

Ireland's Education for Sustainable Development (ESD) Journey: Embracing a Holistic and Transformative Approach

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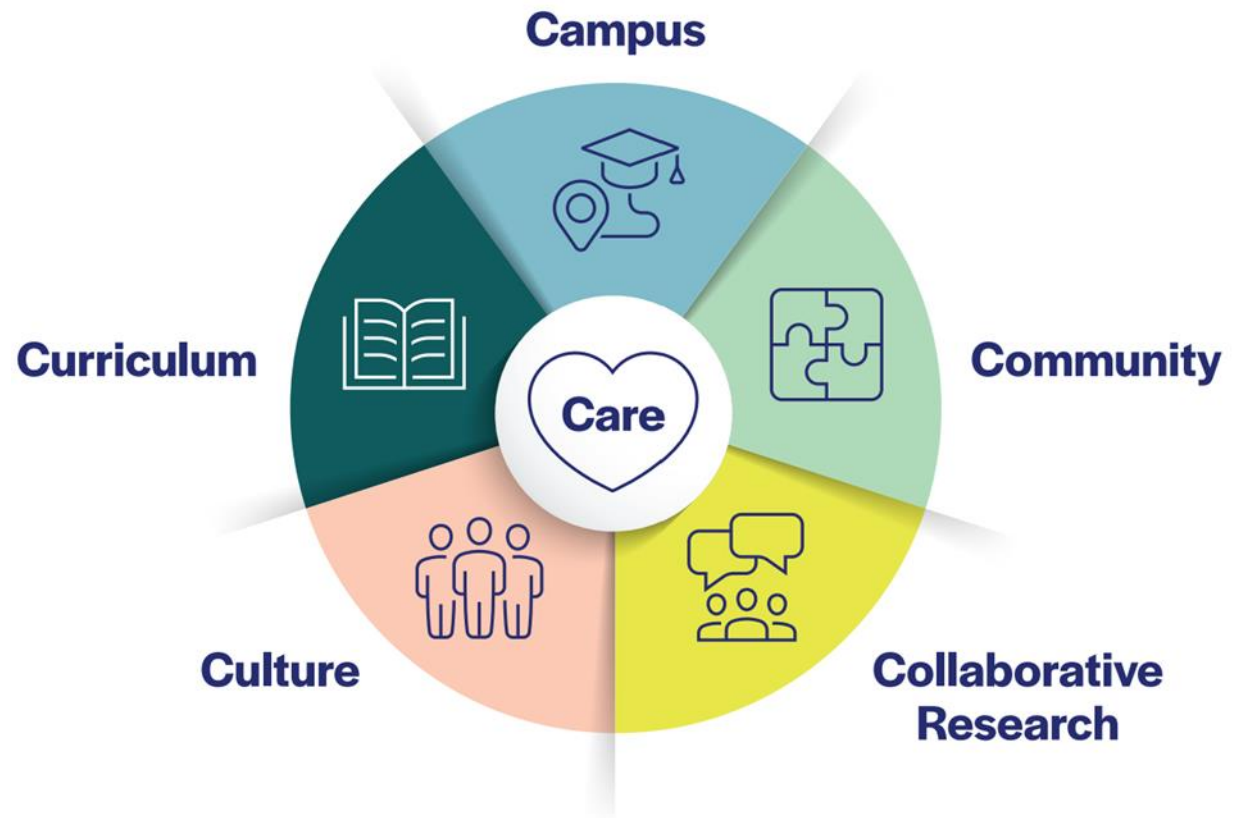
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Co-lead of ATU ESD Academy

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Institute for Environment,
Conservation and Sustainability



Oileáil
Teicneolaíochta
an Atlantaigh
Atlantic
Technological
University



Education for
Sustainable
Development
Academy

What do we mean by ESD?



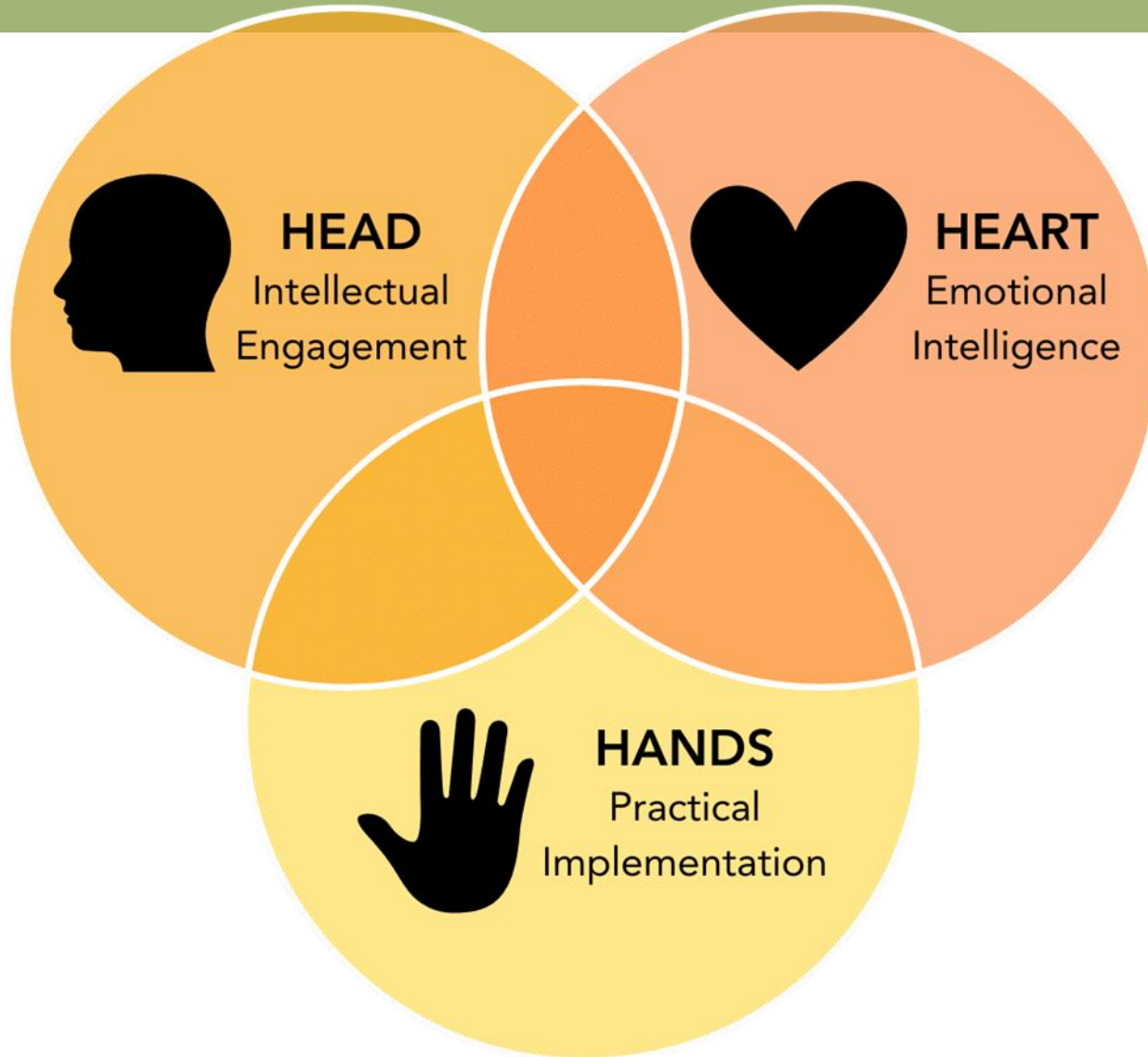
Definition

‘ESD **empowers** learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society empowering people of all genders, for present and future generations, while respecting cultural diversity.

ESD is a **lifelong learning** process and an integral part of **quality** education that enhances **cognitive, social and emotional and behavioural dimensions** of learning. It is **holistic and transformational** and encompasses learning content and outcomes, pedagogy and the learning environment itself.’

UNESCO (2021)

ESD Framework (Sipos et al., 2008)



Head

Cultivate rational understanding and critical thinking.

Heart

Emotional engagement, values, empathy, and care.

Hands

Agency, practical skills, action competence.

SDG 4.7

‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development** and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.’





Strategy Context

National ESD Strategy Evolution



**UN Decade on
Education for
Sustainable
Development
(ESD)
2005-2014**

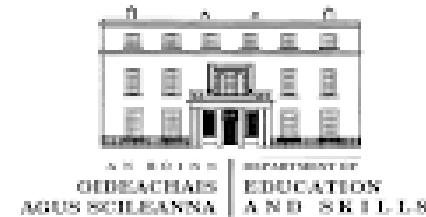
**Global
Action
Programme
(GAP)
on ESD**

2005

2014



'Education for
The National Strategy
Sustainable Development
2014-2020



July 2014



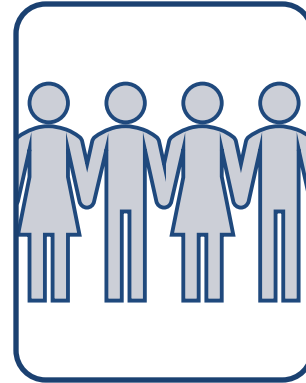
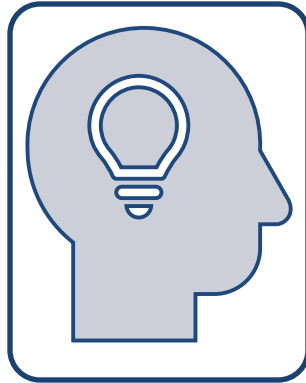
National ESD Strategy Evolution

‘ESD to 2030’ National Strategy Priority Action Areas

- Advancing Policy
- Transforming Learning Environments
- Building Capacities of Educators
- Empowering and Mobilizing Young People
- Accelerating Local Level Actions



National ESD Strategy Priority Action Areas



Across the full continuum of education.

Collaboration
Strategic Commitments
Awareness and Understanding
Evaluate Progress
ESD Research
Funding and Resources

ESD Leadership
ESD Competences
Embedding ESD
ESD Resources
Campuses as Learning Environments

Systematic Capacity Development
Peer-to-Peer Learning
Recognition and Rewards

Recognizing the Student's Role
Training and Development Opportunities
Student Voice
Peer-to-Peer Learning
ESD-related Volunteering

Fostering and supporting reciprocal relationships
Communities as Learning Laboratories

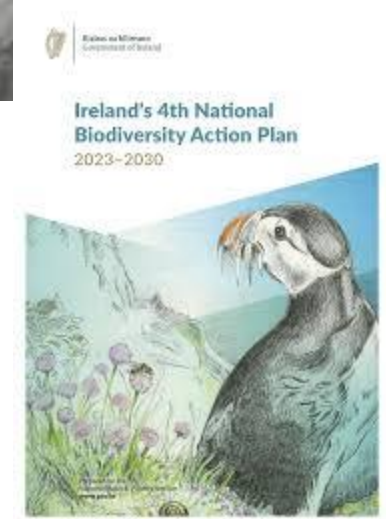
Other National Strategy Drivers

Reduce Ireland's emissions by 51% by 2030, reaching net zero by not later than 2050 as committed to in the Climate Action and Low Carbon Development (Amendment) Act 2021.



Climate Action and Low Carbon Development (Amendment) Act 2021

Other National Strategy Drivers



2025

This report is written by:
Prof. Charles M.A. Clark, St. John's University, New York
Dr. Catherine Kavanagh, University College Cork
John McGeady, Social Justice Ireland



The Public Sector ‘Leading by Example’

Heating Systems
Transport



Rialtas na hÉireann
Government of Ireland

Public Sector Climate Action
Mandate

Low Carbon and Resource Efficient Construction

Procurement

Single Use Items

Environmental Certifications

2030 and 2050 Emissions Targets

Climate Governance

Food

ICT Training

Prioritize areas of action to enhance climate literacy in the public sector.

‘Our People’

Mandatory Requirements

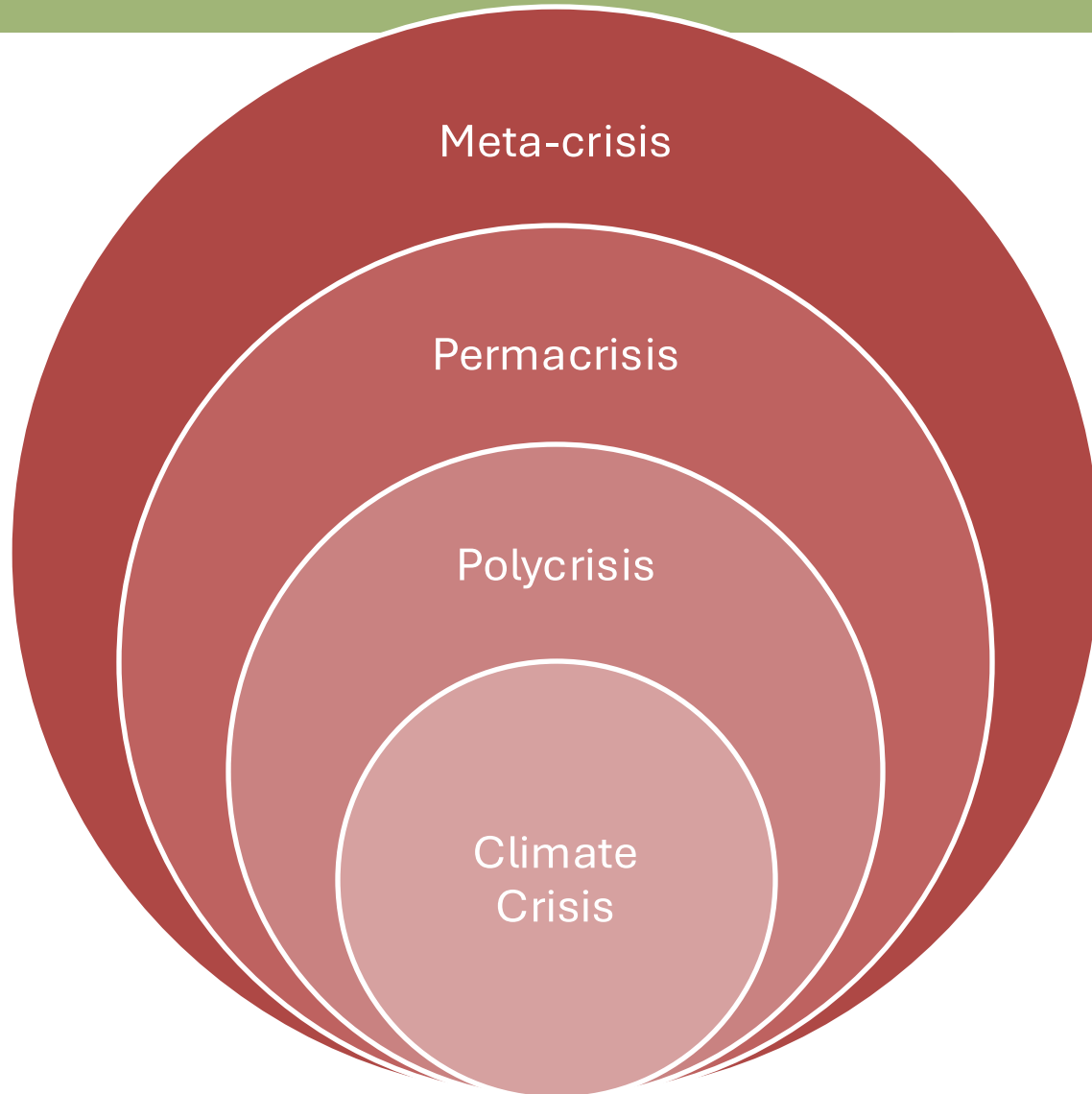
- Nominate a member of the Management Board as the Climate and Sustainability **Champion** with responsibility for implementing and reporting on the mandate.
- Establish and resource **Green Teams**, reporting to senior management, to become integrated drivers of sustainability in every public sector body.
- Ensure all **senior management** (PO/SL3 level and above) undertake annual climate action leadership training.
- Incorporate appropriate climate action and sustainability training (technical and behavioural, including green procurement training) into **annual learning and development strategies** for staff.
- Organize annual staff workshops to engage on climate issues, including a focus on decreasing the organization’s carbon footprint.



Societal Context



Global Perspective



‘Underlying crisis driving a multitude of crises – a crisis of the psyche, or who we are, what our purpose is, our ‘position’ in the world and our environment...’

‘Prolonged, seemingly endless period of instability, insecurity and crisis, marked by a succession of interconnected global challenges.’

‘Multiple, interconnected global crisis that interact and amplify each other, creating a systemic situation where the combined impact is far worse than the sum of individual challenges.’





Fuel protests force cancellation of high-level Government trip to Canada

Planned high-level engagements in Ottawa and Toronto called off as disruption from nationwide fuel protests escalates



Climate Impacts

- 2025 was the **second warmest year on record**, with average summer temperatures 1.94°C above the 1961–1990 long-term average
- **Seven of the ten** warmest years have occurred since 2005.
- The meteorological Autumn was the **fourth wettest** on record, and six of the ten wettest autumns have occurred since 2001, pointing to a clear trend of increasing rainfall.
- Ireland experienced record-breaking warm conditions in spring and summer, with Uisce Éireann declaring 49 water supplies in 15 counties to be in **drought status**.
- Ireland recorded its **highest ever wind gust** of 184km/h in January 2025
- Storm Éowyn, an event with record-breaking wind speeds, was the most expensive storm-related insurance event in Irish history with claims in excess of **€301m**.



Societal Perspective

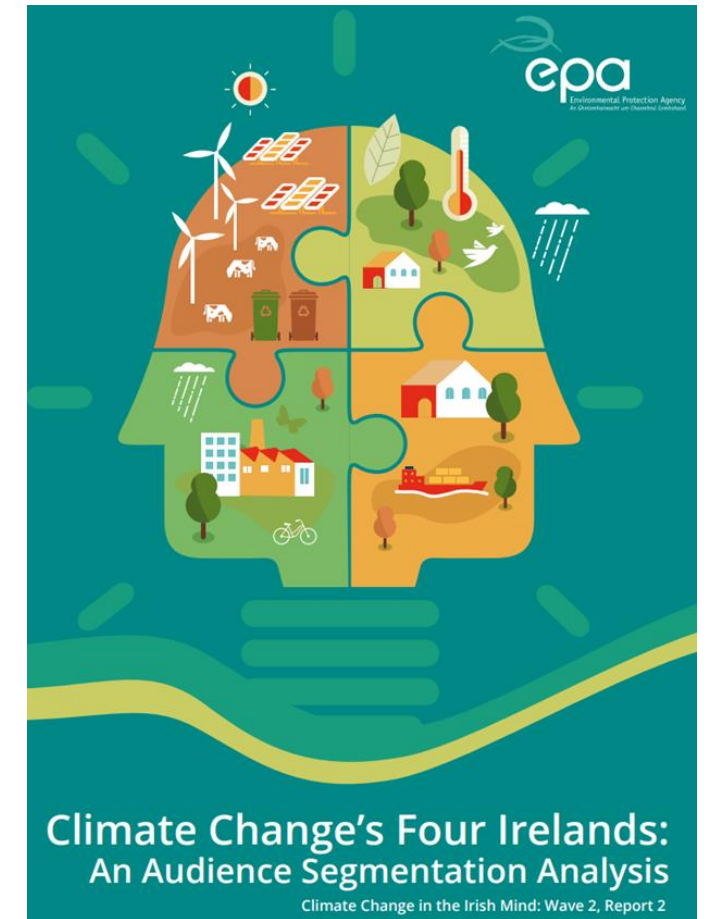
81% of people are worried about climate change.

75% think extreme weather poses a moderate or high risk to their community over the next 10 years, with increases in worry in relation to severe storms (74%) and extreme heat (54%).

89% report that climate change is important to them personally.

79% say climate change should be either a 'very high' or 'high' priority for Government, with high overall support for a range of climate action policies.

Irish people think that climate action will increase **economic growth** and create jobs (56%), and actions to reduce climate change will improve **quality of life** in Ireland (**74%**).



Nature and Biodiversity...





What is the role of higher education?

(with a focus on education)



Who is responsible for ESD?



An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science



An Roinn Oideachais
Department of Education



An Roinn Leanaí, Comhionannais,
Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

HEA | HIGHER
EDUCATION
AUTHORITY

Under the HEA Act 2022, the Higher Education Authority (HEA) and higher education institutions are **mandated** to operate in alignment with national sustainability goals. Section 2(3) defines environmental development and sustainability broadly, including social, economic, cultural, environmental, climate and biodiversity dimensions. Under Section 8(1)(b), the HEA is tasked with **supporting** higher education institutions in contributing to sustainable development, while Section 8(1)(a) establishes the Authority's responsibility to **promote excellence in teaching and learning**.

Performance Perspective

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

SYSTEM PERFORMANCE FRAMEWORK 2023–2028



		Pillars			
		Teaching & Learning	Research & Innovation	Access & Participation	Engagement
Transversal Areas of Impact	Flexibility, Upskilling & Lifelong Learning				
	Climate & Sustainable Development				
	Student Success				
	Enterprise				
	Society				
	Region				
	International				
	Digital Transformation				
	Equality, Diversity, Inclusion & Belonging				
	Institutional Leadership & Culture				
	Sectoral & Tertiary Cohesion				

The HEA prioritizes ESD...



- Education for Sustainable Development
- GenAI
- Student Success
- Professional Development of Staff

Catalyzing a Holistic View of ESD

Curriculum

How can we move from learning ABOUT to learning AS sustainability?

Campus

How can our campuses become experimental and creative living labs?

Community

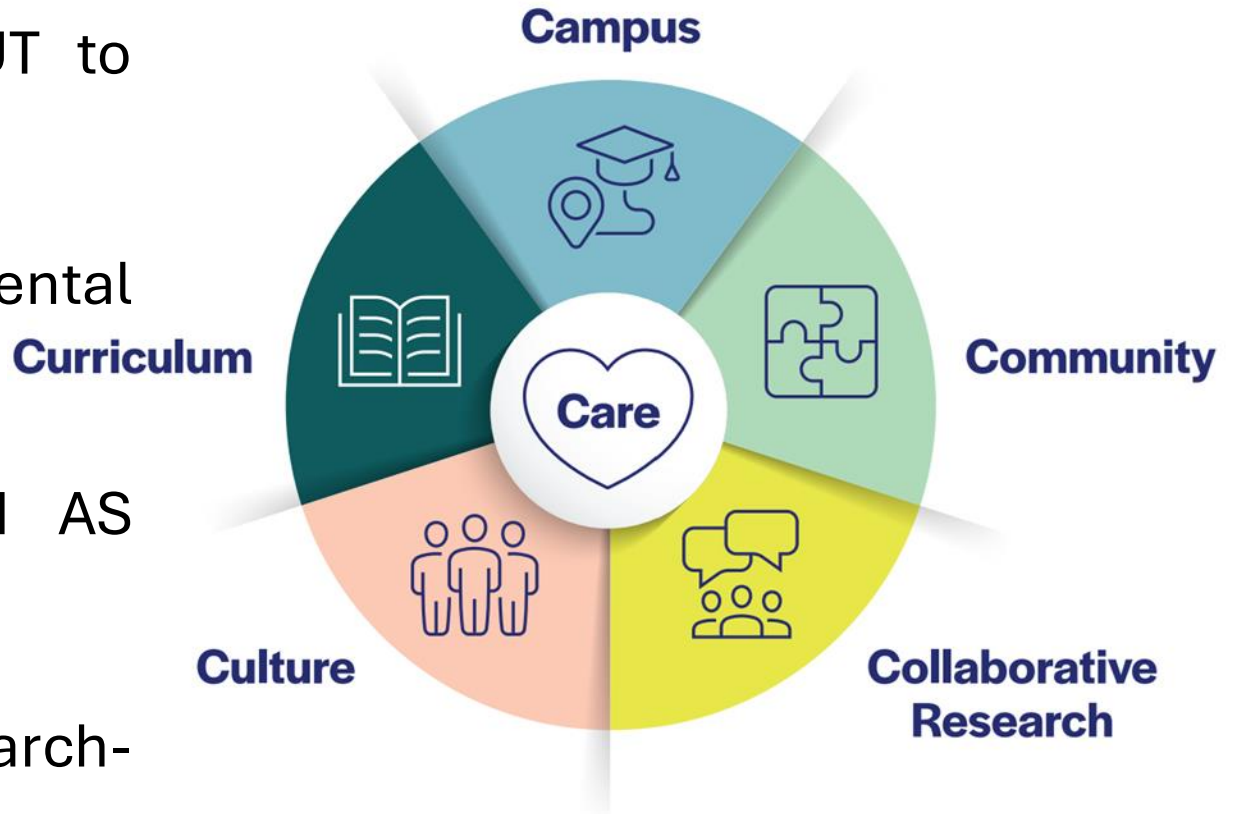
How can we learn FROM, WITH, and AS communities?

Collaborative Research

How can we stimulate collaborative research-informed practice and scholarship?

Culture

How can we become a 'beacon' for Climate Action Leadership?



Who should lead?

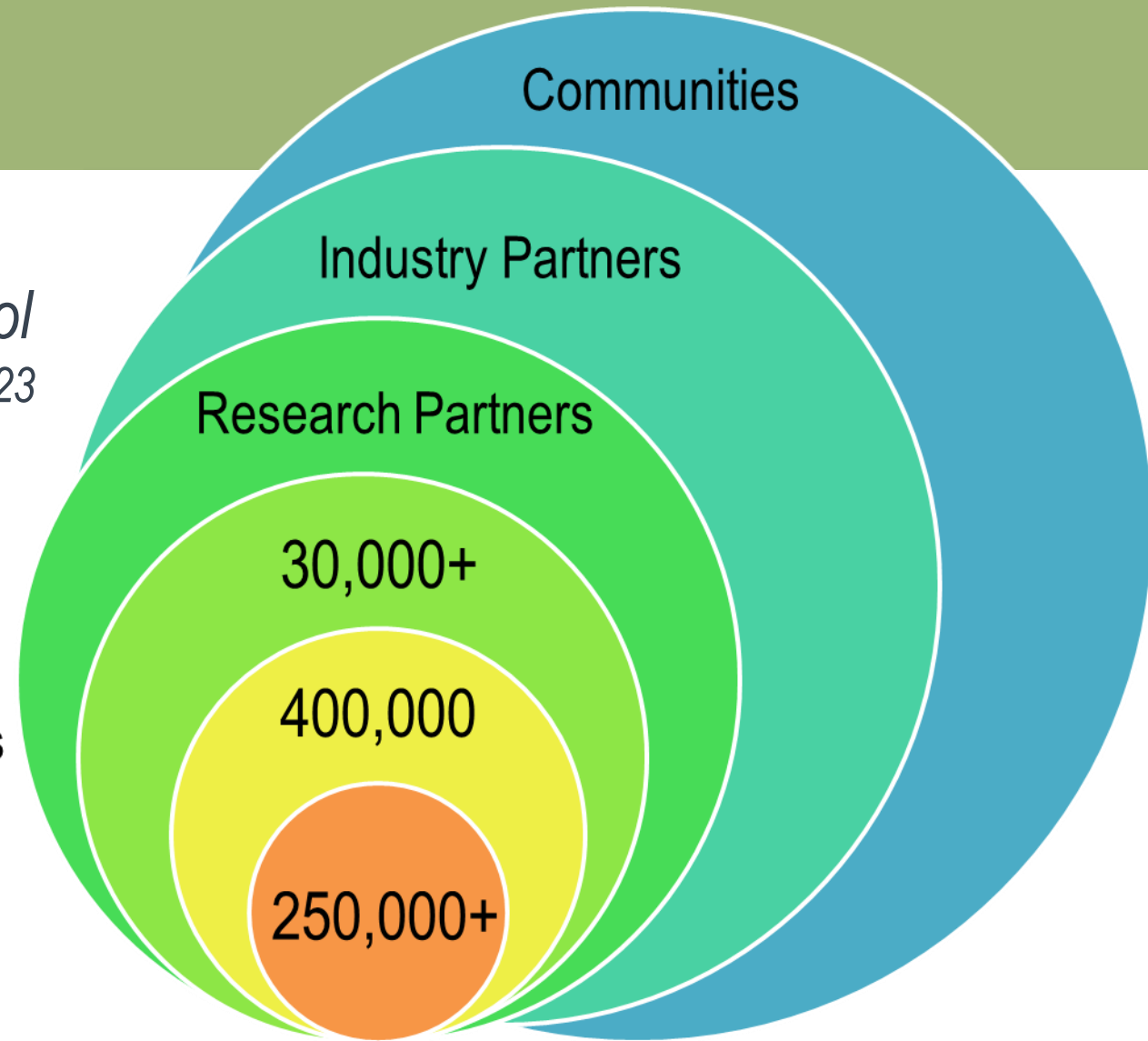
558,143 pupils enrolled in primary school
406,392 students enrolled in secondary school
CSO 2022/2023



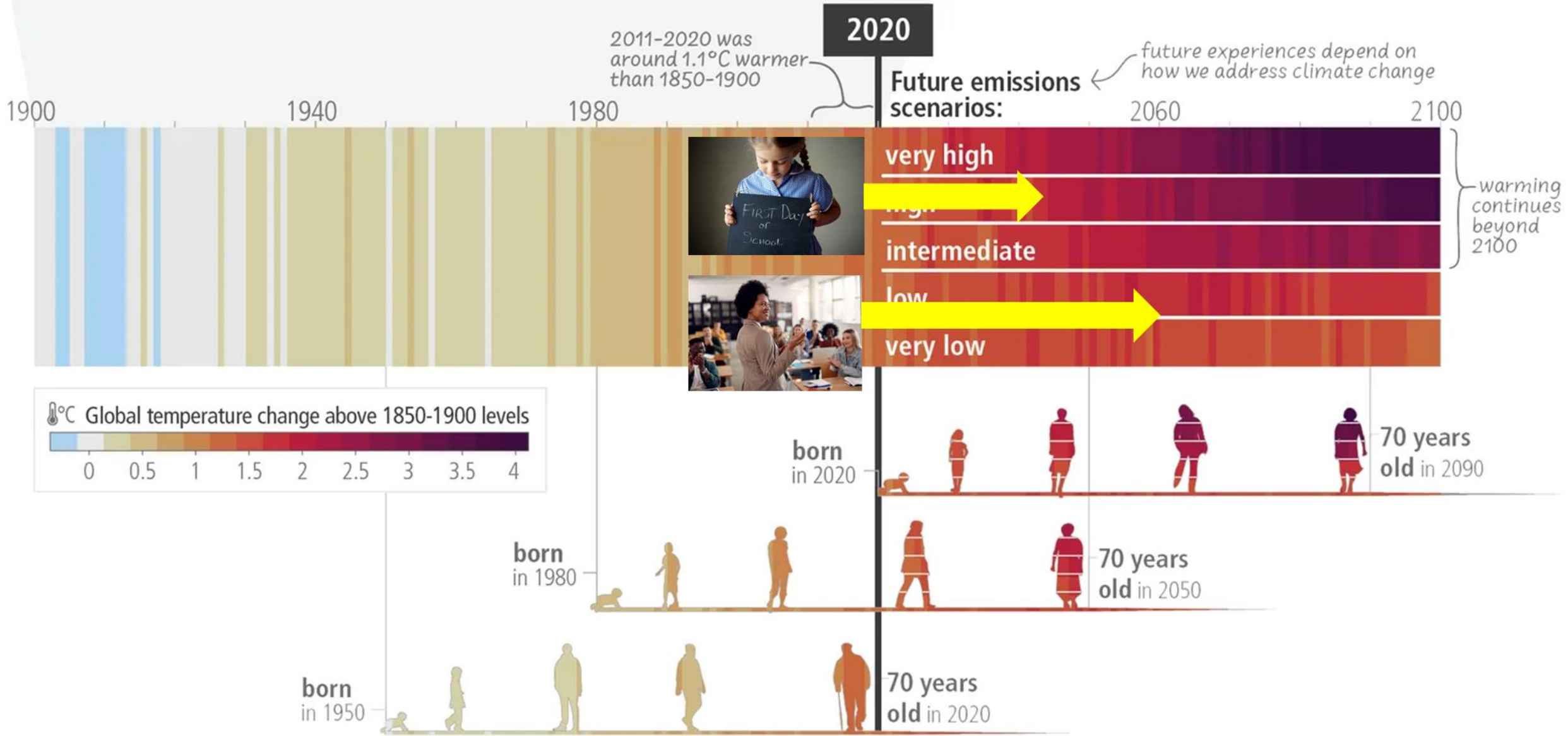
HE Staff

Adult Learners

HE students



c) The extent to which current and future generations will experience a hotter and different world depends on choices now and in the near-term

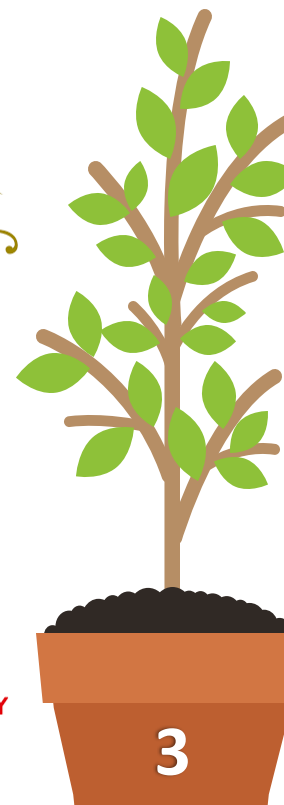




1



2



3

Nurture



Create a community



Ireland as an ESD Leader



Collaborative Leadership



Staff

Facilitator-Led

Education for Sustainability

🕒 25 hours 📅 Starts TBC

✅ Digital Badge



Staff

Facilitator-Led

Embedding the SDGs across the Curriculum

🕒 25 hours 📅 Starts TBC

✅ Digital Badge



Staff

Facilitator-Led

Upcoming

Leading from within: capacity building for ESD leadership

🕒 25 hours 📅 Starts 29 April 2026

✅ Digital Badge



Staff

Facilitator-Led

Upcoming

Embedding Global Citizenship Education (GCE) into Higher Education

🕒 25 hours 📅 Starts 14 April 2026

✅ Digital Badge

ATU, DCU, SETU, TU Dublin, UCC, UL, IADT, MU, UG, MTU, QUB, UU, TCD, UCD.

Cultivating Collaboration



Education for Sustainable Development

Spotlight Series



HEA | NATIONAL FORUM FOR THE DEVELOPMENT OF HIGHER EDUCATION

About | Our Priorities | Awards | Funding | News & Events | Resources

Education for Sustainable Development

Spotlight Series

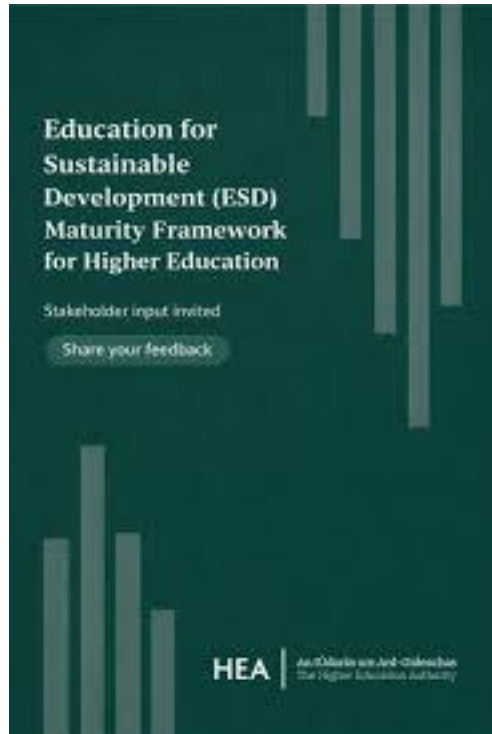
[ESD Spotlight Series](#) | [Recordings](#) | [Submit an ESD Case Study](#) | [Submit OER](#) | [Register for Updates](#)

Submit a Case Study

Contribute your case study to the HEA's Education for Sustainable Development (ESD) Case Study Collection

Home > HEA Education for Sustainable Development (ESD) Spotlight Series > Submit an ESD Case Study

Participatory Leadership



HEA ESD Policy Framework

So, are we at a 'Jonbar Point' for ESD?



From the 'Legion of Time' (1938), John Barr must choose between picking up a magnet (leading to a utopia) or a pebble (leading to a dystopia).

A point of divergence?

Nexus point?

Change point?

The challenge is...

We need to move from ‘doing things better’ to ‘doing better things’ to ‘transformation’.

(Bateson, 1972; Sterling, 2010)

How do we ensure it is not ‘performative’?



Publication of HEA ESD Framework (June 26)

- Supported by suite of Policy Briefs (ongoing).
- Supported by HEA ESD CoP.
- Supported by FE-HE ESD Advisory Committee.
- Supported by ESD Leadership Programme.
- Supported by ESD Research Roadmap.
- Supported by Performance and Funding levers.

How do we continue collaborating?



- HEA ESD Community of Practice
- SDSN ESD Working Group
- Climate Justice Universities Union
- Global Citizenship Education Forum
- Collaborative Funding
- ESD Network of Networks





ATU Example

Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

Galway

ATU Context



Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

ATU Donegal Letterke

ATU Donegal Killybegs

ATU Sligo

ATU Sligo St Angelas

ATU Mayo

ATU Connemara

ATU Galway City
Wellpark Road

ATU Mountbellew

ATU Galway City
Dublin Road

ATU Strategic Commitments

SUSTAINABILITY FOR THE FUTURE Vision 2024



Integrated Sustainable Futures Curriculum

Leading in Education for Sustainable Development (ESD), producing graduates with disciplinary expertise in sustainability, who have a profound understanding of the climate, environmental, social, and economic implications.

Cutting-edge Research for Sustainability

Serving as a hub for research addressing pressing climate and environmental challenges, fostering collaboration in areas such as clean energy, eco-friendly technologies, circular economy, waste reduction, and resource efficiency.

Equitable Sustainability and Social Impact

Promoting diversity and societal impact through research, addressing social challenges alongside climate action, fostering governance, accountability, and community involvement for equitable outcomes.

Operational Excellence and Zero Carbon Emissions

Demonstrating operational excellence in sustainability with zero carbon emissions, and showcasing best practice in governance and accountability to the wider community.

Community Engagement and Outreach

Supporting sustainable development in our local communities, exchanging expertise and integrating educational programs to empower and promote societal wellbeing.

Our Vision 2024 will guide our **Sustainability for the Future** strategic objectives for 2024-2028 in:

- Governance and Accountability
- Climate and Environmental Action
- Education and Research
- Community and Social Responsibility

ATU Performance Commitments

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

SYSTEM PERFORMANCE FRAMEWORK 2023–2028

Proportion (%) of new programme curricula (Level 8 major awards), identified at programme validation stage, which have embedded SDG content applicable to programme, cumulatively moving to a target of **80% by 2027/2028**.

Climate and Sustainable Development is mapped against the pillars of Teaching and Learning, Research and Innovation, and Engagement in ATU's HEA Performance Agreement 2024-2028.



Our focus will be on significant, tangible impact and a shared understanding of how the opportunities and experiences of an ATU education empower our students to unlock their potential. We will ensure that the principles of sustainability lie at the heart of our community, embracing all aspects of our endeavours.

Ensure that the principle of sustainability lies at the heart of our ATU community, **permeating every aspect of our endeavours**, embracing the holistic well-being of our students, the advancement of our university, the conservation of our surroundings, **the choices of technology**, the deployment and management of physical spaces and our unwavering commitment to the betterment of Ireland and the entire planet.



Setting out our ATU Learning, Teaching and Assessment Strategy: Our Blueprint

ATU Leadership



ATU Library Here for you

- Study, research, learn
- Individual and group study spaces
- Browse collections online and in print
- Receive digital collections
- Log in to your account
- Contact us

The ATU ESD Academy – Nurturing and Empowering Staff and Student Engagement on Sustainability, Climate Action, and the SDGs

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HEA National Forum Policy Advisor on ESD

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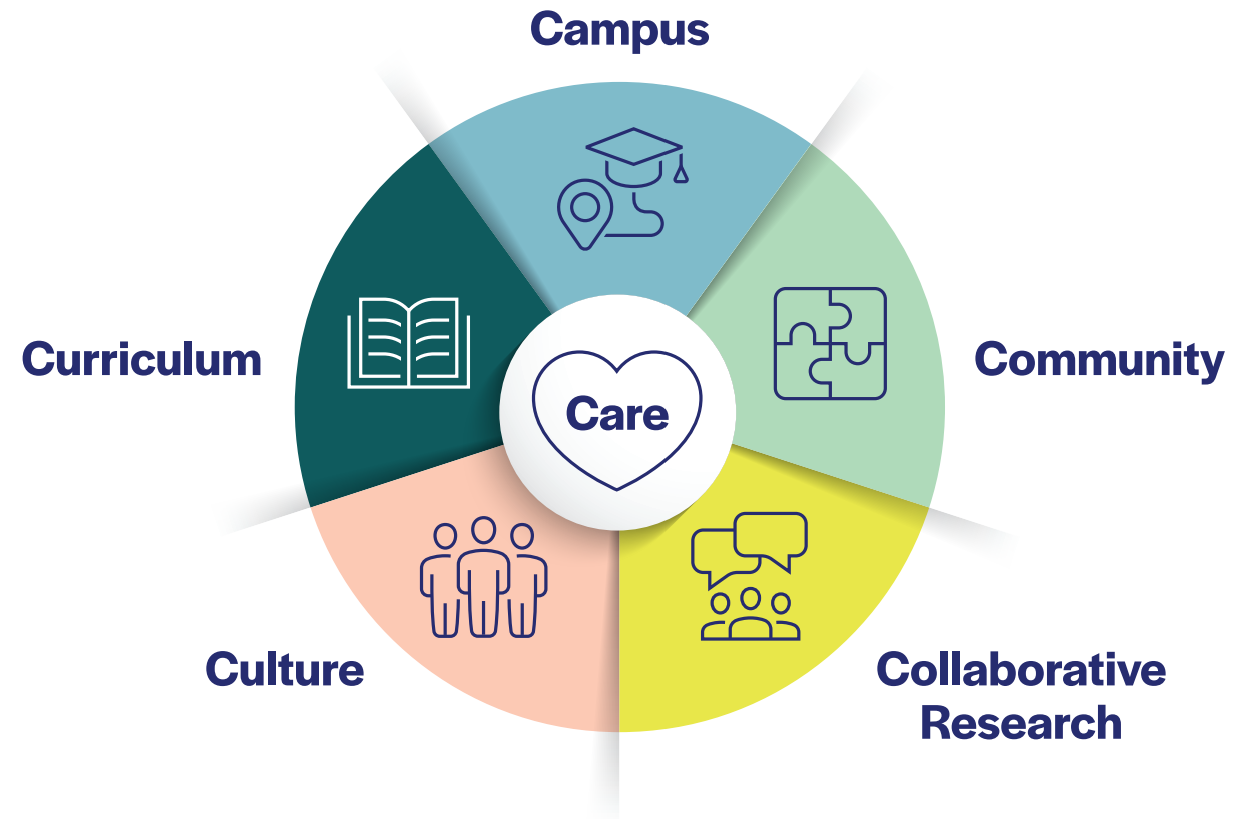
The ATU ESD Academy – Nurturing and Empowering Staff and Student Engagement on Sustainability, Climate Action, and the SDGs

Collaboration

The ATU ESD Academy is a collaboration between the ATU Centre for Sustainability and the ATU Teaching and Learning Centre.

Commitment

The ESD Academy will demonstrate leadership through a whole-of-university approach to embed sustainability, the United Nations Sustainable Development Goals (SDGs) and climate action and justice at the very core of the curriculum in ATU. The work will be framed by the 6Cs of Curriculum, Campus, Community, Collaborative Research, Culture, and Care.



Let's make ATU the most Carbon Literate University in Ireland.



Carbon Literacy is the knowledge and capacity required to create a positive shift in how we live, work and behave in response to climate change. Learners who complete a day's worth of Carbon Literacy learning can be independently certified as 'Carbon Literate'. If you are interested in undertaking the course, or rolling out across your module, programme, department or school, please contact TLC@ATU.ie, Mark.Kelly@atu.ie or John.Scahill@atu.ie

[Learn More](#)

ATU Level 6 Certificate on the Sustainable Development Goals (Partnership, People, Planet, and Prosperity)

The aim of the programme is to introduce the theory and application of the United Nations Sustainable Development Goals (SDG) with a particular focus on their application in the regional context. This fully online self-paced programme is available to both staff and students as an additional qualification.

[Learn More](#)

Higher Education Authority (HEA) National Forum T&L Digital Badges

ATU coordinates the national rollout of two digital badges on 'Education for Sustainability', and 'Embedding the SDGs across the Curriculum.'

[Learn More](#)

[Learn More](#)



ATU Postgraduate Certificate on Education for Sustainability

The Postgraduate Certificate on Education for Sustainability focuses on embedding sustainability in a holistic manner using the 6Cs framework of Curriculum, Campus, Community, Collaborative Research, Culture, and Care.

[Learn More](#)



ATU Digital Badge on 'Introduction to the Sustainable Development Goals'

This self-directed digital badge (4 hours) provides a short introduction to the Sustainable Development Goals (SDGs).

[Introduction to the SDGs](#)

Student

[SDGs 101
Please access the resource here](#)

Staff

ATU '17 SDGs - 17 MOOCs'

A MOOC (Massive, Open, Online, Course) is a short course that is available to everyone free of charge. At ATU we are releasing our Sustainable Development Goals (SDGs) course as a MOOC because we want as many people as possible to learn about sustainability, and how the goals relate to Ireland.

[Access Here](#)



Higher Education Authority (HEA) National Forum T&L ESD Spotlight Series 2025

The HEA ESD Spotlight Series 2025 is a weekly webinar series that will 'spotlight' a different institution each week to highlight best practice across higher education in Ireland.

[Register Here](#)

Contribute your case study to the HEA's Education for Sustainable Development (ESD) Case Study Collection

[Submit](#)

Submit your Open Educational Resource (OER) to the HEA's ESD Resource Hub

[Submit](#)



SOS-UK International Responsible Futures Programme

Responsible Futures is a whole-institution supported change programme and accreditation mark to embed sustainability across all aspects of student learning. Contact TLC@ATU.ie or Mark.Kelly@atu.ie if you wish to get involved.

[Learn More](#)



ATU's Radical Sustainability

- Are you interesting in how play and games can be used to engage students with sustainability, climate action, and the SDGs in the classroom? Please contact the Teaching and Learning Unit (Olga Vaughan) to access resources and attend a 'how to' workshop at TLC@atu.ie
- The ATU ESD Academy are planning an ESD Games Festival to showcase different tools for engagement. If you are interested in getting involved, please contact TLC@atu.ie or Mark.Kelly@atu.ie

Climate Fresk

Climate Fresk is a participatory workshop that explores the causes and effects of climate change. If you are interested in becoming a facilitator or using it in your teaching and learning practice, contact TLC@ATU.ie or Mark.Kelly@atu.ie



MyDigitalBackpack.ie Digital Open Badge available for all Students

Access an Introduction to the SDGs online course and digital badge on the national student badge platform and gain a digital badge. Single sign on direct access is available to all staff and students.

www.MyDigitalBackpack.ie

Lecturers may also integrate this learning opportunity into a module assessment plan in ATU. Learn more and contact TLC@ATU.ie

ATU Curriculum Framework

Explore the 7 Steps to Programme Design and the ATU Curriculum Framework

Programme boards and heads of department can register to access a suite of workshops by contacting TLC@ATU.ie

[Access the ATU Curriculum Framework here](#)

Education for Sustainable Futures Workshop

This workshop utilizes futures thinking to support programme design and development

AREA Student Competency Framework

Empowering students for a sustainable future, the AREA framework integrates digital and sustainability competencies into modules and programmes transforming awareness into action and guiding students toward life long success in an evolving world

[Learn about the AREA framework here](#)

The Teaching and Learning Centre will launch a DISCOVERY TOOL on MyDigitalBackpack.ie for all ATU students to access and gain a digital open badge for AREA.

ESD Resources

ATU ESD N-TUTORR national seminar video showcase.

[Access Here](#)

Students as Partners in Innovation and Change Fellowship - explore ESD impact case studies from ATU and across the sector

[Access Here](#)

ESD in the ATU Teaching and Learning Centre

[Access Here](#)

Learn about the national N-TUTORR Transforming Learning program outputs across 6 themes including ESD

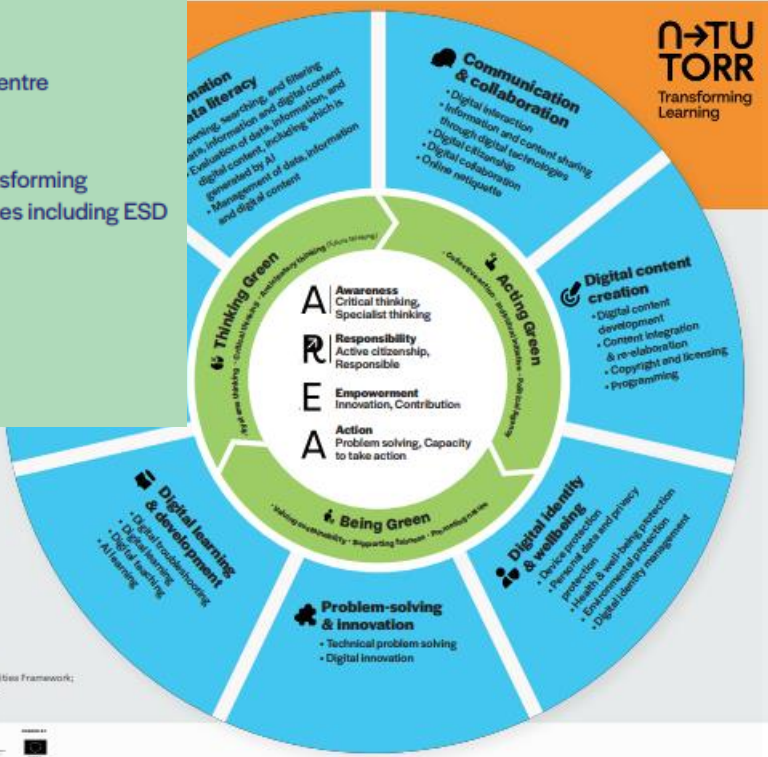
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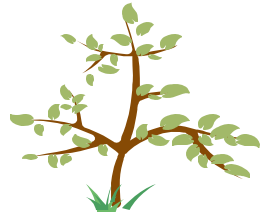
Competences

Sustainability Competences

The key frameworks informing the design of the N-TUTORR AREA Student Competency Framework include:
 the Digital Competence Framework (DigComp); Jisc Digital Capabilities Framework; Next Education AIComp; the UNESCO Framework and GreenComp; European sustainability competence framework.



Sustainability Literacy to Leadership Learning Pathways



Phase 1

Workshop Participation/Digital Badges

Climate Fresk workshop (3 hrs)

‘SDGs to 2030’ game (3 hrs)

‘2 Tonnes’ workshop (3 hrs)

Lego Serious Play for Sustainability workshop (2 hrs)

‘How Bad are Bananas’ workshop (2 hrs)

Eco-Actions workshop (2 hrs)

‘SDGs 101’ digital badge (2 hrs)

SDGs 17 MOOCs (2 hrs)



Phase 2

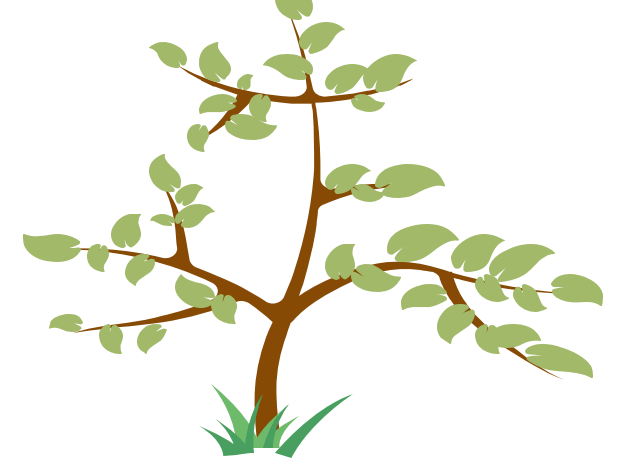
Undertake Accredited CPD

Carbon Literacy training (10 hrs)

‘Education for Sustainability’
Open Course (25 hrs)

‘Embedding the SDGs across the
Curriculum’ Open Course (25 hrs)

Level 6 Certificate on the SDGs
(20 credits)



Phase 3

Undertake PG Cert./Become a Facilitator

Carbon Literacy Facilitator training (25 hrs)

‘Education for Sustainability’ Open Course
Facilitator (5 hrs)

‘Embedding the SDGs across the
Curriculum’ Open Course Facilitator (5 hrs)

Climate Fresk Facilitator (3 hrs)

‘SDGs to 2030’ game Facilitator (30 hrs)

Level 9 10-credit PG Cert. on ESD (250 hrs)

Nurturing and Empowering Staff and Student Engagement on Sustainability, Climate Action, and the SDGs

THE RADICAL SUSTAINABILITY LAB

The project aims to:

- 1 Cultivate and nurture an authentic and creative education for sustainability community of practice.
- 2 Empower students to take an active part in embedding education for sustainability and the SDGs across the curriculum.
- 3 Provide opportunities for collaboration across disciplines.
- 4 Encourage active citizenship both within and outside the university.
- 5 Increase sustainability literacy amongst students and staff.
- 6 Contribute to the development of Sustainability Literacy to Leadership learning pathways for staff and students.



Climate Education Clubs

Establish networks between the education sector and voluntary community group sector to share knowledge, and design and produce collaborative projects.

Primary Connections



Empowering children to take actions and share their opinions.



Youth Connections



Engaging post-primary students to encourage conversation

Community Connections



Education community-education community-

Learning by sharing knowledge and experiences within our communities and our education settings

Nurturing and Empowering Staff and Student Engagement

SDG Digital Badge Roadshow
Introduction to the Sustainable Development Goals

The SDG Roadshow will run from November to March, with presentations delivered virtually at nine ATU campuses.

Introduction to SDGs

Special Prize Draw: Complete the badge by the end of March to enter a prize draw for a laptop, tablet, or smartwatch.

Timeline:
 Dublin: November 2024
 Mayo: January 2025
 Sligo & Donegal: February 2025
 Limerick & Cork: March 2025

QR code for more information.

Education for Sustainable Development Academy | **Teaching & Learning Centre**

The ATU Education for Sustainable Development (ESD) Academy is delighted to launch our community engagement initiative:

Climate Clubs

What is a Climate Club?
A Climate Club is an initiative to engage with our local communities and schools, which focuses on capacity building and learning by doing through genuine reciprocal relationships to learn FROM, WITH, and AS a community.

Who is it for?
The ATU ESD Academy Climate Club is for our local schools and community groups across all of our 9 ATU campuses.

What does it do?
It facilitates learning opportunities between ATU and our local schools and communities to empower learners to take action and encourage active citizenship within ATU, and across our local schools and communities.

What is on offer?
The ATU ESD Academy offers a range of engagement opportunities including Carbon Literacy training, Digital Badges and Massive Open Online Courses (MOOCs) on the SDGs, and a range of game-based and interactive workshops including Climate Fresk, Lego Serious Play for Sustainability and the Circular Economy, Eco-Actions, Futures Thinking, Design Sprints, and the 'SDGs to 2030' game.

How did it Start?
The Climate Clubs initiative in ATU (in collaboration with the Sligo Public Partnership Network) originated as part of the 'Power to Change' project led by Dr. Yvonne Lang and funded under the Community Climate Action Programme. This project engaged with local schools and community groups to create a suite of resources including a Biodiversity Exercise Game and Hunt, a Climate Action board game to reimagine Sligo, and a 'SDGs and Me: Nurturing Our World' workbook. See QR codes below for more information.

How do I find out more?
For more information on the ATU ESD Academy, please visit <https://www.atu.ie/about/teaching-and-learning/education-for-sustainability>. If you are interested in getting involved in the Climate Clubs, please contact: Mark.Kelly@atu.ie or John.Scahill@atu.ie

Biodiversity Exercises | Toolkits & Guides | SDGs & Me Workbook



Nurturing and Empowering Staff Engagement on Sustainability, Climate Action, and the SDGs

ATU Education for Sustainability Module



Are you interested in how Higher Education can play a leading role in the transition towards a more sustainable and just society?

The 10-credit Education for Sustainability elective module aims to build on existing sustainability initiatives across higher education to create a dynamic community of practice, consisting of staff, students and community stakeholders, who are committed to a holistic approach to sustainability. The module will explore research-informed and applied teaching and learning approaches, which are framed within the 5 Cs of Culture, Campus, Curriculum, Community and Collaborative research and underpinned by the Sustainable Development Goals (SDGs).

The module is co-facilitated by:

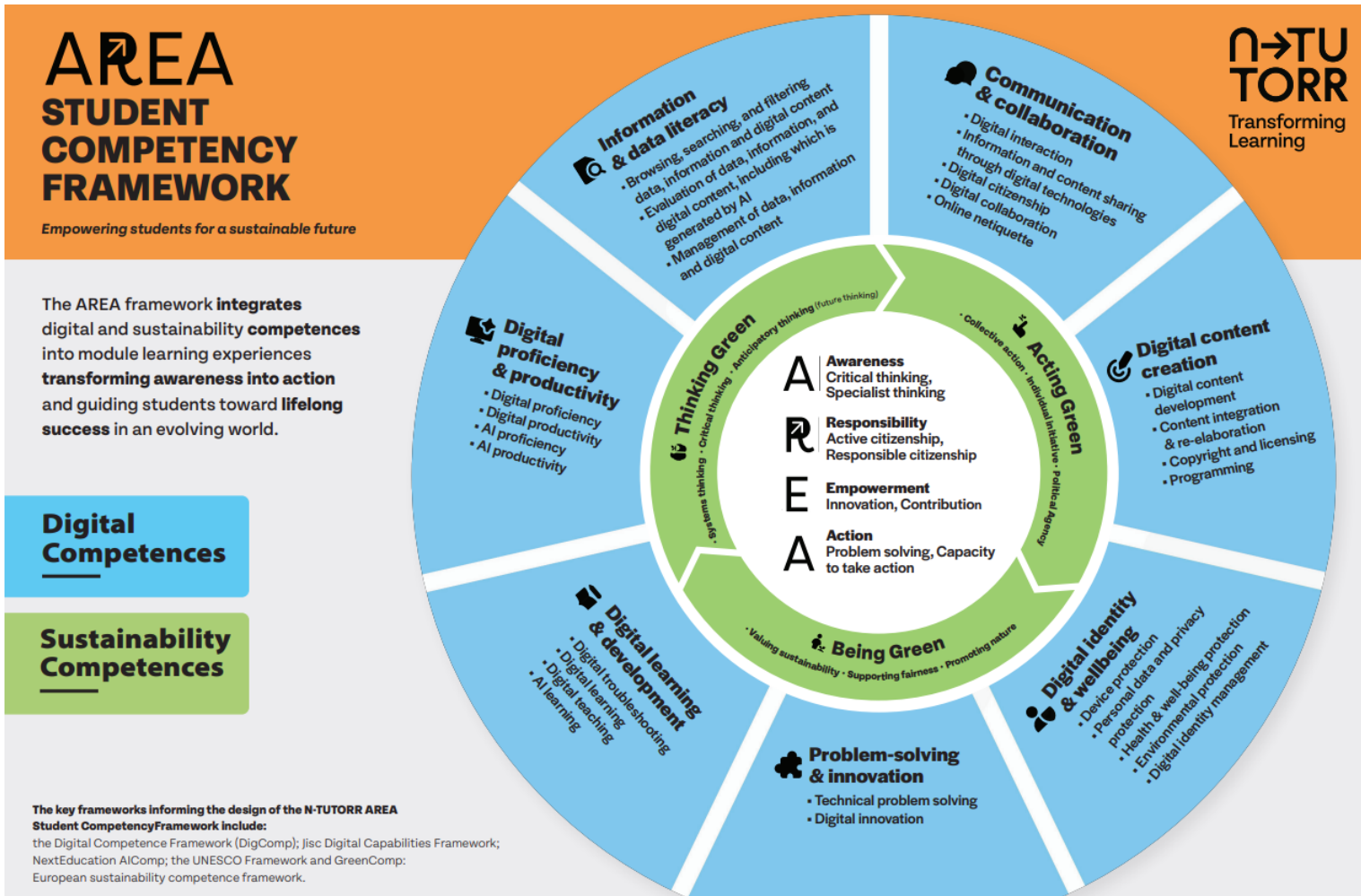
- Dr. Dermot O'Donovan**
Head of Dept. of Creative Education, ATU School of Design and Creative Arts
Email: Dermot.O'Donovan@atu.ie
- Dr. John Scahill**
Lecturer in the Department of Building and Civil Engineering
Email: John.Scahill@atu.ie
- Dr. Mark Kelly**
Head of ATU Galway Mayo Centre for Sustainability and Senior Lecturer in the Dept. of Building/Civil Eng
Email: Mark.Kelly@atu.ie

All workshops will be facilitated online via Microsoft Teams to enable remote participation with contributions from a host of Sustainability Leaders across the higher education sector in Ireland.

Workshop	Date	Time
Workshop 1	3 Feb. 2023	10.00 to 13.00
Workshop 2	24 Feb. 2023	10.00 to 13.00
Workshop 3	24 March 2023	10.00 to 13.00
Workshop 4	5 May 2023	10.00 to 13.00
Workshop 5	26 May 2023	10.00 to 13.00



Quality Enhancement and Assurance Processes



1. Have you included sustainability and inclusive-related competences i.e., critical thinking, systems thinking, strategic thinking, self-awareness, cultural competence, anticipatory thinking, and integrated collaborative problem-solving in your programme and module learning outcomes?

2. Have you included sustainability-related topics (environmental, social, political, cultural, economic); diverse perspectives, voices, and experiences, including those from underrepresented and marginalized groups in your curriculum content?

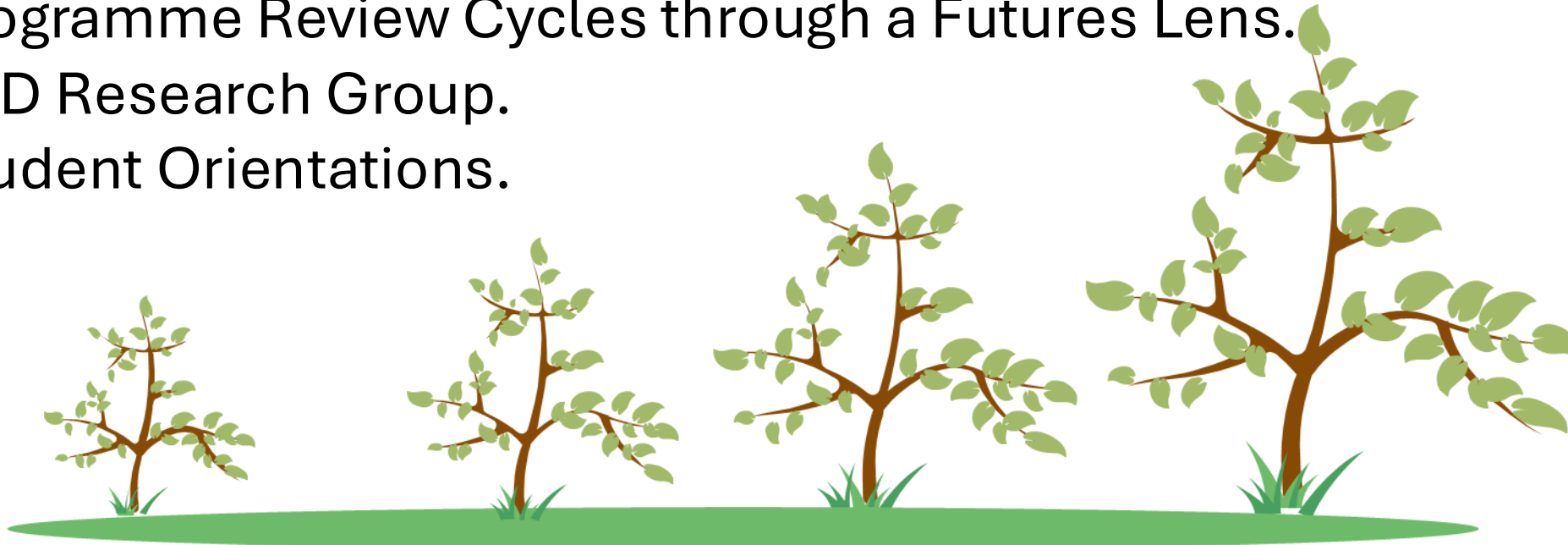
3. Does your assessment strategy address sustainability and inclusive-related competences i.e., i.e., critical, systems, strategic thinking, and anticipatory thinking; integrated collaborative problem-solving; and cultural competence?

4. Do you utilize the synergies between the curriculum, campus, internal and external communities, and ongoing collaborative research, to encourage an integrated approach to sustainability?

5. Do you use ESD-aligned pedagogies e.g., student-centred, inquiry-based, problem/challenge-based, place-based, experiential, participatory and action-oriented approaches, and promote an inclusive learning environment that supports students of all backgrounds, identities, and abilities?

The ATU ESD Academy – Nurturing and Empowering Staff and Student Engagement on Sustainability, Climate Action, and the SDGs

- Curlew Awards recognizing ESD Excellence in collaboration with the University of Galway and the Mary Robinson Centre.
- ESD Mentoring Programme and ESD Clinics.
- Programme Review Cycles through a Futures Lens.
- ESD Research Group.
- Student Orientations.



Nurture the
Existing

Doing Things
Better

Doing Better
Things

Transformational
Reimagining

But...



Paradoxes and Provocations

Is ESD a form of greenwashing?

Is ESD just performative?

Who decides?

Who is left out?

What impact does it have?

How does ESD serve our students and society?

How do we embody regenerative practices and values?

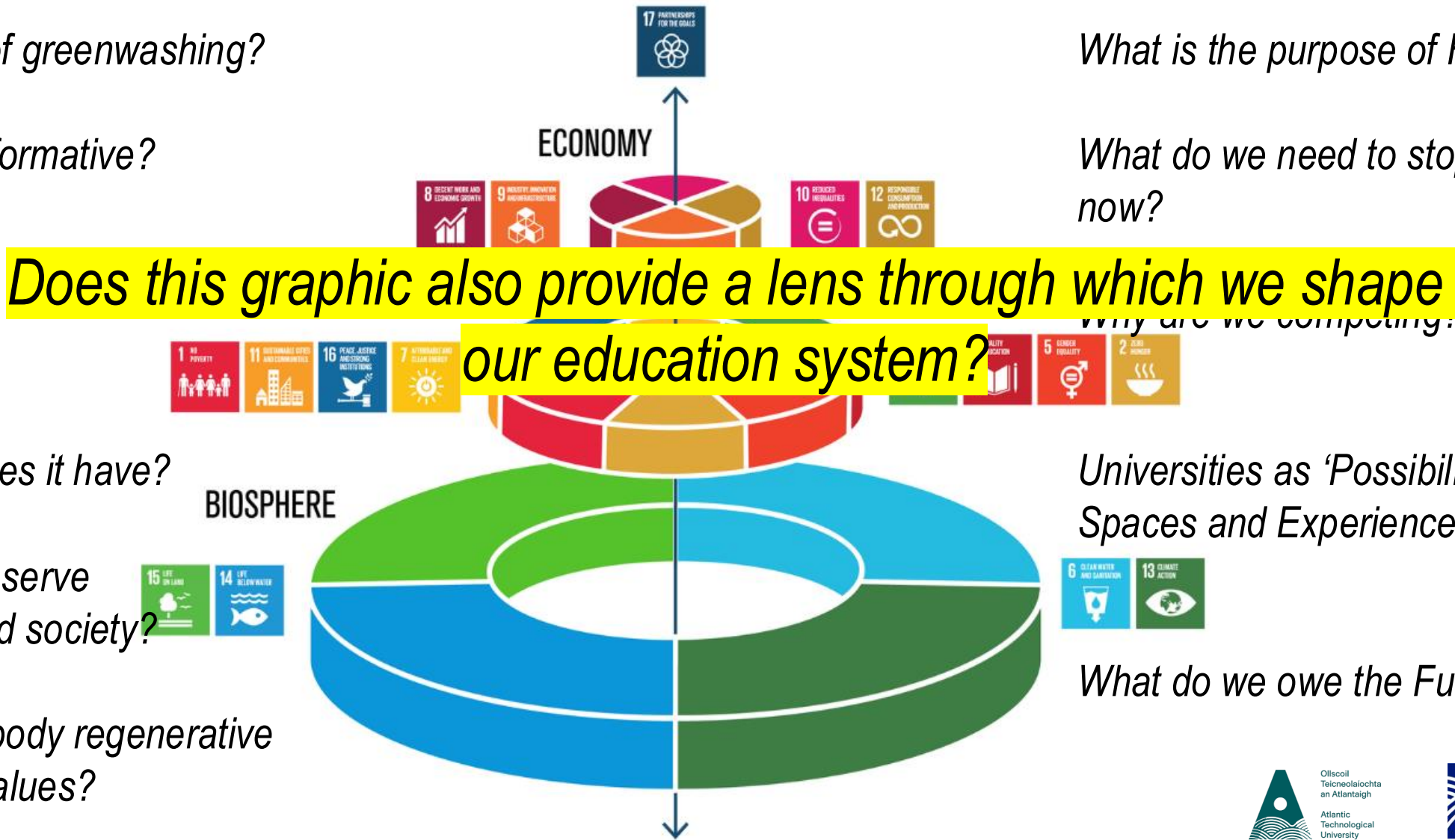
What is the purpose of HE?

What do we need to stop doing now?

Why are we competing?

Universities as 'Possibility Spaces and Experiences'

What do we owe the Future?



The Intergenerational University and Long-Term Action



Trinity College Dublin (TCD) founded in 1592.

University College Cork (UCC) founded in 1845.

University of Galway founded in 1845.



‘What if we had 100 years?’

Professor Keri Facer



Our future is shaped by the decisions,
choices and actions of today.

What we don't do is also important.



Ever tried. Ever failed. No matter.
Try again. Fail again. Fail better. You
won't believe what you can
accomplish by attempting the
impossible with the courage to
repeatedly fail better.

SAMUEL BECKETT

The ATU ESD Academy – Nurturing and Empowering Staff and Student Engagement on Sustainability, Climate Action, and the SDGs

References

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- <https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/>
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- <https://unesdoc.unesco.org/ark:/48223/pf0000261802>
- [ESD Maturity Framework Consultation](#)



IRELAND MAY
BE SMALL BUT
WE CARE ABOUT
CLIMATE CHANGE!

Mark.Kelly@atu.ie