primary Formal Education - Further Education Formal Education - Higher Education
Irish Georgian Society	Non-profit/voluntary - Architectural conservation
Irish Organic Farmers and Growers Association (IOFGA)	Business and Services (including professional) - Farming Non-profit/ voluntary - Environment
Irish Peatland Conservation Council	Non-profit/ voluntary - Environment Formal Education - Teacher Training Non-Formal Education and Training
Irish Rural Dwellers Association	Non-profit/ voluntary - Community
Irish Rural Link	Non-profit/ voluntary - Community Non-profit/ voluntary - Environment
Irish Times	Media - Print
Janssen Pharmaceutical Ltd	Business and Services (including professional) - Business to Business
Jordan Campbell - X	Non-profit/ voluntary - Youth Philanthropic Sector
Just Forests	Non-profit/ voluntary - Environment Non-profit/ voluntary - Human Rights
Kerry Earth Education Project	Government - Local Business and Services (including professional) - Farming Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Youth Formal Education - Primary Formal Education - Post Primary Formal Education - Further Education Formal Education - Higher Education Formal Education - Teacher Training Non-Formal Education and Training <u>Note:</u> sustainable environmental education through the medium of organic gardening
Killarney National Park Education Centre	Non-profit/ voluntary - Environment

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	Formal Education - Primary Formal Education - Post Primary Formal Education - Further Education Formal Education - Higher Education Formal Education - Teacher Training Non-Formal Education and Training
Killinarden Drug Primary Prevention Group	on-profit/ voluntary - Community Non-profit/ voluntary - Health Promotion Non-Formal Education and Training
Killorglin Nature Club	Non-profit/ voluntary - Environment Non-profit/ voluntary - Youth
Letterkenny Institute of Technology	Non-profit/ voluntary - Environment Formal Education - Higher Education
Liberties College	Formal Education - Further Education
Lucca Leadership Ireland	Non-profit/ voluntary - Community Non-profit/ voluntary - Youth Non-Formal Education and Training
Marine Institute	Government - Central National Marine Research Agency
Mary Immaculate College	Formal Education - Teacher Training
Meath Co. Council	Government - Local
Meath County Council	Government - Local
Moate community school	Formal Education - Post Primary
Mountmellick Environment Group (MEG)	Non-profit/ voluntary - Environment
National Spiritual Assembly of the Baha'is of the Republic of Ireland	Religious Body
no name	Formal Education - Higher Education
No name supplied	non-profit/ voluntary - Environment
NUI Galway	Formal Education - Higher Education
One world society	Non-profit/ voluntary - Community
Ossory Youth	Non-profit/ voluntary - Youth
Presentation Centre for Policy and Systemic Change	Non-profit/ voluntary - Environment Non-profit/ voluntary - Human Rights
Repak	Non-profit/ voluntary - Environment Packaging waste compliance scheme
Roland Tormey - X	Formal Education - Higher Education Formal Education - Teacher Training
Royal College of Surgeons in Ireland	Non-profit/ voluntary - Health Promotion Formal Education - Higher Education
Sacred Heart Secondary School	Formal Education - Post Primary
SAIT	Business and Services (including professional) - Business to Consumer Business and Services (including professional) - Business to Business Business and Services (including professional) - Farming
Samaritans Ireland	Non-profit/ voluntary - Health Promotion

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School of Education, TCD	Formal Education - Higher Education Formal Education - Teacher Training
School of Education Studies, Dublin City University	Formal Education - Higher Education
Scouting Ireland	Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-profit/ voluntary - Equality Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Human Rights Non-profit/ voluntary - Youth Non-Formal Education and Training
Second Level Support Service Physics	Formal Education - Post Primary
Sligo Education Centre	Formal Education - CPD for teachers and support for the wider education community
SPHE Support Service (Post-primary)	Government - Central Formal Education - Post Primary
St John's Central College	Formal Education - Higher Education
Surface Power	Business and Services (including professional) - Business to Consumer Business and Services (including professional) - Business to Business
Sustain West Cork	Non-profit/ voluntary - Community Non-profit/ voluntary - Environment Non-Formal Education and Training
Sustainability Education Working Party	Formal Education - Higher Education Non-Formal Education and Training
Sustainable Clonakilty	Non-profit/ voluntary - Environment
Sustainable Clonakilty	Non-profit/ voluntary - Environment Formal Education - Post Primary Non-Formal Education and Training
Sustainable Energy Ireland	Government - Central
Sustainable Projects Ireland Ltd. – The Village	Government Local Non-Profit/Voluntary – Community Non-Profit/Voluntary – Environment
Teachers’ Union of Ireland (TUI)	Formal Education - Post Primary Formal Education - Further Education Formal Education - Higher Education Formal Education - Teacher Training <u>Note:</u> The TUI is a Trade Union representing teachers and lectures in post-Primary, further education and third level. In this regard we are not directly delivering programmes of education but represent the interest and ideas of those who are involved.
TEPUI	Business and Services (including professional) - Business to Consumer Business and Services (including professional) - Business to Business Non-Formal Education and Training Business and Services-Business to Government
The eWheel	Non-profit/ voluntary - Community

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	Non-profit/ voluntary - Environment Non-profit/ voluntary - Equality Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Human Rights Non-profit/ voluntary - Youth
The Hope Foundation	Non-profit/ voluntary - Health Promotion Non-profit/ voluntary - Human Rights Non-profit/ voluntary - Youth Formal Education - Primary Non-Formal Education and Training
Ubuntu Network	Formal Education - Teacher Training
UCD Equality Studies Centre	Formal Education - Higher Education
UCD Urban Institute Ireland	Formal Education - Higher Education
University of Limerick	Formal Education - Higher Education
University of Limerick	Formal Education - Teacher Training
Viking Tours	Tourism

**Attendees at Consultation Meetings**

<b>Organisation</b>	<b>Sector</b>	<b>Focus group</b>
An Gairdin Ecology Centre	Non-formal voluntary Environmental NGO	F2
An Taisce	Non-formal / voluntary Environment	F3
Athlone Institute of Technology	Formal Education - Higher Education	F2
Blackrock Education	Formal Education - Post Primary	F3
Blackrock Education centre	Formal Education - Post Primary	F3
Bucket and Spade	Non-profit/ voluntary - Environment	F4
Coast watch	Non-formal / voluntary Environmental NGO	F1
Coast Watch	Non-formal voluntary Environmental NGO	F1
Combat Poverty Agency	Government Agency	F3
Drumcondra Education Centre	Formal Education - Post Primary	F3
Dublin City Council	Local Government	F1
Dublin City University	Formal Education - Higher Education	F3
Dublin Institute of Technology	Formal Education - Higher Education	F3
ESD Consultant	Business / ESD Consultant	F1
HEAnet	Formal Education	F1
Individual		F1
Institute of Guidance Counsellors	Formal Education - Post Primary	F4
Irish Seal Sanctuary	Non-formal / voluntary Environmental NGO	F1
Irish Wildlife trust	Non-formal voluntary Environmental NGO	F1
ISSA Education Officer	Non-formal voluntary Environmental NGO	F2
Just Forests	Non-formal voluntary Environmental NGO	F2
Kinsale FEC	Formal Education - Further Education	F4
Leitrim County Council	Local Government	F2
Letterkenny Institute of Technology	Formal Education – Further Education	F3
Liberties College	Non-formal Education – Adult and community	F3
Lifetime Lab Cork	Non-profit/ voluntary - Environment	F4
Limerick School of Art	Formal Education -Higher Education	F4
Mayfield Community Arts Centre	Non-profit/ voluntary - Youth	F4
Milltown Institute	Formal Education - Higher Education	F1

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MSc Sustainable-Dev./contributor local planet	Individual	F1
National College of Art and Design	Formal Education - Higher Education	F1
National University of Ireland Maynooth	Formal Education - Higher Education	F4
National Youth Council of Ireland	Non-profit/ voluntary - Youth	F3
NIFES (Energy Awareness)	Business to Business	F4
NUI Galway	Formal Education - Higher Education	F1
Ogra Chorcaí	Non-profit/ voluntary - Youth	F4
Peter McVerry Trust	Non-formal Voluntary – community and voluntary	F1
Prosperity Planning LTD.	Business to Business	F1
Sacred Heart Secondary School Clonakilty	Formal Education - Post Primary Non-profit/ voluntary - Youth	F4
Scouting Ireland	Non-formal / voluntary Youth	F1
Sustainability Education Workers Party	Formal Education - Higher Education	F3
Sustainable Energy Ireland	Non-formal / Semi-state Environment Government Agency	F3
Sustainable Energy Ireland	Formal Education - Post Primary & Primary	F4
Teagasc	Non-formal / Semi-state	F3
Technology Subject Support Service	Formal Education - Post Primary	F3
The Hollies Centre for Practical Sustainability	Non-Formal Education and Training	F4
Transition Towns Kinsale/ Kinsale FEC	Formal Education - Further Education	F4
Ubuntu Network	Formal Education - Teacher Training	F4
UCD	Formal Education - Higher Education	F3
UCD, Adult Education	Non-Formal Education – Adult and Community	F3
University College Cork	Formal Education - Higher Education	F4
University College Dublin	Formal Education - Higher Education	F3
Valencia politech. Uni. (Spain)	Non-formal Voluntary Environmental NGO	F1
Viking Tours	Business to Business	F2
Waterford Institute of Technology	Formal Education -Higher Education	F4
Young social Innovators	Formal Education - Post Primary	F3

## Annex 2 Areas in which organisations are engaged in Sustainable Development

Organisation	Citizenship	Climate Change	Responsibility & Ethics	Understanding	Education	Education	Protection	Equity/Equality	Health Promotion	& Equality	Development	Management	Cooperation	Rural Development	& Consumption	Other:
(no name) – Environment	✓	✓				✓	✓					✓				
Age Action Ireland	✓							✓								
An Gáirdín						✓								✓	✓	
An Taisce	✓	✓	✓			✓	✓						✓			
AONTAS	✓			✓				✓		✓						
Athlone IT				✓		✓					✓					
Baha'i Assembly				✓				✓		✓						
BIM					✓	✓	✓		✓			✓	✓	✓	✓	
Bioenergy Power Systems											✓	✓			✓	
Birdwatch Ireland						✓	✓					✓				
Bucket & Spade Outdoor Education																✓
Business in the Community	✓	✓	✓	✓				✓		✓						✓
Centre for Policy & Systemic Change					✓	✓				✓						
Christian Aid																
Citizenship Studies Project	✓	✓		✓	✓			✓		✓			✓			✓
Connaught Alternative Technology		✓														
CREDIT (Dundalk IT)		✓				✓	✓		✓			✓	✓			
CRH plc		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Dept Adult & Community Education	✓			✓	✓			✓		✓	✓		✓	✓		✓
Dept Ed & Science																
Dept of Transport		✓														✓
DIT	✓	✓	✓		✓	✓	✓					✓		✓	✓	
DIT						✓										
DIT		✓	✓	✓	✓	✓		✓	✓				✓			✓
Earth Learn	✓					✓										
Eco-unesco	✓	✓	✓		✓	✓			✓						✓	✓
EPA		✓			✓	✓	✓					✓			✓	
Equality Studies Centre					✓			✓		✓						
Galway One World Centre				✓	✓										✓	
Georgian Society																✓
Global Action Plan	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓	✓	
Growing Together		✓			✓	✓									✓	

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HEAnet													✓		✓	
Hope Foundation	✓				✓			✓	✓	✓					✓	
IBEC		✓	✓			✓	✓	✓				✓			✓	
IFA						✓				✓			✓	✓		
IPCC		✓				✓	✓					✓		✓		
IRDA	✓			✓			✓							✓	✓	
Irish Rural Link	✓										✓			✓		
Irish Times			✓	✓												✓
IT Letterkenny		✓	✓	✓		✓		✓			✓			✓	✓	
IT Letterkenny		✓				✓										
Janssen Pharmaceutical	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	
Jordan Campbell																
Just Forests	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	
Kerry Earth Education Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Killarney Park Education Centre		✓				✓	✓	✓							✓	
Killinarden DPPG					✓				✓							
Liberties College					✓	✓	✓		✓						✓	
Lucca Leadership Irl	✓			✓	✓			✓					✓			
Marine Institute		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Meath Co co					✓	✓										
Moate Community School						✓	✓					✓		✓		
Mountmellick Environmental Group						✓										
NUI Galway	✓			✓	✓	✓		✓		✓						
NUIM Dept Adult & Community Education	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓		
One World Society	✓															
Organic Farmers & Growers (IOFGA)	✓					✓	✓				✓			✓	✓	
Ossory Youth					✓											
Repak		✓				✓										
Roland Torney	✓				✓	✓		✓	✓							
Royal College of Surgeons			✓	✓	✓			✓	✓	✓	✓					
Sacred Heart Secondary School	✓	✓	✓	✓	✓	✓	✓		✓							
SAIT		✓			✓	✓					✓				✓	
Samaritans									✓							
School of Ed TCD				✓	✓	✓		✓		✓						
Scouting Ireland	✓		✓	✓					✓	✓	✓		✓		✓	
St Johns central college		✓				✓										
Surface Power		✓	✓		✓	✓							✓	✓	✓	
Sustain West Cork		✓				✓									✓	
Sustainability Clonakilty		✓				✓	✓					✓		✓	✓	✓
Sustainable Clonakilty		✓				✓	✓					✓		✓	✓	
Sustainable Energy Ireland	✓	✓	✓			✓	✓					✓	✓	✓	✓	
TEPUI	✓	✓	✓			✓					✓	✓	✓			
TUI																✓
Ubuntu Network					✓										✓	
University of Limerick		✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	
University of Limerick						✓		✓	✓	✓						

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Urban Institute Irl		✓				✓	✓	✓				✓		✓		
Viking Tours		✓	✓	✓		✓	✓	✓								
Amnesty	✓		✓	✓	✓			✓		✓					✓	
Gavin Harte		✓				✓								✓		
RIAI (Architects)															✓	✓
CALL	✓								✓					✓		
SLSS - SPHE				✓				✓	✓	✓						
Sligo Education Centre																✓
The eWheel																
Sustainable Projects Ireland Ltd		✓				✓						✓		✓	✓	

**Annex 3: Areas in which organisations are engaged in Education for Sustainable Development**

Organisation	Citizenship	Climate Change	Ethics	Understanding	Education	Education	Protection	Equity/Equality	Health Promotion	Justice & Equality	Development	Management	Cooperation	Rural Development	& Consumption	Other:
(no name) – Environment	✓	✓				✓									✓	
Age Action Ireland	✓							✓								
Amnesty	✓			✓	✓					✓						
An Gáirdín						✓								✓	✓	
An Taisce																✓
AONTAS	✓			✓				✓								
Athlone IT					✓											
Baha'i Assembly				✓				✓		✓						
BIM						✓	✓					✓		✓	✓	
Birdwatch Ireland						✓	✓					✓				
Bucket & Spade Outdoor Education						✓										
Business in the Community	✓	✓	✓	✓				✓							✓	
Central Fisheries Board						✓	✓									
Centre for Policy & Systemic Change					✓	✓										
Citizenship Studies Project	✓	✓		✓	✓			✓		✓					✓	
Dept Adult & Community Education	✓			✓	✓			✓		✓	✓			✓		✓
Dept Ed & Science																
Dept of Transport																✓
DIT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
DIT						✓	✓								✓	
Earth Learn	✓					✓										
ECO-UNESCO	✓	✓			✓	✓	✓		✓							
EPA		✓				✓										
Equality Studies Centre				✓	✓			✓		✓						
Galway One World Centre				✓	✓										✓	
Gavin Harte		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Georgian Society															✓	
Global Action Plan	✓	✓	✓	✓	✓		✓			✓		✓		✓	✓	
Growing Together		✓			✓	✓									✓	

National Strategy on Education for Sustainable Development - Discussion Paper

IBEC		✓	✓			✓	✓								✓
IFA					✓	✓									
IPCC		✓				✓	✓				✓		✓		
IT Letterkenny						✓	✓		✓				✓	✓	
Just Forests	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Kerry Earth Education Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Killarney Park Education Centre							✓								
Killinarden DPPG					✓				✓						
Killorglin Nature Club					✓	✓									
Liberties College					✓	✓	✓		✓						✓
Marine Institute						✓	✓					✓			
Meath Co Co					✓	✓									
Mountmellick Environmental Group							✓								
NUI Galway				✓	✓			✓		✓					
NUIM Dept Adult & Community Education	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	
One World Society	✓														
Organic Farmers & Growers (IOFGA)						✓	✓		✓			✓		✓	✓
Ossory Youth					✓										
Repak		✓					✓								
RIAI (Architects)															✓
Roland Tormey	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	
Royal College of Surgeons				✓	✓	✓		✓	✓	✓	✓				
Sacred Heart Secondary School	✓	✓		✓	✓	✓			✓						
SAIT	✓	✓			✓	✓	✓					✓		✓	✓
Samaritans									✓						
School of Ed TCD		✓		✓		✓									
Scouting Ireland							✓								
Sligo Education Centre	✓			✓	✓	✓		✓	✓	✓			✓		
SLSS - SPHE				✓	✓			✓	✓						
St Johns central college							✓								
Surface Power		✓			✓	✓	✓							✓	✓
Sustain West Cork														✓	
Sustainability Clonakilty Sustainability Education Working Party							✓								✓
Sustainable Clonakilty		✓					✓	✓							✓
Sustainable Energy Ireland	✓	✓	✓			✓	✓					✓		✓	✓
TEPUI	✓	✓				✓					✓	✓	✓	✓	✓
The eWheel															
Ubuntu Network	✓			✓	✓	✓		✓	✓	✓		✓		✓	✓
University of Limerick					✓					✓	✓				
University of Limerick								✓	✓	✓					

**Annex 4 – Further Information on Activities to date**

Name of Group	ESD Initiative or Activity
<b>Department of Education &amp; Science Curriculum</b>	Social, Environmental and Scientific Education Social, environmental and scientific education (SESE) provides opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments; to learn and practise a wide range of skills; and to acquire open, critical and responsible attitudes.
	Social, Personal and Health Education Social Personal and Health Education develop skills, attitudes and self-esteem and is concerned with the personal development of the child and with his/her health and well-being. It helps children understand how to care for themselves and it fosters in them a sense of responsibility for their own actions.
	Walk Tall – This programme is directed at the prevention of substance misuse by developing positive attitudes in children, aiming to give them the confidence and knowledge to make healthy choices.
<b>An Taisce</b>	An Taisce runs various education programme including the Blue Flag, Clean Coast, Green Schools.  Green Schools - Support Initiative 'Green Schools' is an international programme that focuses on a 'whole schools approach' to environmental awareness. It promotes responsible behaviour among school children and the wider community towards the environment. Over 2600 schools (primary, secondary and special) are registered and participating in the programme run by an Taisce.
<b>COMHAR &amp; ECO-UNESCO</b>	ESD Schools Toolkit for primary schools.
<b>Sustainable Energy Ireland</b>	Education programme covers primary and secondary (supply curriculum linked resources and workshops)
<b>The Heritage Council and the Irish National Teachers Organisation</b>	Heritage in schools (INTO + Heritage in schools) Council
<b>Institute of Guidance Counsellors</b>	Educate educators- code of ethics promoting gender equality, inclusiveness, active citizenship
<b>Department of Education &amp; Science NCCA</b>	Civic Social and Political Education – Junior cycle Civic, Social and Political Education aims to prepare students for active participatory citizenship through the exploration of the civic, social and political dimensions of their lives.
	Social, Personal & Health Education Junior cycle Social, personal and health education supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships.
	Geography Junior and Senior cycle Geography explores human relationship to the earth and human impact on the earth. It offers a perfect opportunity to explore issues of Sustainable Development as students learn about resources on a local and global level.
	Science

	<p>Junior and Senior Cycle</p> <p>Science can be used to introduce systems thinking through exploration of natural cycles and the examination of human impact on these cycles from a scientific perspective. Science offers opportunities for teaching knowledge of scientific principles of environmental systems from energy to ecology, which underpin the concept of Sustainable Development.</p>
	<p>Business &amp; Enterprise Ethical Investment is part of the Business and Enterprise subject at senior cycle.</p>
<b>An Taisce</b>	<p>Green Schools' Green Schools' is an international programme which focuses on a whole schools approach to environmental awareness. It promotes responsible behaviour among school children and the wider community towards the environment.</p>
<b>ECO-UNESCO</b>	<p>Young Environmentalist Awards' The 'Young Environmentalist Awards' is an all-island environmental awards programme for young people aimed at empowering them and raising their awareness and understanding of environmental issues through action project work. (Good Practice project as identified during the ECO-UNESCO and COMHAR Research Project.)</p> <p>ECO-Discovery and Leader Workshops for schools – day-long interactive workshops for schools.</p> <p>Youth for Sustainable Development Programme.</p> <p>ECO-UNESCO resources including What on Earth is Sustainable Development and CD-ROM.</p>
<b>Sustainable Energy Ireland</b>	<p>Education programme covers primary and secondary (supply curriculum linked resources and workshops)</p>
<b>Dublin Institute of Technology</b>	<p>This course provides a broad knowledge and understanding of Sustainable Development including the issues, techniques, management and applications relevant to the living and working environment.</p> <p><b>POST-GRADUATE R&amp;D SKILLS PROGRAMME</b> The focus of this project is the knowledge and understanding of the concept of Sustainable Development (SD) among engineering students</p> <p>The key question is the extent to which the mission of Engineers Ireland in promoting SD is facilitated through higher education in engineering. The main research tool will be a survey of engineering students and academics. The provision for education in SD will also be examined. The research will produce a comprehensive picture of the understanding of SD among key stakeholders in engineering education and also provide a picture of the provision for education in SD in Ireland. Models of good practice and barriers to their implementation will be identified. This work will identify key issues in implementing education for SD for engineers.</p>
<b>American College</b>	<p>A module on 'Sustainable Business' A module on 'Sustainable Business' is run by the American College, Dublin as a part of their BA degree programme in International Business and gives students an understanding of the issues and concerns at the interface of business and sustainable development.</p>
<b>Tipperary Institute</b>	<p>Degree in sustainable rural development - incorporates a mixture of social, environmental and business subjects which aim to give a broad understanding of the complex area of rural development.</p>
<b>University College Dublin Urban Institute Ireland (UII)</b>	<p>PhD programme in Sustainable Development</p> <p>This is a new four-year programme and includes various modules including environmental economics, policy and governance, introduction to environmental themes among others.</p>

<b>Trinity College Dublin</b>	Greenweek Trinity Greens / Greens Societies, society focused waste management and sustainable development
<b>University of Limerick</b>	Curriculum development
<b>NUIG Environmental Change Institute</b>	Employs a part time Environmental Education Officer for events, education, research and community participation)
<b>University College Dublin</b>	Modules BSC landscape architecture MLA - Master landscape architecture Modules in architectural technology 4R policies ... gender equality work/life balance
<b>Department of Adult and Community Education NUIM</b>	Radical pedagogy in Sustainable Development --
<b>City of Dublin Vocational Education Committee Curriculum Development Unit (CDVEC CDU)</b>	The Consumer Citizenship Network (CCN) As a member of CCN the CDVEC CDU is developing and carrying out teacher training seminars on Education for Sustainable Development (ESD). This will culminate in a ½ day seminar which will use appropriate teaching and learning methodologies to explore how the UN Decade can be translated into practice.
<b>CDVEC CDU</b>	e-book: 'Global Sustainable Development: A Challenge for Consumer Citizens' CD e-book with a collection of papers/contributions from around the world. Perspectives on: Quality of life, Gender equality, Education, Past-present-future, Contrast between:, Rich/poor, Northern/southern hemispheres, Local/global, National/international
<b>St. Angela's College</b>	Ethical consumerism Ethical consumerism is to be promoted among pre-service Home Economics teachers through the use of a cross curricular educational intervention. This aims to develop the attitudes, knowledge and intended behaviour ensuring students experience a holistic perspective on consumerism.
<b>UBUNTU Network</b>	UBUNTU Project Development Education ESD in post primary teacher education and 0 teacher ed colleges/ institutions The Ubuntu Network supports 6 research projects in 8 colleges with the aim of integrating Development Education (DE) and Education for Sustainable Development (ESD) into second level teacher training in Ireland.
<b>DICE Project</b>	DICE works to integrate development and intercultural education within initial primary teacher education, and operates across five colleges of education in the Republic of Ireland. It seeks to foster and develop programmes which equip educators within that sector with the necessary skills, knowledge and attitudes to include development and intercultural perspectives within primary schools.
<b>Dublin city university / school of educational studies</b>	Focus on teacher preparation for SD second level, further ed, adult ed and industry trainers implicit model of support for ESD (modules on citizenship/values/identity intercultural learning/equality/access/inclusion/innovative-advanced teaching methods research - CaSE project, curriculum materials/training
<b>Clare Adult Education Centre</b>	Environmental Trends & Impacts Locally devised module, which, looks at the central role of the environment in life and include major global environmental degradation, and the remedies to prevent and correct them. Waste Management and Recycling The potential solutions and change management are explored

<b>ECO-UNESCO</b>	<p>Introduction to Sustainable Development (FETAC accredited level 5.6) A *FETAC accredited course, 'An Introduction to Sustainable Development'. Exploring issues related to Sustainable Development and acquire critical thinking and analytical skills such as Environmental Auditing, and also workshop facilitation.</p> <p>*FETAC is the Further Education and Training Accreditation and Certification Awarding body.</p>
<b>Kimmage Development Studies Centre</b>	<p>Economics of Sustainability</p> <p>This is a 0 week evening course covering such topics as environmental and ecological theories and thinkers; debt-based money systems; consequences of climate change, peak oil for economics; sustainability indicators among others</p>
<b>Waterford Institute of Technology</b>	<p>Sustainability and Environmental Awareness For All (SEAA)</p> <p>This courses is designed for anyone interested or involved in Community or Rural affairs, who is environmentally aware and wishes to both develop their own knowledge and pass it on to others.</p> <p>Ph.D Research project looking at the Effectiveness of Education for Sustainable Development.</p>
<b>West Cork Permaculture</b>	<p>Permaculture Design Course Permaculture is a design method that uses natural systems as models for creating sustainable human settlements using a range of sustainable solutions for energy, buildings, food and the community.</p>
<b>Kinsale Further Education Centre</b>	<p>Kinsale FEC Practical Sustainability course (NVQ Level 5) full time 2 years, students from all over world</p>
<b>UCD - Adult Education Centre</b>	<p>Relevant courses e.g. international development</p> <p>Adult educators trainers - course includes citizenship dimension.</p> <p>Broad programmes e.g. equality studies: women's studies</p> <p>Masters development studies, rural development</p>
<b>Liberties college (CDVEC)</b>	<p>green college initiative - trying tom incorporate into all areas (not a separate subject)</p> <p>action based approach (challenges but youth course made headway)</p>
<b>Cultivate Centre</b>	<p>Cultivate center in Temple bar is a Living and Learning centre. Cultivate run course, run a shop and organize events.</p> <p>The 'Community Powerdown Toolkit' is a 0-week course using climate change and energy crisis and aimed at community leaders who can then deliver the course in their own communities in Ireland and South Africa.</p>
<b>CELT</b>	<p>Centre for Environmental Living and Training (CELT) offers a choice of a range of traditional and ecological skills at introductory/intermediate level with professional tutors.</p>
<b>Global Action Plan (Cork)</b>	<p>The Ecosaver programme is a Global Action Plan run by Cork Environmental Forum to encourage householders to investigate and implement changes to their lives, thereby saving them money and reducing negative environmental impacts.</p>
<b>Irish Peatland Conservation Council</b>	<p>The Bog of Allen Nature Centre is an exhibition centre that educates visitors on the wild boglands of Ireland providing information and courses on composting and wildlife gardening as well as providing guided tours.</p>
<b>Just Forests</b>	<p>Wood of Life Wood of Life' is an interactive traveling exhibition that highlights the importance of the global forest estate and encourages responsible timber sourcing and good forest management. Good Wood Guide</p>
<b>The Hollies</b>	<p>The Hollies Centre for Practical Sustainability runs adult training courses and school workshops and has developed a specific programme entitled – '<b>Learning to Live with One Planet</b>' which is a pilot school module about sustainable living. Students explore sustainability getting hands-on experience of sustainable building techniques and sustainable land using a variety of interactive, child-centred, and experiential activities.</p>
<b>Tipperary Energy Agency</b>	<p>The Tipperary Energy Agency run an Energy Awareness Programme aimed at primary school children using a short workshop format.</p>

<b>Irish Seel Sanctuary -</b>	Education program and dedicated officer Establishing official sanctuary and new marine conservation online in Balbriggan (educ. Element) 2009
<b>Irish Wildlife Trust</b>	Outreaching to community Building awareness programs, e.g. composting, wildlife gardening, conservation of green space, walks + talks
<b>Coastwatch -</b>	"Experiential learning" - Plants and animals identification on shore - all ages
<b>EENGO</b>	Umbrella for national environmental NGOs
<b>Sonairte</b>	Run events, talks and walks around the ecology centre in Meath.
<b>Irish Seed Savers</b>	Carry out educational programmes in conservation of native seeds.
<b>Friends of the Earth</b>	Carry out campaigns on environmental issues the most prominent being Climate Change.
<b>Kerry Earth Education Programme (Tralee)</b>	Kerry Earth Education Programme run a variety of earth education initiatives for schools and youth groups.
<b>Community Activities – Cork</b>	Community Gardens e.g. Cork Mandela of Community Gardens Kinsale community gardens Community Composting Skill sharing multiplying awareness
<b>ECO-UNESCO</b>	‘Youth for Sustainable Development’ The programme comprises a Youth peer education programme, a training programme,, a youth exchange programme, an e-bulletin which aims to empower young people and raise awareness in them about Sustainable Development and related issues including climate change.
<b>National Youth Council of Ireland</b>	National Youth Development Education Programme One World Week One World Week’ is a week of youth-led awareness raising, education and action that takes place throughout Ireland annually.
<b>Scouts</b>	Promote active citizenship <ul style="list-style-type: none"> <li>• For green movement</li> <li>• Code of living (Why and how do you live (not what)</li> <li>• Life (how other live life around the world eg many people don't have fridges</li> </ul> How young people ... themselves depending on local scenarios Scouts do it because they want to do
<b>Foroige</b>	Citizenship Programme focusing on developing citizenship in Foroige Youth Clubs.
<b>Ogra Chorcai</b>	Development Education programme, workshops and training with young people
<b>ENFO</b>	Various Programmes ENFO established in 1990 is a public service, which provides easy access to wide-ranging and authoritative information on the environment, including Sustainable Development.
<b>Local Authorities</b>	All local authorities have Environment Education Officer some have Biodiversity Officers
<b>Kildare County Council</b>	Communal Composting The purpose of this project is to develop a sustainable solution to the problem of disposal of grass cuttings and hedge trimmings (green waste) from the communal areas of housing estates.
<b>South Tipperary County Council</b>	Talks on Waste - This is an ongoing awareness campaign targeting both primary and secondary students. The main objective of the project is to highlight how much waste we can generate and to encourage and promote recycling in school and at home.
<b>Wicklow County Council</b>	Wicklow County Council run two recycling centres which have been designed to incorporate education and awareness services. They are permanently staffed, offer information and guided tours, and demonstrate waste prevention projects in collaboration with Oxfam. The user-friendly facilities use a broad range of techniques, focusing on interactive methods.
<b>Cork County Council recycling programme</b>	Transition Towns Kinsale Local Agenda 2 funding
<b>Combat Poverty agency</b>	Social and Political education - formal 2nd level

	<p>e.g. resources: training for teachers  e.g. training for trainers of CSPE - controversial issues  e.g. TY unit - poverty, Ireland community work approach  e.g. local + global linkages  Community Development, empowering to be active citizens (need to develop SD link)</p>
<b>Sustainable Energy Ireland</b>	<p>Fund research  National programme  Promotion and education initiatives  Organises courses and certification / validation - e.g. renewable energy installations  National photo competition for secondary  All services free to end user</p>
<b>Royal Institute of the Architects of Ireland</b>	<p>Continuing Professional Development programme RIAI operates a Continuing Professional Development programme for Members, which includes seminars on sustainable design (primarily on the control of energy requirements in buildings) as well as the approval of short seminars by commercial providers, which include a number on sustainable design.</p>
<b>DIT – Postgraduate Programme</b>	<p>POST-GRADUATE R&amp;D SKILLS PROGRAMME  This will examine influences on students’ knowledge and understanding by exploring provision for education for SD in engineering and the understanding of the concept among engineering academics, including those involved in the programme accreditation processes of Engineers Ireland, the professional body representing engineers in Ireland.</p>
<b>Teagasc</b>	<p>environmental research  REPS - courses in conservation  rural development courses 6+level 5 through level 8  cross border programmes  consultancy</p>
<b>Farmers Markets</b>	<p>Local Markets nationwide - food localisation</p>
<b>Department of the Environment, Heritage and Local Government</b>	<p>Race Against Waste This is a campaign to raise awareness of waste issues and change behaviour among people at home and at work.</p>
	<p>Notice Nature The aim of the campaign is to raise awareness of the importance of biodiversity and to encourage everyone to play a part in its protection.</p>
<b>Department of Communications, Marine and Natural Resources</b>	<p>Power of One The aim of the campaign is to raise awareness of the importance of reducing our energy usage and the simple lifestyle changes we as individuals can make.</p>
<b>Earth Horizon Productions</b>	<p>Eco-Eye This is a television series which covers many environmental topics and issues from climate change to eco tourism. It aims to provide the viewer with information on various themes and to provide simple solutions.</p>
<b>Sustainability Magazine</b>	
	<p>West Cork People Local newspaper articles  Articles in local monthly newsletter  TV- eco eye with Duncan Stewart  TV= some I min cartoons on TTV that relate to ESD</p>
<b>CSPE Support Service with ECO-UNESCO</b>	<p>Development of Module on Environmental Stewardship for CSPE ECO-UNESCO with the CSPE support service is developing an environmental stewardship module for CSPE. This module will ask students to consider their lifestyles and habits and the consequences of their actions. It will explore with students the development of an Earth Charter to guide them through the environmental stewardship module.</p>
<b>COMHAR &amp; ECO-</b>	<p>ESD Schools Toolkit A Secondary Schools Toolkit dealing with CSPE, Science and</p>

<b>UNESCO</b>	Geography and Junior Cycle. Teachers can integrate ESD into their everyday classroom activities. It also provides information on the Wholes Schools Approach.
<b>Trócaire and CDVEC Curriculum Development Unit</b>	Citizenship Studies Projects The Citizenship Studies Projects purpose is to support and inform the development of a full Leaving Certificate subject in Citizenship Education (Politics and Society). The project has two strands: (1) research and (2) curriculum
<b>Young Social Innovators</b>	Young Social Innovators is a social awareness education and action programme for 5-8 year olds, which raises awareness in young people on social issues and challenges and empowers young people to come up with innovative solutions to social problems and take action. (Good Practice project identified during the ECO-UNESCO and COMHAR Research Project.)