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Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).


On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country’s progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of Ireland in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report: Evelyn O'Connor

Signature: Evelyn O'Connor

Date: 20th June 2019

Full name of the institution: Department of Education and Skills

Postal address: Marlborough Street, Dublin 1.

Telephone: 353-1-889 2185

Email: Leona_dekkhors@education.gov.ie

Website: www.education.ie

Contact officer for national report (if different from above): Leona De Khors

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions (please specify) ____

- Department of Education and Skills
- Irish Aid (Department of Foreign Affairs and Trade)

Stakeholders: _____

NGOs (please specify) _Representatives on the National Advisory Group on Education for Sustainable Development_____

Academia (please specify) Representatives on the National Advisory Group on Education for Sustainable Development_____

Business (please specify) _____

Other (please specify) _National Advisory Group on Education for Sustainable Development_____

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

2015:

This report has been prepared by the Department for Education and Skills in consultation with the National Advisory Group on Education for Sustainable Development. The membership of the Advisory Group on ESD comprises the following:

1. Department of Education and Skills (Chair)
2. Curriculum Development Unit, City of Dublin Education and Training Board
3. Development and Intercultural Education (DICE) Project
4. Department of Communications, Climate Action and Environment
5. ECO-UNESCO
6. The Environmental Pillar
7. Higher Education Authority
8. Irish Development Education Association (IDEA)
9. National Council for Curriculum and Assessment
10. WorldWise Global Schools
11. Irish Aid, Department of Foreign Affairs and Trade
12. Sustainable Energy Authority of Ireland
13. An Taisce

Ireland's first National Strategy on Education for Sustainable Development was published in July 2014. The National Strategy aims to promote ESD across the education continuum. It also aims to coordinate the activities of the many stakeholders working in this sector.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> It is available in English, but not available in Irish (Gaeilge)
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i> Department of Education and Skills
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> A National Advisory Group on Education for Sustainable Development was established in October 2014. The mandate of the Group is to: <ul style="list-style-type: none"> • highlight existing activity relating to ESD, new developments and resources, and share best practice; • make the findings of ESD research available through the proposed ESD web portal, and consider the issues arising from the findings of such research; • build partnerships and mobilise stakeholders; • contribute to the planning of an annual ESD forum which will invite a wide range of relevant stakeholders to consider issues arising from the work of the Advisory Group; • monitor progress on the recommendations in the National Strategy for ESD, and report annually to the High Level Group on Sustainable Development; and • contribute to a mid-term review of overall progress on the National Strategy in 2017. (Published November 2018)
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i>

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

	The first National Strategy on ESD was published by the Department of Education and Skills in July 2014. Reference is made in the strategy to the UNECE Strategy on ESD. The strategy is available at http://www.education.ie/en/Publications/Education-Reports/National-Strategy-on-Education-for-Sustainable-Development-in-Ireland-2014-2020.pdf
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i> For example, Green-Schools is a programme of FEE (Foundation for Environmental Education). An Taisce (operators of Green-Schools in Ireland) are the FEE member for Ireland. FEE is a non-governmental organisation (NGO) Official Partner of UNESCO. In addition, ECO-UNESCO, (the Irish National Federation of UNESCO Clubs affiliated to WFUCA) is playing a central role in relation to all of these developments and policy processes.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list any major document(s).</i> <ul style="list-style-type: none"> • <i>National Strategy on Education for Sustainable Development 2014 – 2020</i> • the Department of Education and Skills’ Action Plan for Education, 2019 • Irish Aid’s Development Education Strategy plan for 2017-2023 • National Youth Strategy 2015-2020 • The Sustainable Development Goals National Implementation Plan 2018-2020 • Climate Action Plan 2019

³ See A/69/76.

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																						
(a) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <p>The National Strategy on ESD supports the integration of ESD principles into all relevant curricula and this process is underway on a phased basis and as appropriate. Principles associated with ESD are currently reflected in early years education (Aistear, the national framework for early childhood education) and through a process of reform that is currently underway at Junior Cycle (lower secondary education). ESD principles are also being integrated into relevant curricula at Senior Cycle (upper secondary education) as these curricula are revised. There are also opportunities arising from a reform of the primary curriculum that is currently being carried out by the National Council for Curriculum and Assessment (NCCA). ESD principles are reflected in post-secondary and tertiary education programmes, where appropriate. An audit of the curriculum in relation to ESD is available: https://www.ncca.ie/media/3573/esdreport_final_june2018.pdf</p> <table border="1" data-bbox="884 673 1727 1351"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td></td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td>X</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td>X</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td>X</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td>X</td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	Yes	Yes	0. Early childhood education		X	1. Primary education		X	2. Lower secondary education		X	25. Lower secondary vocational education		X	3. Upper secondary education		X	35. Upper secondary vocational education		X	4. Post secondary non-tertiary education		X	45. Post-secondary non-tertiary vocational education		X	5. Short-cycle tertiary education		X	55. Short-cycle tertiary vocational education		X	6. Bachelor's or equivalent level		X
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55. Short-cycle tertiary vocational education		X																																					
6. Bachelor's or equivalent level		X																																					

⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

		7. Master's or equivalent level		X
		8. Doctoral or equivalent level		X
		9. No information available		

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The importance of non-formal and informal ESD is reflected in the National Strategy on ESD.</p> <p>Irish Aid supports non-formal and informal Global Citizenship Education (GCE) including ESD through the Youth 2030 Strategic Partnership Programme which is delivered by the National Youth Council of Ireland in consortium with Concern, Trócaire and Maynooth University. The programme aims to strengthen, support and empower the youth sector in Ireland to analyse and challenge the root causes and consequences of hunger, poverty, inequality, injustice and climate change.</p> <p>Irish Aid also provides funding to non-formal and informal GCE through the Development Education Annual Grants Scheme. The Scheme supports GCE in non-formal education settings such as youth clubs and organisations, youth and community work training, community education centres, family resource centres, community and voluntary groups, women’s groups, senior citizen groups, volunteering programmes, creative arts and local authorities.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The National Strategy on ESD includes recommendations that aim to increase awareness of ESD among students and teachers. Awareness raising of issues relating to ESD is also inherent in the Government’s Irish Aid Development Education Strategy, 2017-2023. The Irish Aid Awareness Programme aims to increase awareness of Ireland’s development cooperation programme and the UN Sustainable Development Goals through the provision of workshops to primary schools, post-primary schools and student teachers. The programme also includes an awards programme for senior primary students with lessons plans, pupil magazines and online resources.</p> <p>https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf</p> <p>Implementation and awareness raising of the UN SDG’s is stated in The Sustainable Development Goals National Implementation Plan 2018 – 2020: . https://www.dccae.gov.ie/en-ie/environment/topics/sustainable-development/sustainable-development-goals/Pages/National-Implementation-Plan-2018---2020.aspx</p> <p>Public awareness of ESD will be supported through the existing structures of Regional Centres of Expertise.</p> <p>Dublin City University (DCU) is involved in the Regional Centre of Expertise (RCE) Dublin, which focuses on ESD in the Dublin region. RCE Dublin aims to raise public awareness of ESD through a number of innovative projects. Other examples of centres of expertise include the Dublin Energy Lab and the Environmental Science and Health Institute in Dublin Institute of Technology (DIT)</p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The National Advisory Group on ESD was established in October 2014. It contains representatives from three Government Ministries (Education and Skills; Foreign Affairs and Trade; and Communications, Climate Action and Environment). This Group is also complemented by an annual Forum on ESD to which all other relevant Government Departments are invited. The Advisory Group on ESD in turn reports to a High Level Group on Sustainable Development which is chaired by the Department of Communications, Climate Action and Environment. This High Level Group reports to a Cabinet Committee on Sustainable Development which is chaired by the Taoiseach (Prime Minister).
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The ESD Advisory Group and the annual Forum on ESD provide such a mechanism. The fifth annual forum will take place in November 2019.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Irish Aid provides funding to NGOs, youth and community organisations, civil society organisations, school networks, individual schools and higher education institutions to engage in GCE/ESD through various channels.</p> <p>Irish Aid provides multi-annual funding through a number of strategic partnership programmes:</p> <ul style="list-style-type: none"> • Irish Development Education Association (IDEA) for capacity building of development education practitioners • The DICE (Development Education and Intercultural Education) Project which supports the integration of development education into primary initial teacher education • Irish Aid World Wise Global Schools (WWGS) Programme which supports post-primary schools students and teachers to engage in development education • SUAS which supports third level students in the non-formal sphere of higher education institutions to engage in development education • Developmenteducation.ie for the online dissemination of development education resources • Youth 2030 for the integration of development education in the youth sector through the engagement of young people and youth workers <p>In addition to multi-annual support for strategic partnership programmes, Irish Aid provides annual funding for development education projects to implement specific, innovative, results-focussed initiatives that contribute to increased Global Citizenship Education and ESD in Ireland.</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input type="checkbox"/> No <input type="checkbox"/>	The Sustainable Development Goals National Implementation Plan 2018 – 2020: . https://www.dccae.gov.ie/en-ie/environment/topics/sustainable-development/sustainable-development-goals/Pages/National-Implementation-Plan-2018---2020.aspx <i>pecify.</i>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The National Strategy on ESD complements the Sustainable Development Goals National Implementation Plan, which is the policy responsibility of the Department of Communications, Climate Action and Environment. As indicated in response to sub indicator 1.2.5, the National Advisory Group on ESD reports to a High Level</p>

	<p>Group on Sustainable Development which is chaired by the Department of Communications, Climate Action and Environment (D.CCAE).</p> <p>D.CCAE sit on the Department of Education and Skills (D.ES) Advisory Group on ESD and D.ES sit on the D.CCAE interdepartmental working group on the SDGs.</p>												
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>												
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> — <i>Which actions and/or initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> 												
Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>All competencies are regarded as important</p> <p><i>Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="925 472 1525 576"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								

¹⁰ Idem.

Sub-indicator 2.1.3	<p>Are teaching and learning methods that support ESD addressed explicitly in the curriculum¹¹ or programme of study at various levels of formal education?</p> <p>Yes. In the school sector in general, there is an emphasis on moving away from more prescriptive modes of teaching that focus on knowledge transfer towards teaching methodologies that facilitate more problem-based, interdisciplinary and collaborative student participation and learning where knowledge is co-created At lower secondary level, the new Framework for Junior Cycle is built around 24 ‘statements of learning’ that the student is expected to engage with over the course of their 3 year Junior Cycle programme. These include the following:</p> <p>SOL 9: [the student] values what it means to be an active citizen, with rights and responsibilities in local and wider contexts</p> <p>SOL 10: [the student] learns how to think and act sustainably</p> <p>SOL 11: [the student] understands the distribution of social, economic, and environmental phenomena</p> <p>SOL 22: [the student] develops moral, ethical and responsible decision making and a sense of personal values</p>												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>Please see response to sub indicator 2.1.3 above.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="1133 938 1733 1046"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?												

¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

- (a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0. Early childhood education		X			
1. Primary education	X	X	X	X	
2. Lower secondary education	X	X	X	X	
25. Lower secondary vocational education	X		X	X	
3. Upper secondary education	X		X	X	
35. Upper secondary vocational education	X		X	X	
4. Post-secondary non-tertiary education	X		X	X	
45. Post-secondary non-tertiary vocational education	X		X	X	
5. Short-cycle tertiary education	X		X	X	
55. Short-cycle tertiary vocational education	X		X	X	
6. Bachelor's or equivalent level	X		X	X	
7. Master's or equivalent level	X		X	X	
8. Doctoral or equivalent level	X		X	X	
9. No information available					

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

ESD is reflected in the following:

- The key principles of Aistear, the curriculum framework for early education from birth to 6 year olds.
- The principles that underpin the new Junior Cycle (lower secondary education) Framework.
- in specific subject areas in primary, lower secondary and upper secondary education.

	<ul style="list-style-type: none"> • in specific courses in the post-secondary non-tertiary education sector, and also in specific undergraduate and post graduate programmes in tertiary education • in programmes and partnerships between non-formal education, NGOs and formal education e.g. ECO-UNESCO's Young Environmentalist Awards, Green Schools, and Learning2Change Our World
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted	
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> • Primary and post primary schools are very active in the Green Schools Programme which supports a whole of institution approach to ESD. Green-Schools, known internationally as Eco-Schools, is a voluntary environmental education and award scheme promoting whole school action for the environment in over 3,800 primary and secondary schools in Ireland. It is coordinated by An Taisce, as the FEE (Foundation for Environmental Education) member for Ireland. Participating schools work through a seven-step process, similar to an EMAS system, on the themes of Litter & Waste, Energy, Water, Travel, Biodiversity and Global Citizenship. The programme has been operating in Ireland since 1997. Green Schools, An Taisce Programme, is delivered in 97% of Irish schools (primary and post-primary) with 3,300 schools currently holding a Green Flag. This initiative has also been extended across tertiary education (known as ‘Green Campus’) and 31 third level institutions have registered with 12 already

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	<p>awarded the Green Flag. 74 pre-schools have been awarded the Green Flag under a pilot scheme.</p> <ul style="list-style-type: none"> WorldWide Global Schools (WWGS), a programme that works with many post-primary schools in Ireland, promotes a whole-school approach to development education (DE) and the principles of ESD and the SDGs. ECO-UNESCO's Learning2Change Our World programme also promotes a whole institution approach. 																												
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1070 671 1803 1401"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>X</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>X</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>X</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>X</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	X	2. Lower secondary education	X	25. Lower secondary vocational education	X	3. Upper secondary education	X	35. Upper secondary vocational education	X	4. Post secondary non-tertiary education	X	45. Post-secondary non-tertiary vocational education	X	5. Short-cycle tertiary education	X	55. Short-cycle tertiary vocational education	X	6. Bachelor's or equivalent level	X	7. Master's or equivalent level	X	8. Doctoral or equivalent level	X
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9. No information available

Examples include:

- The Green Schools and Green Campus programmes are available to primary, secondary schools and institutions in the post-secondary non tertiary and tertiary education sectors.
- At post primary the WorldWise Global Schools ‘Global Passport’ specifically promotes a whole school approach.
- ECO-UNESCO’s Young Environmentalist Awards promote local to global action projects in formal education (and non-formal) as well as the ECO-Sustainability Award (for youth and community groups) but also open and available to formal education.

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

Yes No

Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.

Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:

(a) For formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	X
2. Lower secondary education	X
25. Lower secondary vocational education	X
3. Upper secondary education	X
35. Upper secondary vocational education	X
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	

	5. Short-cycle tertiary education	
	55. Short-cycle tertiary vocational education	
	6. Bachelor's or equivalent level	X
	7. Master's or equivalent level	X
	8. Doctoral or equivalent level	X
	9. No information available	
<i>(b) For non-formal institutions:</i>		
	ISCED levels 2011	<i>Yes</i>
	0. Early childhood education	
	1. Primary education	
	2. Lower secondary education	
	25. Lower secondary vocational education	
	3. Upper secondary education	
	35. Upper secondary vocational education	
	4. Post secondary non-tertiary education	
	45. Post-secondary non-tertiary vocational education	
	5. Short-cycle tertiary education	
	55. Short-cycle tertiary vocational education	
	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	
	9. No information available	

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																																				
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																																			
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate.</i></p> <p>The Green-Schools process requires participants to review, monitor and evaluate their progress on a variety of topics related to ESD/SD. These results are recorded and submitted to An Taisce every two years (e.g. awareness levels around Biodiversity, changes in behaviour with regard to school travel, waste, energy and water use, and awareness around impact of actions at a local and global level). Overall results are compiled annually to reflect results of participating schools.</p> <p>Organisations such as ECO-UNESCO have robust monitoring and evaluation systems capturing relevant information on ESD practices, outcomes and impacts.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> <td>X</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education				1. Primary education	X	X		2. Lower secondary education	X	X		25. Lower secondary vocational education	X	X		3. Upper secondary education	X	X		35. Upper secondary vocational education	X	X		4. Post-secondary non-tertiary education				45. Post-secondary non-tertiary vocational education				5. Short-cycle tertiary education				55. Short-cycle tertiary vocational education				6. Bachelor's or equivalent level	X	X	
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¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

	<table border="1"><tr><td>7. Master's or equivalent level</td><td>X</td><td>X</td><td></td></tr><tr><td>8. Doctoral or equivalent level</td><td>X</td><td>X</td><td></td></tr><tr><td>9. No information available</td><td></td><td></td><td></td></tr></table>	7. Master's or equivalent level	X	X		8. Doctoral or equivalent level	X	X		9. No information available			
7. Master's or equivalent level	X	X											
8. Doctoral or equivalent level	X	X											
9. No information available													
<p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>													

Sub-indicator 2.4.2

Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

(a) Yes No

(b) Yes No

(c) Yes No

(d) Yes No

(e) Yes No

(f) Yes No

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	Yes	Yes	Yes	Yes	Yes
0. Early childhood education						
1. Primary education						
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5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level						
7. Master's or equivalent level						
8. Doctoral or equivalent level						
9. No information available						

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>The Irish Aid Awareness Programme aims to increase awareness of Ireland’s development cooperation programme and the UN Sustainable Development Goals through the provision of workshops to primary schools, post-primary schools and student teachers. The programme also includes an awards programme for senior primary students with lessons plans, pupil magazines and online resources.</p> <p>Irish Aid also engages the general public in awareness-raising activities through events such as the National Ploughing Championship, Electric Picnic, the Simon Cumbers Media Fund, the BT Young Scientist and Technology Exhibition, the Irish Aid Our World Awards, website stories, etc</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
	<p>The National Strategy on ESD contains a number of measures to strengthen data collation in relation to ESD. These include the following:</p> <ul style="list-style-type: none"> • inclusion of questions on extent of ESD awareness / engagement in the ‘Lifeskills’ questionnaire that issues to all primary and secondary schools every 3 years. The 2015 survey was published in July 2017 and the 2018 survey is still underway in schools. • Just over half of schools were familiar, in 2015, with the National Strategy on Education for Sustainable Development which was launched in 2014. In fact, schools are already putting sustainable development practices into place with 96% encouraging reduction in energy usage and 90% trying to reduce waste going to landfill. • Audits of ESD provision in the schools, post-secondary non tertiary, tertiary and informal education sectors. • Audit of the research that has taken place on ESD in the last 3 years. While these measures will not provide an assessment of the quality of ESD provision, they will provide a baseline for future measurement of progress towards the objectives of the National Strategy on ESD
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p>The Performance Measurement Framework for the Development Education Strategy 2017-2023 requires</p>

	all Irish Aid funded partners to measure changes in the knowledge, understanding and attitude/behaviour of participants as a result of their interventions in both formal and non-formal settings.
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>In the Irish context, a number of government strategies support the principles of ESD including the Development Education Strategy 2017-2023 and the National Youth Strategy 2015-2020.</p> <p>In Ireland, Global Citizenship Education acts as an umbrella term which includes both ESD and development education and encompasses the work of various government departments in advancing active global citizenship and ESD among the Irish public. While different strategies have distinct thematic areas of focus as a result of partly different stakeholder groups, a common overall goal is the development of responsible, active and contributing global citizens.</p> <p>The National Advisory Group on ESD comprises a wide variety of stakeholders. The specific organisations represented on the group are as follows:</p> <ol style="list-style-type: none"> 1. Department of Education and Skills (Chair) 2. Curriculum Development Unit, City of Dublin Education and Training Board 3. DICE Project Coordinator 4. Department of Communications, Climate Action and the Environment (D.CCAE) 5. ECO-UNESCO 6. The Environmental Pillar 7. Higher Education Authority 8. Irish Development Education Association (IDEA) 9. National Council for Curriculum and Assessment 10. WorldWise Global Schools 11. Irish Aid, Department of Foreign Affairs and Trade

¹⁸ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<p>12. Sustainable Energy Authority of Ireland</p> <p>13. An Taisce</p> <p>14. Teacher Union representative</p> <p>15. National Youth Council of Ireland</p> <p>The work of the ESD Advisory Group is complemented by an annual Forum on ESD which invites the full range of ESD stakeholders to discuss issues arising from the work of the Advisory Group.</p>
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	<p>Is ESD a part of educators' initial training?²⁰</p> <p>Aspects of ESD are covered in initial teacher education, particularly through the work of the DICE Project and the Ubuntu Network (a network of 13 Higher Education Institutes with a specific interest in ESD) which are supported by Irish Aid, as well as through the Sustainable Energy Authority of Ireland. Under the DICE Project, the four year Bachelor of Education (B.Ed) degree provided by the five primary teaching colleges of Ireland contains a dedicated Development Education component of which ESD is an integral element. Consequently, all primary student teachers receive training in Development Education and ESD. Since September 2014, a new two-year Professional Master of Education (PME) qualification for post-primary teachers was implemented nationally by all colleges. Irish Aid, Department of Foreign Affairs and Trade, funded the Ubuntu Network to engage with the relevant Higher Education Institutes to incorporate Development Education and consequently ESD into their designs for the new PME course.</p>
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences²¹ are explicitly included in the study programmes.</i></p> <p>Irish Aid supports the DICE Project for the integration of Global Citizenship Education including ESD in primary initial teacher education and the Ubuntu Network for the integration of GCE in post-primary initial teacher education.</p> <p>100% of all primary student teachers enrolled in the four colleges of primary initial teacher education are engaged in Global Citizenship Education.</p> <p>13 institutions which provide post-primary initial teacher education programmes are engaged in the provision of GCE.</p>
Sub-indicator 3.1.2	<p>Is ESD a part of the educators' in-service training?²²</p> <p>In-service training is provided through the following:</p> <ul style="list-style-type: none"> • The Green-Schools programme operates approved teacher-training courses annually based on the 6 thematic areas of the programme and aims to upskill teachers on delivering ESD in the classroom

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html>.

²² For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

	<ul style="list-style-type: none"> • Different dimensions of in-service in ESD are also delivered by Teacher Education Centres, and the City of Dublin Education and Training Board Curriculum Development Unit. • Irish Aid supports DICE and UBUNTU in their provision of in-service training for higher education lecturers in Development Education and ESD. • Irish Aid supports partners such as the World Wise Global Schools Programme to provide continuing professional development (CPD) opportunities to post-primary teachers. Some support is provided for CPD opportunities for primary teachers through NGOs and initiatives such as the An Taisce Green Schools Programmes. <p>The Department of Education and Skills and Irish Aid (funded through the Department of Foreign Affairs) have worked in collaboration to develop a programme of in-service training for teachers that encompasses issues relating to ESD and Development Education.</p>
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>One example is the work of the Ubuntu Network where the role of the teacher is seen:</p> <ul style="list-style-type: none"> • Generating and passing on new knowledge and insights and promoting critical thinking • Identifying values and the emotional dimensions associated with education for global citizenship and ESD • Taking appropriate action consistent with a value stance that is congruent with an articulated sense of social justice and sustainable development goals • Promoting participatory and active teaching and learning methodologies to engage young people in ESD <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Green-Schools operates as an informal network for the 3,381 schools that are in the programme. Teachers meet annually through Green-Schools seminars and training events around the country.</p> <p>ECO-UNESCO is involved in a new European project UE4SD, a cross European project with over 55 projects aimed at building capacity of university educators for sustainable development.</p>

	<p>The Ubuntu Network provides a platform for sharing best practise and supporting teacher educators and student teachers to engage with local and global development issues.</p> <p>Irish Aid supports the Irish Development Education Association (IDEA) to support capacity building and coordination for organisations and practitioners working in the Development Education Sector in Ireland, which incorporates ESD. Irish Aid also has a strategic partnership with a consortium led by 8020 for the provision of the website www.developmenteducation.ie. The website offers free resources for Development Education and ESD which are categorised by issue, organisation, year, age suitability and sector.</p> <p>The National Strategy on ESD recommended the creation of an ESD ‘portal’ whereby educators can share resources and ideas relating to ESD best practice. This portal is now available through Scoilnet at: https://www.scoilnet.ie/ga/esd/</p> <p>It provides:</p> <ul style="list-style-type: none"> • A hub for ESD resources on Scoilnet has been developed and currently has over 250 resources related to ESD. This can be found at: https://www.scoilnet.ie/esd/. • The resources are across levels and subjects, including a Directory of NGOs and agencies providing resources, a guide to Politics and Society and a range of ideas and resources for use in primary and post-primary contexts. The hub has also been given a significant visual branding, using the 17 SDGs as its banner, and currently featuring the key presentations from the 2017 Forum on ESD. The Professional Development Service for Teachers (Technology in Education) has been key in progressing this recommendation. <p>Implementation of the National Strategy on ESD is led by an interagency Advisory Group.</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²³
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>Yes, please see response to sub indicator 3.2.1</p> <p>Irish Aid supports the World Wise Global Schools Programme for the provision of networking opportunities to support post-primary teachers and school leaders to strengthen their engagement with GCE.</p>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p>

²³ Including assistance through direct funding, in-kind help, political and institutional support.

	<p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>There are a number of ESD toolkits available e.g. PERL Toolkits 1-6 ESD, Personal Consumption and Climate Change, Financial Literacy, Time as a Resource, What's the Story, and Responsible and Sustainable Living. All toolkits promote active methodologies and are suitable for teachers and tutors working in formal/ non formal education sectors. The toolkits are part funded through the EU, Norwegian Department , CDETBD CDU and the Department of Education and Skills</p> <p>The National Strategy on ESD contained a recommendation to create an ESD 'portal'. This portal centralises, co-ordinates and disseminates the many resources that are available and reduces potential overlap between the type of resources that are being produced. This can be found at: https://www.scoilnet.ie/esd/.</p> <p>The Development Education Strategy 2017-2023 sets out Irish Aid's commitment to support the online dissemination of easily accessible and relevant resources. Irish Aid supports www.developmenteducation.ie to develop guidelines for the development of resources and to conduct audits of available resources in order to identify gap areas in relation to topic/theme, target groups, etc</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>It is not possible to quantify expenditure on ESD. There is no specific budget allocation for ESD. However, a number of different Government Departments are supporting programmes that support ESD objectives and principles.</p>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?

<p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify.</i></p> <p>The Green-Schools programme has developed a suite of theme specific handbooks which aim to explain the various environmental thematic areas to teachers and give guidance on how to incorporate these themes into the existing curriculum and classroom based activities. The Green-Schools programme material is available in Irish and English to participating schools depending on which theme they are focusing on. These booklets and other Green-Schools materials have been developed to link ESD with the existing curriculum</p> <p>As mentioned in response to sub indicator 4.1.1, Irish Aid supported www.developmenteducation.ie to produce a set of good practice guidelines in consultation with the Irish Development Education Sector for the development of resources for Development Education and ESD</p> <p>http://www.developmenteducation.ie/media/documents/Guidelines-for-producing-DE-resources.pdf</p>																						
<p>Sub-indicator 4.2.2</p>	<p>Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?</p>																						
<p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>Some ESD teaching tools and materials are now available in Irish.</p> <table border="1" data-bbox="1088 831 1783 1406"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education	X	25. Lower secondary vocational education	X	3. Upper secondary education	X	35. Upper secondary vocational education	X	4. Post secondary non-tertiary education		45. Post-secondary non-tertiary vocational education		5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education	
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Indicator 4.3 Teaching tools and materials for ESD are accessible									
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>Funding of €20,000 for an ESD 'Portal' was secured through the Ireland 2016 educational programme.</p> <p>A hub for ESD resources on Scoilnet has been developed and currently has over 250 resources related to ESD. This can be found at: https://www.scoilnet.ie/esd/.</p> <p>The resources are across levels and subjects, including a Directory of NGOs and agencies providing resources, a guide to Politics and Society and a range of ideas and resources for use in primary and post-primary contexts. The hub has also been given a significant visual branding, using the 17 SDGs as its banner, and currently featuring the key presentations from the 2017 Forum on ESD. The Professional Development Service for Teachers (Technology in Education) has been key in progressing this recommendation.</p> <p>Irish Aid, Department of Foreign Affairs and Trade, has a strategic partnership with a consortium led by the 8020 for the provision of the website www.developmenteducation.ie. The website offers free resources for Development Education and ESD which are categorised by issue, organisation, year, age suitability and sector.</p>								
Sub-indicator 4.3.2	Is public authority money invested in this activity?								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention</i>								

any other significant sources of funding.

It is not possible to quantify the exact amount invested in this area. However, there is significant investment.

For example, Irish Aid provided €95,000 to www.developmenteducation.ie for the hosting and annotation of GCE resources in 2018 as well as for the development of resources that respond to current socio-economic challenges.

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Approved ESD materials are available on the website developmenteducation.ie and scoilnet.ie/esd/.</p> <p>The website www.developmenteducation.ie hosts teaching materials on ESD which are annotated by year of publication, target group/age, theme, topic etc</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>Development Education and ESD teaching resources are available on the website developmenteducation.ie.</p> <p>The website is managed by a consortium of NGOs led by 8020 in partnership with Irish Aid, Department of Foreign Affairs and Trade.</p> <p>A hub for ESD resources on Scoilnet has been developed and currently has over 250 resources related to ESD. This can be found at: https://www.scoilnet.ie/esd/.</p> <p>Scoilnet is the Department of Education and Skills (DES) official portal for Irish education. Originally launched in 1998, the website is managed by PDST Technology in Education on behalf of the DES. Scoilnet collaborates with practising teachers to maintain and manage the content on the website.</p>
<i>Concluding remarks issue 4</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <i>– Which actions and/or initiatives have been particularly successful and why?</i> <i>– What challenges did your country encounter when implementing this objective?</i> <i>– What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>Research on ESD is supported by a number of Government Departments and individual educational institutions but it is rarely labelled specifically as ‘ESD’.</p> <p>The NCCA conducted an audit in 2017 as part of its Plan of Work in the second half of that year. The NCCA has advised that as ‘Education for Sustainability’ has a specific end-date (2020) and might experience a change of name at some point, it will not be referenced in existing or new curricular documents, but all specifications will take clear account of how ESD fits into the different subject areas. The NCCA presented on the draft findings of the Audit at the ESD Forum on 15th November 2017.</p> <p>The audit looked across early childhood, primary, post primary and Special Education Needs curricula. It also identified key ways in which the curriculum supports the SDGs. More details are supplied under Recommendation 8 below, and the full audit is available at the link: https://www.ncca.ie/en/resources/education-for-sustainable-development-a-study-of-the-opportunities-and-linkages-in-the-primary-and-post-primary-curriculum</p> <p>The National Strategy on ESD also recommends that future calls for research funded by the Department of Education and Skills will include ESD as one of the priorities.</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁶ (a) for the master’s level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master’s level?; (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <ul style="list-style-type: none"> • The Higher Education Authority (HEA) has identified over 90 courses at undergraduate and

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

²⁶ ESD is addressed by substance and/or by approach.

<p>(2)</p> <p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>postgraduate level (2016/2017 academic year) that consider sustainable development.</p> <ul style="list-style-type: none">• In addition to the identified courses there are many courses with compulsory and elective modules that consider sustainable development.• In 2015 (19/10/2015) on QualifaX: Ireland's National Learners' Database a search identified University courses with sustainable in the title: 20 courses and Institute of Technology courses with sustainable in the title: 29• In 2017 (09/08/2017) on QualifaX: Ireland's National Learners' Database a search identical to the 2015 search identified 24 University courses with sustainable in the title and 27 in the case of Institute of Technology courses.
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Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
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<p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please provide information on (a) and (b).</i></p> <p>The Irish Research Council (IRC) contributing to the sustainability agenda:</p> <p>(i) Employer and enterprise facing programmes. Between 2012 and 2016, 25 energy related projects including Masters, PhD and Post Docs were funded. Projects funded in 2016 include: Reconciling Irish agricultural and environmental targets through the use of novel fertiliser formulations: impact on yield and nitrous oxide emissions (Teagasc/ BASF plc); Monitoring and Modelling Electric Fields and Currents in the Earth's Surface for Space Weather Applications (TCD / Met Éireann); High-rate anaerobic digestion as a core technology for sustainable treatment of municipal and low-strength industrial wastewaters.</p> <p>(ii) (Government of Ireland Postgraduate Scholarship Programme 2016: The IRC Postgraduate Scholarship Programme offers scholarships for suitably qualified individuals to pursue a research master's or PhD, in any discipline, at eligible higher education institutions in Ireland. In addition, a number of targeted scholarships are offered in collaboration with its strategic funding partners. In 2015, the Irish Research Council partnered with the Environmental Protection Agency to fund five scholarships which commenced on 1 October 2016. These scholarships were linked to the pillars of the Environmental Protection Agency's Research Programme (2014-2020). Under the pillar of 'Sustainability: Health & Wellbeing', proposals were invited in the following areas:</p> <ul style="list-style-type: none"> - Evaluation and assessment of our natural capital - Managing, protecting & restoring our natural capital - Governance and behavioural changes. <p>The IRC is a member of the Research Coordination Groups run by the EPA for Water and Sustainability. A range of scholarships relating to sustainability were also funded solely by the Irish Research Council under the 2016 programme, examples of which include:</p> <ul style="list-style-type: none"> - The application of Copernicus satellite-borne remote sensors to monitor coastal erosion and ecosystems in Ireland - Structural health monitoring of offshore renewable energy devices - Structure-activity relationships in porous metal oxide nanoparticles for environmental remediation - Microbial processes mediating priming effects and the coupling of carbon and nitrogen cycling in soil - Nano-sensors for food and environmental contaminant analysis. <p>(iii) Government of Ireland post-doctorate Fellow scheme A range of projects related to promoting sustainability are funded under this scheme e.g. in 2016:</p> <ul style="list-style-type: none"> - The 'CloudForest' Project: Investigating future plant responses to changes in atmospheric [CO₂] and hurricane intensity - Futu-rye: Identification of key traits associated with increased yield and resilience in grasses under future climatic conditions.
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	<ul style="list-style-type: none"> - Evading decontamination strategies; Genetic mechanisms underpinning environmental persistence of food-borne pathogen <i>Listeria monocytogenes</i> and the effects of sub-effective decontamination treatments on bacterial evolution, virulence and pathogenicity. - Novel Materials for Visible-Light Driven Redox-mediator-free Direct Z-scheme Solar Water Splitting - Closing the knowledge gap on Irish kelp forest ecology <p>(iv) IRC New Foundations</p> <p>The IRC ‘New Foundations’ scheme supports eligible researchers who intend to pursue research, networking and/or dissemination activities within and across the diversity of disciplines.</p> <p>A project previously funded with its impact now coming to fruition was by Niamh Moore-Cherry, University College Dublin (2013/13), Greening as spatial politics: Interrogating temporary urbanism in a changing neoliberal environment. A key outcome of this project has been the decision by UCD to introduce an MSc in Urban Environment. The first intake of 6 students was in September 2016.</p> <p>Projects that focused on sustainability that were awarded in 2016, commencing in January 2017 include:</p> <ul style="list-style-type: none"> - Mathematical Modelling of Nanoscale and Energy Technologies - Peatlands in the 21st Century: trans-disciplinary perspectives on heritage, sustainability and ‘wise use’ of resources - Combining Microscopy and Spectroscopy Techniques – Synergistic Approach to Designing Nanoclusters - Developing a Cross-Border Research Network for Radon Research in Ireland. <p>The Council has been awarded funding by the European Commission under the Horizon 2020 Marie Skłodowska-Curie Actions to co-fund a research fellowship scheme with international, inter-sectoral and interdisciplinary mobility elements. The aims of the fellowships are to support suitable highly qualified experienced researchers in any discipline to conduct research relevant to the overarching theme of global sustainable development as set out under the United Nations SDG 2030 Agenda for shared economic prosperity, social development, and environmental protection while engaging in international collaboration with suitable NGOs or International Organisations (IOs). The scheme provides for two calls, each of them can fund up to 25 fellows. Nineteen fellowship were awarded under the first call. Research proposals are targeting a broad spectrum of SDGs. The Irish Research Council was also a member of the Energy Research Strategy Group (ERSG) established by the Department of Community Energy and Natural Resources</p>
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Indicator 5.2 Development of ESD is promoted

Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what main projects were/are being implemented to that end.</i></p> <p>Please see response to sub indicators 3.1.1 and 3.1.2 in relation to initial teacher education and in-service education.</p> <p>ECO-UNESCO is involved in UE4SD a European network of universities and organisations aimed at building capacity of ESD in university educators.</p> <p>Irish Aid through its annual grant scheme promotes innovation and capacity building in ESD in Ireland i.e. through ECO-UNESCO's Youth For Sustainable Development programme (an innovative non-formal youth leadership training programme promoting peer education running since 2007) funded through this scheme along with the ECO-Sustainability Award. Within the formal sector ECO-UNESCO's Learning2Change programme is supported by WorldWise Global Schools.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>Irish Aid supports IDEA, the network of Development Education organisations in Ireland, and the website www.developmenteducation.ie to share case studies of good practice in Global Citizenship Education including ESD on their respective websites.</p> <p>Irish Aid supports the e-journal Policy and Practice which explores GCE practitioners' experiences of policy and practice.</p> <p>The Irish Aid programmes WorldWise Global Schools and the DICE Project have also been featured in GENE (Global Education Network Europe) publications which aimed to shared pan-European examples of good practice and innovation in Global Education.</p> <p>The NCCA presented on the draft findings of the Audit at the ESD Forum on 15th November 2017. The audit looked across early childhood, primary, post primary and Special Education Needs curricula. It also identified key ways in which the curriculum supports the SDGs. More details are supplied under Recommendation 8 below, and the full audit is available at the link: https://www.ncca.ie/en/resources/education-for-sustainable-development-a-study-of-the-opportunities-and-linkages-in-the-primary-and-post-primary-curriculum</p>

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i> Time did not allow for collation of data on this issue.
Concluding remarks on issue 5	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ³⁰ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i> One example is the UN accredited Regional Centre of Expertise in ESD that is based in Dublin City University. In addition the Council of Europe EDC/HRE is a significant entity in the promotion of an important dimension of ESD i.e. Education for Democratic Citizenship and Human Rights Education. Irish Aid is a member of the Global Education Network of Europe (GENE), the European network of national Ministries, Agencies and other national bodies with responsibility for support, funding and policy-making in the field of Global Education/Development Education/ESD.
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i> Examples include:

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

	<ul style="list-style-type: none"> • Green-Schools is an international programme of FEE (Foundation for Environmental Education) currently operating in 57 countries worldwide. Green-Schools in Ireland currently has the highest percentage of awarded Green Flag schools worldwide and is currently coordinating an international research project on FEE Education Programmes. The International Green-Schools Network meet annually to share innovations and best practice. • ECO-UNESCO is involved in UE4SD a European network of universities and organisations aimed at building capacity of ESD in university educators. • ECO-UNESCO is also affiliated to World Federation of UNESCO Clubs and Centres and has been promoting ESD in Ireland throughout the UN Decade of ESD. • The PERL network Partnership for Education and Research about Responsible Living. • Centre for Global Education participates in the Academic Network on Global Education Learning (ANGEL). • Irish Aid and the Department of Education and skills have participated in the GENE network. <p>The Irish Development Education Association (IDEA) are involved with a number of international networks, projects and programmes including the DARE forum, DEEEP 4 project, Challenging the Crisis project (funded by European Commission) and Action2015.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>Ireland produced its 1st Voluntary National Review of the SDGs in 2018. The Department input to that report in terms of ESD.</p> <p>Ireland will present at the UN HLPF in July 2018 on SDG 4 – Quality Education in the Early Years Sector and will provide an update in relation to ESD.</p>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
The lack of a National Strategy on ESD was a challenge too implementing ESD in Ireland. However, the first National Strategy was published in July 2014. It provides a framework for supporting progress in this area over the period 2014-2020.	
<i>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i>	
Issue 9.	Describe any assistance needed in implementing the Strategy in your countries
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
The National Strategy for ESD covers the period 2014-2020. It included provision for a mid-term review which was completed in 2018 and took account of relevant developments at international level. Since the publication of the National Strategy in 2014, ESD has become one of the policy responsibilities of the Department of Education and Skills.	
Collaboration between government departments on a shared Global Citizenship Education agenda is essential in order to maximise the impact and reach of ESD in Ireland. The Department of Education and Skills and the Department of Foreign Affairs and Trade work closely with each other and other relevant government departments and agencies in pursuit of a coordinated whole-of-government approach to Global Citizenship Education.	
Collaboration with the Department of Communications, Climate Action and Environment is also essential in order to align the ESD strategy with the SDG targets particularly SDG 4 and 4.7	

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)													
Environmental ethics and philosophy													
Global citizenship, democracy and governance													
Sustainable lifestyles													
Human rights (e.g., gender and racial and intergenerational equity)													
Poverty alleviation													
Cultural diversity													
Gender equality													
Biological and landscape diversity													
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)													
Ecological principles/ecosystem approach													
Natural resource management (e.g., water, soil, mineral, fossil fuels)													
Climate change and desertification													
Personal and family health (e.g., HIV/AIDS, drug abuse)													
Environmental health (e.g., food and drinking; water quality; pollution)													

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Corporate social responsibility													
Production and/or consumption patterns													
Economic growth and good jobs													
Rural/urban development													
Oceans and sea													
Renewable energy													
Sustainable cities and communities													
Culture's contribution to sustainable development													
Total													
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?				X	X	X	X	X	X	X	X	X	X
	- understanding complexity/systemic thinking?				X	X	X	X	X	X	X	X	X	X
	- overcoming obstacles/problem-solving?			X	X	X	X	X	X	X	X	X	X	X
	- managing change/problem-setting?			X	X	X	X	X	X	X	X	X	X	X
	- creative thinking/future-oriented thinking?			X	X	X	X	X	X	X	X	X	X	X
	- understanding interrelationships across disciplines/holistic approach?													
	Total													
Learning to do Does education at each level enhance learners' capacity for:	- other? (countries to add as many as needed)													
	- applying learning in a variety of life-wide contexts?													
	- decision-making, including in situations of uncertainty?													
	- dealing with crises and risks?													
	- acting responsibly?													
	- acting with self-respect?													
	- acting with determination?													
Total														
- other? (countries to add as many as needed)														

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels													
		0	1	2	25	3	35	4	45	5	55	6	7	8	
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?														
	- self-expression and communication?														
	- coping under stress?														
	- ability to identify and clarify values?														
	Total														
Learning to live and work together Does education at each level enhance learners' capacity for:	- other? (<i>countries to add as many as needed</i>)														
	- acting with responsibility (locally and globally)?														
	- acting with respect for others?														
	- identifying stakeholders and their interests?														
	- collaboration/team working?														
	- participation in democratic decision-making?														
	- negotiation and consensus-building?														
	- distributing responsibilities (subsidiarity)?														
Total															
- other? (<i>countries to add as many as needed</i>)															

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0-11	12-21	22-53	54-105	106-156	157-207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions													
Conceptual and perceptual mapping													
Philosophical inquiry													
Value clarification													
Simulations; role playing; games													
Scenarios; modelling													
Information and communication technology (ICT)													
Surveys													
Case studies													
Excursions and outdoor learning													
Learner-driven projects													
Good practice analyses													
Workplace experience													
Problem-solving													
Total													
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both tables (a) and (b) to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	X	X	X
Local government	X	X	X
Organized labour			
Private sector			
Community-based	X	X	X
Faith-based			
Media			
Total	3	3	3
Other (<i>countries to add as many as needed</i>)			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
Total					
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0-5	6-11	12-17	18-23	24-29	30-35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education																		
1. Primary education																		
2. Lower secondary education																		
25. Lower secondary vocational education																		
3. Upper secondary education																		
35. Upper secondary vocational education																		
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		
6. Bachelor's or equivalent level																		

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
9. No information available																		
Non-formal																		
Informal																		

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input type="checkbox"/> Completed

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Developing <input type="checkbox"/> Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018