

National Strategy on Education for Sustainable Development (ESD) to 2030

Submission of the Higher Education Authority (HEA) to the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), June 2021

1. Introduction:

The HEA would like to thank the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) for the invitation to provide a submission to inform the development of a National Strategy for Education for Sustainable Development (ESD) to 2030.

The HEA welcomes the joint approach of the DoE and DFHERIS in the development and implementation of the strategy, and the increasing emphasis on the important role of the higher education sector in implementing ESD and contributing towards a sustainable future.

Higher education presents valuable opportunities to implement ESD through multiple channels, not only through sustainability-focused programmes and modules, but also through the integration of ESD across curricula; innovative research; student engagement and activism; campus management; community and industry engagement; and international linkages among others. Substantial progress has been made to date, and there are host of innovative and successful initiatives to learn from and build on.

The development of the new National Strategy for ESD to 2030 is timely as there are many emerging opportunities to integrate the ESD agenda and to promote synergies and coherence across policy and practice. The higher education landscape in Ireland is in the midst of significant development and reform. This has led to the creation of three new technological universities that are expected to provide an enhanced level of regional engagement and stronger contributions to national research and innovation, and two further consortia have submitted applications for TU status. There is new legislation and a new policy framework for system performance in the pipeline which could serve as a mechanism to mandate, integrate and measure HEI performance on ESD.

The COVID pandemic, which has affected the sector so considerably, has led to a shifting of priorities, renewed efforts to live sustainably and the emergence of new and innovative ways of working, learning and collaborating. At a system level, initiatives such as the HEA Gender Action Plan have shown how progress can be made on challenging when a national co-ordinated approach is taken.

There is a growing body of policy and legislation at both national and international levels that supports the sustainable development agenda. At the International level, the recently launched [UNESCO 'ESD for 2030' Roadmap](#) provides an important global framework, and we welcome the alignment of Ireland's new strategy with this framework, in addition to the adoption of the [Berlin Declaration for ESD](#) at the UNESCO Global Conference on ESD in May 2021.

Ireland has consistently shown international leadership on issues relating to sustainable development and human rights, including acting as co-chair of the final negotiations that led to the historic adoption of the Sustainable Goals (SDGs) in 2015. The development and implementation of an ambitious, appropriately resourced and robustly monitored National Strategy for ESD to 2030 would further demonstrate this global leadership and mobilise stakeholders towards the achievement of shared objectives.

There is a growing sense of urgency and recognition among the Irish population of the need to act now to address sustainability issues, in particular environmental issues such as climate change and biodiversity. There is also an increasing recognition of global interdependencies and interconnectedness, and the need to work collaboratively. It is widely accepted that ESD is a key enabler for the achievement of the SDGs and addressing the immense challenges our societies face, and it has never been more crucial to act on these issues. Young people in particular expect to be supported to develop the knowledge and skills to address contemporary challenges.

There is huge potential for the higher education sector in Ireland to demonstrate leadership in this area and to harness the significant talent and commitment of staff and students to effectively tackle the challenges facing society and promote transformative change. The HEA would welcome further discussion with DFHERIS on the new strategy and the role of the HEA in its implementation and monitoring.

2. HEA and IRC contributions to the National Strategy on ESD 2014 – 2020

HEA Stakeholder engagement:

The HEA participates in the Advisory Group on Education for Sustainable Development coordinated by the Department of Education, which played an active role in preparing the consultation paper for this process.

In December 2020, the HEA hosted a virtual consultation on Education for Sustainable Development in Higher Education. That event was a pre-cursor towards this consultation process and was attended by over 70 participants from across the higher sector. Further details have been provided below. The HEA has been actively sharing information about this consultation and other ESD related matters with HEIs and its ESD in Higher Education email distribution list.

ESD Funding:

In 2017, €2.1m provided by the Department of Education and Skills was allocated by the HEA for initiatives that supported the National Strategy for ESD. A total of 24 HEIs received €88,458 each.

Higher Education Programmes with a Sustainability Focus:

Human Capital Initiative: The Human Capital Initiative provided significant funding for courses that include a focus on the environment, climate change, sustainability. Across HCI Pillars 1 and

2, 16 courses with a specific focus on environment/energy/sustainability/circular economy were approved, providing almost 1,000 course places for learners.

HCI Pillar 3, included a specific focus on climate action and addressing the actions and targets set out in Climate Action Plan 2019. A number of HCI projects with notable components addressing climate action, environment and sustainability were awarded funding under this call and will have wide-reaching impacts, given the multi-partner collaborative approach adopted in many instances.

Springboard: Several Springboard courses in 2020 included a focus on environmental / sustainability issues, such as:

- Graduate Certificate in Management for Sustainable Development, DCU, L9, P/T
- Graduate Certificate in Clean Technology, DCU, L9, P/T
- Certificate in Climate Resilience for Business, GMIT, L8, P/T
- Certificate in Sustainable Building Technology, GMIT, L8, P/T
- Diploma in Retrofit, Conservation and Sustainability, Griffith College, L8, P/T
- Certificate in Near Zero Energy Buildings, LIT, L6, P/T
- Specialist Diploma in Corporate Environmental Planning, NUIG, L8, P/T
- Certificate in Environmental Science, Sustainability and Climate, UCC, L7, P/T

Modular courses: A number of additional places on Postgraduate and Modular courses were also provided as part of the July Stimulus package 2020. Examples of relevant courses include:

- Sustainable Business (DCU)
- EU and National Climate Change Law (DCU)
- Climate Change and Cities (DCU)
- Certificates in Renewable Energy/Wind Energy/Ocean Energy/Solar Energy/Bio-Energy (DkIT)
- Professional Certificate in Responsible and Sustainable Finance (IoB, UCD)
- Sustainable Business and Responsible Management (MU)
- Farm to Kitchen Live Learning (TU Dublin)

Research:

The HEA invests in research within the overall core grant (€308.2m in 2018¹) to the HEIs by way of an agreed allocation method. This core funding delivers the national platform support for all education and research activity in Ireland's HEIs. As part of this:

- It pays for the salaries of the academics who are therefore in a position to apply for competitive funding from international programmes such as Horizon2020 and from national agencies such as SFI.
- The core grant also covers the supervision of Masters and PhD students, i.e. Ireland's pipeline of researchers.

¹ Department of Further and Higher Education, Research, Innovation and Science, [Higher Education Research and Development Survey 2018-2019](#), January 2021.

- It empowers each institution to support the highly interconnected education-research nexus as befits its particular strategic environment and operational priorities.

In 2018, the Irish Research Council (IRC) launched the COALESCE – Collaborative Alliances for Societal Challenges Research Fund Programme. The scheme was developed in response to challenges set out in the Sustainable Development Goals (SDGs) identified by the United Nations and to challenges outlined in the Government of Ireland’s National Development Plan (NDP) and National Planning Framework (Project Ireland 2040).

The programme provides opportunities for researchers across all disciplines to propose excellent research projects that enhance our collective ability to meet national challenges and contribute to a global sustainable future. For 2020, the partners included the Irish Human Rights and Equality Commission, the Department of Children and Youth Affairs, Met Éireann, and the Department of Foreign Affairs. 7 awards were made in 2020, totalling €1.6 million.

The Irish Research Council manages the Marie Skłodowska-Curie Actions (MSCA) COFUND Postdoctoral Fellowship Programme entitled CAROLINE– ‘Collaborative Research Fellowships for a Responsive and Innovative Europe’. CAROLINE has attracted experienced researchers from various disciplines to conduct research relevant to the themes of the United Nations 2030 Agenda for shared economic prosperity, social development, and environmental protection. CAROLINE has funded a total of 49 researchers under Calls 1-3 (2017-2019), all of whom are undertaking research related to the Sustainable Development Goals agenda.

The Irish Research Council has also funded many individual scholars undertaking research that includes a focus on sustainability under other funding schemes, including the GOI postgraduate scholarship scheme and the GOI postdoctoral fellowship scheme.

Ireland’s Research Priority Areas for 2018-2023 include research related to Energy, Climate Action and Sustainability as a key priority. Science Foundation Ireland provides significant funding for research in this area, in particular through the SFI Research Centres, such as the MaREI, BiOrbic and iCrag Centres. The MaREI Centre for example undertakes research with a focus on the Energy Transition, Blue Economy and Climate Action. There are approximately 220 researchers, 12 academic partners and 80 industry partners involved in the MaREI Centre. MaREI researchers are involved in various citizen engagement, education and outreach initiatives, including collaborative research and schools outreach projects.

Integrating the Sustainable Development Goals (SDGs) across curricula:

A number of HEIs have embarked on projects to map the SDGs across their curricula, cognisant of SDG target 4.7, which indicates that all learners should acquire knowledge and skills needed to promote sustainable development.

- For example, in 2020, DCU undertook a comprehensive mapping exercise by faculty, which sought to assess the visibility of SDG themes and the intensity of SDGs presence in the DCU curricula. This will inform the review and re-design of DCU programmes as well as the provision of capacity building supports to academic staff.
- In UCC, an SDG Toolkit is being developed and includes a mapping tool to assist academic staff in determining the extent to which their modules are addressing the SDG core pillars

of environment, economy and society and individual goals. This work is part of the NFTL funded project 'Developing a connected curriculum'.

Green Campus:

Throughout the ESD in Higher Education event run by the HEA in December 2020 (further details below), the Green Campus programme, managed by An Taisce, was repeatedly recognised as a successful and promising initiative and enabler for further progress. Figures to end 2020 indicate:

- 40 campuses are registered on the programme
- 15 of these campuses have been awarded the Green Flag
- 8 new registrations in 2020
- 2 campuses awarded their Green Flag for the first time in 2020

Athena Swan:

A total of 71 Athena SWAN Bronze awards are currently held by Irish institutions (19 institutions; 52 departments). This data reflects awards up to and including the November 2020 assessment round.

Capital Funding:

HEIs in receipt of capital funding must comply with the HEA's Devolved Control Procedures (DCP) which devolves responsibility for the design and delivery of projects. The DCP outlines the roles and responsibility of the HEI in relation to the delivery of the project.

For applicable projects, under the HEA's DCP, HEIs are required to adopt the principles of Energy Efficient Design (EED), which is a systematic approach to the design, construction and commissioning of new projects to minimise energy consumption in their operational life cycle. Additionally, HEIs must report to the HEA with an update in relation to energy efficiency in each quarterly progress report.

3. ESD in Higher Education consultation, 10th December 2020

This submission is substantially informed by the Education for Sustainable Development in Higher Education consultation event hosted virtually by the HEA on the 10th of December 2020.

The event provided higher education institutions (HEIs) and other stakeholders with a valuable opportunity to reflect on and discuss progress and to consider future priorities. Over 70 participants from across the sector contributed their experiences and views. The key messages and learnings from the event have been summarised in Table 1 below and are integrated throughout this submission. Further detail can be found in [the event report](#).

Table 1: ESD in Higher Education event 20/12/20 - Key Themes

<ul style="list-style-type: none"> Partnership and a multi-stakeholder, holistic approach A joined-up approach and meaningful involvement of key stakeholders in developing, implementing and monitoring a new strategy, such as through a National Forum. This would facilitate greater sharing of information, learning and good practice, foster collaboration, and enhance coordination and coherence. Structural and systemic change In particular, the urgent need for strengthened policy at both national and institutional level, reflecting a ‘whole of institution’ approach to ESD. The development of supportive systems and structures, prioritisation, and crucially, adequate resourcing, to enable the required transformative change. A transdisciplinary approach and integration of ESD across the curriculum A greater focus on curriculum reform is needed, that embodies an empowering ‘active learning’ approach to ESD, including the provision of greater support and capacity strengthening for institutional leadership and academic staff. Empowering students The immense opportunity provided by an enthusiastic and committed student cohort, such as highly active student societies. The creation of meaningful spaces or forums for students to collectively engage.

It was evident from the level of interest and engagement in the event that there is a large cohort of highly motivated and talented staff and students, in addition to other relevant stakeholders, committed to progressing the ESD agenda in the higher education sector in Ireland. It was also evident that much progress has been made to date, and that there are a multitude of innovative and successful initiatives on which to build. These range from the Green Campus initiative; a growing number of specific courses and modules addressing sustainability issues; efforts to integrate the SDGs and sustainability issues across curricula; the wealth of experience and resources in the field of development education; student-led initiatives and societies; innovative research; and strategic partnerships.

According to numerous voices at the event, while many promising initiatives exist, much of the progress made to date has relied on the commitment and dedication of motivated individuals and has been somewhat fragmented. A more systematic and holistic approach is needed, rooted in coherent national and institutional policy frameworks and adequately resourced.

There was a strong appetite for multi-stakeholder engagement and collaboration at the event. This included a recommendation made by several participants for a national multi-stakeholder

forum for ESD. This aligns with the approach advocated for by UNESCO, who will be asking all Member States to create a network of actors who together can implement the ambitious vision for ESD outlined in the [ESD for 2030 Roadmap](#) and the [Berlin Declaration](#).

4. Priority Areas:

The HEA welcomes the alignment of the Irish National Strategy for ESD to 2030 with the approach and the five priority areas outlined in the UNESCO ESD for 2030 Roadmap, namely:

- Advancing policy
- Transforming learning environments
- Building capacities of educators
- Empowering and mobilising youth
- Accelerating local level actions

Each of these priorities is significant and inter-related, and a holistic strategy would encompass actions across all areas.

The participants of the recent ESD in Higher Education consultation hosted by the HEA were invited to rank the UNESCO ESD for 2030 priorities in order of importance to them. Figure 1 presents the responses of 48 participants, indicating that ‘Building the Capacity of Educators’ was considered the most important to this audience, closely followed by ‘Transforming Learning Environments’.

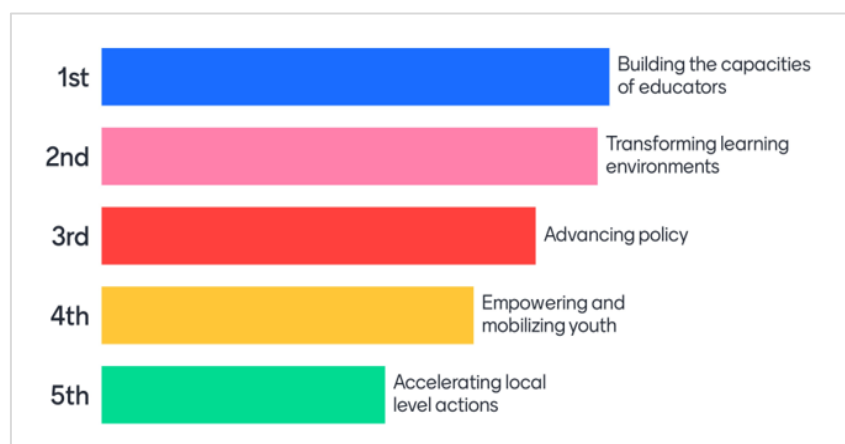


Figure 1: Results of 48 responses when participants were asked to ‘Rank the UNESCO ESD for 2030 priorities in order of importance to you, where 1st is the most important’

4.1: Advancing policy

The proposal to align the new strategy with the existing and emerging national policy framework to ensure coherence, as outlined in the consultation paper, is very much welcomed.

One such opportunity to integrate the ESD agenda into higher education policy arises in the upcoming development of the new System Performance Framework that will guide and monitor the higher education sector’s contribution towards national strategic priorities. Consideration should also be given as to how the HEIs can be supported to integrate ESD into their institutional

policy frameworks and to develop ambitious and coherent policies and action plans on ESD, against which HEI leadership can be held accountable.

The HEA supports a whole of institution approach to ESD in higher education. HEIs are well placed to implement this approach and to reach out to engage wider communities and other actors in the private, public and community spheres.

One of the core messages that emerged from the ESD in Higher Education event in December 2020 was the need for transformative structural and systemic change, for strengthened policy at both national and institutional level and for supportive mechanisms. It was consistently raised that a 'business as usual' approach would not be sufficient, and that quite a radical change of approach is required. Several contributors also noted that HEI institutional leadership needed greater technical support to integrate ESD into institutional policy.

The development of a robust monitoring framework for the new strategy was proposed, so that progress and impact can be consistently tracked and evidenced. The need for greater prioritisation and resourcing of ESD was strongly communicated.

The HEA would welcome the development of a robust monitoring and accountability framework with SMART targets to track and evidence progress. We would support the establishment of a multi-stakeholder forum or network for the purpose of supporting the implementation and monitoring of the strategy, but also to promote a sense of shared responsibility and opportunities for sharing information and learning. Such a network could also play a role in facilitating learning and sharing of good practice and in fostering enhanced collaboration among stakeholders.

It will be crucial that such efforts are supported by adequate resources to support implementation. Specific funding for HEIs to advance ESD implementation, including securing dedicated human resources to drive the agenda internally, would be hugely valuable.

As observed in the consultation paper, there is a great opportunity to leverage the research capacity of the higher education sector to inform evidence-based, transformative ESD policy.

4.2: Transforming Learning Environments

As noted in the consultation paper, much progress has been made in terms of integrating ESD into the primary and post-primary curriculums, in addition to the development of specialised courses at further and higher education levels, but greater efforts are needed to further integrate ESD across all disciplines and to reach all learners in higher education.

This sentiment was echoed by the participants at the ESD in Higher Education event, who highlighted the importance of a transdisciplinary approach. Some interesting initiatives are underway, which could be scaled up across HEIs. The Green Campus initiative was cited as a valuable entry point and enabler for a wider commitment and engagement on ESD in HEIs.

Participants noted that much of the emphasis in HEIs to date has been in the areas of campus operations and carbon efficiency and advocated for a greater focus on curriculum reform going forward. The critical importance of supporting academic staff is addressed in the following section.

4.3: Building capacities of educators

Educators in all disciplines and subject areas must be sufficiently equipped with the knowledge, skills and support to implement ESD, and to integrate ESD into their specific discipline.

Several contributors to the ESD in Higher Education consultation emphasised that academic staff need greater support and strengthened capacity to integrate ESD into the academic curriculum. Further consideration is needed on how to best support the academic staff of HEIs to integrate ESD principles into their teaching practice and understand the linkages and effects between the disciplines they specialise in and sustainable development issues. It was also highlighted that the way in which ESD is taught is important. It is well recognised that the pedagogical approach to ESD is a crucial element. Typically ESD is implemented through an empowering and holistic approach that encourages critical thinking and action.

As was expressed by a student at the consultation, teaching ‘through rights’ is more effective than teaching ‘about rights’ and giving students choices and voice. Active learning is motivating and leads to action. It was also noted that there can be a tendency to focus on ‘teaching for the future’, but radical transformation is needed now in the present, and students are eager to act now.

4.4: Empowering and mobilising youth

There is an immense opportunity provided by an enthusiastic and committed student cohort in higher education, a large proportion of which are well-informed young people with expectations of acquiring knowledge and skills to tackle contemporary challenges through their higher education. The importance and value of student voice and offering students choices was stressed by several speakers at the consultation event. Some contributors felt that students’ ideas and proposals were sometimes curtailed by restrictive structures in HEIs. A meaningful space or forum for students to engage collectively would be hugely valuable.

It could be explored whether there may be a role for The National Student Engagement Programme (NStEP) in supporting student engagement and leadership on ESD, particularly Student Union representatives.

The meaningful participation of students in the development, implementation and monitoring of HEI ESD policies is encouraged. To support such ambition, it is important that HEI ESD policies are cognisant of the same inclusion and diversity principles underpinning the higher education system, with particular attention to the objectives and actions current National Plan for Equity of Access to Higher Education (2015-2021) and the forthcoming National Access Strategy (2022-2026). By creating spaces for student contribution while tapping into the wealth of talent in our diverse population (e.g., socio-economic background, ethnicity, gender, geographical location, disability, age or other circumstances), the ESD National Strategy can have access to a stronger source of information for better decision making across the entire span of social, cultural and economic activities.

4.5: Accelerating local level actions

HEIs are well placed to capitalise on linkages with local communities and to contribute expertise to support local level actions.

HEIs are deeply embedded in their local communities and the regions in which they serve and maintain well established partnerships with schools, enterprise, local authorities, community organisations, cultural institutions and other actors. They act as a conduit between the local and the global, serving an important role in the transfer of knowledge and establishing strategic partnerships. Technological advances and greater prioritisation of remote and blended learning could serve to facilitate such linkages and partnerships in a sustainable way.

Technological Universities are specifically mandated to be responsive to the needs and interests of the stakeholders in the regions in which they are located.

5. Outcomes

5.1. Advancing policy

- Effective implementation of integrated, transformative and adequately resourced policy across the continuum of education with measurable targets and objectives.
- Coherent institutional ESD policies in place in all HEIs reflecting ‘whole of institution’ approaches, with sufficient dedicated resources for implementation aligned with national and global strategic priorities and targets.
- A vibrant ESD multi-stakeholder forum that is actively monitoring the implementation of the strategy, exchanging information and learning, and fostering enhanced collaboration and coordination on ESD in Ireland.
- Active participation of Irish state representatives in European and global level networks and forums addressing ESD.

5.2. Transforming Learning Environments

- Dedicated and targeted funding initiatives to support excellent and diverse research that is informing policy, research-informed teaching and learning skills, and developing innovative technologies and solutions to sustainability challenges.
- Integration of ESD and sustainability competencies in the curriculum across range of disciplinary programmes.
- Recognition of sustainability competencies as key graduate attributes.
- Increase in human resources including specialised staff and champions promoting and supporting the implementation of ESD in HEIs.

5.3. Building capacities of educators

- Enhanced capacity of academic staff to implement and champion ESD initiatives and to empower learners.
- Provision of CPD opportunities for higher education educators in ESD.
- Increased availability and awareness of learning resources and partnerships to support and equip educators.
- Greater inter-disciplinary collaboration and coordination on ESD.

5.4. Empowering and mobilising youth

- Enhanced and systematic student engagement in policy decision-making, implementation and monitoring.
- A vibrant youth and / or student network (linked to a National ESD Forum), actively supporting and monitoring implementation of ESD, sharing learning and good practice, and promoting partnerships.
- By 2030, ensure that all higher education learners acquire the knowledge and skills needed to promote sustainable development.

5.5. Accelerating local level actions

- HEIs actively promoting ESD through partnerships and outreach activities with local community and regional actors.

6. Actions

6.1. Advancing policy

- Multi-stranded multi-stakeholder consultation and collaboration (within and beyond Higher Education, statutory and non-statutory stakeholders)
- Strengthened links between different levels of education
- Integrating ESD into the new System Performance Framework
- Development of a robust monitoring framework, encompassing measurable goals and targets
- Annual conference to bring stakeholders together to share learnings and disseminate good practice
- Awareness raising events

6.2. Transformative learning environments

- Dedicated and targeted funding initiatives to support excellent and diverse research on ESD, and sustainability more broadly
- ESD Faculty champions
- Development of practical teaching modules and resources, linkages with non-governmental and community organisations and state bodies

6.3. Building educator capacity

- Practical and targeted training programmes to build educator capacity in integrating ESD across the curriculum
- Mechanisms in place for inter-disciplinary collaboration

6.4. Empowering youth

- Linkages with NStEP
- Support for USI
- Student participation at institutional and national level

6.5. Local actions

- Initiatives to support collaborative and partnership approaches to ESD projects between HEIs and community groups
- Accessible outreach activities with community groups on ESD, including seminars, workshops, etc.
- Establishing linkages with existing ongoing initiatives at local level

7. Challenges

- **Financial and human resource constraints** – securing sufficient human and financial resources in a resource-constrained environment post COVID, in order to implement a sufficiently ambitious and holistic strategy.
- **Capacity constraints** – equipping the leadership, academic and professional staff and students with the knowledge, skills, space and tools to implement a transformative agenda.

- **Accountability** – ensuring that ESD is adequately prioritised despite competing agendas and that decision-makers are held to account against commitments.

8. Research:

Please see information on research included in section 2 above.

9. HEA Recommendations

The HEA makes the following recommendations:

9.1 Strategy development:

- Substantial engagement with the higher education stakeholders, including students, in subsequent phases of the consultation to inform the National Strategy on ESD to 2030.
- An ambitious and sufficiently resourced strategy with a robust monitoring framework, including SMART targets for each priority area.
- A central role for the higher education sector in the new National Strategy for ESD.
- Ensuring an integrated approach across the continuum of education and engagement with stakeholders outside the education sector to ensure coherence and alignment.
- Implementation of and alignment with the Berlin Declaration (adopted at the UNESCO World Conference May 2021) and adoption of a ‘whole of institution’ approach.

9.2 Policy coherence:

- Consideration of ESD in the development and finalisation of Higher Education legislation and a new System Performance Framework. Integrate mechanisms to strengthen accountability and reporting on progress by HEIs.
- Strong integration with the National Research and Innovation Strategy, which is currently in development, and the next National Teaching and Learning Strategy.
- Coordinated monitoring of progress towards international commitments, including the SDGs and the Berlin Declaration.

9.3 Implementation and monitoring:

- Sufficient resources ringfenced for the implementation and monitoring of the new strategy, including dedicated funding made available to HEIs to implement ESD.
- A multi-stakeholder approach to implementation and monitoring through the establishment of a National ESD Forum and / or Network, that includes higher education stakeholders such as staff and students of HEIs, the HEA and IRC, USI, QQI, SFI and other research funding bodies, IAU and THEA, in addition to representation from other areas of formal and non-formal education, statutory bodies, the community sectors, enterprise, social and cultural institutions.
- The HEA would welcome further discussion with DFHERIS on the new strategy and the role of the HEA in its implementation and monitoring.

- An interim review of the Strategy to enable reflection on progress and recalibration of targets and priorities as appropriate.

9.4 Capacity building:

- Support to build the capacity of staff to integrate ESD across the curriculum and to adopt pedagogical approaches apposite to ESD through targeted CPD provision informed by engagement with the National Forum for the Enhancement of Teaching and Learning.
- Strengthening the capacity of institutional leadership to support the mainstreaming of the ESD agenda across higher education institutions, and to ensure the recognition of its importance at all levels within higher education institutions.
- Support to build the capacity of students to actively engage in the implementation of the ESD agenda, including through engagement with NStEP and USI.