



An Roinn Oideachais  
Department of Education

# School Sector – Climate Action Mandate

## Sustainability Guidelines

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## Background

The Climate Action Plan 2023 expects all public sector bodies to lead by example. To achieve this, a public sector mandate will be implemented. A sectoral specific climate action mandate for schools has been developed in consultation with key stakeholders and has been published: [gov.ie - School Sector Climate Action Mandate \(www.gov.ie\)](http://www.gov.ie)

Under the school sector climate action mandate, schools should adopt a Sustainability Policy Statement. These guidelines together with the self-assessment tool and the policy statement template are designed to support schools in this task.

## What is Sustainability?

Sustainability is the **ability to exist and develop without depleting natural resources for the future.**

## What is Sustainable Development?

The United Nations defined sustainable development in the Brundtland Report (1987) as **development that meets the needs of the present without compromising the ability of future generations to meet their own needs.**

## What are the Sustainable Development Goals (SDGs)?

[The 2030 Agenda for Sustainable Development](#), adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

## What is Education for Sustainable Development (ESD)?

A 2<sup>nd</sup> National Strategy on Education for Sustainable Development – ESD to 2030 – was published in June 2022. The aim of ESD to 2030 is to “ensure that all learners acquire the knowledge and skills needed to promote Sustainable Development”.

ESD has three strands: Environmental, Social and Economic and covers all areas of Sustainable Development and all 17 SDGs.

**Environmental Sustainability** involves protecting and preserving natural resources for future generations, through practices such as conservation, renewable energy and responsible waste management – ensures we are living with the means of your natural resources and not breaching replenishment rates.

Environmental Sustainability includes: Healthy ecosystems, biodiversity and conservation are essential for humanity’s continued security and sustainability, and affect all aspects of people’s lives (climate change; disaster risk reduction; environmental protection; natural resource management; urban decay; water security).

**Social Sustainability** focuses on improving the quality of life for all members of a community, including issues related to poverty, education and access to healthcare – is the ability of society, or any societal system to constantly achieve a good social wellbeing in the long term.

Social Sustainability includes: Equity, health; education; housing; poverty reduction, population growth; gender equity; cultural diversity; citizenship; peace; human rights; democracy; good governance; international cooperation; multilateralism.

**Economic Sustainability** refers to the ability of an economy to support growth and development over time, without depleting natural resources or causing long-term damage to the environment or people – requires that projects, activities etc., utilize resources efficiently and responsibly so they can be used in a sustainable manner.

Economic Sustainability includes: Economic growth; poverty; food prices; child labour; social exclusion; debt security; production and consumption patterns; corporate responsibility; decent and fair work; migration; global inequality.

Under our 1<sup>st</sup> ESD Strategy, ESD themes have been integrated across the curriculum at all levels. All teachers are ESD teachers. As evidenced by an audit of the curriculum by the NCCA for linkages to ESD, there are opportunities to include teaching and learning on sustainable development in all subject areas.

[gov.ie - National Strategy on Education for Sustainable Development in Ireland \(www.gov.ie\)](http://www.gov.ie)

### **What is a whole school approach to Sustainable Development?**

A “whole-school” approach to sustainable development is one that extends beyond the curriculum and addresses the entire planning and management of the school facility. A school's sustainable development policy can reinforce what is taught about sustainability in the classroom, establish the school itself as a laboratory, improve the school's own ecological footprint and strengthen public relations with the surrounding community. A sustainable school prepares young people for a lifetime of sustainable living through its teaching, fabric and day-to-day practices. As models of good practice, sustainable schools provide students and staff with concrete opportunities to contribute to sustainable living, while demonstrating good practices to other school stakeholders.

### **What is a Sustainability Policy Statement?**

Under the Climate Action Plan, a public sector mandate has been implemented for all public sector organisations. A separate climate action mandate has been developed specifically for the school sector. Under the School Sector Climate Action Mandate, schools should adopt a Sustainability Policy Statement.

It is intended that this policy statement would be a means for schools to articulate all the work that is already happening in schools in terms of climate action and sustainable development.

## The Sustainability Toolkit

The Department of Education in collaboration with Key stakeholders including the ESD advisory and steering group members, has designed the Sustainability Toolkit to support schools in developing their Sustainability Policy Statement and in considering a whole school approach to progressing action for sustainable development. The toolkit comprises: a self-assessment audit tool; a template Sustainability Policy Statement; and Sustainability Guidelines

### Self-Assessment Tool

The self-assessment audit tool is based on a UNESCO document and is designed to assist schools in assessing where they are on their sustainability journey. By undertaking this self-assessment, schools will be able to identify what they are currently doing in terms of sustainability and perhaps also identify some areas where they might like to make progress. This self-assessment will inform the schools Sustainability Policy Statement.

The purpose of the Self-Assessment Audit Tool is to assist schools in identifying what they are doing in this area. This should assist in the drafting of the schools sustainability policy statement. Schools may also wish to consider further steps which may be feasible for them to implement in the future i.e. one or two actions to focus on over the next year. This could be done in collaboration with the Student Council and/or the schools Sustainability and/ or Green Team.

**Looking At Our School (LAOS)** provides a set of standards against which post-primary schools can consider how well they are performing in relation to teaching and learning and leadership and management. Schools are encouraged to draw on the work under LAOS to inform their own Sustainability Policy Statement and reflect actions already being taken by the school community. An example might be e.g. under Domain 2:

Managing the Organisation:

Statement of Effective Practice: “The school values and promotes a commitment to sustainable development and implements practices and policies that embed the principles of sustainability in the daily routines of the school.”

Statement of Highly Effective Practice: “The school prioritises and promotes, as a core value, a commitment to sustainable development; the school community collectively develops and implements practices and policies to embed principles of sustainability in the school’s daily routines”.

<https://www.gov.ie/en/publication/b1bb3-looking-at-our-school-2022/>

### Schools Sustainability Policy Statement – Template

The toolkit includes a template Sustainability Policy Statement that schools can use to draft up their own policy statement using the information identified by the audit to set

out what the school is doing in terms of sustainability, how it's ethos and values are linked to the principles of sustainability and what actions the school may take to progress this agenda in their own context.

It is important that the school's Sustainability Policy Statement seen as a whole school effort and that students, staff and the wider school community contribute to the developing and modelling a sustainable school.

### **Sustainability Guidelines for Schools.**

These guidelines, which will be updated over time, are intended to provide useful information to schools on ESD terminology as well as a range of supports including ESD resources, programmes, exemplars and ideas for action.

## Appendix 1

### A to Z of Sustainability

The following is a non-exhaustive list of some ideas, activities and programmes, which may help schools in preparing their Sustainability Policy Statement

#### A

**ACTION** oriented learning is a method of learning through experience and is based on the principle of “learning by doing”. Sustainable learning effects are achieved through the combination of theory and practice. ESD aims to ensure that learners have the skills as well as the knowledge to enable them to promote sustainable development. Engagement in action-oriented learning is key to developing these skills. Action can be Individual, school level, local/ community level or global level.

The United Nations have published the Lazy Persons Guide to Saving the World - Every human on earth—even the most indifferent, laziest person among us—is part of the solution. Fortunately, there are some super easy things we can adopt into our routines that, if we all do it, will make a big difference. Have a look at just a few of the many things you can do to make an impact! Find the guide here:

<https://www.un.org/sustainabledevelopment/takeaction/>

The Irish Second Level Students Union (ISSU) have developed Student Council resources on “Taking Action on Sustainability and Making it part of your Student Council” available here: <https://www.issu.ie/s/SCR1-Taking-Action-on-Sustainability-Print.pdf> .

Action in the Community can include learner participation in a range of community initiatives such as Tidy Towns, Neat Streets, National Spring Clean, An Taisce’s Green Communities, Green Festivals, etc. <https://www.gov.ie/en/publication/climate-action-community/> .

**AGENDA 2030** is the UN’s plan of action for **People, Planet & Prosperity**.

It also seeks to strengthen universal peace in larger freedom. Eradicating poverty in all its forms and dimensions is the greatest global challenge and an indispensable requirement for Sustainable Development.



**People** – to end poverty and hunger and ensure all humans can fulfil their potential in dignity and equality and in a healthy environment (Social).

**Planet** - to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations (Environmental).

**Prosperity** – to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature (Economic).

The 17 Sustainable Development Goals and 169 targets demonstrate the scale and ambition of this universal agenda. Further details on the 17 SDGS is set out in appendix 3.

**ACTIVE TRAVEL** is travelling with a purpose using your own energy. Generally this means walking (including all users of footpaths) or cycling as part of a purposeful journey,

One of the themes of the Green Schools programme is Active Travel. Find out more here: <https://greenschoolsireland.org/themes/travel/> Green Schools also support the Cycle Bus Network, a parent/ guardian/ community led initiative whereby several parents and volunteers lead groups of cycling students to one or more schools. Cycle Busses have a specific route with stops along the way where students can join. Find out more here: <https://greenschoolsireland.org/travel/cyclebusnetwork/>

The Safe Routes to School programme is part of the Active Travel programme and aims to improve safety at the school gate, improve access routes to school and increase the number of students who cycle to school. Find out more here:

<https://www.nationaltransport.ie/planning-and-investment/transport-investment/active-travel-investment-programme/safe-routes-to-school-srts-programme-active-travel/>

## B

**BIODEGRADABLE** refers to the capacity of a material to be broken down by living organisms such as fungi and bacteria into decomposed biomass and constituent substances such as carbon dioxide, water, and elements. This process results in the production of fewer pollutants that could harm the environment.

**BIODIGESTER** is a device that converts food waste into energy by breaking down organic waste matter. Find out more about Biodigesters here: [www.mygug.eu](http://www.mygug.eu)

**BIODIVERSITY** refers to the variety of plant and animal life in an area and how they interact within habitats and ecosystems (like lakes and native forests).

See here 10 ways to help Biodiversity: <https://biodiversityireland.ie/top10/10-ways-to-help-biodiversity/>

[Biodiversity in Schools](#) is an education programme for young people which aims to empower the next generation to help nature. The programme provides workshops, resources, project ideas, teaching kits etc.

[National Biodiversity Data Centre A Heritage Council Programme, Documenting Ireland's Wildlife \(biodiversityireland.ie\)](#)

## C

**CLIMATE ACTION** - The [Climate Action Plan 2023](#) sets out how Ireland is going to halve our emissions by 2030 and reach net zero no later than 2050. The CAP sets out how we can accelerate the actions that are required to respond to the climate crisis, putting climate solutions at the center of Ireland's social and economic development. The key education related actions in the CAP relate to school buildings, school transport and Education for Sustainable Development (ESD).

**CLIMATE SCIENCE** is an international non-profit organization that works to improve climate education through understandable and accessible content. They have an informative Instagram account (@climate\_science) and an app, which contains quizzes about all the topics that relate to the environment and climate. [Climate-science.com](http://Climate-science.com)

**CLIMATE ANXIETY** is a growing concern among students and young people who are the most impacted by the long-term effects of climate change. As more and more information about the impacts of climate change becomes available, it can be overwhelming and difficult to process

The ISSU Student handbook provides tips for coping with Climate Anxiety including; Stay Informed, Get Involved, Connect with Others, Take Care of Yourself, Find Hope, Start Small, Create your own Climate Plan, Educate Yourself, Don't invalidate your feelings, Led by Example.

**CLIMATE DICTIONARY:** The United National Development Programme (UNDP) have developed [The Climate Dictionary: An everyday guide to climate change](#)

The **CURRICULUM** has been updated in recent years to integrate sustainable development themes and principles at all levels and across all subject areas. An audit of the curriculum for opportunities and links to ESD was published by the National Council for Curriculum and Assessment (NCCA) in 2018. A further audit will be carried out under ESD to 2030. See the 2018 audit here: [NCCA ESD Curriculum Audit 2018](#)

In addition to the integration of ESD across the curriculum:-

Under the new **Primary** Curriculum Framework, a new subject area – Social and Environmental Education will be developed.

At **Junior Cycle** level there is a short course in Climate Action and Sustainable Development: <https://www.climateactionsshortcourse.ie/>

For **Leaving Certificate**, a new subject – Climate Action and Sustainable Development – is currently under development for introduction in network schools from September 2025.

**CARBON FOOTPRINT** is the amount of carbon dioxide (CO<sub>2</sub>) emissions associated with all the activities of a person or other entity (e.g., building, corporation, country, etc.). It includes direct emissions, such as those that result from fossil-fuel combustion in manufacturing, heating, and transportation, as well as emissions required to produce the electricity associated with goods and services consumed. In addition, the carbon footprint concept also often includes the emissions of other greenhouse gases, such as methane, nitrous oxide, or chlorofluorocarbons (CFCs).

Calculate your Carbon Footprint here: <https://www.epa.ie/take-action/in-the-home/climate-change/carbon-footprint-calculators/>

**CONTINUING PROFESSIONAL DEVELOPMENT (CPD)** - building Educator capacity is one of the five priority areas in ESD to 2030 – the 2<sup>nd</sup> National Strategy on Education for Sustainable Development.

The Department is currently undertaking a mapping exercise of ESD CPD for primary and post primary teachers which it is hoped will be published in due course and will identify what CPD is available, where there are gaps and how teachers can be better supported to build capacity in the system.

Information on available CPD for primary and post primary teachers will be published on the ESD webpage and in the ESD Newsletter: [gov.ie - Education for Sustainable Development Newsletter \(www.gov.ie\)](#)

**COMPOSTING** is the process of recycling organic matter, such as food waste or leaves, naturally. Over time, the organic matter turns into a material called compost which is full of nutrients and can be added to soil in the garden or indoor plants. Find out more about composting here: <https://stopfoodwaste.ie/resources/composting>

**CIVIL SOCIETY** is considered as the space between the household and the State. This space is where citizens can provide or advocate for services where the State does not fulfil its primary responsibility to provide necessary services.

Civil Society organisations in Ireland are very active in ESD and Global Citizenship Education. They can help your school and students to learn about sustainable development and global citizenship and to take action. They provide workshops, resources, CPD and other opportunities for partnership. You can find examples of civil society organisations working with schools and education on through:

IDEA <https://www.ideaonline.ie/our-members>

WorldWise Global Schools <https://www.worldwiseschools.ie/workshop-providers/>

Irish Aid <https://www.irishaid.ie/what-we-do/who-we-work-with/civil-society/development-education-funding/>

Developmenteducation.ie [www.developmenteducation.ie](http://www.developmenteducation.ie)

## D

**DEGROWTH** is a policy of reducing levels of production and consumption within an economy in order to conserve natural resources and minimize environmental damage and ensuring the wellbeing of people: <https://degrowth.info/degrowth>

**DIVERSITY** is the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc. (See the Yellow Flag programme below)

Going **DIGITAL** is a great way to reduce your school's carbon footprint. There are many benefits to going digital, including lower energy costs, easier communication and more efficient workflows. Go digital by: using technology in the classroom, using green computing practices where possible, encouraging sustainable shopping practices for technology products.

## E

**ESD TO 2030** is the Department's 2<sup>nd</sup> national strategy on Education for Sustainable Development. The strategy aims to ensure that all learners have the knowledge and skills needed to promote sustainable development, including, among others through:

- Education for Sustainable Development and Sustainable Lifestyles
- Human Rights
- Gender Equality
- Promotion of a culture of peace and non-violence
- Global Citizenship and Appreciation of cultural diversity and of cultures' contribution to sustainable development
- ESD to 2030 has 5 priority areas: Policy Alignment;
- Transforming Learning Environments;
- Capacity Building of Educators;
- Empowering and Mobilising youth and local level action; Read the strategy and implementation plan [ESD to 2030 Strategy and Implementation Plan](#)

**ESD NEWSLETTER** – the Department publishes a quarterly ESD Newsletter including latest updates on ESD, funding opportunities, competitions, updates from education settings, research reports etc. [Subscribe](#) to receive an e-mail copy of the newsletter or find them on the ESD to 2030 webpage [ESD to 2030 Newsletter](#). Schools can get a €500 voucher towards ESD projects if their input is published in the ESD newsletter.

**ENERGY IN EDUCATION** is a collaboration between the Department of Education and the Sustainable Energy Authority of Ireland which aims to help schools, pupils and parents to improve energy use, reduce operating costs and protect the environment. The Energy in Education website offers a range of factsheets on topics including lighting, heating and IT as well as videos and online energy management tools.

There is also information about involving pupils and the wider community in the process of energy management and a section for schools boards of management, designers and contractors.

Schools have a statutory obligation to monitor and report on their energy consumption

and the Energy in Education website has an on-line monitoring tool for schools to assist with monitoring and reporting: [Energy In Education](#)

**ECO-UNESCO** is a leading environmental education and youth organisation working to channel the passion, creativity and energy of young people into positive environmental action. Through a range of programmes and services, ECO UNESCO inspire, educate, empower and support young people to act  
Find out more here: <https://ecounesco.ie/>

**EQUITABLE EDUCATION SYSTEMS** are defined as those that ensure the achievement of educational potential regardless of personal and social circumstances, including factors such as gender, ethnic origin, Indigenous background, immigrant status, sexual orientation and gender identity, special education needs, and giftedness.

## F

**FAST FASHION** is inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends. Producing clothes uses a lot of natural resources and creates greenhouse gas emissions which are responsible for climate change. Read more here: [ActNow for Zero-Waste Fashion - United Nations Sustainable Development](#)

**FOOD WASTE** - once goods are unpackaged, the packaging becomes waste. Ireland generated 1.12 million tons of packaging waste in 2020. Canteens account for the waste also! The question to consider is how do we reduce food packaging waste in canteens? Here are some ideas: Reusable or biodegradable plates, glasses and cutlery; Refill Bottle systems; a Three Bin system for waste – recycling, composting and general waste. Almost 800,000 tonnes of food is wasted annually in Ireland, according to the Environmental Protection Agency (EPA). Globally, food waste represents about 8 – 10% of global greenhouse gas emissions. The best option to reduce food waste is to avoid it in the first place and then to ensure any unused food is treated in the most resource efficient way possible. The aim is to reduce food waste by 50% by 2030. The Food Waste Hierarchy sets out the following methods from most to least preferable: Prevent > Feed People > Feed Livestock > Anaerobic Digestion > Compost > Disposal. Landfill or incineration are last resorts for food waste. See also the section on Composting.

Find out more about Food Waste and what you can do about it here:

<https://stopfoodwaste.ie/>

**FOSSIL FUELS** include coal, petroleum, natural gas, oil, bitumen, tar, and heavy oils. All contain carbon and were formed as a result of geologic processes acting on the remains of organic matter produced by photosynthesis, a process that began in the Archean Eon (4.0 billion to 2.5 billion years ago). Fossil fuels are a non-renewable resource and waiting millions of years for new coal, oil, and natural gas deposits to form is not a realistic solution. Fossil fuels are also responsible for almost three-fourths of the emissions from human activities in the last 20 years. Now, scientists and engineers have been looking for ways to reduce our dependence on fossil fuels and to make burning these fuels cleaner and healthier for the environment.

**FAIR TRADE** is an alternative approach to conventional trade and is based on a partnership between some of the most disadvantaged farmers and workers in the developing world and the people who buy their products. When farmers and workers can sell on Fairtrade terms, it provides them with a better deal: an opportunity to improve their lives and plan for their future. Fairtrade offers us a powerful way to reduce poverty through our everyday shopping.

Fairtrade Ireland provide resources for schools: <https://www.fairtrade.ie/get-involved/fairtrade-schools/>

## G

**GENDER EQUALITY** - Sustainable Development Goal 5 – Gender Equality aims to achieve gender equality and empower all women and girls. Gender bias is undermining our social fabric and devalues all of us. It is not just a human rights issue; it is a tremendous waste of the world’s human potential. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic and social equality for women will benefit all the world’s citizens. Together we can eradicate prejudice and work for equal rights and respect for all. [SDG 5 Gender Equality](#)

**GREEN SCHOOLS** is Ireland’s leading environmental management and award programme working with primary and post primary schools across the country. Schools participate in the programme which is set out under a number of Themes including: Litter and Waste, Energy, Water, Travel, Biodiversity, and Global Citizenship. The Green

Schools programme includes a number of projects including Safe Routes to School, Lets Fix Fashion, Global Classrooms, Neat Streets and the Climate Ambassador programme. When schools have completed the programme they are awarded the Green Flag.

**GREEN WASHING** is a marketing technique used by companies to give the impression that their products, practices and policies are more environmentally-friendly than they actually are. It is used to persuade customers to buy a product or service by suggesting that doing so will help the environment. This can be misleading because things that might seem environmentally friendly often have a hidden cost to the environment or people that we're not aware of.

**GLOBAL CITIZENSHIP EDUCATION (GCE)** is a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world. GCE covers a range of global issues and challenges including climate change, migration, global poverty and inequality, hunger and conflict. ESD and GCE are closely linked and mutually supportive in achieving Sustainable Development.

Read the DFA/ Irish Aid GCE strategy here: <https://www.irishaid.ie/news-strategy.html>

## H

**HEDGEROWS** act as a habitat for our wildlife, somewhere they can live, find food, or move safely through the landscape. Due to their importance, Hedgerows are protected by law and can only be cut at certain times of the year.

Find the Hedgerow toolkit for schools here:

[https://www.dlrcoco.ie/sites/default/files/atoms/files/hedgerow\\_toolkit\\_for\\_schools\\_booklet\\_as\\_a3\\_spreads.pdf](https://www.dlrcoco.ie/sites/default/files/atoms/files/hedgerow_toolkit_for_schools_booklet_as_a3_spreads.pdf)

Consider planting a hedgerow in or near your school.

<https://hedgelaying.ie/index.php/hedgerow-management/>

<https://pollinators.ie/wordpress/wp-content/uploads/2018/04/How-to-guide-Hedgerows-2018-WEB.pdf>

See also the section on Trees.



**HERITAGE COUNCIL** has lots of interesting resources for schools on a range of topics such as building a giant nest, creating a butterfly garden, designing, creating and using an organic school garden and many more. Check out the resources for schools here: <https://www.heritageinschools.ie/teachers-resources>

**HUMAN RIGHTS** - The 2030 Agenda is explicitly grounded in human rights, and the Sustainable Development Goals (SDGs) seek to realise human rights for all. Moreover, the pledge to leave no one behind reflects the fundamental human rights principles of non-discrimination and equality. Implementing the SDGs therefore implicitly promotes human rights, and vice versa.

## I

**INCLUSIVE EDUCATION** is defined as “an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” .

**IRISH WILDLIFE TRUST** is a Non-Government Organisation dedicated to conserving wildlife and the habitats it depends on throughout Ireland while encouraging a greater understanding and appreciation of the natural world and the need to protect it. The Trust helps people to discover and learn about Ireland’s wildlife through providing different avenues for engagement. They offer free educational nature events and online webinars including Bee workshops. Find out more here: <https://iwt.ie/what-we-do/education/>

The **IRISH DEVELOPMENT EDUCATION ASSOCIATION (IDEA)** is the national network for Global Citizenship Education in Ireland and a stakeholder organisation in delivering ESD to 2030. IDEA has over 100 members involved in the practice, promotion and advancement of ESD and GCE in formal, non-formal and informal settings. Together they work to strengthen ESD and GCE in Ireland and to raise awareness of their crucial role in achieving an equal, just and sustainable future. IDEA members work with schools and you can find a full list of them here: <https://www.ideaonline.ie/our-members>

## J

**JUST TRANSITION** is a concept that refers to the process of moving away from fossil fuels and other unsustainable practices and towards renewable energy sources and sustainable development. It is called a “just” transition because it is intended to be fair and equitable for all, including workers and communities that may be impacted by the transition.

**JUNK KOUTURE** offers schools and students aged between 13 and 18 a creative way to become involved in active climate change initiatives, empowering them to lasting behavioural change. Junk Kouture challenges young people aged between 13 and 18 to design, upcycle and create high end Kouture from recycled junk, before showcasing their design and representing their school on stages across the world. Junk Kouture is constantly evolving the educational materials available to both educators and students on issues of sustainability and circular economies to help them look beyond their Junk Kouture project and begin to apply the knowledge learned to all aspects of their lives. Find out more here: <https://junkkouture.com/>

## K

**KINETIC ENERGY** is a form of energy that an object or a particle has by reason of its motion. If work, which transfers energy, is done on an object by applying a net force, the object speeds up and thereby gains kinetic energy. Kinetic energy is a property of a moving object or particle and depends not only on its motion but also on its mass. Find energy resources for schools here: [Energy In Action | Post Primary School | SEAI](#)

**KNOWLEDGE, SKILLS and ATTITUDES** are part of the OECD Future of Education & Skills 2030 Project – “What kinds of competencies (knowledge, skills, attitudes and values) do today’s students need to thrive in and shape the future for better lives and for individual and societal well-being”. See Appendix 3 – European Competence Framework for Sustainability “Green Comp”.

## L

**LOCAL COMMUNITY ACTION.** A key method of engaging students with the wider community is encouraging them to link up with other organisations working within the community. Similarly involving parents, teachers, local councillors and even students from other schools can aid in creating considerable momentum for a project or campaign.

Students can use a town hall or even their own school gym as a space to hold sustainability focused events for the wider community. When students are empowered with key skills of organizing, then arranging a meeting with other student councils or their local town council doesn't seem as daunting. A student council may also amplify any action taken by the school's Green School initiative to the wider student body. Examples of wider community action include: Litter-picking campaigns; A clothes swap event; A composting initiative for businesses; Encouraging a local shop or community space to become a public drop off point for Terracycle waste collection; Organising a school group to attend a climate strike

Today's world is highly interconnected and interdependent and it is important to understand that Individual decisions and actions can have consequences for people all over the world.

**LITTER** – see under Picker Pals, Team Limerick Clean-Up (TLC)

## M

**METHODOLOGIES** and active teaching and learning practices such as simulation games, dialogue, reflection, debates and uncomfortable conversations can help in the exploration and understanding of sustainability.

**MICROPLASTICS** are tiny plastic particles that result from both commercial product development and the breakdown of larger plastics. As a pollutant, micro-plastics can be harmful to the environment and animal health. Plastics can take hundreds or thousands of years to decompose—and in the meantime, wreak havoc on the environment. On beaches, micro-plastics are visible as tiny multi-coloured plastic bits in sand. In the oceans, micro-plastic pollution is often consumed by marine animals.

## N

**NET ZERO** refers to the balance between the amount of greenhouse gas produced and the amount removed from the atmosphere. We reach net zero when the amount we add is no more than the amount taken away.

The U.N. climate science panel has said that man-made carbon dioxide emissions need to fall by about 45% by 2030, from 2010 levels, and reach "net zero" by mid-century to give the world a good chance of limiting warming to 1.5C and avoiding the worst impacts of climate change.

**NATURAL RESOURCES** include air, water, soil, minerals, plants, and animals.

Conservation is the practice of caring for these resources so all living things can benefit from them now and in the future.

The sustainable use of natural resources strives for balance between the three dimensions of sustainable development (social, environmental and economic) to maintain the long-term use of resources while maximizing social benefits and minimizing environmental impacts.

## O

**OUTDOOR LEARNING:** Outdoor play and exploration in open spaces (natural and built environments such as schools' playgrounds, parks, gardens, pathways) are ideal settings for exploring and learning scientific and artistic ideas through active play and exploration (Pellegrini, 2009).

According to Mary Carron in Education Matters "The many benefits attributed to learning outside the classroom include: It improves academic achievement; It provides a bridge to higher order learning; It makes learning more engaging and relevant; It nurtures creativity; It reduces behaviour problems and improves attendance; It stimulates, inspires and improves motivation and it improves young people's attitudes to learning". Outdoor learning also contributes to good health and helps students reconnect with nature.

Read more here: <https://educationmatters.ie/praise-learning-outdoors/> .

Ongoing use of the outdoor environment to support teaching and learning is

encouraged. NCCA have developed webinars to support this work, available here:

<https://ncca.ie/en/updates-and-events/latest-news/2021/may/outdoor-learning-in-the-primary-school/>

<https://ncca.ie/en/primary/outdoor-learning/>

<https://www.etbi.ie/outdoor-education/>

## P

**PEER TO PEER LEARNING** is an education method that helps students solidify their knowledge by teaching each other. One student tutoring another in a supervised environment can result in better learning and retention. Why? Because to teach another, one must first fully understand a concept themselves. Verbalizing a concept and sharing the information with a peer serves to reinforce the knowledge gained.

**THE 5 PS, OF SUSTAINBLE DEVELOPMENT: People, Planet, Prosperity, Peace and Partnership** Each SDG aligns with one or more of the five Ps and all are interconnected and indivisible. The People Pillar focuses on ending poverty, hunger and promoting good health and well-being. The Planet pillar focuses on protecting the environment and combating climate change. The Prosperity pillar focuses on economic growth and decent work. The Peace pillar focuses on strengthening the means of implementation and revitalizing the Global Partnership for Sustainable Development.

**PESTICIDE** is an umbrella term that describes plant protection products (PPPs), that includes herbicides, fungicides, insecticides, and biocides. Biocides are products that act to control (kill) alternate pests (those not associated with crops) and bacteria etc., e.g., disinfectants, preservatives, hand sanitisers - they played an important role in helping to bring the recent pandemic under control. However for most people, pesticides describe chemicals applied directly to crops and vegetables in the field (or in storage) to protect them from attack by pests and diseases. All pesticides are designed to kill a particular target group of organisms, and as such are potentially dangerous to humans and the environment. It is in the way that they are used and regulated that minimises this risk - much in the way that a motor car is potentially dangerous, but rules and regulations minimise this risk to a level that is considered acceptable by society. The link below will bring you to the pesticide's web page of the Department of Agriculture, Food, and the Marine, which provides further information on PPPs, Biocides, and the controls in place to regulate their use: <https://www.pcs.agriculture.gov.ie/>

**PICKER PALS** is a popular environmental programme for lower primary school classes. Through a fun character-led song, story and educational world, the programme equips and motivates children and their families to go on litter-picking adventures and report their action to their classmates, taking the first steps to becoming young environmentalists. Find out more here: <https://pickerpalsworld.org/>

**PLASTIC** pollution is a global problem that can alter habitats and natural processes, reducing ecosystems' ability to adapt to climate change, directly affecting millions of people's livelihoods, food production capabilities and social well-being. EU Directive 2019/904 aims to reduce the volume and impact of specific plastic products on the environment. Since the end of March 2019, schools are banned from purchasing single-use plastic beverage cups, cutlery and straws. See here for Green Schools' top tips for schools aiming to go plastic free: [Green-Schools-Plastic-Free-Tips-Booklet-ENGLISH.pdf \(greenschoolsireland.org\)](https://greenschoolsireland.org/Green-Schools-Plastic-Free-Tips-Booklet-ENGLISH.pdf)

**POLLINATORS** are anything that helps carry pollen from the male part of the flower to the female part of the flower, allowing the plant to become fertilised and produce fruit, seeds and young plants. There are over 100 different types of bee and 180 hoverflies on the island of Ireland. Along with other creatures like moths, they provide important pollination services, helping fertilise many of our flowers, crops, and wild plants.

**#NoMowMay** is an annual campaign asking everyone to put away the lawnmower during the month of May to help our native wildlife. Mowing less from April until September is one of the best ways you can help pollinators. If you remove the grass clippings when you do mow, this slowly reduces the fertility of the soil, allowing native wildflowers to grow naturally. Find out more about the campaign here:

<https://pollinators.ie/no-mow-may/>

[All-Ireland Pollinator Plan » All-Ireland Pollinator Plan \(pollinators.ie\)](#)

## Q

**QUALITY EDUCATION** – Sustainable Development Goal 4 – Quality Education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 4 has 10 targets. See how Ireland is doing here:

<https://irelandsdg.geohive.ie/pages/514b56c8d76e45969fad11a014293511>

## R

**REDUCE/ REUSE/ RECYCLE** - Irish households produce approximately 1.5 million tonnes of waste each year. Nearly half of this rubbish is general waste, which is collected from black bins and goes to landfill. Only a quarter of this waste is collected from our green and brown bins to be recycled or composted.

The best way to reduce waste is not to produce it in the first place. So, reuse items whenever possible. For example, instead of buying plastic bottles of water, use a reusable bottle and refill it at a drinking water tap. If you're going shopping, bring your own reusable shopping bags.

Recycling is the process of collecting waste and turning it into other materials or objects that can be reused. When we recycle, we use less raw materials than when producing a new product, which reduces air pollution and improves the environment. Recycling household waste can also reduce the amount you spend on waste collection, as many waste collectors have no restriction on the amount of waste you can put in your green and brown bins. But, there are generally thresholds for the amount you can put in your black bin, and excess charges apply if you go above this. You can also take your recyclable waste to a recycling facility to be recycled. Find out more about recycling in Ireland. <https://www.mywaste.ie/what-to-do-with-my-recycling/>

Other things you can do include: avoiding foods with lots of packaging; avoiding single use plastics; buying second hand; using a "No Junk Mail" sticker on your post-box.

**RESPONSIBLE CONSUMPTION AND PRODUCTION** relates to ensuring that everyone has the resources they need to meet their needs, but consuming in a way that preserves the planet for future generations to use and enjoy. Our planet has provided us with an abundance of natural resources. But we have not utilized them responsibly and currently consume far beyond what our planet can provide. We must learn how to use and produce in sustainable ways that will reverse the harm that we have inflicted on the planet.

A growing global population with deteriorating natural resources and increased urbanisation means more people to feed with less water, farmland and rural labour. Satisfying expected increases in water, energy and food needs means shifting to more sustainable production and consumption approaches. (SDG 12)

**RESOURCES** for schools include textbooks, teacher handbooks, videos, games, posters, on-line tutorials, information packs, lesson plans, etc.

A centralised hub of ESD resources are available on Scoilnet and are searchable by level and curricular area: <https://www.scoilnet.ie/esd/>

**REWILDING** is about creating the conditions for nature to thrive, re-establishing natural processes to repair ecosystems and boost biodiversity. Rewilded ecosystems can help mitigate climate change by increasing carbon removal from the atmosphere and protect against climate change impacts by reducing soil erosion and flood risk, for example. Rewilded ecosystems can also create socio-economic opportunities for local communities, reduce the effects of and costs associated with environmental hazards (such as flooding), and improve human health and wellbeing by improving access to nature. Find out more about rewilding here: <https://www.rewilding.ie/>

## S

**SUSTAINABLE DEVELOPMENT GOALS (SDGs)** – See Appendix 3 for further details on the 17 SDGs. E-mail us at [ESD@education.gov.ie](mailto:ESD@education.gov.ie) if you would like SDG posters for your school. Find lots of SDG related resources here: [Sustainable Development Goals - Resources for educators \(unesco.org\)](#)

The **SDG GEOHIVE** is the central portal of **information** about how Ireland is meeting the SDG targets under each of the 17 goals. See how Ireland is performing on the Sustainable Development Goals here: <https://irelandsdg.geohive.ie/>

**SCOILNET** is the Department of Education's official portal for Irish education. Originally launched in 1998, the website is managed by PDST Technology in Education on behalf of the Department. Scoilnet collaborates with practicing teachers to maintain and manage the content on the website. Scoilnet has a range of ESD related resources on a dedicated ESD page: <https://www.scoilnet.ie/esd/>

**SUSTAINABLE ENERGY AUTHORITY OF IRELAND (SEAI)** is driving Ireland's sustainable energy transformation by working with households, businesses, communities and government to create a cleaner energy future. [SEAI's Education & Youth](#) Programme offers a range of curriculum linked energy and climate action resources and workshops from Junior Infants to Transition Year.

**SOLAR POWER** is the energy converted from sunlight into usable electricity. Sunlight is harnessed directly through the use of solar panels. Solar panels are made up of a



transparent photovoltaic (PV) glass as well as PV cells which are responsible for converting sunlight into electricity.

**SOLAR PANELS for SCHOOLS** - Budget 2023, through the Climate Action Fund, will enable the provision of Photovoltaic (PV) Panels in schools up to 6KW output. PV panels will assist schools with their energy needs and costs along with supporting the decarbonisation of our school buildings. Planning for the roll out of this multi-annual scheme is underway including capacity surveys of the school system which will include obtaining up to date information on the number of schools that have solar panels currently. Further details will be made available in due course.

**STUDENT COUNCILS** are a representative structure through which students in a post-primary school can become involved in the affairs of the school, working in partnership with school management and staff and parents for the benefit of the school and its students. The main role of a Student Council as set out in the Education Act is "to promote the interests of the school and the involvement of students in the affairs of the school, in cooperation with the board, parents and teachers".

## T

The **TAKE 1 PROGRAMME** aims to support schools to communicate, raise awareness of, and embed Education for Sustainable Development as part of a broad curriculum, through the UN Sustainable Development Goals.

The Take 1 Programme provides professional learning opportunities to engage with and understand Education for Sustainable Development, explores opportunities to link formal, non-formal and extra-curricular activities to the achievement of the Global Goals and supports the inclusion of Education for Sustainable Development as part of school policy and wellbeing programmes. Find out more about Take 1 [Programme](https://www.take1programme.com/) : <https://www.take1programme.com/>

**TREES** are a green, carbon-neutral and renewable source of building material and energy, providing employment in rural areas. Trees reduce global warming, and consequent climate change, by absorbing greenhouse gasses. A single tree will absorb more CO<sub>2</sub> than would be produced by a car travelling to Beijing and back! Trees support many other life forms (biodiversity), retaining ecological balance. A balanced ecology reduces the need for artificial insecticides and pesticides. Nature maintains its own

balance between diners and dinner.

Ireland has 28 native Irish tree species – Find out more about them from the Tree Council of Ireland here: <https://www.treecouncil.ie/native-irish-trees>

The Native Woodland Trust is Ireland’s premier environmental charity dedicated to the preservation of Ireland’s remaining ancient woodlands\*, and committed to the restoration of Ireland’s original climax ecosystem through the re-creation of woodlands using only native seed. The Native Woodland Trust are inviting every secondary school in Ireland to apply for 30 trees free of charge delivered to your school. Find out more and apply here: <https://www.treesforsecondaryschools.ie/>

Crann, Trees for Ireland are working with the Easy Treesie project to help a million children on the island of Ireland to plant a million trees to reach the “Planet for the Planet” challenge. Find out more here: <https://crann.ie/projects/easy-treesie/>

The **TEAM LIMERICK CLEAN-UP (TLC)** is Ireland’s largest one-day clean up attracting more than 20,000 volunteers, who come out in force on Good Friday each year to pick up litter in their local community: [Home | Team Limerick Clean-up \(teamlimerickcleanup.ie\)#](https://www.teamlimerickcleanup.ie/#)

## U

The **UNITED NATIONS** is an international organization of countries set up in 1945, in succession to the League of Nations, to promote international peace, security, and cooperation and a centre for harmonizing the actions of nations. The UN currently has 193 member states and Ireland became a member in December 1955.

The Sustainable Development Goals were adopted by all UN member states in 2015. A High Level Political Forum (HLPF) on Sustainable Development meets annually to follow up and review the 2030 Agenda. Member States are encouraged to conduct regular reviews of progress at national level. Ireland provided its first Voluntary National Review at the HLPF in New York in summer 2018 and will deliver it’s second in summer 2023: Read the reviews here: <https://hlpf.un.org/countries/ireland>

## V

**VEGETABLE GROWING** in the school garden helps students develop a deeper understanding of where healthy, sustainable food comes from. Grow at School is a food education programme that aims to increase food literacy in primary schools. The programme has resources that are useful to teachers who are managing a garden or interested in garden-based learning and food education. The programme provides schools with a Garden Kit, Garden plan, Curriculum-linked lesson plans, and support from the Grow at School team. Find out more about the programme here:

<https://giy.ie/programmes/grow-at-school/>

**VOLUNTARY NATIONAL REVIEW** – is a means by which member states report to the United Nations on progress to achieving Sustainable Development. Ireland submitted its first Voluntary National Review (VNR) in 2018 and will submit its second VNR to the UN at the High Level Political Forum in New York in summer 2023. The 2023 VNR was informed through a public consultation carried out by the Department of the Environment, Climate and Communications. Find out more here:

<https://www.gov.ie/en/policy-information/ff4201-17-sustainable-development-goals/#un-high-level-political-forum>

**VOLUNTEERING** - is a way in which learners can take action for Sustainable Development, by getting involved in local community activities, creating links and partnerships between schools and local community organisations to effect change and provide opportunities for active citizenship.

[gov.ie - Climate Action – what you can do in your community \(www.gov.ie\)](https://www.gov.ie/en/policy-information/ff4201-17-sustainable-development-goals/#un-high-level-political-forum)

[Volunteer Ireland: National Volunteer Organisation](#)

## W

**WATER CONSERVATION** – reduces the amount of energy required to process and deliver it to homes, schools, businesses, farms and communities which in turn helps to reduce pollution and conserve fuel resources.

**LEARN ABOUT WATER** is an educational resource developed by the Water Forum which aims to provide access to the most up-to-date information and materials to schools for teaching and learning about Ireland’s water quality, water management and protecting this precious resource. The Learn About Water resource aims to provide an engaging introduction to the water cycle and rivers and how we can all protect water for ourselves and all living creatures in 5 lessons. It is suitable for upper primary and secondary levels.

Resources include 5 lessons: Learn about the water cycle, Learn about river catchments, Learn about water quality, Learn about water services Learn what you can do to protect water.

Find the Learn about Water resource here: <https://thewaterforum.ie/resources-category/education-resources/>

A **WELLBEING ECONOMY** is an economy designed to serve people and planet, not the other way around. In a Wellbeing economy, the rules, norms and incentives are set up to deliver quality of life and flourishing for all people. In harmony with our environment, by default. For more information, see the Wellbeing Economy Alliance: [Wellbeing Economy Alliance \(weall.org\)](http://weall.org)

**WORLDWISE GLOBAL SCHOOLS** is Ireland’s national Global Citizenship Education (GCE) programme for post-primary schools.

WWGS was set up in 2013 as the key channel through which Irish Aid support for GCE in post-primary schools is to be coordinated. The aim of the programme is to increase the number of post-primary schools engaging in quality global citizenship education by providing a comprehensive range of supports.

Worldwise Global Schools is funded by DFA/ Irish Aid and implemented by a consortium of organisations: Self Help Africa; Concern Worldwide and CDETB. Find out more here: <https://www.worldwiseschools.ie/development-education/>

**WOOL IN SCHOOLS PROGRAMME** is an eco-education business which supports sustainability in schools and the wider community. They have developed an online resource for schools and teachers which support teachers to educate children about the benefits and uses of wool.

WIS have also developed an Intergenerational knitting project called Knit-Stitch which brings young and older people together. The Knit-Stitch project promotes intergenerational learning by creating new possibilities and connections between

generations. WIS encourages schools to participate in this project and link in with local nursing homes or part of Grandparent’s Day. Find out more here:

<https://woolinschool.com/>

## X

**XENOPHOBIA** is defined as an extreme dislike or fear of foreigners, their customs, their religions, etc. The Intercultural Education Strategy (2010-2015) has focused on enabling students to experience an education respectful of diversity while assisting education providers to ensure that integration becomes the norm within an intercultural learning environment. The draft Culture 2025 Framework Policy/ Éire Ildánach highlights, amongst its key values, the importance of cultural diversity, informed by the many traditions now in Ireland and the inherent right of everyone to participate in the cultural life of the nation. Further, it provides for a focus on social integration in the context of Ireland’s shift to a multicultural society with diverse cultural influences. The Migrant Integration Strategy contains a number of actions for the Education sector.

The recently published Cineáltas: Action Plan on Bullying is centred on an Action Plan on Bullying that is practical, inclusive and contains a broad range of actions which help us all to work together towards a diverse, inclusive Irish society free from bullying in all its forms and where individual difference is valued and celebrated. See here: [Cinealtas](#)

## Y

**YELLOW FLAG PROGRAMME** supports primary and secondary schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination. This is an eight step programme that includes training for staff, parental and community engagement, and the development of a Diversity Code for the school. Find out more here: <http://yellowflag.ie/>

**YOUNG ENVIRONMENTALIST AWARDS** is an all-Ireland environmental awards programme from ECO UNESCO that recognizes and rewards young people who raise environmental awareness and improve the environment. Find more information here: <https://ecounesco.ie/young-environmentalist-awards/>

**YOUTH EMPOWERMENT AND MOBILISATION** is one of the five pillars of the ESD to 2030 Strategy. It aims to promote opportunities for young people to take action for sustainability as individuals, as members of their local communities and as Global Citizens.

**Z**

**ZERO WASTE** is the principle of minimizing waste production as much as possible, then composting, reusing, or recycling any other waste generated. Repairing and reusing your items can help save money, generate more jobs, and save the Earth's resources by minimizing greenhouse gas emissions. Zero waste practices can create many positive benefits - like improving community relations, boosting local economies, and saving energy and water.

## Appendix 2

### European competence framework on sustainability

The [European competence framework on sustainability \('GreenComp'\)](#) was published in January 2022. This framework, which has been translated into all official EU languages, can be used in education and training programmes and policies in formal, non-formal and informal settings.

The framework defines the four competence groups related to sustainability that should be acquired by learners of all ages. Each competence has three sub-parts.

#### Embodying sustainability values

- valuing sustainability
- supporting fairness
- promoting nature

#### Embracing complexity in sustainability

- systems thinking
- critical thinking
- problem framing

#### Acting for sustainability

- political agency
- collective action
- individual initiative

#### Envisioning sustainable futures

- future literacy
- adaptability
- exploratory thinking

## Appendix 3 – Sustainable Development Goals

The following is a brief summary of the goals with additional information for the goals most relevant to ESD (e-mail us at [ESD@education.gov.ie](mailto:ESD@education.gov.ie) if you would like SDG posters for your classroom).

### SDG 1: No Poverty

This goal relates to the elimination of extreme poverty for all people by 2030 by targeting those living in vulnerable situations and increase access to basic resources and services. It also means supporting communities impacted by conflict and climate-related disasters.

### SDG 2: Zero Hunger

This goal relates to eradicating hunger by 2030, focusing on the many people across the world who find themselves hungry and malnourished. To achieve this goal, all of us must live within our means, support sustainable food production and support the livelihoods of small farmers and food producers.

### SDG 3: Good Health and Well-being

This goal relates to the promotion of health lifestyles, access to healthcare that is modern and efficient and taking preventive measures against illness and disease. Examples of targets under this goal include reducing preventable deaths of new-borns and achieving universal health coverage.

### SDG 4: Quality Education

This goal relates to ensuring that everyone can access inclusive and equitable education so that they can avail of the opportunities education provides. As learning benefits everyone, it should be lifelong and available to all.

- **Target 4.1** - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- **Target 4.2** - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **Target 4.3** - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- **Target 4.4** - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



- **Target 4.5** - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- **Target 4.6** - By 2030, ensure that all youth and a substantial proportion of adults, both men and women, and achieve literacy and numeracy
- **Target 4.7** – By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable Development (ESD)
- **Target 4.a** - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

### **SDG 5: Gender Equality**

This goal relates to address inequalities faced by women and girls, and can relate to things like access to education, job and career opportunities, wages and salaries.

### **SDG 6: Clean Water and Sanitation**

This goal relates to the basic human rights of clean water, sanitation and hygiene. Progress must be made to ensure that the people on our planet do not lose access to these services. Examples of work that is ongoing to achieve this goal might include improving water quality, and ending open defecation.

### **SDG 7: Affordable and Clean Energy**

This goal relates to ensuring that as the world’s population’s access to electricity increases, we look to find an energy source beyond fossil fuels, which cause damage to the planet and the people that live on it. Sustainable resources such as wind or solar power are promoted under this goal.

### **SDG 8: Decent Work and Economic Growth**

This goal relates to ensure decent work for all, and promoting economic growth. The economy grows when the rate of workers increases, as well as productivity. This goal also looks to ensure we look to eliminate forced and child labour, modern slavery and human trafficking

- **Target 8.6:** By 2020, substantially reduce the proportion of youth not in employment, education or training

### **SDG 9: Industry, Innovation and Infrastructure**

This goal relates to investment in innovation and infrastructure to ensure we facilitate sustainable development. This helps to ensure we tackle global challenges such as job creation, moving towards energy efficiency and bridging the digital divide (i.e. ensuring everyone across the world can connect with each other.) The goal also promotes investing in scientific research and innovation.

### **SDG 10: Reduced Inequalities**

This goal relates to tackling inequalities through promotion of policies that ensure everyone can avail of opportunities, regardless of their background. To tackle income equality in particular, we must ensure people can migrate safely if they wish to, regulate our global financial markets and institutions and direct aid to countries and areas where it is needed.

### **SDG 11: Sustainable Cities and Communities**

This goal relates to ensuring that communities, both urban and rural, are made more sustainable. Features may include things like efficient public transport, housing and access to healthcare and education settings.

### **SDG 12: Responsible Consumption and Production**

This goal relates to ensuring that everyone has the resources they need to meet their needs, but consuming in a way that preserves the planet for future generations to use and enjoy. Under this goal, we look at managing natural resources, improving the way we dispose of toxic waste, food waste and reducing and recycling.

### **SDG 13: Climate Action**

This goal relates to tackling the real and undeniable threat climate change presents to us and the planet. The goal promotes taking the necessary steps and making the needed changes to protect ourselves and the world we live in – this can be done through education, innovation and pursuing the global goals.

- **Target 13.3:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

### **SDG 14: Life Below Water**

This goals relate to managing and protecting life below water – this means tackling overexploitation of the world’s fish stocks and reducing the production of carbon dioxide and plastic litter that negatively impact our oceans.

### **SDG 15: Life on Land**

This goal relates to conserving and restoring the use of ecosystems on our planet: this might include mountains, forests and wetlands. As humans rely on other forms of life – for example, plant life for our diet – it is important to keep the Earth’s climate in balance to protect these other forms of life.

### **SDG 16: Peace, Justice and Strong Institutions**

This goal relates to ensuring that all countries enjoy, and prosper with, peace through the promotion of human rights, justice and rule of law. The goal also looks to reduce

violence in all its forms and encourage countries, communities and governments to move away from conflict and towards lasting solutions.

**SDG 17: Partnership for all the Goals**

This goal relates to ensuring consensus around the need for all countries to work towards achieving all the Sustainable Development Goals.

**Appendix 4 – Acronyms**

DoE	Department of Education
DFA	Department of Foreign Affairs
ESD	Education for Sustainable Development
ESD to 2030	2 <sup>nd</sup> National Strategy on Education for Sustainable Development
GCE	Global Citizenship Education
IDEA	Irish Development Education Association
ISSN	Irish Schools Sustainability Network
ISSU	Irish Second Level Students Union
NGO	Non-Governmental Organisation
SDGs	Sustainable Development Goals
SEAI	Sustainable Energy Authority of Ireland
UN	United Nations
UNDP	United Nations Development Programme
WWGS	WorldWise Global Schools

**Appendix 5 – Useful Links & Contact Details**

ESD to 2030 webpage	<a href="https://www.gov.ie/en/publication/02952d-national-strategy-on-education-for-sustainable-development-in-irelan/">https://www.gov.ie/en/publication/02952d-national-strategy-on-education-for-sustainable-development-in-irelan/</a>
ESD to 2030 - Newsletter	<a href="#">ESD to 2030 Newsletter</a>
ESD to 2030 Team D.Education Contact e-mail	<a href="mailto:ESD@education.gov.ie">ESD@education.gov.ie</a>
Biodiversity in Schools programme	<a href="#">Biodiversity in Schools</a>
Climate Action Plan	<a href="#">Climate Action Plan 2023</a>
CSO – Ireland’s SDG Geohive	<a href="https://www.geohive.ie/">Ireland's Hub for Sustainable Development Goals (geohive.ie)</a>
DFA/ Irish Aid	<a href="https://www.irishaid.ie/what-we-do/who-we-work-with/civil-society/development-education-funding/">https://www.irishaid.ie/what-we-do/who-we-work-with/civil-society/development-education-funding/</a>
Developmenteducation.ie	<a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>
ECO UNESCO	<a href="https://ecounesco.ie/">https://ecounesco.ie/</a>
Energy in Education (DE/SEAI)	<a href="#">SEAI - Energy In Education</a>
Global Citizenship Education Strategy	<a href="https://www.irishaid.ie/news-publications/publications/publicationsarchive/2021/november/global-citizenship-education-strategy.html">https://www.irishaid.ie/news-publications/publications/publicationsarchive/2021/november/global-citizenship-education-strategy.html</a>
Global Citizenship Schools (INTO)	<a href="https://www.globalcitizenshipschool.ie/home">https://www.globalcitizenshipschool.ie/home</a>
Green Schools	<a href="https://greenschoolsireland.org/">https://greenschoolsireland.org/</a>
Irish Development Education Association (IDEA)	<a href="http://www.ideaonline.ie">www.ideaonline.ie</a>
Irish Schools Sustainability Network	<a href="https://www.issn.ie/">https://www.issn.ie/</a>

Irish Second Level Students Union (ISSU)	<a href="https://www.issu.ie/">https://www.issu.ie/</a>
Irish Wildlife Trust	<a href="https://iwt.ie/what-we-do/education/">https://iwt.ie/what-we-do/education/</a>
Junk Kouture	<a href="https://junkkouture.com/">https://junkkouture.com/</a>
NCCA ESD Curriculum Audit	<a href="#">esdreport_final_june2018.pdf (ncca.ie)</a>
Picker Pals programme	<a href="#">Picker Pals (pickerpalsworld.org)</a>
Safe routes to school programme	<a href="https://www.nationaltransport.ie/planning-and-investment/transport-investment/active-travel-investment-programme/safe-routes-to-school-srts-programme-active-travel/">https://www.nationaltransport.ie/planning-and-investment/transport-investment/active-travel-investment-programme/safe-routes-to-school-srts-programme-active-travel/</a>
SCOILNET – ESD resources	<a href="https://www.scoilnet.ie/esd/">https://www.scoilnet.ie/esd/</a>
School Sector – Climate Action Mandate	<a href="https://www.gov.ie/en/publication/a1673-school-sector-climate-action-mandate/">https://www.gov.ie/en/publication/a1673-school-sector-climate-action-mandate/</a>
SDGs – National Implementation Plan	<a href="https://www.gov.ie/en/publication/e950f-national-implementation-plan-for-the-sustainable-development-goals-2022-2024/">https://www.gov.ie/en/publication/e950f-national-implementation-plan-for-the-sustainable-development-goals-2022-2024/</a>
SEAI Schools Programme	<a href="#">Schools   Community Energy   SEAI</a>
TAKE 1 Programme	<a href="https://www.take1programme.com/">https://www.take1programme.com/</a>
UN SDGs	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
Water - Learn about Water	<a href="https://thewaterforum.ie/resources-category/education-resources/">https://thewaterforum.ie/resources-category/education-resources/</a>
WorldWise Global Schools	<a href="https://www.worldwiseschools.ie/workshop-providers/">https://www.worldwiseschools.ie/workshop-providers/</a>
World’s Largest Lesson	<a href="https://worldslargestlesson.globalgoals.org/">https://worldslargestlesson.globalgoals.org/</a>
Yellow Flag Programme	<a href="#">Yellow Flag Programme - Equality &amp; Diversity Initiative for Schools</a>