



kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
*Kilkenny and Carlow
Education and Training Board*

**Kilkenny and Carlow Education
and Training Board
Climate Action & Sustainability
Strategy and Action Plan 2026-
2030**

Climate Action & Sustainability
Strategy and Action Plan

Strategy and Action Plan

Contents

1. Executive summary	3
2. Introduction	3
3. Staff, facilities and scope	4
4. Corporate goals and drivers	4
5. Energy consumption and Baseline	7
6. Energy/People Matrix	8
7. Stakeholders	9
8. Behaviours, barriers and target audiences	11
9. Systems of Accountability	14
10. Current communications channels	15
11. Achievements to date	16
12. Sponsor, steering group, programme team	18
13. Overall target and marketing objectives and/or behavioural goals	19
14. Key messages	21
15. Communications: activities, techniques, media channels	23
16. Implementation plan and calendar	25
17. Budget	26
18. Monitoring, evaluation and feedback	27
19. Maintaining the momentum	31

1. Executive summary

At Kilkenny and Carlow Education and Training Board (KCETB), we recognise the urgent need to respond to the global climate crisis with local leadership, innovation, and responsibility. As educators, trainers, and community partners, we are uniquely positioned to inspire and empower the next generation to build a sustainable future. This Climate Action Strategy represents our commitment to reducing our environmental impact, embedding climate literacy across our learning environments, and fostering a culture of sustainability throughout our organisation. Through collaboration, education, and practical action, KCETB will lead by example, integrating climate resilience into our policies, operations, and curriculum. We aim not only to meet national and international climate targets, but to exceed them by cultivating green skills, promoting low-carbon practices, and supporting our learners and staff in becoming agents of change.

Vision and Commitment

KCETB envisions a future where education drives environmental stewardship and climate resilience. We are committed to embedding sustainability across all levels of our organisation, empowering learners, staff, and communities to take meaningful climate action. This document outlines a staff engagement programme on energy, climate action and sustainability for Organisation name. The aim is to run a 5-year programme between 2026 and 2030, etc.

2. Introduction

This document is a Staff Engagement Strategy and Action Plan for KCETB. The aim is to run a 5-year programme between 2026 and 2030, KCETB envisions a future where education drives environmental stewardship and climate resilience. We are committed to embedding sustainability across all levels of our organisation, empowering learners, staff, and communities to take meaningful climate action.

3. Staff, facilities and scope

Staff

The number of employees targeted by the programme is 730 full time and 628 part time employees. Our overall the gender breakdown is:

Male 27.31% Female 72.68%.

Part-time Male 24.04% Female 75.95%.

Full-time Male 30.13% Female 69.86%.

We will also target 5477 students and 9745 learners in our climate action strategy.

Facilities

The main facilities to be targeted in the programme are all the buildings, owned and rented in our building's portfolio.

Scope of programme

The programme will cover the following themes:

- Carbon Emission reductions.
- Energy use reductions.
- Biodiversity
- Waste
- Water

Significant factors 'external' to your programme

- Increases in the floor area of our building stock, we have several projects at various stages which will increase our floor area.
- Increases in student / learner populations, as the offer of our provisions increases our consumption of fuels and carbon equivalent emissions.
- Lack of availability of A rated properties for lease.

4. Corporate goals and drivers

The main strategic/corporate/institutional/business goals of KCETB are:

Teaching, Learning and Quality Standards

Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches.

Building Influence, Driving Impact

Build our influence, promote our services and extend our reach, making KCETB the quality option.

Our People and Our Team

Build the leadership capacity and performance of our people and team by promoting a learning-for-all culture in KCETB.

Our Organisation

Build a strong, robust organisation with capacity and potential.

Partnership and Innovation

Collaborate with our partners, building evidence and insights for future learning and new models of service delivery.

The energy/environment/sustainability goals of KCETB are:

- Reduce greenhouse gas emissions by 51% by 2030, in line with Ireland's Climate Action Plan 2024.
- Achieve net-zero emissions by 2050, supporting the EU's climate neutrality roadmap.
- Embed climate literacy and sustainability across all educational programs.
- Provide better working environment for KCETB staff, learners and students.

The main corporate drivers for running a programme are:

- Compliance with our requirement for energy and carbon emissions targets.
- Reducing costs.
- Improving public perception of KCETB.
- Improving working conditions for staff, students and learners.

Management Commitment

Management must be committed and SEEN to be committed, KCETB's Chief Executive and all Directors are active members of our Climate Action and Sustainability Steering Group.

Governance

- Appoint a Champion for the programme.
- Allocate resources: budget, time, systems etc.
- Establish, promote and update the Energy Policy.

- Set targets for energy performance.
- Approve action plans.
- Assign roles, responsibilities and authorities to implement energy plans.
- Include energy matters in management meetings.
- Review progress of energy performance.

Communication

- Lead by example.
- Visit work areas at appropriate intervals, e.g. through formal or informal walk arounds.
- Make an appearance at or participate in energy team meetings at appropriate intervals.
- Conduct regular communication on energy, e.g. circulars, reminders, emails, blog etc.
- Participate in communication activities from time to time, e.g. launching initiatives, appearing in communication material, etc.

Responsibility

- Hold line management and staff accountable for energy consumption.
- Assign to each manager a responsibility for a key part of the energy plan.
- Make energy consumption part of how the organisation evaluates manager performance.
- Recognise and reward results on energy performance.
- Ensure energy criteria is included in procurement and design functions.

Table 1 Corporate objectives/goals

Organisation strategic / corporate / institutional / business goal/objective	How the programme can contribute to the organisational goal
Ensuring value for money	Efficient use of resources. Cost reduction.
Minimise the environmental impact of our activities	Reduced energy use and resultant cut in carbon emissions.
Compliance with Energy and CO2 reduction targets	Attracts more funding, Better reputation / public appearance
Improving public perception of KCETB	Improves reputation making KCETB more attractive to perspective staff and students
Improving working conditions for staff, students and learners.	Improves wellbeing of staff and students / learners

5. Energy consumption and Baseline

Table 2 Energy consumption

Fuel type	Annual Energy Consumption		
	Consumption (kWh)	Cost (€)	CO ₂ (Tonnes*)
Grid Electricity	1736311.916	446,341.66	392.9273866
Gas	1582616	162,588.95	291.0430824
Oil	53501	61,784.16	14.1189139
Kerosene	6693	6,339.67	1.720101
LPG	83827	42,269.66	19.2215311
Total	3462948.916	719,324.10	719.031015

Baseline

We propose using the energy usage and associated CO₂ emissions in 2024 as a baseline for our programme for 2025 to 2030.

We will also carry out an awareness survey for staff and, student and learners to establish a baseline of awareness and then continue to carry out similar survey throughout the lifetime of this strategy.

6. Energy/People Matrix

For each column, place a red dot at the appropriate level for your organisation

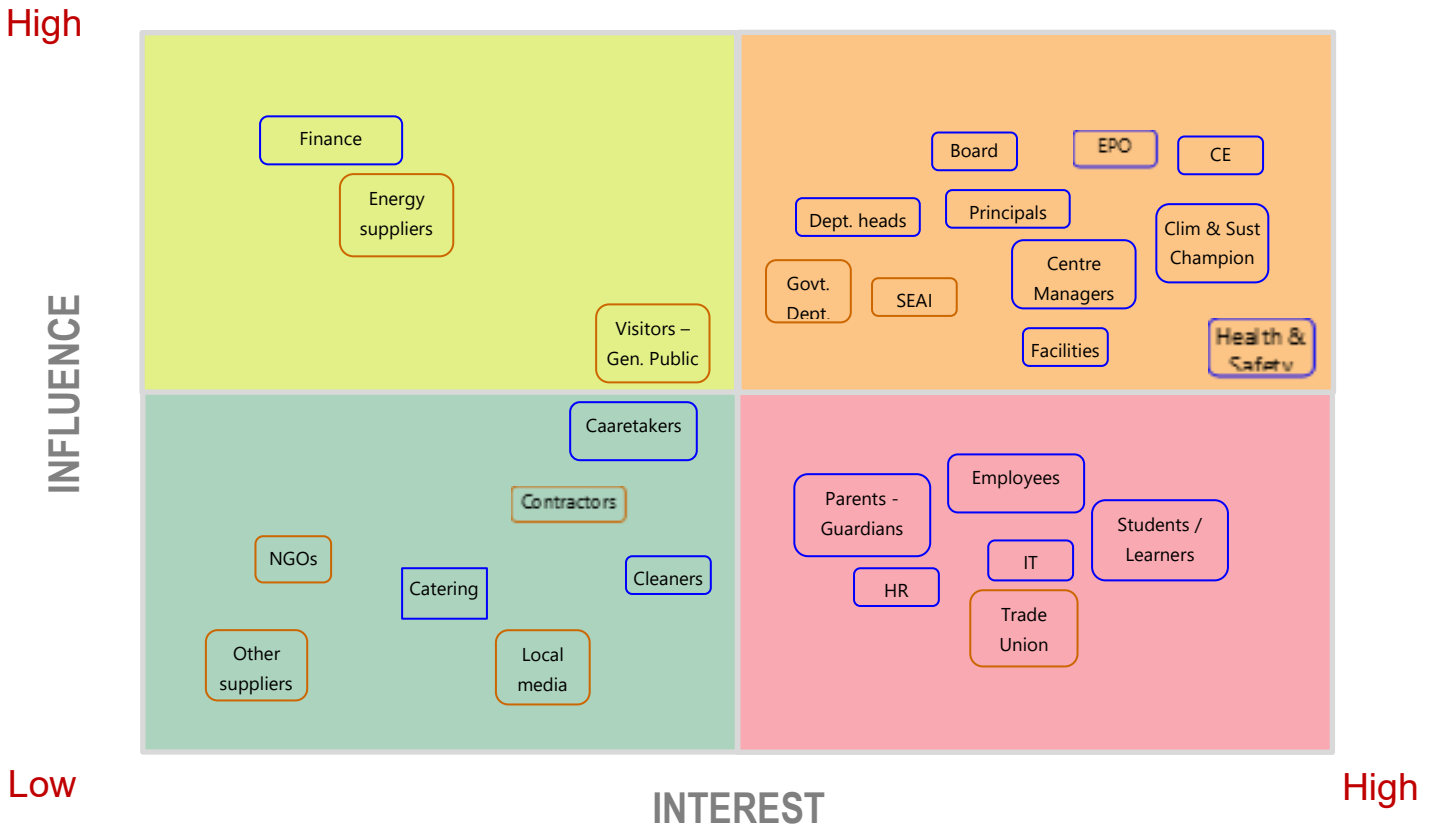
Level	Commit	Identify	Awareness	Motivation	Promotion	Momentum
4.0 Leading	Top Management communicate the importance of energy management and management representatives promote awareness of the energy policy objectives.	Baseline, significant energy users, drivers, stakeholders, target audience, behaviours, barriers, user awareness and user knowledge, all fully identified.	Full awareness by people of the impact of their activities WRT energy use, & how their activities & behaviour contribute to the achievement of energy objectives and targets.	All users at every level self-motivated to save energy.	Regular promotional programmes tailored to organisation's culture using existing information highways.	People solutions fully integrated into all management systems which sustain momentum and continuous improvement.
3.0 Advancing	Formal policy and strategy but lacking senior level commitment.	Information on baseline, significant energy users, drivers. 'Informal' info. on stakeholders; target audience; user behaviour, awareness and knowledge.	Most major users aware of potential and opportunities to save energy.	Most major users motivated to save energy.	One off energy campaign tailored to the organisation.	People solutions partially integrated into existing effective management systems.
2.0 Establishing	Outline strategy drafted but lacking commitment from key people and lacking integration into mainstream management. ●	More detailed information on energy use and behaviour. Information on where energy is wasted and by whom.	Some awareness of energy saving potential by users and how to achieve it. ●	Some motivation by a few major users. ●	Some use made of organisation's information channels to promote energy savings. ●	People solutions have a temporary impact and lose momentum. ●
1.0 Developing	Commitment by a few people to some unwritten ideas	Limited knowledge of issues in relation to energy use and behaviour. Basic information on where energy is used and by which groups. ●	User awareness in places but patchy.	Motivation restricted to enthusiasts.	Energy savings promoted by informal contacts and published awareness literature.	Energy saving initiatives regarded as a 'passing phase' by most end users.
0.0 No activity	No interest, initiative or commitment to saving energy through people.	No relevant knowledge available in relation to energy use and behaviour in the organisation.	No awareness by users of how to save energy.	No motivation to save energy.	No promotion to save energy.	No initiatives therefore no momentum.

(Text highlighted in green indicates ISO 50001 system requirements)

7. Stakeholders

The following stakeholders and their location on the stakeholder map, have been identified in relation to the staff engagement programme.

Figure 1 Stakeholder Map



Internal	External
EPO, Employees, Finance, IT, Dept. heads, Supervisors, Health & Safety, Facilities, HR, Cleaners, Security, Catering, Transport, Other, Other, Other, Clim & Sust	Contractors, Local media, Energy suppliers, Other suppliers, SEAI, Govt. Dent., Trade Union, Visitors – Gen. Public, Citizens / Communities, NGOs, Other, Other, Other

Place the relevant stakeholders on the Stakeholder Map above.

The following stakeholders will be addressed:

Who	Executive Leadership Team, EPO, Board
What do you want from them?	Resources, time, support
What's in it for them?	Compliance, organisational reputation, Cost savings
Communication Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Who	Principals / Centre Managers / Dept. Heads
What do you want from them?	Resources, time, support
What's in it for them?	Cost savings.
Communication Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Who	Employees
What do you want from them?	Time, support.
What's in it for them?	Health & Wellbeing, Skills development
Communication Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Who	Students / Learners
What do you want from them?	Time, support
What's in it for them?	Health & Wellbeing, skills development, sense of purpose and responsibility.
Communication Level	<input type="checkbox"/> Regular <input checked="" type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

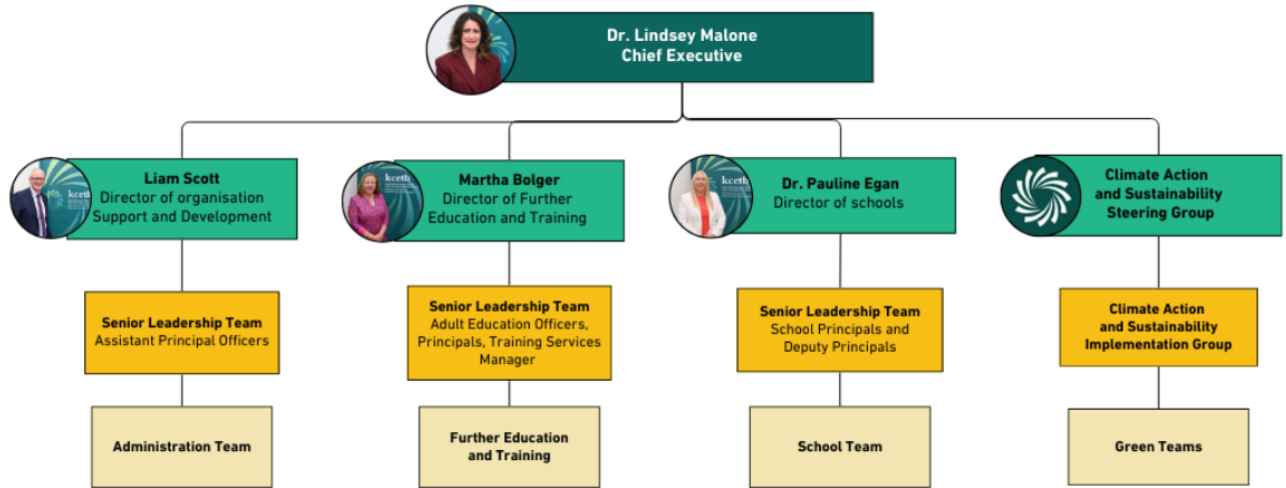
Who	Climate & Sustainability Champion
What do you want from them?	Resources, time, support
What's in it for them?	Compliance, Cost savings
Communication Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Who	Caretakers
What do you want from them?	Commitment, Time
What's in it for them?	Skills development
Communication Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Who	Government Departments
What do you want from them?	Financial Support, Resources
What's in it for them?	Compliance, Cost Saving, reputation
Communication Level	<input type="checkbox"/> Regular <input checked="" type="checkbox"/> Periodic <input type="checkbox"/> Infrequent

Table 3 Stakeholders

Organisational Structure



8. Behaviours, barriers and target audiences

Behaviours

The main energy wasting or unsustainable behaviours to be targeted are the following:
Heating being schedules which are not appropriate.

- Lighting operating out of hours.
- Equipment being left on outside operational hours.
- Lack of confidence in staff / students to implement change, or question current practices.

	Main groups of staff involved	Why does it occur?
Heating set points set to high	Admin staff Management	Lack of knowledge of controls system. Complacency, it's the way it's always been done.
Inappropriate heating schedules	Admin staff, Management, care takers	Lack of knowledge of controls system. Complacency, it's the way it's always been done.
Lighting being left on	Admin staff, Management, care	Lack of knowledge of controls system. Complacency, it's the way it's always been done.

	takers, students and teachers	
Equipment being left on or on standby	Admin staff, Management, care takers, students and teachers	Lack of authority / confidence in making a change
Opening windows and doors while heating is on	Admin staff, Management, care takers, students and teachers	Lack of authority / confidence in making a change. Lack of understanding of design strategy for heating system.

Table 4 Unsustainable behaviour

Barriers

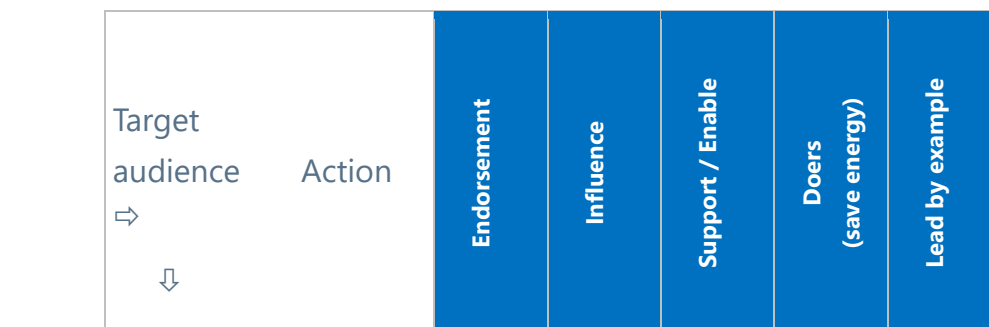
The significant barriers to sustainable behaviour are:

- Lack of resources, support and commitment.
- Loss aversion: The fear of giving up comfort or other perceived gains can outweigh the perceived benefits of sustainability.
- Green fatigue.
- Lack of knowledge of correct or appropriate operation of HVAC systems.
- Convenience: It is often easier to stick with habits, like using disposable cups, than to adopt new, more sustainable ones.

Target audience

The programme’s main target audience groups are:

- Staff.
- Management.
- Students and Learners.
- School communities i.e. parents, Boards of Management
- Contractors.



Top management	CEO (or equivalent)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Senior Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Board (or equivalent)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle management	Middle Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervisors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Frontline staff	Admin staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Operators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support services	Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Cleaners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	External contractors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support functions / depts.	Finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	HR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	IT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	BEP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

9. Systems of Accountability

Please identify if energy aspects are included in the following potential “systems of accountability”:

Inclusion of energy aspects in:	Existing	Likely	Unlikely	Future possibility
Staff induction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job descriptions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Budgets.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting of progress toward goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchasing criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business planning process.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant committees & Steering groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing item on Management Team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing item on Department/Unit Team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing item on staff Team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team Development Plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Development Plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Relevant codes of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Consolidation of workspace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy consumption accountability by floor, unit, department etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Default settings on equipment (e.g. ICT).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have tasks, responsibilities and authorisations been determined for employees who are directly responsible for energy management?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have the employees who are able to significantly influence energy use been instructed or trained on energy? e.g. maintenance, ICT etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular reporting on energy performance and energy management obligations at executive and board level?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please identify any other 'systems of accountability' in place or possible:	Existing	Likely	Unlikely	Future possibility
Introduction of sub-metering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smart meters at all sites.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please identify other major systems, programmes etc. currently running, and with which the staff engagement programme on energy could link (e.g. Health & Safety, ISO 14001, Training or Wellbeing programmes etc.): Employee assistance programme.

10. Current communications channels

The following are the main communications channels used by KCETB, and their likelihood of application in the staff engagement programme.

	Likelihood of use to implement or disseminate relevant information on the Staff Engagement Programme?		
	Unlikely	Possible	Likely
Line management and meetings etc.			
Departmental Staff Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Unit Staff Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team Briefings (on energy)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other meetings (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Printed material: publications, reports, plans, minutes etc.			
Annual report	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Annual newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
RYU Programme Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Meetings, fora, training programmes etc.			
Green Teams meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Green Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Electronic			
Mail shots	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Energylink	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Table 5 Current communications channels

11. Achievements to date

KCETB has already implemented, and continues to advance, a range of energy and environmental initiatives that form the foundation of our longterm sustainability strategy. Key actions and achievements to date include:

- KCETB has established a Climate Action and Sustainability Steering Group to provide strategic leadership and coordination across all schools and centres. As part of this work, a Climate Action and Sustainability Implementation Group was established. This group has initiated the development of a Climate Action and Sustainability Implementation Plan. In addition to this, the rollout of Green Teams (GTs) across the organisation, commenced in the 2024/2025 academic year. These Green Teams will play a central role in embedding sustainable practices locally and driving cultural change.
- To support this rollout, KCETB commissioned a baseline engagement survey to assess current activity and awareness in areas highlighted by Deloitte in their recommendations to ETBI, including recycling, water conservation, and biodiversity. The survey findings will guide the Green Teams in prioritising actions and developing targeted measures aligned with Deloitte’s requirements and national sustainability objectives.
- KCETB has also completed IS426 Energy Audits across all schools and centres. The recommendations from these audits are being actively used to inform our Gap-to-Target tool, ensuring that future investments and interventions are data-driven, prioritised, and aligned with our energy performance goals.
- Capacity building is a further strategic focus. One member of the Implementation Group has successfully completed SEAI/ETBI Energy Map Training, while another is currently participating in a Climate Action and Sustainability course. These upskilling initiatives strengthen our internal expertise and enhance our ability to plan, deliver, and monitor climate action across the organisation.

Projects completed to December 2025:

Prefab Replacement Scoil Aireagail, Ballyhale, Co. Kilkenny
Prefab Replacement Duiske College, Graiguenamanagh, Co Kilkenny
Roof Replacement Colaiste Eoin, Hacketstown, Co. Carlow
LED Lighting Upgrade Scoil Aireagail
Boiler replacement Abbey Community College
LED Upgrade Ormonde College
Installation of 6kWp PV Array at Coláiste Mhuire

Installation of 6kWp PV Array at Kilkenny City Vocational School
Installation of 6kWp PV Array at Abbey Community College
Installation of 6kWp PV Array at Coláiste Cois Siuire
Installation of 6kWp PV Array at Duiske College
Installation of 6kWp PV Array at Scoil Aireagail
Installation of 6kWp PV Array at Coláiste Eoin
Installation of 6kWp PV Array at Coláiste Aindriú
Installation of 6kWp PV Array at Gaelcholáiste Cheatharlach

12. Sponsor, steering group, programme team

- The Climate Action and Sustainability Steering Group members are the three Director and the group is Chaired by the Chief Executive.
- KCETB have established a Steering Group and Working Group to implement our Climate Action and Sustainability Strategy. The Steering Group will provide strategic oversight, leadership, and governance. While the Working Group will drive operational implementation and day-to-day delivery
- The Director of OSD was appointed the Chair of the Climate Action and Sustainability Implementation Group.
- The Director of OSD has been appointed EPO.

Steering Group

- The Steering Group will consist of:
- Chief Executive or nominee (Chair), Dr Lindsay Malone
- Director of Organisation Support and Development, Liam Scott
- Director of Schools, Dr Pauline Egan
- Director of Further Education and Training, Martha Bolger
- Additional senior leaders as required

Roles and Responsibilities

- The Steering Group is responsible for ensuring that climate action and sustainability are embedded across KCETB's policies, practices, and culture. Its key responsibilities include:
- Strategic Direction: Define and promote KCETB's commitment to sustainability, resilience, and environmental stewardship.
- Governance and Accountability: Ensure compliance with national climate legislation and monitor progress against KCETB's Climate Action Plan.
- Resource Allocation: Secure and allocate appropriate financial, human, and training resources to support implementation.
- Leadership Engagement: Actively involve senior decision-makers to champion sustainability across KCETB's functions.
- Partnerships: Build strategic alliances with local authorities, government agencies, and community partners to advance climate goals.

Implementation Group

The Working Group will consist of: Group will consist of:

- Climate Action and Sustainability Lead (Chair)
- HR Representative
- FET and Schools Representatives
- Estates/Facilities Representative
- Communications Officer
- Staff and student representatives.
- External stakeholders (e.g., local authority climate officers, NGOs) as appropriate.

Roles and Responsibilities

The Implementation Group is responsible for operationalising the strategic framework set by the Steering Group. Its key responsibilities include:

- Carbon Footprint Assessment: Identify and monitor KCETB's energy use, waste, transport, and procurement impacts.
- Action Planning: Develop and implement targeted initiatives (e.g., energy efficiency, waste reduction, sustainable transport, biodiversity projects).
- Training and Capacity Building: Deliver workshops and resources to build staff and student awareness and competence in sustainability.
- Stakeholder Engagement: Facilitate participation from diverse groups, including students, staff, and community partners.
- Monitoring and Evaluation: Establish data systems and indicators to track progress and impact (e.g., emissions reductions, resource savings).
- Innovation and Best Practice: Pilot new sustainability initiatives and share learning across KCETB.

13. Overall target and marketing objectives and/or behavioural goals

Sustainable Goal 1. Education & Curriculum Integration

This set of goals and actions focuses on embedding climate action, sustainability literacy, and green skills across all levels of education within KCETB. The overarching aim is to ensure that learners—from primary to Further Education and Training—develop the knowledge, competencies,

and practical experience necessary to understand climate challenges and contribute to a sustainable future.

Sustainable Goal 2. Sustainable Operations

The Sustainable Operations goals and actions centre on reducing KCETB's environmental impact by improving energy efficiency, transitioning to renewable energy, promoting low-carbon travel, and implementing circular economy practices across all facilities. The overall aim is to transform KCETB's operational footprint and embed sustainability into day-to-day organisational practice.

Sustainable Goal 3: Engagement

The Engagement goals and actions focus on raising climate awareness, empowering learners and staff, improving internal and external communication, and collaborating regionally to strengthen KCETB's climate action impact. The overall aim is to build a culture of sustainability across the entire KCETB community while deepening connections with local partners, learners, and the public.

Sustainable Goal 4. Monitoring & Reporting

The Monitoring & Reporting goals focus on establishing strong governance structures, tracking progress using reliable data, ensuring transparency, and fostering innovation through staff and learner involvement. Together, these actions aim to create a robust system for overseeing KCETB's climate action work and ensuring continuous improvement.

Sustainable Goal 5. Long-Term Vision

The Long-Term Vision goals focus on aligning KCETB's climate action work with national strategies, strengthening its leadership role in regional and national sustainability efforts, and embedding climate goals into future organisational planning. Together, these actions position KCETB as a proactive, forward-looking leader in climate education and climate-aligned operations.

14. Key messages

KCETB envisions a future where education drives environmental stewardship and climate resilience. We are committed to embedding sustainability across all levels of our organisation, empowering learners, staff, and communities to take meaningful climate action.

Strategic Objectives

- Reduce greenhouse gas emissions by 51% by 2030, in line with Ireland's Climate Action Plan 2024.
- Achieve net-zero emissions by 2050, supporting the EU's climate neutrality roadmap.
- Embed climate literacy and sustainability across all educational programs.

Education & Curriculum Integration

- Develop green skills programs in areas like renewable energy, sustainable agriculture, and retrofitting.
- Integrate climate education into post primary secondary, and further education curricula.
- Partner with local community groups, businesses and agencies to offer apprenticeships and work placements in green sectors.

Sustainable Operations

- Conduct energy audits of all KCETB buildings and implement retrofitting plans.
- Transition to renewable energy sources (e.g., solar panels, heat pumps bi-valent heating systems).
- Promote sustainable transport: incentivise cycling, walking, carpooling and electric vehicle use among staff and students.
- Implement waste reduction and circular economy practices across campuses.

Community Engagement

- Launch climate awareness campaigns in Kilkenny and Carlow communities.
- Host sustainability workshops and events for students, staff, and the public.
- Collaborate with local authorities on regional climate initiatives and biodiversity projects.

Monitoring & Reporting

- Establish a Climate Action Committee to oversee implementation and track progress.
- Use SEAI's Public Sector Climate Action Roadmap guidance for reporting and compliance.
- Publish annual sustainability reports to maintain transparency and accountability.

Long-Term Vision

- Align with Ireland's Long-Term Strategy on Greenhouse Gas Emissions Reductions, which calls for a whole-of-society transformation.
- Position KCETB as a regional leader in climate education and sustainable development.

Alignment with National and Global Goals

This strategy supports:

- Ireland's Climate Action Plan 2024
- The UN Sustainable Development Goals (especially SDG 4, 7, 11, 12, and 13)
- The Public Sector Climate Action Mandate 2025
- Programme for Government 2025

15. Communications: activities, techniques, media channels

Activity / tool / technique / channel	Brief description	Key message	Target audience
KCETB Goes Green Campaign	Organisation-wide awareness campaign using social media, posters, website, newsletters. (Engage / Energise)	"KCETB is committed to climate action—everyone has a role."	Staff, students, learners, parents, public
Staff & Learner Climate Awareness Workshops	Workshops delivered via teams, in-person, incorporated into training days. (Enable / Engage)	"Understanding climate action empowers us to take meaningful steps."	Staff, students, learners
Green Teams Network Communications	Regular updates, forums, shared best practice across schools/centres. (Encourage / Energise)	"Local actions contribute to KCETB's sustainability goals."	Green Teams, school staff, centre staff
Leadership Communications (CE, Directors)	Emails, circulars, meeting updates demonstrating leadership commitment. (Exemplify)	"Senior leadership is driving and supporting climate action."	All staff
Website Climate Action Hub	Dedicated hub with strategy updates, tips, resources, policy links. (Enable / Inform)	"KCETB provides accessible resources to support climate-friendly behaviour."	Staff, students, stakeholders, public
Social Media Updates	Regular posts highlighting initiatives, events, achievements. (Energise)	"Sustainability is happening across KCETB—get involved."	Wider community, students, partners
Internal Email Updates / Mailshots	Periodic updates on progress, KPIs, events, seasonal campaigns. (Encourage)	"Small changes make a big impact—here's what's happening this month."	All staff
Annual Sustainability Report	Published annually, shared publicly and internally. (Exemplify / Enable)	"KCETB is transparent and accountable in its sustainability progress."	Board, staff, public, stakeholders
Sustainability Events (Fairs, Speaker Series, Workshops)	Events in schools/centres featuring experts, community partners. (Engage / Energise)	"Climate action is collaborative and community-driven."	Students, staff, local community

Competitions & Recognition Programmes	Climate Champions awards, Green Team of the Year, student competitions. (Energise / Encourage)	"Your action makes a difference—let's celebrate it."	Staff, students
Printed Materials (Reports, Posters, Awareness Campaigns)	Visual communication across buildings and centres. (Enable)	"Practical steps for energy saving, waste reduction, biodiversity."	Staff, students, visitors
Training for Middle Management	Equip managers to cascade climate messages. (Enable / Exemplify)	"Managers lead by example in sustainable operations."	Middle management
Collaboration with Local Authorities & NGOs	Joint communications on biodiversity, energy projects, community gardens. (Engage)	"KCETB works in partnership to strengthen regional climate resilience."	External partners, community groups
Student Projects & Competitions	Climate-themed assignments, project showcases. (Engage / Energise)	"Students are climate leaders—your ideas drive impact."	Post-primary, FET learners

Table 6 Communications summary

16. Implementation plan and calendar

Activity / tool / technique / channel	Main target audience	Timing	Responsible
Launch KCETB Climate Action and Sustainability Steering Group and Implementation Group (in person, web, social, emails)	All staff, students/learners, parents, community	Launch: QTR 2 2026;	Communications Team with Steering Group sponsor; School/centre comms leads
Launch & maintain “KCETB Goes Green” campaign (web, posters, social, emails)	All staff, students/learners, parents, community	Launch: Sept 2026; refreshes: Jan & Sept annually; monthly posts thereafter	Communications Team with Steering Group sponsor; School/centre comms leads
Green Teams network setup & operations (per site)	Staff & student Green Teams	Set-up: 2024/25 initiated; Ongoing: monthly meetings, termly cross-site forum, annual showcase	Working Group; Principals/Centre Managers; Green Team Leads; Director of OSD (annual forum host)
Staff climate/energy awareness workshops and digital badge (in-person/online)	All staff (schools, FET, admin)	Quarterly , aligned to in-service/CPD windows; induction module for new starters	Working Group (Training & HR rep), Energy/Sustainability Lead, External partners as needed
Learner engagement: climate projects & competitions	Students & FET learners	Termly project cycles; annual KCETB showcase/awards each May/June	Schools & Centres; Teaching & Learning; Communications (awards)
Leadership communications (CE)	All staff; managers	Bi-monthly all-staff messages; climate update as standing item on SMT/Board quarterly	CE (Chair), Directors; Steering Group Secretariat

Table 7 Simple action plan

17. Budget

	Q1	Q2	Q3	Q4	Total
Personnel time (where appropriate)	€4,000	€4,000	€3,000	€4,000	€15,000
<i>Examples:</i> Staff workshop delivery, Communications Team time, data/monitoring admin, steering & working group hours.					0.00
					0.00
Personnel Total	€4,000	€4,000	€3,000	€4,000	€15,000
Awareness materials	€1,000	€1,500	€1,000	€1,500	€5,000
					0.00
					0.00
Awareness materials Total	€1,000	€1,500	€1,000	€1,500	€5,000
Direct costs	€2,000	€3,000	€2,000	€3,000	€10,000
<i>Examples:</i> Event equipment; external speakers; venues; prizes for competitions; community engagement activities; innovation grant showcase.					0.00
					0.00
Direct costs Total	€2,000	€3,000	€2,000	€3,000	€10,000
Total Marketing Budget	€7,000	€8,500	€6,000	€8,500	€30,000

Table 8 Budget planning

18. Monitoring, evaluation and feedback

Your progress indicators			Evaluate and Improve (future date)	
Objective or Activity	Success criterion (specify indicator if possible)	Baseline (if applicable)	On track / Done well? Yes/No	If not on track/done well, what could you do to improve?
Reduce KCETB carbon emissions (energy-related) by 12.06% annually to meet 2030 target	<ul style="list-style-type: none"> - Annual CO₂ reduction (%) relative to 2024 baseline - SEAI energy reporting dashboards show year-on-year decline 	2024 baseline = 1043.7 tCO₂ [Strategy a...plate 2025 Word]	Y/N	<ul style="list-style-type: none"> - Intensify behaviour campaigns (heating, lighting) - Increase retrofitting pace - Increase monitoring at building level (submetering)
Improve staff & student awareness of climate action	<ul style="list-style-type: none"> - % increase in awareness survey scores - Attendance numbers at workshops & climate events 	Baseline = 2024–2025 awareness survey (first conducted for GT rollout) [Strategy a...plate 2025 Word]	Y/N	<ul style="list-style-type: none"> - Increase workshop frequency - Targeted comms to low-awareness groups - Use more practical examples and site visits
Green Teams fully active in all schools, centres, and offices	<ul style="list-style-type: none"> - Number of teams meeting monthly - Number of local initiatives delivered per term 	Baseline = rollout begun 2024/25 academic year [Strategy a...plate 2025 Word]	Y/N	<ul style="list-style-type: none"> - Provide additional training - Increase recognition/incentives - Assign local management supports

Deliver KCETB Goes Green annual campaign	<ul style="list-style-type: none"> - Campaign delivered annually - Engagement metrics (website visits, social reach, open rates) 	No previous formal campaign (new from 2026)	Y/N	<ul style="list-style-type: none"> - Refresh visuals/messages - Increase student-led content - Leverage community partnerships
Increase sustainable transport use	<ul style="list-style-type: none"> - Staff/student uptake of cycling/public transport (annual survey) - EV charging usage data 	No comprehensive baseline; usage data begins 2026	Y/N	<ul style="list-style-type: none"> - Provide additional bike infrastructure - Run seasonal “active travel” drives - Improve visibility of EV charging points
Improve heating, lighting & equipment usage behaviours	<ul style="list-style-type: none"> - Reduction in out-of-hours energy use - Termly building checks show improved compliance 	Based on 2025–2026 audit recommendations & behaviour table [Strategy a...plate 2025 Word]	Y/N	<ul style="list-style-type: none"> - More caretaker training - Automated lighting where possible - Comms reminders at peak times
Curriculum integration of climate literacy & green skills	<ul style="list-style-type: none"> - Number of revised modules containing sustainability
- Number of new green skills programmes launched 	Baseline = 0 fully embedded modules (2025 beginning point) [Draft clim...ation plan Excel]	Y/N	<ul style="list-style-type: none"> - Curriculum development support - More employer partnerships - Additional CPD for teachers
Community engagement activities delivered annually	<ul style="list-style-type: none"> - Number of events hosted - Attendance figures - Media coverage 	No standardised baseline; mapping starts 2026	Y/N	<ul style="list-style-type: none"> - Partner more with local authorities & NGOs - Promote events earlier across channels
Annual Sustainability Report produced & published	<ul style="list-style-type: none"> - Delivered each year by Q2 - Includes energy, waste, 	Baseline: no established annual reporting (new requirement)	Y/N	<ul style="list-style-type: none"> - Improve data systems - Allocate reporting roles earlier in cycle

	transport, community and curriculum updates			
Waste reduction & circular economy practices adopted	- % reduction in general waste - % increase in recycling/composting	Baseline to be generated during 2026 waste audit	Y/N	- Improve bin signage & location - Run site-level competitions (“Battle of the Bins”)
Biodiversity & rewilding projects	- Number of campuses with biodiversity actions implemented - # trees planted; # of community gardens supported	Baseline = 0 central tracking (ad-hoc prior to 2026)	Y/N	- Increase outreach to community groups - Provide micro-grants to Green Teams
Staff engagement in innovation grants & pilots	- Number of applications & pilots completed each year - Impact data from pilot evaluations	Innovation grants new from 2026	Y/N	- Improve communication of calls - Offer CPD on proposal writing
Digital engagement with Climate Action Hub	- Monthly users; resource downloads; repeat visits	Baseline: Website hub launches 2026	Y/N	- Improve navigation - Add more video content - Promote via email/social every term
Management engagement	- Climate action as a standing agenda item in SMT/Board meetings	Beginning 2026 leadership communications framework	Y/N	- Increase CE/Director visibility - Conduct more site visits

	- Number of formal leadership communications per quarter			
Feedback loops functioning	- Frequency of feedback collected (surveys, GT forums, suggestion schemes) - Issues identified & resolved	Baseline: survey format created 2024/25	Y/N	- Shorten surveys - Provide quick-win responses - Report back faster on improvements

Table 9 Review performance and improve

Feedback

The working group will provide the steering group with quarterly reports on energy use and carbon emissions. These reports can be streamlined for each school and center to give them an indication of their direction of travel in th efforts to achieve our 2030 and 2050 targets

19. Maintaining the momentum

Action	Existing	Unlikely	Possible	Likely
Corporate policies, systems and initiatives				
Implement ISO 50001.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Devolve energy budgets to local units or departments.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate energy goals into individual units' business plans.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include energy criteria in procuring policy.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create supply chain energy or sustainability performance criteria.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and meetings				
Deliver induction training for new employees on energy awareness.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Provide further training on energy at appropriate intervals for all staff. Try to combine this with other training activities.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Include energy issues in staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Publicly recognise peoples' efforts on energy issues at staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Include energy issues in management/board meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition, rewards and competitions				
Establish a monthly award scheme for sustainable actions in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit volunteers to act as 'Energy Champions' in the workplace, and set up 'Energy Teams'.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a suggestion scheme for people to offer ideas on saving energy. Recognise people's contribution and reward the best ideas.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Hold competitions with prizes at regular intervals. This could include Battle of the Buildings or competitions between different parts of your organisation.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel/Human resources policy				
Include energy efficiency in job descriptions, so that energy awareness becomes a responsibility for all staff.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Build energy efficient practices into work procedures.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Incorporate energy efficiency or sustainability into staff performance appraisals.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Introduce energy saving targets for managers and link compensation or bonuses to this.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Consider including criteria on sustainability issues into the process for recruiting staff.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Provide company time to participate in energy committees etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Obtain employee feedback to understand their level of engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Note that energy efficiency may be included under a broader 'sustainability requirement' in personnel/human resources policies and procedures)</i>				

Table 101 Planning for long term success