

HEA

An tÚdarás um Ard-Oideachas
The Higher Education Authority



**HEA Enablers for Whole-of-
Institution Education for
Sustainable Development (ESD)
in Higher Education**
Supporting whole-of-institution
implementation of ESD

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HEA ESD Framework for Higher Education

<https://hub.teachingandlearning.ie/education-for-sustainable-development/hea-esd-framework-for-higher-education/>

HEA ESD Resource Portal

<https://hub.teachingandlearning.ie/education-for-sustainable-development/>

HEA Enablers for Whole-of-Institution Education for Sustainable Development (ESD) in Higher Education

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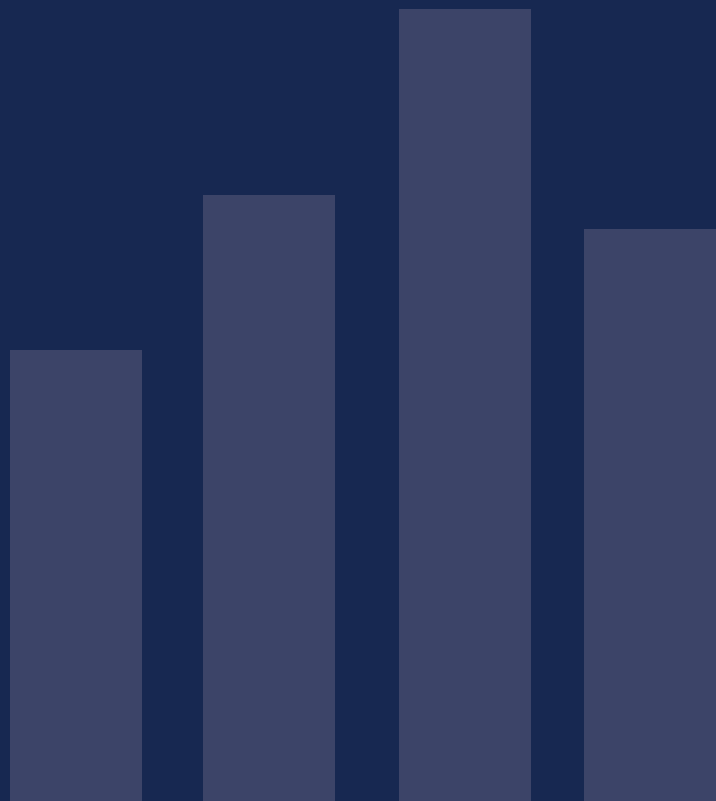


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Executive summary



1. Executive summary

Education for Sustainable Development (ESD) is central to the role of higher education in responding to climate, biodiversity, social, cultural and economic challenges. Through their public-good mission, higher education institutions are well placed to support learners to contribute to a sustainable and just society, while demonstrating leadership through institutional practice, partnerships and the use of the campus as a learning environment.

The HEA ESD Framework for Higher Education brings together the HEA's policy, evidence and enhancement supports for the sector. Within this Framework, the Enablers set out the key conditions that can support whole-of-institution ESD across the higher education system.

The Enablers provide shared language, direction and practical prompts to help institutions translate national and international ESD commitments into action. They support the implementation of Ireland's Second National Strategy on Education for Sustainable Development, ESD to 2030, and align with UNESCO's ESD for 2030 framework.

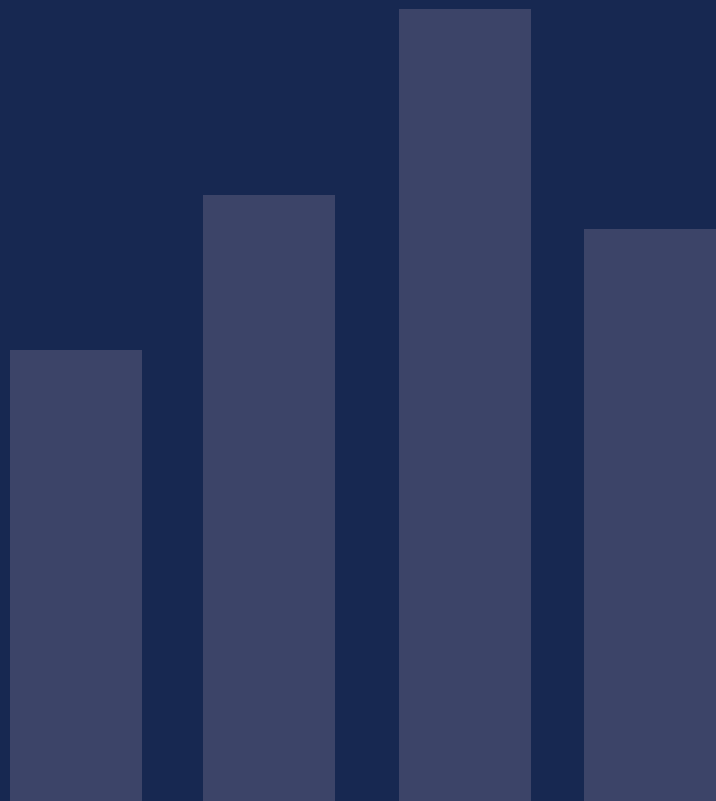
This document identifies five strategic enablers for whole-of-institution ESD implementation. These are 1) collaboration and commitment, 2) holistic and transformational practice, scholarship and leadership, 3) capacity-building and professional development, 4) student partnership, engagement and leadership, and 5) reciprocal learning communities.

The development process was informed by policy review, sector evidence and stakeholder engagement. It draws on national and international ESD policy, national ESD to 2030 progress reports, the HEA ESD Landscape Report, the HEA ESD Spotlight Series and the ESD Spotlight Series Case Studies Compendium. It was also informed by two sector workshops and public feedback on the HEA ESD Self-Evaluation Tool.

The Enablers are intended to support institutional reflection, planning and enhancement. They can be used to review current practice, identify priorities, strengthen cross-functional collaboration and support progress over time through existing governance, quality, planning and performance processes.

This document is intended to be read as part of the HEA ESD Framework for Higher Education, alongside the HEA ESD Landscape Report, the HEA ESD Insights Series, the HEA ESD Spotlight Series and Case Studies Compendium, and the HEA ESD Self-Evaluation Tool.

Purpose and audience



2. Purpose and audience

This document supports higher education institutions to embed ESD through a whole-of-institution approach. It is intended for institutional leaders and governing bodies, educators, professional staff, students and their representative bodies, ESD and sustainability leads, teaching and learning units, quality and enhancement teams, community partners, and policy stakeholders with an interest in higher education and sustainability.

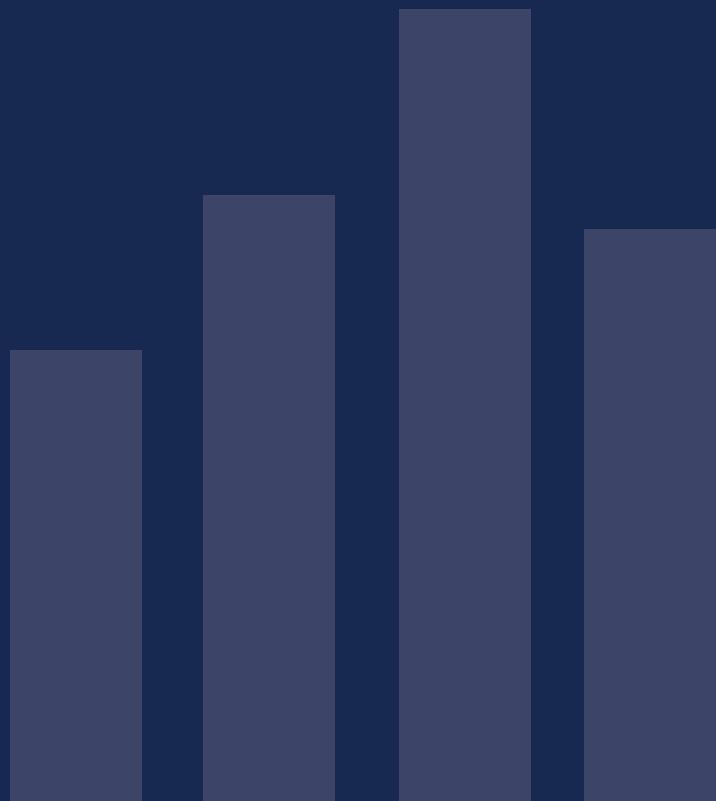
The Enablers provide a basis for cross-functional discussion, local planning and priority-setting. They can help institutions align with national policy, connect sector learning with institutional action, and identify areas for implementation and enhancement.

The Enablers support institutions to:

- Review current institutional practice and identify priority areas for development.
- Inform strategy development across teaching and learning, campus operations, governance, and community engagement.
- Establish a shared language for dialogue, peer learning and collaboration across academic, professional and leadership roles.
- Align institutional action with national policy priorities and HEA supports, while respecting institutional autonomy, diversity of mission, and disciplinary difference.
- Strengthen the capacity of Irish higher education to demonstrate leadership in climate action, sustainability and the Sustainable Development Goals (United Nations, 2015).

This document was developed through policy review, sector evidence and stakeholder engagement. It draws on national and international ESD policy, including ESD to 2030 and UNESCO's ESD for 2030 framework. It also draws on national ESD to 2030 progress reports, the HEA ESD Landscape Report, the HEA ESD Spotlight Series and the ESD Spotlight Series Case Studies Compendium. It was also informed by two sector workshops and public feedback on the HEA ESD Self-Evaluation Tool. An overview of stakeholder engagement and participation is provided in Section 10.

Context



3. Context

ESD is a lifelong learning process that seeks to empower 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. It is integral to Sustainable Development Goal target 4.7 and is recognised internationally as a key enabler of the wider 2030 Agenda (UNESCO, 2020; Government of Ireland, 2022).

In Ireland, this agenda has been shaped by sustained national policy development. The Second National Strategy on Education for Sustainable Development – ESD to 2030, launched in 2022 with an accompanying implementation plan, establishes a national framework for action across the full education continuum and aligns with UNESCO's five priority action areas: Advancing Policy, Transforming Learning Environments, Building Capacities of Educators, Empowering and Mobilising Young People, and Accelerating Local Level Actions (Government of Ireland, 2022). Subsequent progress reports have documented growing activity across sectors and continued cross-government commitment to implementation (Government of Ireland, 2023; Government of Ireland, 2025).

In higher education, ESD now sits within a broader landscape of sectoral responsibility and opportunity. The HEA System Performance Framework 2023–2028 identifies Climate and Sustainable Development as a transversal area of impact. Institutional performance agreements, public sector climate action requirements, institutional climate action roadmaps, and strategic alignment of teaching and learning enhancement (SATLE) funding have further strengthened the practical imperative for whole-of-institution action on sustainability (Higher Education Authority, 2023; Department of Climate, Energy and the Environment, 2025).

To be holistic and transformational, the Enablers in this document position ESD as a whole-of-institution endeavour (Council of the European Union, 2022). Within this context, ESD expands beyond teaching and learning into campus operations, management, and decarbonisation; community engagement; collaborative research; culture and governance, and viewed through the lens of care (Figure 1). This recognises that sustainability in higher education is not only technical or procedural but relational, civic and moral.

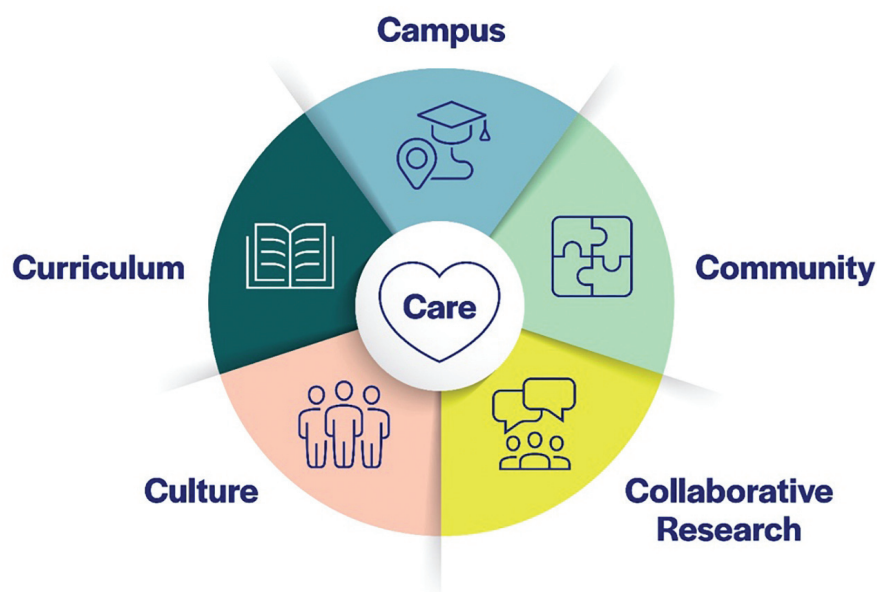


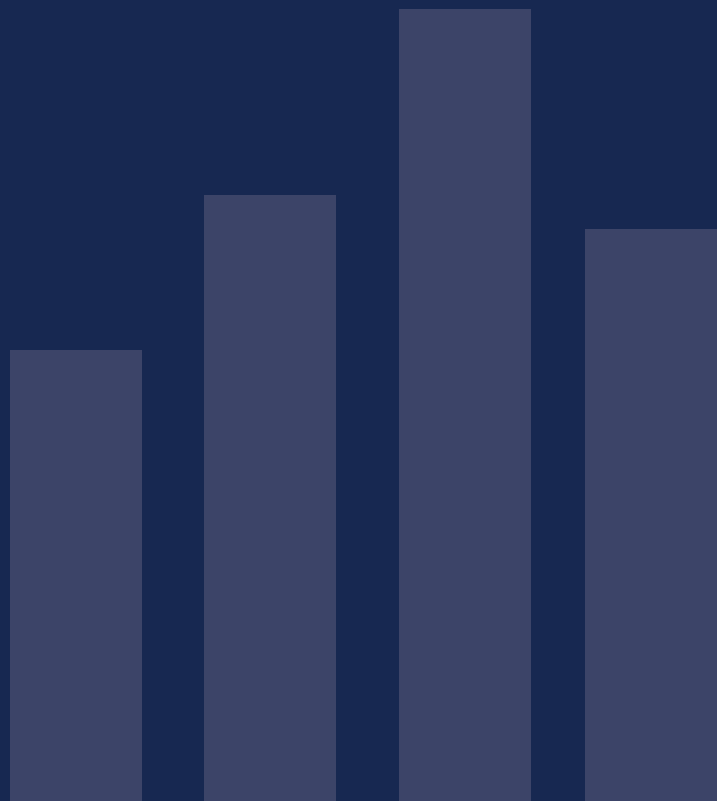
Figure 1. A whole-of-institution lens for ESD in higher education (the 6Cs)

Consistent with UNESCO's call to reimagine education as a shared public endeavour for the common good, the Enablers take a futures-oriented perspective. They recognise that higher education can help shape more sustainable forms of learning, leadership and institutional practice, and has a responsibility to do so in ways that are intellectually rigorous, socially responsive and publicly accountable (UNESCO, 2021).

Cross-cutting values and commitments

ESD is strengthened when it is grounded in care, fairness, equity and social justice, equality, diversity and inclusion, accessibility, anti-racism, ethical practice, mental health and wellbeing, global citizenship, and respect for human rights, nature, future generations and planetary boundaries. It is also strengthened by recognising diverse knowledges and lived experiences. These values underpin the strategic enablers set out in this document. ESD also connects strongly with related higher education priorities, including student success, health and wellbeing, digital transformation, academic integrity, recognition of prior learning, employability, internationalisation, civic engagement and wider institutional commitments to inclusion and accessibility. A coherent institutional approach can help these areas work together in an integrated way, rather than developing in parallel.

Position within the HEA ESD Framework for Higher Education



4. Position within the HEA ESD Framework for Higher Education

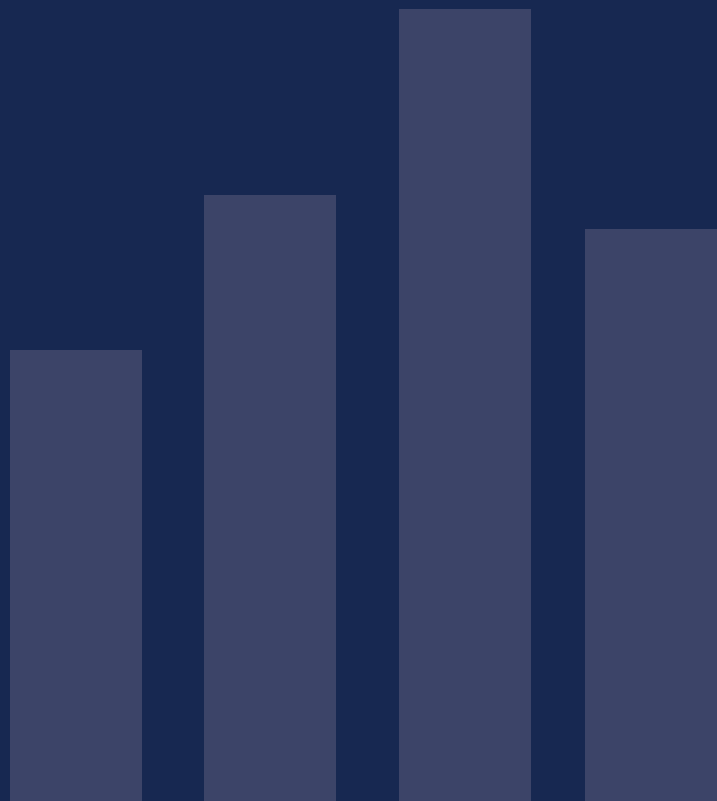
The Framework is a connected suite of resources and activities that support whole-of-institution ESD. Each component has a distinct purpose. Used together, they provide strategic direction, sector evidence, tools for reflection, opportunities for practice sharing and deeper insight into emerging themes across the sector.

Table 1. Components of the HEA ESD Framework for Higher Education

Component	Primary role within the framework
HEA Enablers for Whole-of-Institution ESD in Higher Education (this document)	Sets out the Enablers that the HEA identifies as central to advancing whole-of-institution ESD across the higher education system.
HEA ESD Landscape Report	Provides the sector evidence base and shared picture of current ESD activity, strengths and opportunities.
HEA ESD Self-Evaluation Tool	Supports structured reflection on strengths, gaps and progression over time.
HEA ESD Insights Series	Offers deeper exploration of key themes, concepts and practice perspectives relevant to whole-of-institution ESD.
HEA ESD Spotlight Series and Case Studies Compendium	Shares institutional initiatives, examples and peer learning across the sector.

Within this Framework, the Enablers are informed by and mapped against the national and UNESCO priority action areas. They interpret those priorities for higher education and provide a coherent basis for sector-level and institutional action.

Enablers for whole-of- institution ESD implementation



5. Enablers for whole-of-institution ESD implementation

These five enablers align with the priority action areas of the Second National Strategy on Education for Sustainable Development – ESD to 2030. They translate national policy into practical actions and commitments that can guide institutional decision-making and local implementation. They are not prescriptive rules. They constitute a shared approach through which HEIs can navigate the complexity of embedding ESD in ways that are coherent, context-sensitive, and consistent with higher education as a public good.

Enabler 1

Collaboration and Commitment

Sustainability is not a competition. The complexity of environmental and societal challenges requires collaboration within and across institutions, disciplines, and professional domains, mobilising collective expertise and resources to drive action across all aspects of institutional activity.

At its best, ESD is inherently collaborative and boundary-crossing. It supports creative, experiential and authentic learning for students, staff and wider communities. ESD is strengthened when it is coordinated rather than fragmented and when institutional commitment is visible in strategy, governance, communication and resource allocation.

Translating this strategic enabler into practice

1.1 Institutional coordination and cross-functional structures

HEIs should establish or strengthen coordinating mechanisms that bring together relevant institutional functions, including teaching and learning, estates and campus operations, research, libraries, student services, students' unions, community engagement, quality assurance and enhancement, procurement, and sustainability teams. These structures can support shared planning, information flow, and collective responsibility for ESD.

1.2 Strategic integration and governance

ESD should be explicitly reflected in institutional strategic plans, teaching and learning strategies, climate action roadmaps, research and civic engagement plans, quality documentation, and other relevant governance instruments. Clear strategic positioning helps ensure that ESD is treated as an institutional priority rather than a discretionary activity undertaken by isolated individuals or units.

1.3 Communication, visibility and awareness

Institutional communication can make ESD activity visible across the academic year. This includes staff induction and development, student orientation, open days, internal events, resource hubs, festivals, spotlight series and institutional reporting. Visibility normalises ESD as a shared institutional concern and helps connect distributed activity across the institution.

1.4 Evidence, evaluation and impact

Institutions may establish appropriate baselines for ESD, identify proportionate indicators of progress and review implementation over time. Self-evaluation tools, reflective reporting, and case-based evidence can support institutions in identifying strengths, gaps, and priorities for enhancement. Evaluation is most useful when aligned with quality enhancement principles and used to support learning as well as accountability.

1.5 Resourcing and sector collaboration

Whole-of-institution ESD is strengthened by appropriate staff time, leadership capacity and development funding to support implementation. Sector-level collaboration can also be fostered through communities of practice, joint projects, shared resources, case studies, and other mechanisms that enable institutions to learn from one another and contribute to national development.

Enabler 2

Holistic and transformational practice, scholarship and leadership

ESD emphasises learner empowerment through holistic, transformative approaches that support cognitive, social, emotional, and behavioural development. This encompasses all aspects of teaching and learning, including curriculum design, learning outcomes, assessment, and pedagogy. Clear vertical and horizontal integration across programmes is essential to ensure progression and to embed ESD competences within the learner experience.

ESD also extends beyond the classroom to the wider campus environment. Campuses are learning environments in themselves, offering opportunities to model decarbonised and regenerative approaches to institutional practice. Strong alignment between curriculum and campus can be achieved through interdisciplinary and transdisciplinary approaches, informed by research and evidence.

Delivering on this ambition requires leadership at all institutional levels. This will enable the higher education sector to demonstrate leadership in sustainability through its practices, partnerships, and societal engagement.

Translating this strategic enabler into practice

2.1 Leadership at multiple levels

ESD is strengthened when leadership is evident at different institutional scales through senior strategic leadership, dedicated ESD or sustainability roles, distributed leadership within faculties and professional units, and staff and student champions. Visible leadership helps create the conditions in which ESD can move from aspiration to practice and from local initiative to institutional culture.

2.2 Curriculum, competence development and pedagogies

ESD-related learning outcomes, competences, assessment approaches and pedagogies can be integrated horizontally and vertically across programmes where appropriate. This requires constructive alignment so that students encounter coherent progression in the knowledge, capabilities and forms of judgement associated with sustainability within and across their programmes of study.

2.3 Interdisciplinary and transdisciplinary learning

ESD is strengthened by learning designs that cross disciplinary boundaries and engage with complex, real-world problems. Opportunities may include interdisciplinary and transdisciplinary teaching, experiential and place-based learning, challenge-based learning, and collaborative project work that enables students to bring different forms of knowledge into dialogue.

2.4 Campus as a learning environment

Campuses are themselves educational environments. HEIs can use institutional operations, estates, decarbonisation work, biodiversity planning, transport, procurement, food systems, water, energy, and the built environment as opportunities for learning, inquiry, and participation. In this way, institutional practice can become both the subject and the setting of ESD.

2.5 Scholarship, research, and open resources

ESD is strengthened by evidence-informed scholarship, teaching and learning practice, critical reflection and opportunities to share what works. Institutions are encouraged, where appropriate, to draw on existing teaching and learning enhancement processes to support case studies, practice-sharing, conference contributions, open educational resources and collaborative inquiry into ESD practice. Dedicated institutional hubs or repositories can help curate and share high-quality materials locally while contributing to wider sector learning.

Enabler 3

Capacity-building and professional development

A systematic, collaborative and transformative approach to ESD capacity-building is essential to support and empower staff to implement holistic ESD practices. This includes providing opportunities to share practice in both formal and informal settings, within institutions and across the sector.

ESD as an area of teaching and learning scholarship can be cultivated and recognised through awards, promotion criteria, and accredited professional development. This will support the development of a confident and capable workforce with the capacity to embed ESD across institutional practice.

Translating this strategic enabler into practice

3.1 Inclusive professional learning pathways

Professional learning for ESD can be supported through coherent but flexible pathways, drawing on institutional, sectoral and national provision. Provision may include, as appropriate, formal accredited programmes, workshops, seminars, reading groups, micro-credentials¹, Open Courses², communities of practice, mentoring and self-directed resources. A diverse offer can help recognise that staff begin from different disciplinary, professional and experiential starting points.

3.2 Integration with wider enhancement agendas

ESD capacity-building is most effective when it does not sit in isolation from other areas of enhancement. Practical connections can be made with work on equality, diversity and inclusion, student success, academic integrity, digital transformation, accessibility, curriculum enhancement, and assessment reform. This helps avoid fragmentation and supports a more coherent institutional approach.

3.3 Peer learning and communities of practice

Opportunities for peer exchange are central to sustainable ESD development. Space can be created for staff to share examples, test ideas, reflect on challenges and collaborate across programmes and functions. National and international peer networks can further support the dissemination of practice and the development of shared understanding.

3.4 Recognition, reward, and career development

Recognition and development mechanisms can be used to recognise and celebrate sustained contributions to ESD as part of broader teaching and learning, student engagement, civic engagement, sustainability and professional practice frameworks. Recognition may include awards, showcases, workload planning, professional review processes and staff development activity, in line with institutional policies and national or institutional recognition frameworks. This helps make visible the value of ESD-related scholarship, leadership and practice as part of wider institutional enhancement.

¹ <https://microcreds.ie/>

² <https://opencourses.ie/>

Enabler 4

Student partnership, engagement and leadership

ESD is fundamentally concerned with creating meaningful, action-oriented, and transformative learning experiences for all learners. This requires recognising students as active participants and partners in the educational process.

This aligns with the multidimensional concept of student success, which extends beyond academic achievement to include access, belonging, agency, wellbeing, participation, and personal development. Students can be supported to engage actively both within and beyond the curriculum, including through initiatives such as orientation programmes, clubs and societies, Green Campus³ committees, and volunteering.

³ <https://www.greencampusireland.org/>

Translating this strategic enabler into practice

4.1 ESD and student success

ESD contributes to a broader understanding of student success⁴ that includes personal growth, resilience, belonging, agency, wellbeing, and academic, personal and civic development. To support holistic and transformative practice, ESD should be developed in partnership with students and recognise that success is experienced in different ways across the student lifecycle. It can enable learners to live, learn and lead in ways that integrate sustainability into their academic and wider institutional experience, including through opportunities that extend across disciplinary boundaries. ESD practice and scholarship can stimulate imagination, experimentation and creativity, supporting exploration of possible and preferred futures.

4.2 Student partnership in curriculum and institutional change

Students should be engaged as partners in the design, review, and enhancement of ESD-related learning and institutional initiatives wherever feasible. This includes co-creation of curriculum, participation in projects and committees, consultation on policy and institutional priorities, and collaboration in research and evaluation. ESD partnership activity can also connect, where relevant, with established national approaches such as the National Student Engagement Programme (NStEP) and its Steps to Partnership Framework⁵.

4.3 Leadership, civic participation, and co-curricular opportunity

Student leadership can be supported through curricular and co-curricular opportunities such as student-led projects, peer education, volunteering, Green Campus activity, Healthy Campus⁶ activity, challenge-based learning, placements, mentoring, and civic engagement. These opportunities can link ESD with the Limerick Framework for Action⁷, particularly through its emphasis on participation, wellbeing, and the interconnections between healthy people, healthy places and a healthy planet. These experiences help students connect sustainability with practice, responsibility and collective action.

4.4 Recognition and celebration of student contribution

Student contributions to ESD can be recognised through awards, transcripts, digital badges, certificates or other appropriate forms of accreditation. Recognition helps make visible the value of leadership, partnership, and civic engagement as part of the wider student experience.

⁴ <https://hub.teachingandlearning.ie/student-success>

⁵ <https://studentengagement.ie/wp-content/uploads/2021/05/NStEP-Steps-to-Partnership-WEB-VERSION.pdf>

⁶ <https://hea.ie/policy/health-and-wellbeing-landing-page/healthy-campus-landing-page/>

⁷ <https://hea.ie/policy/health-and-wellbeing-landing-page/international-health-promoting-campus-conference-2025/limerick-framework-for-action/>

Enabler 5

Reciprocal learning communities

ESD is strengthened by reciprocal relationships between higher education institutions and their local communities, recognising both as equal partners. Higher education institutions are anchor institutions with a civic role in supporting their communities and regions through learning with, from, and as communities.

Collaborative, place-based, experiential, and challenge-based approaches to teaching and learning can support meaningful engagement, enabling learners to develop deeper connections to place and people. ESD supports authentic engagement with real-world challenges that matter to communities, embedding civic purpose across teaching, learning and scholarship. This requires long-term relationship-building, mutual benefit and respect for the knowledge, priorities, and capabilities that communities bring.

Translating this strategic enabler into practice

5.1 Learning with, from, and as communities

ESD can support place-based, experiential, and community-engaged learning that enables students and staff to work on issues of direct relevance to local and regional communities. These approaches help connect learning to lived realities while deepening understanding of interdependence, responsibility, and the complexity of sustainability challenges.

5.2 Reciprocity, ethics, and long-term partnership

Community engagement in ESD is strongest when based on reciprocity rather than extraction. This includes building relationships in which communities are respected as equal partners and knowledge-holders. This requires attention to ethics, mutual benefit, trust, and continuity, especially where institutions work with communities facing structural disadvantage or environmental vulnerability.

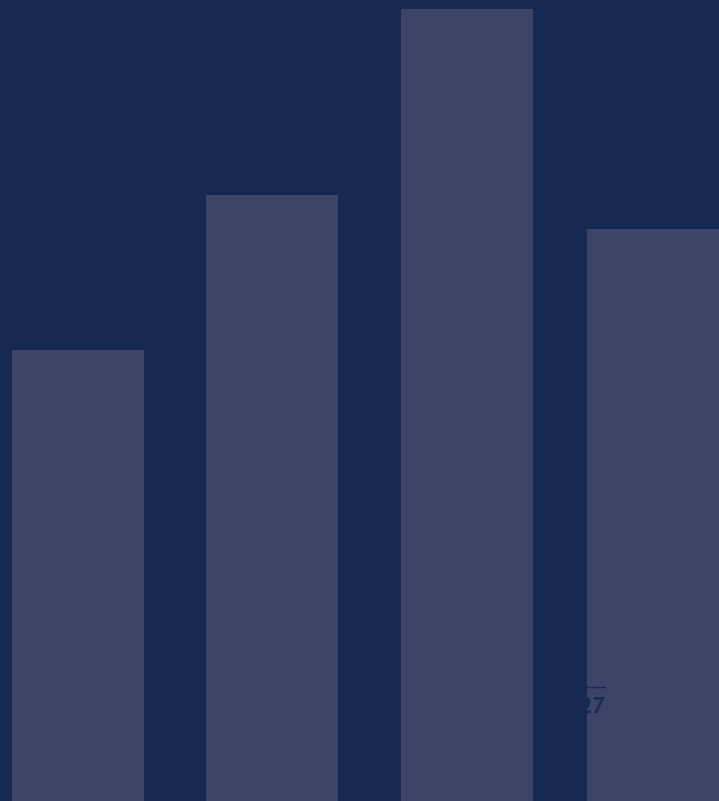
5.3 Communities as learning ecosystems

Each campus is a community in its own right, but it also sits within broader civic, cultural, ecological, and economic systems. These overlapping contexts can be recognised as learning ecosystems in which staff, students, alumni, civic organisations, employers, and local residents can participate in inclusive and lifelong learning for sustainability.

5.4 Institutional structures, coordination, and resourcing

Long-term reciprocal engagement requires institutional support. Sustaining ESD-related collaboration over time often involves attention to partnership offices, community engagement functions, civic strategies and resourcing arrangements. Effective coordination helps ensure that community partnership is embedded institutionally rather than dependent on short-term goodwill alone.

Supporting whole-of- institution implementation



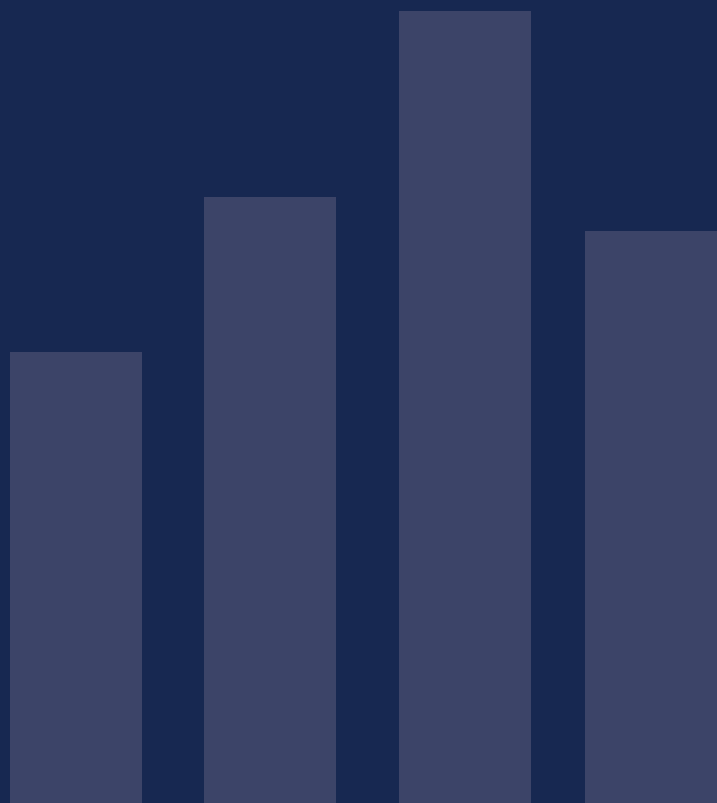
6. Supporting whole-of-institution implementation

The Enablers are most useful when they are interpreted through existing institutional structures and responsibilities. The prompts below are illustrative rather than exhaustive. They indicate how different parts of the institution can contribute to a coherent whole-of-institution approach.

Table 2. Contributions of different roles to operationalising the Enablers

Role	Contribution
Institutional leaders and governing bodies	Set strategic direction; ensure ESD is visible in mission, strategy and governance; align resourcing and accountability; and review progress through existing planning, quality and performance processes.
Teaching and learning, quality and professional services	Develop guidance, professional learning, communications and recognition mechanisms; support curriculum enhancement; align ESD with student success, accessibility, data, quality and staff development activity.
Programme teams and educators	Embed ESD in curriculum design, learning outcomes, pedagogy and assessment; collaborate across disciplines; and involve students as partners in review and innovation.
Sustainability, estates and campus operations teams	Use campus systems and projects as learning environments; connect operational priorities with teaching, research and student engagement; and support participatory action on climate and sustainability.
Students and student representatives	Shape institutional priorities through partnership and governance; co-create learning and projects; and lead initiatives that build agency, belonging and peer learning.
Community and civic partners	Co-design place-based and challenge-based learning; contribute local knowledge and perspective; and work with institutions to generate mutual value and long-term impact.

Alignment with national and UNESCO priorities



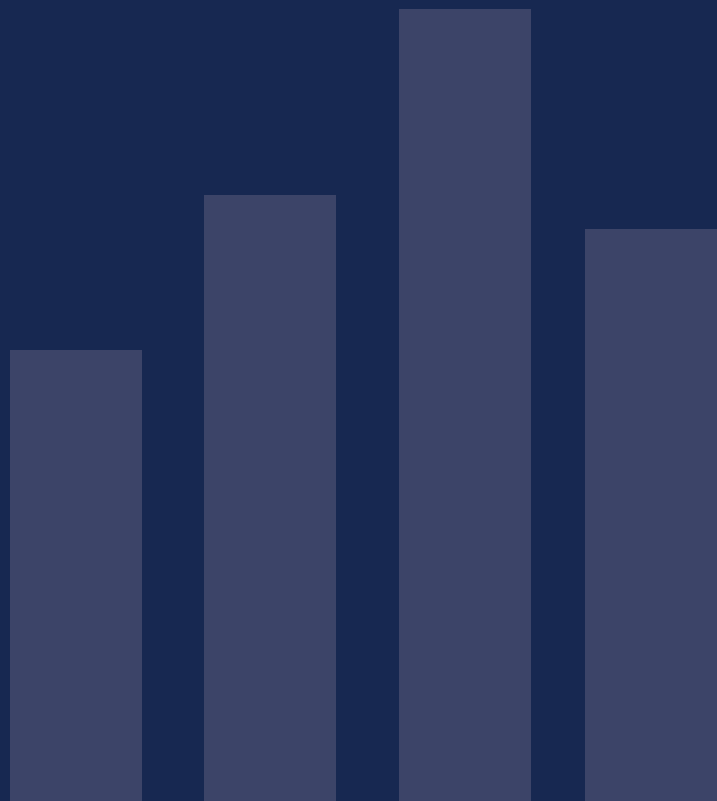
7. Alignment with national and UNESCO priorities

The Enablers in this document are informed by and mapped against the five priority action areas of Ireland's ESD to 2030 strategy and UNESCO's ESD for 2030 framework. They provide a higher education interpretation of those priorities rather than a separate or replacement structure.

Table 3. Alignment of strategic enablers with national and UNESCO priority action areas

Strategic enabler	Primary mapped priority action areas	How the enabler contributes
Collaboration and commitment	Advancing Policy; Accelerating Local Level Actions	Supports governance, coordination, communication, resourcing and sector-wide collaboration so that ESD is embedded coherently and translated into action.
Holistic and transformational practice, scholarship and leadership	Transforming Learning Environments; Advancing Policy	Focuses on curriculum, pedagogy, assessment, campus as a learning environment, institutional leadership and the scholarship needed to sustain transformation.
Capacity-building and professional development	Building Capacities of Educators	Strengthens the confidence, capability and recognition of academic and professional staff across the institution.
Student partnership, engagement and leadership	Empowering and Mobilising Young People	Positions students as partners, co-creators and leaders in learning, governance, campus and community action.
Reciprocal learning communities	Accelerating Local Level Actions; Transforming Learning Environments	Emphasises civic purpose, place-based learning and reciprocal partnership with communities as part of a whole-of-institution approach.

Monitoring and Sector Learning

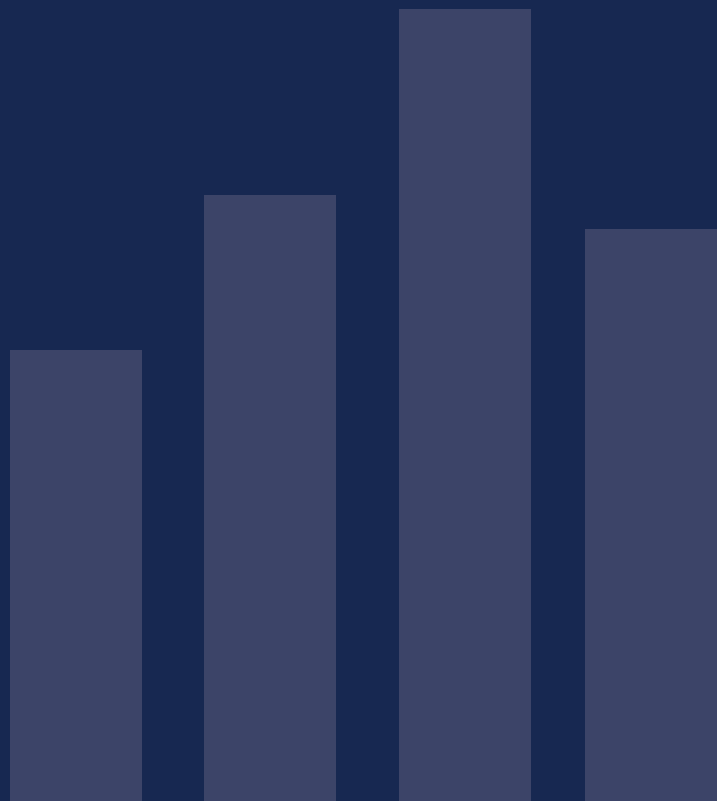


8. Monitoring and Sector Learning

Higher education institutions are encouraged to develop proportionate mechanisms for reflecting on how their ESD practice and scholarship align with this document. These mechanisms can build on existing governance, quality assurance, enhancement, and performance processes, ensuring that reflection and oversight are integrated rather than additional burdens.

Institutions may wish to review: (1) strategic commitments and governance for ESD; (2) progress on curriculum, assessment, pedagogy, and staff development; (3) evidence of whole-of-institution integration across campus, research, and engagement; (4) student partnership, leadership, and recognition; (5) reciprocal community relationships and their impact; and (6) barriers, enablers, and resource implications. The HEA ESD Self-Evaluation Tool can be used to establish a baseline, identify local priorities and track progress over time. The HEA will seek to support sector learning through communities of practice, funded initiatives, evidence-gathering, and dissemination of effective practice. This Framework is designed as a live document that can evolve in response to national policy development, institutional learning, and emerging evidence.

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9. References

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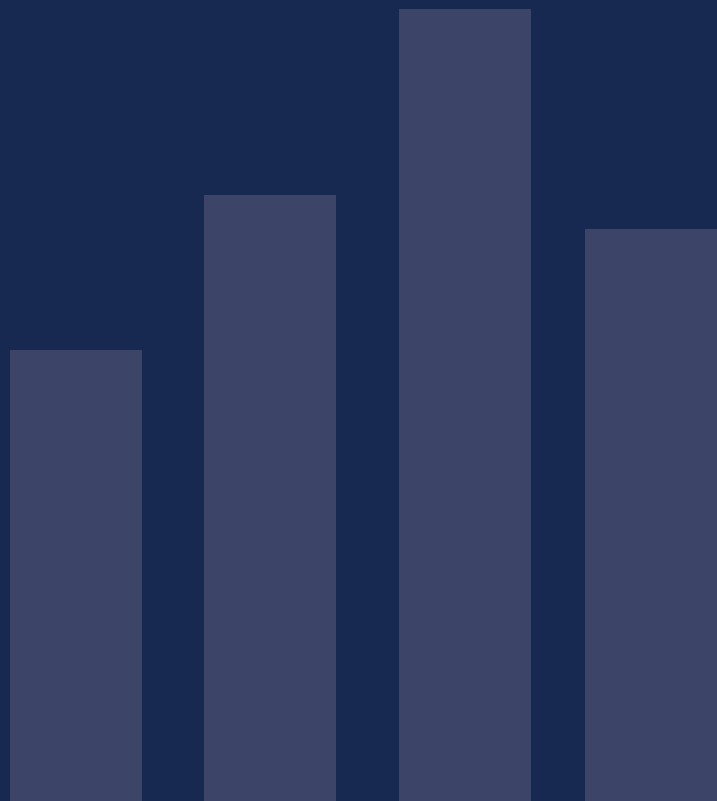
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Stakeholder engagement and participation overview



10. Stakeholder engagement and participation overview

The development of the HEA Enablers for Whole-of-Institution ESD in Higher Education was informed by two sector workshops and public feedback on the HEA ESD Self-Evaluation Tool. The first workshop took place at the ESD Spotlight Series Compendium launch event in November 2025 and had 31 participants. The second took place with the HEA ESD Community of Practice in February 2026 and had 23 participants, with all designated higher education institutions represented. The public feedback process received 23 individual and group responses. An overview of institutions and stakeholders involved is provided below.

Sector workshops

Table A1. Sector workshops informing the development process

Engagement strand	Timing	Participation
ESD Spotlight Series Compendium launch workshop	November 2025	31 participants
HEA ESD Community of Practice workshop	February 2026	23 participants, with representation across all designated higher education institutions

Public feedback process

The public feedback process on the HEA ESD Self-Evaluation Tool ran from November 2025 to February 2026 and received 23 responses. These included both individual and group responses.

Table A2. Public feedback process response types

Response type	Number of responses
Individual responses	16
Group responses	7
Total responses	23

Role profile of public feedback responses (Individual Responses)

Table A3. Role profile of public feedback responses

Main role	Number of responses
Academic staff	7
Senior management	3
Professional/administrative support staff	2
Education developer	2
Teaching and learning support staff	1
Learning technologist	1
Total	16

Institutional and stakeholder representation in public feedback

Public feedback responses included representation from higher education institutions and related stakeholder organisations.

Higher education institutions represented in public feedback

- Dún Laoghaire Institute of Art, Design and Technology
- Mary Immaculate College
- Maynooth University
- Munster Technological University
- National College of Ireland
- South East Technological University
- Technological University of the Shannon
- Trinity College Dublin
- University College Cork
- University College Dublin
- University of Galway
- University of Limerick

Other stakeholder organisations represented in public feedback

- STAND
- Student Volunteer Ireland
- National Recognition of Prior Learning in Higher Education Project

Notes

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