

**1. What more can the Department(s) of Education do within the overall education sector, under ESD, to ensure we achieve SDG 4.7 and contribute to**

More Part time options in HE and FE.  
On a practical level, promote and mainstream environmental competitions in schools such as 'Junk Kouture' the annual fashion design competition which uses recycled material.  
Remove barriers to access especially finance/funding, particularly for adults who may have mortgages, families etc. that they have to support while possibly upskilling/retraining.  
challenge boards of management of schools to consider how to achieve these in their school  
Allow and fund EAL students language support for as long as needed to allow them to reach their potential. Not just for 3 years. If we can prove the students are not yet B1, they should get language support as needed.  
Increase on line provision, providing support with training, equipment and infrastructure to ensure equal access.  
Department can include SDG across multiple curricula in Schools, FET and HET.  
Allow more flexibility in course content in subjects in second level schools. Maybe update some of the syllabi to include related texts, for example in English and Irish.  
Set measures that each post primary school has to meet with it's students... and maybe deadlines to have met them by, or even a Year Group to focus on with certain measures. To make sure we are hitting targets and that students are being made aware.  
More ESD specific Level 5s and 6s at PLC, with good direct links to Higher Education. To include part-time provision, and also, financial supports for those who wish to change careers later in life.  
Discussion of the ideas around Basic Income  
include loyalist and nationalist history and culture in curricula  
To develop new models of learning to actively engage those young learners who are activists, or who have a strong interest in the effects of globalisation, including pan-european and international placements/field visits etc. as part of the courses...  
Offer Equal and effective opportunity to 'ALL'. Funding, resources etc  
Create a curriculum subject, assessed via projects/engagement for both JC and LC and beyond  
More part-time opportunities for those who are carers/parents/mature learners and those with disabilities. More support and joined up thinking for those requiring supported work opportunities. Agency to agency does not assist people with additional needs, there needs to clear strategy around this  
Create a task force to promote SDG in schools. Get school management involved. Create a position of leadership within schools to promote SDG. Marketing/PR needs to be done. Can SDG become a year long promotion of the SDG within school.  
Too many work opportunities continue to request LC, not enough awareness around FET qualifications  
SDG merits class time on same level as other curriculum subjects if we are serious about it and not just cram it in as part of Science/Geography....also our dated curriculum is crying out for reform. Why cant SDG be part of LCA programmes. Assessed through projects and imaginative thinking.  
Good to hear people like Leona speaking, as representatives of the Department(s), who have a co-ordinating role in promoting an integrated approach to policy and who have an understanding of what Guidance is. Such understanding is essential to effective delivery of the service.  
Provide information on Careers in other languages for students and parents. The CAO website is only available in English.  
Devise a specific 'guidance for travellers' course that would offer flexible delivery both in online/offline settings - particularly for mobile phone platforms.  
More Level 5 and 6 courses in this area, update curricula to promote ESD,  
SDG Education needs to be integrated into all the Departments so that its not seen as something we provide lip service to as a goo  
Funding for SEN at FE needs to be increased, it is incredibly low and especially coming from Secondary school, it is a shock to students and parents/guardians  
Set targets for schools, and rewards  
The education ecosystem during Transition Year could broaden out to engage with the Social economy (Human Rights), voluntary work (Charities), outdoor education (Green, youth work (Soft Skills) to enable learners gain direct experience of sustainability issues and challenges.  
Increase awareness amongst teachers about ESD and provide training for them to include ESD activities across the curriculum  
Train the educators on how to sustain their own mental and physical health. This will enable educators to train students to sustain their own health and the environment.  
Guidance supported in resources & practice to be able to support learners of all abilities in a blended manner. Using remote & accessible platforms & programmes that can support blended guidance. UDL badge for services in Guidance supporting Green Careers Guidance/ all Abilities/ Future Careers.

**2. What Guidance related activities could be included in the ESD Strategy to achieve SDG 4.7**

Having guidance classes where the students focus on/research ESD related courses and classes. Maybe have guest speakers and careers exhibitions with ESD as the theme.  
projects/competitions/CAW with particular emphasis on Green careers/ SDG week in schools/PA involvement/development of TY programmes /speakers about green careers/  
An urgent need for the delivery of the FET Guidance Strategy  
Careersportal: on gong update on new jobs/ job titles and types of new skills that are required  
Adult Guidance related: In collating statistics through AGMS database, development of system to highlight gaps arising eg. numbers of those who are seeking opportunities not available, eg, part-time courses in specific areas etc.  
Create a digital badge. Champion workplaces who have 'green agendas', who embrace diversity and inclusion.  
In the LCA vocational education module, where students do perhaps 4 weeks work experience over two years, that they would be required to do ONE of these weeks in a non-gender stereotyped role.  
To sustain the planet, we have to look inwards at how we sustain ourselves. Teach mindfulness, a self-care strategy, to educators so that they can, in turn, teach their students. All of us are better placed to look after our environment and our relationships when we have looked after ourselves.  
a very gentle reminder to us all on our language around certain careers e.g. hairdressing and females being interested in the green aspects because it is for everyone to think about  
Encourage FET students/TY etc to think outside the box for work placement with some charitable agencies like Special Olympics, Autism Support Agencies, Wheelchair Association, DS Ireland, it changes perception etc  
Additional GC in FET  
Exploring methods of making current roles 'greener'... conversion type courses?  
Provoke "Green" thinking in all interactions with students/clients in class or in meetings with individuals.  
Take account of environmental impact. (Decision-making skills) Ensure everyone including young people knows the effect of their actions on the environment  
Naturally part of guidance practice client is the centre. We need to be aware and inform ourselves of the range of opportunities. What is really important in guidance context that not required to 'tick box' that we achieve ESD strategy Goals as we impartial not promoting one area over another.  
Ongoing focused up-skilling opportunities for Guidance Counsellors/Careers Advisers in esd and the role of guidance. What about seconded role(s) for GCS to go deeper into supporting awareness raising, knowledge development, guidance initiatives for education and careers in SD  
In the early 2000s, the DE introduced the Guidance Enhancement Initiative, why not introduce the Green Guidance Initiative with an additional 4 hours guidance provision provided per week on the condition that a Green Guidance Plan for these 4 hours is provided.  
24 million new jobs will be created globally as a result from the transition from carbon to circular economy - plan for this  
stronger emphasis on client's values as part of decision making  
Career resources & platforms exploring sustainable & Future Careers. Career Pathways emerging in Guidance support via FET centres, Higher Education (incl Springboard). In terms of online provision secure, GDPR compliant programmes and platforms supporting integrated blended guidance & accessibility.  
Well being - connection to nature enhances health, reduces stress.  
Fund language support for students on PLCs - especially asylum seekers with permission to work who are now (March 2021) permitted to access PLCs.

**3. From these, what actions can Guidance services take to support ESD?**

assistance in exploring personal values  
Raising awareness of the whole area of ESD, perhaps especially with adult clients who are not in school and may not know as much about the area.  
mapping and exploration of green skills and jobs  
Maybe add it as a permanent agenda item in meetings to get relevant updates and act as a gentle reminder to keep ESD in mind during provision of guidance activities.  
role model! all aspects of our service from up-skilling ourselves to our language to thinking before photo copying  
A greater understanding in ESD careers, Maybe PD for all in the area  
We could include 'green careers' as a section within our 'career outcomes' section scribed for all programmes within HE.  
Career Management Skills should help to Empower the entire society and especially young people to act as agents of change for environmental and sustainable development.  
Encourage students to think beyond traditional ideas around work placement in FET and the many great opportunities available in their communities who would also welcome and benefit from the added assistance to much under supported volunteer stretched agencies. Learning rich opportunities for all.  
Where is it situated in our mission and values as a service? Ensure it's integrated/embedded into our yearly planning as a theme running through all elements of our work. It's a touchstone we could come back to annually and reflect on as part of annual review.  
Has to become a whole school initiative  
Promote CPD courses for Guidance staff to keep abreast of career developments  
Educating ourselves (GC) on the different cultural understandings of Green Development  
Socrates said 'Know thyself'. We cannot know all of the new jobs which will involve over the next 10 years. Help our students to know themselves. Mindfulness will give students access to their own creativity thus enabling them to find their higher purpose so they can be 'in the flow'.  
Create greater involvement in school communities that can be brought to all communities - awareness/inclusion/acceptance etc

When have the long awaited National Guidance Strategy ESD Strategy Goals can be incorporated. With resources and better understanding of ESD Goals we can incorporate as them in Career Management skills with our groups and individual clients. Continuing to do what we do best acknowledge difference.  
When school running Green School Week link possible careers in the sector - display board, etc  
Think beyond numbers and full time courses, really think about learner needs, lobby for more part -time course opportunities at FET  
Competitions at primary school level

**4. What could the Department(s) of Education do to support Guidance Practice in accordance with ESD?**

Part -time FET courses, also consider extending learning opportunities to online opportunities, even today the number of comments has offered a greater number of people an opportunity to express ideas which would other wise be missed.  
Resource,encourage,support,promote..Jlm  
National Guidance Strategy based on the Indecon Report overdue when developed incorporate ESD Goals. Provide practical resources for Guidance Practitioner and not just career information/Courses as ESD is much bigger than this.  
Yes, flexible learning opportunities for adults is vital is they (DoE) is serious about achieving ESD goals.  
More online courses for people who cannot access full time education or live too far and cannot afford to travel for college  
Recognise the role of 'Guidance Counsellor' as different to other roles in a school, FET settings, allow for greater integration of guidance in schools, FET and Adult Guidance.  
As guidance counsellors in schools are so busy, they are very often pulled in different directions and it is difficult to sustain a focus on something as specific as this. I revert to my previous suggestion of a 'Green Guidance Initiative' that will provide a 'carrot' of extra guidance hours with a specific S.M.A.R.T. focus attention on it, otherwise it will be difficult to achieve any substantial change.  
Align FE and HE courses so they can feed seamlessly towards an eventual degree  
The Department must guarantee meaningful learner involvement and dialogue in all stages Decision Making, improving existing participatory mechanisms and creating new ones  
A greater number of people are reached and engaged with a variety/flexible learning opportunities  
This has to be a whole school initiative.  
Promote and support our conception of Guidance as being broader than career guidance - Personal, Educational and Career.  
Lifelong Careers Guidance supports Pathways to Work, finalizing this in tandem with a National Guidance strategy. Developing the accesibility of Guidance practice for developing a national Career Guidance platform & support resources & tools supporting guidance & learners in an accessible manner.  
Offer more hybrid courses at FE and HE that incorporate online and on-site learning.  
Could the NCGE liaise with the Dept of Mental Health? Our mental health 10-year strategy 'Sharing the Vision' establishes the need for collaboration but does not suggest how this may be achieved.  
Promote in media that guidance counsellors are promoting SDG in schools.  
Acknowledge value of one-on-one guidance time for learners and ensure sufficient time is allowed on guidance counsellors timetable  
Grants etc is another area which needs consideration, it is a big barrier if a student needs to take a second further education course because they have a change of mind about the area of study  
Stability/continuity of language support in post primary schools - esp DEIS schools. Planning teacher allocation, retaining expertise from one year to the next. Recognition of expertise, how it can impact lives long term/facilitate lifelong learning after students have left schools. Wellbeing.