



green skills 2030

Implementation Plan

September 2025

SOLAS
learning works



Rialtas na hÉireann
Government of Ireland

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Foreword

In October 2024, SOLAS published Green Skills 2030 – The First National Further Education & Training (FET) Strategy for the Green Transition. This ambitious strategy places FET at the heart of Ireland's ambition to reduce greenhouse gas emissions by 51% by 2030, demonstrating its commitment to ensure that every FET learner is equipped with the necessary skills to become agents of change in climate action.

Since the publication of the Green Skills 2030 Strategy, the FET sector has quickly responded to both the sectoral and strategic needs it identified. This implementation plan further supports the great work already initiated and is a result of extensive collaboration and consultation with Education and Training Boards (ETBs) alongside government, state agencies and industry partners.

SOLAS remains committed to ensuring that learners have the knowledge, skills and competencies required to succeed within the Green Transition, and that a just, sustainable, and resilient future becomes a reality. In doing so, FET will become a leader within the green transition.

Andrew Brownlee,
CEO, SOLAS



1. Introduction

In October 2024, SOLAS launched [Green Skills 2030 – The First National Further Education and Training \(FET\) Strategy for the Green Transition](#) (the Green Skills 2030 Strategy).

The Green Skills 2030 Strategy outlines how the FET sector can help to provide the critical skills needed across both the workforce and communities as Ireland transitions to a less carbon intensive and more sustainable future. The strategy's development included the identification of key sectors and factors driving the demand for green skills and transversal skills, as well as engagement with the private sector, professional representative bodies, government departments, ETBs, higher education institutes and other stakeholders.

While the strategy covers the entire FET ecosystem, seven key economic sectors, identified through research and consultation, were also considered: Construction and Built Environment (including Water and Waste Management); Engineering, Energy, and Manufacturing; Transport and Logistics; Agriculture, Forestry, and Marine (including Bioeconomy); Biodiversity and Environment; Tourism and Hospitality; and Accounting and Business.

The Green Skills 2030 Strategy includes:

- A strategic review of international and national policy to understand the factors and targets influencing the demand for green skills and transversal skills.
- A skills needs analysis based on desktop research and extensive stakeholder engagement with public and private organisations which identifies green and transversal skills needs, training gaps, and potential tertiary pathways for existing, new, and emerging occupations.
- A suite of strategic and sectoral recommendations, including for the seven key economic sectors, to foster the development of green and transversal skills in Ireland based on the findings of the desktop research and stakeholder engagement.

Since the publication of the Green Skills 2030 Strategy, there has been significant policy activity at both a national and European level, with new strategies and roadmaps reinforcing existing commitments to develop green skills across the economy.¹ The measurement and monitoring of green skills is becoming an increasing area of focus, with several new reports detailing approaches to quantifying green skills needs including SOLAS's Spring Skills Bulletin 2025, and Cedefop's *Meeting Skill Needs for the Green Transition, and Tracking the Green Transition in Labour Markets*.

¹ Appendix 1 provides further information on context and policy developments since the launch of the strategy in October 2024.

Furthermore, the demand for green skills and the role of the FET sector in providing training, continues to be apparent. The Climate Action Plan 2025 notes the essential role of the FET sector in meeting green skills needs and cites the Green Skills 2030 Strategy as the primary document to guide the FET sector's response to meet these needs.

Building on this strong foundation, this document outlines how SOLAS, its partners, and other stakeholders in the FET ecosystem, can progress the recommendations of the Green Skills 2030 Strategy through both strategic and sectoral actions. This document includes the implementation plan, and details the specific actions, lead organisations, collaborative partners, timelines, and indicators, that form the roadmap for the implementation of the strategy.

1.1 Development of this Plan

To translate the recommendations of the Green Skills 2030 Strategy into implementable actions, a scoping analysis was undertaken to assess and identify measurable, realistic, and achievable initiatives that were aligned with the original substance and purpose of each strategic and sectoral recommendation. Based on this analysis, draft actions were developed along with proposed action owners (leads), action partners, timelines, and indicators. A stakeholder engagement process was then conducted with the suggested action leads and supporting partners, i.e., the proposed organisations that would be responsible for leading and supporting the delivery of specific actions.

This included relevant government departments and agencies, ETBs, local authorities, heritage organisations, higher education institutes, and an array of other stakeholders involved both directly and indirectly in the provision of further education and training.

Both leads and partners were asked to comment on and confirm support for their assigned actions, as well as provided with the opportunity to volunteer for further actions deemed relevant or aligned with current or planned initiatives. Detailed feedback was provided during the stakeholder engagement process on strategic and sectoral action wording, lead and partner roles, timelines, and indicators. This information was collated and analysed, with actions revised based on the feedback. Updates in relation to the evolving context and policy landscape for green skills were also considered. The finalised actions were developed into the implementation plan outlined in Chapter 2. The implementation plan will be supported by an implementation tool, in the form of a visual dashboard, that will assist in the monitoring and evaluation of progress.

1.2 Purpose of this Plan

Driven by national and European policy, as well as societal and industry needs, there is a clear shift and move towards the development of a greener economy. This transition will result in major changes to how people work, the skills that are needed, and the occupations and roles that will be in demand. Ensuring that the necessary skills and training are available to both the economy and the community will be a key aspect in securing a just and inclusive transition and prosperous future for all.

The FET sector, with its vital role in providing lifelong learning opportunities, will be at the forefront of the national effort to assist in this transition, helping people and organisations adjust to these changes and realise benefits and opportunities arising from a more sustainable future.

As such, the mapping of the recommendations of the strategy into implementable actions as outlined in this document, represents a pivotal step in ensuring that the FET sector continues to meet the changing skills needs of both the economy and the community as Ireland progresses towards 2030. In doing so, the FET sector will play a key role in contributing to the achievement of national and European climate targets, and in equipping FET learners with the knowledge, skills, and agency to address global challenges by promoting education for sustainable development. As a shared plan, designed to foster partnership, the Green Skills 2030 Strategy's success will be highly dependent on active collaboration and inputs from those responsible for its delivery.

SOLAS is committed to working with key stakeholders including the 16 Education and Training Boards (ETBs), higher education institutes, government and industry partners, to ensure that the Green Skills 2030 Strategy is successfully implemented. Furthermore, SOLAS will continue to seek new opportunities for collaboration in the area of green and transversal skills, including on an all-island basis with the Northern Ireland Department for the Economy, that recently released Northern Ireland's Green Skills Action Plan in May 2025.

It is only through ongoing collaboration, partnership, and knowledge sharing, that the challenges of climate change and the ambition for a more sustainable world can be addressed and realised.



2. Implementation Plan

This chapter provides a comprehensive roadmap for the implementation of the [Green Skills 2030 Strategy](#). The implementation plan has been designed by SOLAS and other key stakeholders in the FET sector, to progress the recommendations set out in the Green Skills 2030 Strategy, covering green and transversal skills, including for the seven identified sectors: Construction and Built Environment (including Water and Waste Management); Engineering, Energy, and Manufacturing; Transport and Logistics; Agriculture, Forestry, and Marine (including Bioeconomy); Biodiversity and Environment; Tourism and Hospitality; and Accounting and Business. For each action, timelines, leads, collaborative partners, and measurable indicators, have been proposed to ensure accountability and progress. The original recommendations have also been included for reference.

Furthermore, acknowledging the role the FET sector can play in addressing the climate and biodiversity emergency, alignment with the United Nations Sustainable Development Goals is also highlighted under each objective.

In total, the implementation plan includes 25 objectives and 114 actions, comprised of 5 strategic objectives with 43 associated actions and 20 sectoral objectives supported by 71 actions, all of which have been derived from research and consultation.

The sectoral actions in this plan reflect the three themes associated with the recommendations of the strategy – FET Programmes Development; Opportunities for FET Specialist Centres; and Pathways between Further and Higher Education.

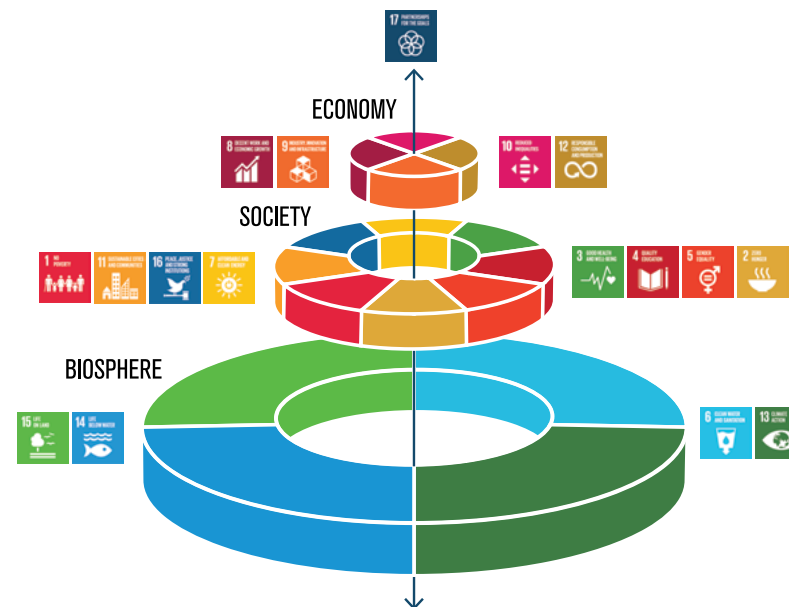


Fig 1. Credit: Azote for Stockholm Resilience Centre, Stockholm University
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The success of the strategy will require ongoing collaboration between leads and the proposed partners, with further discussions throughout the implementation phase to determine how the actions can be supported and progressed.

Key considerations for the implementation of the plan arising from the consultation with key stakeholders in the FET sector include:

- The UN Sustainable Development Goals are of relevance to the strategy with clear alignment with its objectives and actions. Ongoing consideration of how the FET sector can contribute to the mitigation of the effects of climate change and a just and inclusive transition to a more sustainable future will be required over the lifetime of the plan.
- The FET lifelong learning model of skills development is relevant across all skill areas and sectors for green skills provision; it is designed to be applicable across sectors, whether for initial training or upskilling and reskilling.
- Increased use of online learning has the potential to significantly expand the reach and accessibility of FET programmes and courses.
- Integrating the FET micro-qualifications model into the curriculum planning for specialist skills centres is essential. This integration promotes industry relevance, flexibility in course design, and efficient use of resources.

- Adopting a universal design for learning approach remains crucial for initiatives and programmes, taking current and future occupational demographics into account.
- A whole of service approach to integrating literacy will be considered across all of green skills development and delivery. FET Practitioners in all areas of green skills will be offered literacy awareness training and professional learning and development opportunities to integrate literacy in their practice.

Overall, the implementation plan provides a robust roadmap to progress the Green Skills 2030 strategy and assist in ensuring that Ireland has the skills required to support a just and inclusive transition to a more sustainable future.

2.1 Strategic Priority Objectives and Actions

The five strategic priorities listed in the Green Skills 2030 Strategy are general principles which underpin the recommendations of the strategy, and the overall response of the FET sector to green skills needs. For the purposes of implementation, the strategic priorities have been directly translated into strategic objectives. Each objective has a series of actions to support the progression and achievement of those objectives aligned with the recommendations of the Green Skills 2030 Strategy.



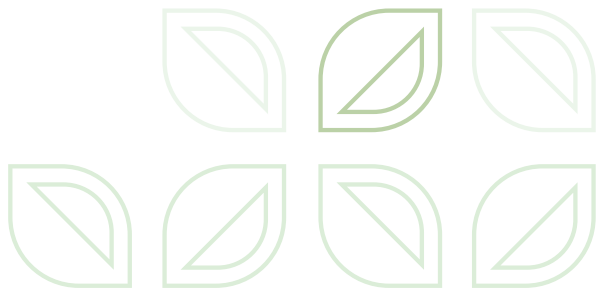
2.1.1. Strategic Objective 1: Increase awareness of FET programmes and green skills provision

Strategic Objective 1 contains actions to support efforts to raise understanding of green skills programmes offered by the FET sector. This includes offering a centralised information point for programmes, monitoring green skills demand, and identifying communications around the green transition and green skills. The actions under this objective are outlined in the table that follows and are aligned with Sustainable Development Goals (SDGs) 4, 8, 9 and 13.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Development of a centralised information point with up-to-date details about FET programmes with green skills components across sectors aimed at raising awareness of these supports and resources among businesses, learners, and the wider public. This could be achieved through the SOLAS website and FETCH Courses (the Further Education and Training Course Hub).	1.1	An assessment on the best method to centralise information on FET programmes focused on green skills provision across sectors will be completed.	Q4 2025 – Q2 2026	SOLAS	ETBI	Information centralised before the end of March 2026.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Workshops, briefings, webinars, and demonstration sessions will be organised to raise general knowledge of the green transition for businesses.	1.2	ETBI will regularly liaise with businesses through surveys, open days, etc. to determine key subject areas of interest related to the green transition in each region, and use these subject areas to develop an annual programme of communication, including webinars, information sessions etc.	Ongoing	ETBI	All ETBs	Number of actions taken to liaise with businesses.
Ensure ongoing engagements with relevant industry partners are taking place to monitor emerging needs in the green economy and requirements for specific sectors and job roles.	1.3	The Skills and Labour Market Research Unit (SLMRU) will include a section dedicated to green skills needs across industry sectors and economic regions in their regular and periodic skills bulletins and analysis.	Ongoing	SOLAS		Inclusion of a green skills needs section in SLMRU's National Skills Bulletin 2025.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Using the “green skills” brand across all relevant FET provision and creating targeted campaigns for green skills courses.	1.4	ETBI and the ETBs network will compile a comprehensive list of all green skills-related courses within the further education and training offer, and ensure that green skills branding is applied across the entire ETB network.	Ongoing	ETBI, All ETBs	SOLAS	Compilation of green-skills courses complete. Green skills branding applied.



2.1.2. Strategic Objective 2: Promote career opportunities arising from the green transition

Strategic Objective 2 encompasses actions to increase awareness of career opportunities resulting from the green transition. This includes promotion efforts across FET, ETB assessments of locally relevant economic opportunities arising from the green transition, engagement with career guidance professionals, and engagement with other partners. The actions under this objective are outlined in the table that follows and are aligned with SDGs 4, 5, 8, 10 and 17.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore ways to promote general green skills and sustainability courses in primary, secondary, as well as tertiary education, including both FET and HEI.	2.1	Promote green skills and sustainability modules across FET and explore opportunities to expand their delivery to tertiary education.	Q3 2025 – Q4 2026	ETBI, NTO		Working group ETBI-NTO established.
Highlight career opportunities arising from the green transition and map them to current FET training provision offerings across all sectors of the economy.	2.2	Each ETB will assess the specific economic opportunities arising from the green transition in their own region and showcase how the courses they provide respond to these opportunities. This can be done by adding a "Green Skills" section on their websites, and/or in annual reports or other publications.	Q3 2025 – Q4 2026	All ETBs	ETBI	Addition of green skills section to ETB websites, annual reports, and/or other publications.



Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Communicate and promote employment opportunities in the green economy to prospective learners, parents, and careers guidance professionals across all channels of FET provision, including secondary schools, tertiary pathways, and adult education.	2.3	<p>To communicate and promote FET provision leading to employment opportunities in the green economy to learners, parents, and career guidance professionals across all education levels, SOLAS and the ETBs network – working through the FET Information and Guidance Services – will explore the following measures:</p> <p>1. Develop Comprehensive Marketing Campaigns</p> <ul style="list-style-type: none"> Social media: Use social media to share success stories, job opportunities and information about green skills programmes and education pathways, including further and higher education pathways. 	Ongoing	SOLAS, ETBI, All ETBs		Working group established and set of actions agreed.
		<ul style="list-style-type: none"> ETBs Websites and Blogs: Create dedicated sections on green employment opportunities on the website of each ETB and regularly update them with articles, videos, case studies, alumni testimonials, and infographics about the green economy and related career paths. Emphasise career transitions from roles and occupations that have been altered as a result of the green transition. 				

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<p>2. Engage with Secondary Schools</p> <ul style="list-style-type: none"> • Workshops and Presentations: Organise workshops and presentations for students, parents, and teachers to highlight the importance of green skills training and the FET education opportunities, including apprenticeships, available in each region. • Career Fairs: Participate in career fairs and provide information about green economy careers and the FET training programs available, including the suite of Skills to Advance green skills courses and FET Taster Courses. • Industry-Schools Collaborations: Building on the AMTCE FET Advanced Manufacturing Pathways Schools Project led by LMETB, explore opportunities to launch similar projects in collaboration with specialist skills centres – such as the National Construction Training Campus at Mount Lucas – to encourage and enable secondary school students to see career pathways from school into areas such as green and digital construction, built environment, and green transportation. 				

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<p>3. Collaborate with Career Guidance Professionals</p> <ul style="list-style-type: none"> • Training Sessions: Offer training sessions for career and school guidance counsellors to ensure that they are well-informed about green economy opportunities and can effectively advise students. • Resource Kits: Develop resource kits with brochures, posters, and digital materials that career guidance professionals can use to promote green skills programs. 				
		<p>4. Collaborate with Adult and Community Education Stakeholders</p> <ul style="list-style-type: none"> • Community Outreach: Partner with community groups and organisations to encourage engagement and participation of young and adult learners in green skills lifelong learning training programs. • Information Sessions: Host information sessions and webinars specifically for adult learners to discuss the need to embed environmental sustainable practices (e.g., air quality and ventilation, energy use), in communities through lifelong learning, the benefits of green economy careers and the available training options. 				

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
	2.4	<p>The Skills to Advance range of green skills upskilling programmes and micro-qualifications are designed to offer upskilling and reskilling opportunities that support small and medium-sized businesses to develop their workforce and employees to future-proof their jobs.</p> <p>SOLAS, all ETBs and other relevant stakeholders (i.e., state bodies that are involved in the development of these programmes, such as the Environmental Protection Agency (EPA), Sustainable Energy Authority of Ireland (SEAI), Irish Water, IDA Ireland, Enterprise Ireland and Regional Skills Fora should regularly engage with businesses in each region to identify the specific green skills needed in the local job market (such as renewable energy technologies, sustainable construction practices, and environmental management) and promote green skills programmes to local employers, enterprises, and learners.</p>	Ongoing	SOLAS and relevant stakeholders	CIAT	Development of Skills to Advance programmes targeting green skills provision.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with FET Information and Guidance Services and school guidance counsellors to ensure that career and educational pathways from green skills programmes are clear to all FET learners. This includes informing parents and advocates of advances in sectors which have radically altered roles and occupations as a result of the green transition.	2.5	<p>SOLAS and the ETBs network will review current measures aimed at facilitating female participation in further education programmes with a strong emphasis on green skills and enhance accessibility measures, such as:</p> <ul style="list-style-type: none"> • Targeted outreach and recruitment (e.g., information sessions, open days, community engagement activities), • Flexible learning options to accommodate specific needs (i.e., part-time courses, evening classes, online learning), • Learner support services to assist all learners and particularly vulnerable learners (e.g., academic support, career guidance, counselling, adapted assessment options, personal development workshops), • Supports to accommodate the needs of those with caring responsibilities (e.g., childcare facilities or financial assistance for childcare to enable women with young children to attend courses), • Mentorship programmes and networking opportunities (e.g., connect female students with role models and industry professionals), • Scholarships. and • Promotion of non-traditional fields for women professionals (e.g., STEM, craft trades) through targeted campaigns and initiatives. 	Ongoing	SOLAS, ETBI	All ETBS, CIAT	Working group established and set of actions agreed.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Provide upskilling / reskilling provision in green skills that contributes to retention to ensure that those who enter green jobs have the opportunities to stay in them and progress.	2.6	Each ETB will raise awareness of existing green skills development opportunities to enable access to the unemployed and young people and adults in marginalised communities thorough the Youthreach and the Adult and Community Education Programmes. Each ETB will explore opportunities to engage learners in climate literacy and transversal skills education.	Ongoing	All ETBs		Progress towards embedding green skills modules in Youthreach and Community Training Centres.
Encourage female participation in FET green skills programmes.	2.7	To ensure that the reskilling and retraining opportunities offered to people who are not currently in employment are flexible, short and adapted to their needs while responding to the local labour market demands and characteristics of each region. Each ETB will develop specific green skills participation targets for learners who are not currently in employment.	Q3 2025 – Q4 2026	All ETBs		Development of unemployed learner targets for green skills programmes.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Provide clear signposting for early school leavers and their advocates (either parents or mentors) of green skills development opportunities. This can be achieved by embedding green skills development opportunities in Youthreach and Community Training Centres.	2.8	Each ETB should explore opportunities to partner with organisations that are already offering green upskilling programmes for the unemployed, such as Generation's collaboration with LOETB.	Q3 2025 – Q4 2026	All ETBs	Generation	Working group established and set of actions agreed.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Continue to expand green skills FET programme offerings of flexible, short, and stackable qualifications to people who are not currently in employment.	2.9	<p>By integrating green skills into the iVET modules, students can develop environmental awareness, gain valuable knowledge and experience that will prepare them for a variety of green careers in the growing fields in sustainability and the environment. To develop Transition Year (TY) modules on green skills that are tailored to the learners needs and respond to local industry demands using the platform of iVET or FET Taster Courses, each ETBs in collaboration with local schools could take the following steps:</p> <p>1. Identify Relevant Green Skills: Engage with schools to determine the specific green skills that are important for students to learn, such as sustainability practices, renewable energy, waste management, and environmental conservation.</p>	Ongoing	All ETBs	ETBI	Number of iVET modules focused on green skills provision developed by the ETB network.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<p>2. Develop Curriculum: Create a curriculum that integrates these green skills into the existing iVET modules or FET Taster Courses. This could involve adding new content or tailoring existing content included in the FET green skills short course to a more accessible secondary school level. A good example of TY content developed by NCCA is the TY micro-module “Actions for sustainable living – Think Plan Act”.</p> <p>3. Collaborate with Experts: Work with experts in the field of green skills, such as environmental scientists, sustainability consultants, and educators to ensure the curriculum is accurate and up-to-date.</p> <p>4. Hands-On Learning: Incorporate practical, hands-on learning experiences into the modules. This could include field trips, laboratory experiments, and projects that allow students to apply their knowledge in real-world settings. Local businesses could be involved in hosting short visits and demonstration sessions.</p>				

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<p>5. Assessment and Feedback: Develop assessment methods to evaluate students' understanding and skills. Provide feedback to help them improve and deepen their knowledge.</p> <p>6. Continuous Improvement: Regularly review and update the curriculum based on feedback from students, teachers, and industry experts to ensure it remains relevant and effective.</p>				
Partner with external organisation programmes to support green skills offerings for people who are not in employment, such as Generation's coordination of green upskilling programmes for the unemployed with LOETB.	2.10	To highlight career paths emerging from the green transition to secondary school students, SOLAS will explore the opportunity of establishing a collaborative framework with NCCA to develop curriculum related to green skills for both junior and senior cycles. Depending on the sector or topic targeted, it may also be possible to adapt the content of some of the green skills programmes and FET taster courses developed by ETBs to junior or senior cycle level. Collaboration with external agencies can also be encouraged – for example, the student workshops developed by SEAI could be incorporated as "hands-on sessions" as part of a 10-hour green skills micro-module.		SOLAS	NCCA, ETBI, CIAT	Working group established and actions agreed.



2.1.3. Strategic Objective 3: Integrate green skills and transversal competences content into all FET programmes



Strategic Objective 3 contains actions to integrate green and transversal skills across all FET programme offerings. Actions under this objective include assessing existing FET provision compared to GreenComp, developing programmes based on GreenComp, and supporting ETBs to update curricula to incorporate green transversal skills. The actions under this objective are outlined in the table that follows and are aligned with SDGs 4, 12, 13 and 15.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Auditing / Mapping existing FET provision for all learners, and at all levels against the GreenComp framework to examine areas of compliance and areas where it can be embedded.</p> <p>Exploring technical solutions to aid in the aforementioned auditing / mapping process (i.e., data scraping, machine learning etc).</p>	3.1	<p>To map existing FET provision against GreenComp framework, ETBI will:</p> <ol style="list-style-type: none"> 1. Collate all FET programmes and associated core and optional modules in Ireland. 2. Map the course content and learning outcomes to the 12 GreenComp competencies. Identify how well the content and learning outcomes of each course delivers relevant skills, knowledge, and attitudes to learners. 3. Identify and highlight specific modules, programmes, or disciplines which are lacking in content delivering the 12 competencies. 4. Research potential technical approaches that could aid in the mapping of existing FET provision. 	Q1 2026 – Q4 2027	ETBI All ETBs,	SOLAS	Completion of analysis (e.g., written report) on the prevalence of GreenComp competencies within FET provision.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Using GreenComp to shape the development of new FET provision for all learners at all levels across FET.	3.2	SOLAS and ETBI will promote the use of GreenComp as a reference point for ETB programme development.	Ongoing	SOLAS, ETBI	TUS Midwest, TUD	Number of actions taken to promote GreenComp as a reference point for ETB programme development.
Providing ongoing continuous professional development to upskill FET facilitators to embed sustainability content in FET programmes using the GreenComp framework.	3.3	Using the Professional Learning and Development Hub, ETBI will increase capacity building of FET facilitators and provide programmes for FET teaching and learning staff on climate justice and sustainability, using the GreenComp framework.	Ongoing	SOLAS, ETBI		Number of sustainability programmes for FET teaching and learning staff on the Professional Learning and Development Hub.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Consistently and transparently incorporating green skills modules within all specialised / highly specialised courses across a wide range of disciplines.	3.4	Devise system to capture green skills monitoring and reporting for provision in FET at all levels.	Ongoing	ETBI	All ETBs	Number of green skills modules across FET courses.
Continuing to support the development of green transversal skills, such as climate literacy, adaptability, exploratory thinking, systems thinking, critical thinking, and problem framing skills as part of FET courses across occupations and disciplines.	3.5	SOLAS/ETBI will continue to support ETBs to update and improve curricula which support green transversal skills, such as climate literacy, adaptability, exploratory thinking, systems thinking, critical thinking, and problem framing across occupations and disciplines.	Ongoing	SOLAS, ETBI	All ETBs	Number of modules updated to better support green transversal skills.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Exploring opportunities to create new climate, biodiversity, and sustainability modules as standalone programmes or within existing awards across all FET courses, without unnecessary duplication.	3.6	SOLAS/ETBI will map out current FET programme provision and consult with ETBs to assess where new opportunities for programme provision could exist in relation to climate, biodiversity, and sustainability.	Q1 2026 – Q1 2027	SOLAS, ETBI		Working group established and set of actions agreed.





2.1.4. Strategic Objective 4: Develop cross-sectoral green compliance, disclosure, and reporting skills



Strategic Objective 4 focuses on supporting compliance, disclosure, and reporting skills across all economic sectors. Actions under this objective include continued support for businesses through Skills to Advance, the promotion of sustainable business practices, and an assessment of the potential for including green skills as part of Safe Pass. The actions under this objective are outlined in the table that follows and are aligned with SDGs 4, 8, 9, 12 and 13.

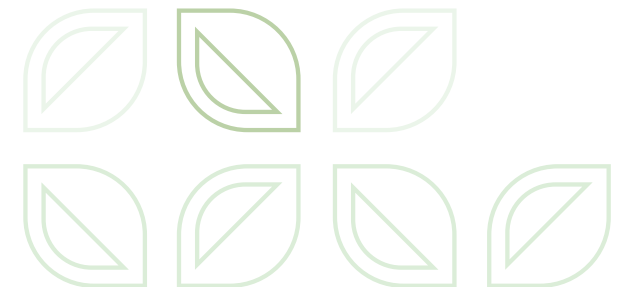


Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Continue to develop and roll out further FET micro-qualifications in Sustainable Leadership, Sustainable Finance, and Sustainable Reporting capabilities as well as compliance with environmental regulations and ESG (Environmental, Social, Governance) reporting frameworks.	4.1	SOLAS will continue to promote and provide Skills to Advance micro-qualifications working with small and medium size enterprises, and will assess the potential for standalone training provision to address skills needs as a result of ESG reporting requirements.	Q1 2026 – Q1 2027	SOLAS	CIAT	Number of Skills to Advance Micro-qualifications in this area, completion of training needs analysis related to ESG reporting skills.
Continue to provide targeted, stackable, and accredited courses to support the development of ESG reporting skills and capabilities.						

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Develop training offerings focused on carbon accounting, lifecycle analysis, carbon embodiment, and other relevant measurement practices.	4.2	SOLAS will engage with providers already offering programmes which address carbon accounting, lifecycle analysis, embodied carbon etc., to assess if there is demand for additional training provision in these areas which FET can address.	Q3 2025 – Q2 2026	SOLAS	Irish Green Building Council (IGBC), TU Dublin, UCD, SEAI, RIAI, DASBE, CIAT	Working group established and set of actions agreed.
As part of promoting upskilling programmes, highlight the benefits of adopting green practices for organisations that can help increase business success while contributing to sustainable living and working.	4.3	SOLAS/ETBI will develop promotional materials on the benefits of adopting green practices for small and medium-size businesses as part of promoting existing upskilling programmes.	Q4 2025	SOLAS, ETBI	CIAT	Number of promotional materials developed.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Ensure the ETBs and other providers are exemplars of sustainable business practices including through demonstrable implementation of the requirements of the Public Sector Climate Action Mandate with annual Roadmap updates, leadership by a Climate Action and Sustainability Champion, and transparent sharing of progress towards related targets.	4.4	SOLAS will promote the adoption of sustainable business practices leading by example. ETBI and ETBs will implement action as required under the Public Sector Climate Action Mandate.	Ongoing	SOLAS, ETBI	All ETBs	Progress towards implementation of the Public Sector Climate Action Mandate.
Advocate for green skills training to be included as part of the Safe Pass programme for construction workers and for similar programmes to be introduced for workers in other sectors.	4.5	SOLAS will consult key stakeholders to discuss the potential inclusion of green skills as part of the Safe Pass programme for construction workers.	Q4 2025 – Q4 2027	SOLAS	CIF	Number of actions taken to engage with stakeholders and discuss the potential inclusion of green skills in the Safe Pass curriculum.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Plan future FET provision that responds to the sustainable / green skills needs of enterprise in Ireland, including data and analytics capabilities as well as compliance with environmental regulations and ESG reporting frameworks.	4.6	Through active skills monitoring conducted by the SLMRU and other skills studies, SOLAS will identify training requirements which FET can address to meet the emerging skills needs of small and medium-size businesses in Ireland as a result of the green and digital transition.	Ongoing	SOLAS		SLMRU report on demand for reporting and data analytics skills.





2.1.5. Strategic Objective 5: Provide skills development opportunities that are relevant to the needs of learners, society, and the green economy, while expanding FET programme offerings

Strategic Objective 5 encompasses actions which support FET green skills programmes design and delivery. These actions are split across three key areas – programme design and delivery, collaboration with key stakeholders, and enhanced resources for FET. The actions under this objective are outlined in the three tables that follow and are aligned with SDGs 4, 8, 9, 10, 12, 13 and 17.

(A) Green Skills Programme Design and Delivery

Actions listed under programme design and delivery include those related to the continued delivery of short green skills courses, continued implementation of Universal Design for Learning, and continued development of micro-qualifications. These actions are aligned with SDGs 4, 8, 9, 10 and 13.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Prioritise the delivery of short and targeted courses that address specific green skills as well as digital and technology skills gaps at all professional levels in the Irish marketplace.	5.1	SOLAS will continue to promote and support the delivery of short green skill courses to address skills gaps.	Ongoing	SOLAS	All ETBs	Number of actions undertaken to promote short green skills courses. Number of short and targeted courses developed to address identified green skills gaps.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Enhance the accessibility of current and future programme offerings by ensuring that they can be delivered through in-person, online, and blended learning and at convenient times to meet the needs of FET learners and employees.</p> <p>Explore digital solutions to improve the accessibility and flexibility of green skills programmes.</p>	5.2	<p>Ensure that Green Skills programmes are delivered through in-person, online, and blended learning and at convenient times to meet the needs of FET learners and employees. In addition, ensure availability of guidance services, specialised disability supports for learners with greater needs, counselling and adapted assessment options for learners joining green skills trainings.</p>	Q1 2026 – Q1 2027	All ETBs		Completion of accessibility assessment.
Deliver programmes in clear language, at an appropriate level, that is aligned with 'plain English' guidelines.	5.3	FET Practitioners will continue to follow Guidance for Implementing UDL (Universal Design for Learning) in FET, ensuring that programmes are delivered in clear, plain, and accessible language.	Ongoing	All ETBs	SOLAS, ETBI	Number of programmes reviewed and/or updated to ensure accessibility.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Continue to integrate transversal competences, such as problem solving, climate literacy, and effective communication, in the curricula of green skills programmes where appropriate.	5.4	Continue to integrate transversal skills in education and training.	Ongoing	All ETBs		Number of modules and courses reviewed and/or updated to support transversal skills development.
Continue the development of a framework that allows learners to stack FET micro qualifications and achieve nationally recognised certifications.	5.5	Continue to develop short, accredited micro-qualifications tailored to the needs of learners and meeting emerging skills needs, particularly in areas impacted by the green transition.	Ongoing	All ETBs	SOLAS	Number of Micro-qualifications created to meet emerging skills needs.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Engage with Recognition of Prior Learning to review means of accounting for life experience of FET learners.	5.6	Based on the Recognised Prior Learning Toolkit developed by Donegal ETB and Limerick and Clare ETB, SOLAS will engage with the National Recognised Prior Learning in Higher Education Project and QQI to assess if prior relevant experience can be recognised for prospective FET learners applying to Green Skills courses.	Ongoing	SOLAS	National Recognised Prior Learning (RPL) in Higher Education Project, QQI	Working Group established (SOLAS – QQI – RPL) and set of actions agreed.
Emphasise practical skills development and promote best practices through peer-to-peer learning opportunities where appropriate (such as demonstration settings for specific sectors) in the design of green skills programmes.	5.7	SOLAS will assess whether the FET sector can support other partners in facilitating peer-to-peer learning opportunities, and will collaborate with ETBs to emphasise practical skills development.	Q1 2026 – Q1 2027	SOLAS	ETBs, CIAT	Completion of capacity analysis. Number of collaborative actions undertaken with ETBs to emphasise practical skills development.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Monitor the emergence of new products and technologies so that ETBs and FET Centres can respond by developing programmes that can deliver the new digital and data analytics skills required by current and emerging occupations across different industries.	5.8	The SOLAS Construction, Quality & Climate Strategy & Skills Unit will work with the SOLAS SLMRU to monitor changing labour market demands so that appropriate FET responses can be informed and developed.	Ongoing	SOLAS		Publication of dedicated SOLAS SLMRU Skills Bulletin.
Provide sufficient programme development resources for ETBs, including financial and non-financial supports, to fund the design and delivery of new courses as the need for new skills emerges for workers to perform in the net zero economy.	5.9	DFHERIS and SOLAS will work within the estimates process to resource ETBs to deliver appropriate responses to emerging skills needs.	Ongoing	DFHERIS	SOLAS	Completion of needs analysis.
Appoint staff in each ETB with dedicated responsibility for green skills development and competency in education for sustainable development.	5.10	All ETBs will develop their own action plan, detailing how they plan to complete or progress the actions assigned to them under this implementation plan.	Q1 2026 – Q1 2027	ETBI	All ETBs, DFHERIS	Publication of ETB-specific Green Skills Action Plans.

(B) Collaboration with key stakeholders

Actions listed under the area of collaboration with key stakeholders includes those related to engagement with partners to update FET offerings to meet green skills needs, exploring potential pathways through CSO data, and support for ETBs working with HEIs (Higher Education Institutions) to develop opportunities for learners to move between educational settings. These actions are aligned with SDGs 4, 8, 9 and 17.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Continue and enhance the involvement of industry partners and innovation centres in the design of FET programmes and initiatives, particularly through medium- to long-term partnerships with national coordination and regional implementation (e.g., through the developing network of Centres for Specialist Skills Development).</p> <p>Engage with Regional Skills Fora and business to prioritise programmes that are relevant to industry needs and that can be adapted to new and emerging digital and technological trends.</p>	5.11	<p>SOLAS / ETBs will continue to engage industry and research bodies, as well as the Regional Skills Fora, to update and enhance FET offerings for learners to meet emerging skills needs related to the green and digital transitions. Where necessary, SOLAS / ETBs will work with partners to assess the feasibility of establishing specialist skills centres to meet skills needs.</p>	Ongoing	SOLAS, All ETBs	Regional Skills Fora	Assessment of recommendations for establishment of specialist skills centres.



Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Promote strategic collaboration between education providers, academia, business and industry, local and regional authorities, and professional bodies to develop programme offerings that respond to the identified green skills needs, other than existing tertiary degree offerings.						
Collaborate with HEI to create better aligned pathways from further to higher education and to provide opportunities for FET learners to experience higher education environments. These pathways could be informed by data monitoring of the FET sector conducted by the Central Statistics Office (CSO).	5.12	SOLAS will engage with the CSO to assess potential recommendations for pathways between FET and HEIs, as informed by CSO data monitoring of the FET sector.	Q2 2026– Q2 2027	SOLAS		Analysis of CSO data on FET sector.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Explore opportunities to develop integrated programmes linking further and higher education that allow learners to split their time between FET training centres and HEIs and work with the National Tertiary Office where appropriate.</p> <p>Pilot programmes that bring FET and HEI learners into the same setting and enable fruitful knowledge-sharing.</p> <p>Enhance partnerships between FET providers and HEIs to design and deliver high-quality and relevant green skills programmes.</p>	5.13	SOLAS will support ETBs working with HEIs to assess potential links between FET and HEI programmes where learners could split their time between ETBs and HEIs.	Ongoing	SOLAS	HEIs, National Tertiary Office, ETBI, All ETBs	Working group established and set of actions agreed.
Explore collaborative opportunities with National Innovation Centres where appropriate (e.g., Teagasc Ashtown Food Research Centre, Bia Innovator Centre, BioConnect Centre, National Bioeconomy Campus, etc.).	5.14	SOLAS will assess opportunities for ETBs to engage with national research and innovation centres to support skills development related to research and development areas.	Ongoing	SOLAS, ETBI	National Research/ Innovation Centres,	Working group established (SOLAS – ETBI – NICs) and set of actions agreed.

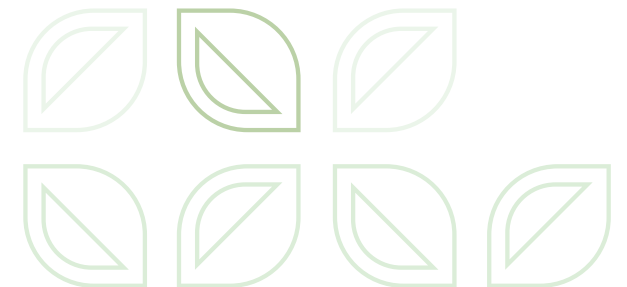


(C) Enhanced resources for ETBs and FET Centres

Actions to enhance resources for ETBs and FET Centres include those related to engagement with ETBs to provide green skills-related CPD, identification of common ETB skills and resource needs, and assessment of the feasibility of physical spaces to meet green skills needs. These actions are aligned with SDGs 4, 8, 9, 12 and 17.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Ensure that FET staff benefit from ongoing professional development and have a solid understanding of climate change, sustainability, and human impacts on the environment.</p> <p>Utilise the resources available through the newly established Professional Learning & Development (PL&D) Hub to provide and promote upskilling training programmes for FET staff across all green skills areas and industry sectors.</p>	5.15	Based upon the Professional Learning Development Hub, ETBI will engage with ETBs to assess opportunities for providing green skills related CPD courses for FET staff.	Q1 2026 – Q3 2026	ETBI	All ETBs	Number of green-skills CPD modules available through the Professional Learning Development Hub.
Enhance the use of existing FET resources (for example, encouraging cooperation between ETBs to coordinate common responses to skills needs).	5.16	ETBI will facilitate ongoing discussions between ETB senior staff to identify common skills needs and resources which could be shared to respond to these skills needs.	Ongoing	ETBI	All ETBs	Working group established and set of actions agreed.

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Invest in physical resources to enable delivery of specialist requirements of green skills needs (for example, through strategic partnerships between ETBs as physical space providers and developers / manufacturers as suppliers of up to date, on-demand enabling equipment and technologies via flexible, industry-focused leasing and swap out arrangements that benefit learners and enterprise by ensuring the currency of training).	5.17	SOLAS/DFHERIS will assess the feasibility of physical investments in training spaces to meet specialist green skills needs.	Q2 2026 – Q1 2027	SOLAS, DFHERIS	All ETBs	Working group established and set of actions agreed.



2.2 Sectoral Objectives and Actions

This section outlines the sectoral actions of the Green Skills 2030 Implementation Plan. Actions have been grouped under sectoral objectives for the purposes of implementation and broadly relate to the provision and development of FET programmes, opportunities relating to the development of FET specialist skills centres, and the development and enhancement of pathways between further and higher education. The Green Skills 2030 Strategy published in October 2024 included a number of recommendations for each of the identified 7 key economic sectors. These recommendations have been translated into the specific actions which are outlined under each of the 7 sectors which follow: Construction and Built Environment (including Water and Waste Management); Engineering, Energy, and Manufacturing; Transport and Logistics; Agriculture, Forestry, and Marine (including Bioeconomy); Biodiversity and Environment; Tourism and Hospitality; and Accounting and Business.

2.2.1. Construction & Built Environment (including Water and Waste Management)

Sectoral Objective 1A: Meet urgent programme development needs for modern and traditional construction techniques

Sectoral Objective 1A focuses on developing and supporting programmes in the Construction & Built Environment sector to enhance sustainability, particularly for modern and traditional construction techniques. Actions under Sectoral Objective 1A include building upon existing programmes and partnerships to deliver training, providing additional upskilling opportunities, and embedding new content in programmes to support green skills. The actions under this objective are outlined in the table that follows and are aligned with SDGs 4, 6, 9, 11, 12 and 13.



FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Building upon existing programmes and partnerships (e.g., developed by LOETB and TU Dublin), continue to support the upskilling of construction workers in Modern Methods of Construction (MMC), and new technologies such as Building Information Modelling (BIM), and Revit Structures.	1A1	Support and promote LOETB and TU Dublin actions that are oriented towards training and upskilling the construction labour force in MMC skills, including the use of digital and AI tools, such as:	Ongoing	LOETB	NZEB/Retrofit Centres of Excellence	Number of MMC courses on the FETCH portal.
		<ul style="list-style-type: none"> the roadshow training delivered by LOETB, the establishment of a consortium of industry leaders, education and training providers and to develop MMC programmes. 				



FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<ul style="list-style-type: none"> the incorporation of specialist MMC skills into construction courses including in ETBs, such as those with a NZEB and Retrofit Centres of Excellence, and the enhanced use of the National Construction Training Campus at Mount Lucas to offer courses that showcase the use of AI tools and other innovation methods in the construction industry. 				

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Embed sustainability and carbon management modules into continuous professional development programmes aimed at the built environment sector, including planning office personnel and architectural technicians.	1A2	Explore opportunities to collaborate with bodies such as DASBE (Digital Academy for the Sustainable Build Environment), Chartered Institute of Architectural Technologists (CIAT), Irish Planning Institute (IPI), and the Royal Institute of the Architects of Ireland (RIAI) on the development of CPD modules on sustainability, energy efficiency, circularity in construction, green infrastructure, building disassembly and component reuse, digital research and survey, community engagement, and carbon management.	Ongoing	SOLAS, ETBI, ETBs	DASBE, CIAT, IPI, RIAI, IGBC, TII	Number of CPD courses for planners and architectural professionals with modules on sustainability and carbon management on the Further Education and Training Course Hub (FETCH) portal.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Enhance existing programmes aimed at preserving traditional building skills, including conservation and restoration, for workers in areas such as lime plastering, brick repointing, historic carpentry, masonry, thatching, and salvaging.	1A3	Explore partnerships with providers of training in traditional building techniques needed for conservation and restoration projects and work with the Heritage Council Taskforce on Traditional Skills Training to explore options for a specialist skills centre or a new network across existing educational providers for specialist traditional skills training courses.	Ongoing	KCETB, WWETB	The National Built Heritage Service (NBHS), MSLETB, The Heritage Council, The Irish Georgian Society, All-Ireland Heritage Skills Programme, Drystone Wall Association of Ireland, Building Limes Forum Ireland (BLFI), NMCI	Number of courses on traditional building skills and conservation on the FETCH portal.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Provide upskilling opportunities for bricklayers and masons on sustainable techniques, such as the use of compressed earth blocks, water and waste management, and dry stonewalling.	1A4	Scale up existing courses and develop short upskilling courses for craftspeople on traditional building skills, such as masonry, brickwork, limework, carpentry, joinery, slating, iron, lead and copperwork, thatching, earth building, compressed earth blocks, water and waste management, and dry stonewalling. Partner with The Heritage Council and the National Built Heritage Service (NBHS) to develop new programmes and promote training days opportunities for upskilling in traditional building skills.	Ongoing	KCETB, WWETB	MSLETB, The Heritage Council, The National Built Heritage Service	Number of traditional building and conservation skills courses available on the FETCH portal.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Support project management, green procurement, risk assessment, carbon literacy, carbon accounting, and circular economy and bioeconomy training for construction and built environment project managers.	1A5	Promote existing courses and programmes targeted at construction and built environment professionals that include modules on sustainability, energy efficiency, green procurement, risk assessment, green infrastructure, digital research and survey, circular economy, and carbon management practices.	Ongoing	ETBs	NZEB/Retrofit Centres of Excellence, TII, Green Tech Skillnet	Number of actions taken to promote existing courses and programmes.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Continue to develop energy efficiency training courses, such as internal and external insulation, heat pump installation and maintenance, and energy efficient HVAC (Heating, Ventilation, and Air Conditioning) systems across the six Centres of Excellence.	1A6	Assess needs and opportunities to expand the provision of energy efficiency courses (including for traditional buildings) – including work-based learning – across the NZEB and Retrofit Centres of Excellence.	Q4 2025 – Q4 2026	NZEB/ Retrofit Centres of Excellence	SOLAS, NBHS, Generation	Completion of training needs analysis
Expand work-based learning for retrofitting skills covering areas such as airtightness, ventilation, internal and external wall insulation, BIM, green construction, and window installation.	1A7	Scale up retrofit and Zero Emissions / Nearly Zero Energy Building courses provided via the National Network of NZEB and Retrofit Centres of Excellence, with hands-on sessions and practical experience modules.	Q4 2025 – Q4 2026	NZEB/ Retrofit Centres of Excellence	SOLAS, NBHS	Number of ZEB/NZEB courses and programmes provided via the national network of NZEB and retrofit centres of excellence.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Embed modules focused on the use of digital technologies across relevant construction and built environment programmes.	1A8	Building on the MMC Skills Pathway Portfolio, support The National Construction Training Campus at Mount Lucas to enhance and expand the FET sector's green and digital construction agenda.	Ongoing	LOETB	NZEB/Retrofit Centres of Excellence, SOLAS, DFHERIS, DHLGH	Number of digital construction courses within the MMC Skills Pathway Portfolio.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Embed content on transversal skills and Education for Sustainable Development competencies, such as communication and climate literacy skills, for retrofit contractors so that professionals can better communicate the benefits of retrofitting to clients and the public.	1A9	Review and update the offering of retrofit and Nearly Zero Energy Building courses provided through the National Network of NZEB and Retrofit Centres of Excellence, Skills to Advance, and other SOLAS-led initiatives, to ensure that they include modules that cover transversal skills such as project management, communication, problem-solving, sustainability, and climate literacy, which are crucial for ensuring that retrofit contractors can deliver projects that are not only technically sound but also aligned with broader sustainability goals.	Q4 2025 – Q4 2026	NZEB/ Retrofit Centres of Excellence	SOLAS, Generation	Number of NZEB courses including modules focused on transversal skills.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Promote training on the reuse of waste materials for road construction operatives.	1A10	Review and update the curriculum of programmes provided by Construction Skills Certification Schemes (CSCS) and Quarries Skills Certification Schemes (QSCS) to ensure they include content on sustainable construction techniques, such as the reuse of materials based on national criteria to increase waste recycling and prevent waste arising.	Q4 2025 – Q4 2026	SOLAS	TII	Number of CSCS and QSCS programmes and schemes including content on sustainable construction techniques.



Sectoral Objective 1B: Enhance innovation and specialist skills development for construction professionals

Sectoral Objective 1B includes actions in the Construction & Built Environment sector that explore opportunities to provide specialist green skills development for construction professionals. Actions under this objective centre around support for the National Construction Training Campus at Mount Lucas, and for the NZEB and Retrofit Centres of Excellence. The actions are outlined in the table that follows and are aligned with SDGs 4, 9, 11, 12 and 13.

Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Continue to promote and expand the Mount Lucas National Construction Campus and the offerings of the six existing Centres of Excellence, looking beyond NZEB and ZEB to ensure futureproof green construction skills, including digital and green technologies	1B1	Building on the MMC Skills Pathway Portfolio, support The National Construction Training Campus at Mount Lucas and the National Network of NZEB and Retrofit Centres of Excellence to enhance and expand the FET sector's green and digital construction agenda (including waste and circularity, water efficiency, and ecology).	Ongoing	NZEB/ Retrofit Centres of Excellence		Number, diversity, and modernity of courses offered in Mount Lucas and the six centres of Excellence.



Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Support the Mobile NZEB Training Unit and the National MMC Demonstration Park in Mount Lucas to showcase the use of green technologies in construction and promote available training and upskilling offerings.	1B2	Regularly update and expand the collection of green technologies showcased by the Mobile NZEB unit ensuring continuous innovation in MMC, retrofitting, and NZEB training.	Ongoing	LOETB		Number of green technologies showcased by the Mobile NZEB Training Unit.



Sectoral Objective 1C: Expand pathways between further and higher education for training in craft trades, sustainable construction, retrofit, and energy efficiency

Sectoral Objective 1C covers actions that seek to expand pathways between further and higher education in the Construction & Built Environment sector, particularly in relation to green and sustainable skills. These actions include developing collaborative frameworks on civil engineering and construction management courses, promoting career opportunities through Youthreach and Adult and Community Education, and facilitating dialogue between Transport Infrastructure Ireland and ETBs. The actions under this objective are outlined in the table that follows and are aligned with SDGs 1, 4, 8, 9, 10, 11, 12, 13 and 17.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Engage with higher education providers to review NFQ pathways for craft trades and assess how the current craft training providers (i.e., ETBs, Technological Universities, Institutes of Technology) can collaborate to design progression routes for craft apprentices to Level 7 courses and beyond, including advanced technological and green skills programmes.	1C1	Establish a collaborative framework between HEIs that offer courses on civil engineering and construction management with a focus on sustainability, environmental impact and the circular economy (e.g. ATU, TU Dublin, UL, UCD, TCD).	Q3 2025 – Q4 2026	NZEB/ Retrofit Centres of Excellence		Working group with (NZEB Managers Group, HEIs) established and set of actions agreed.



Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Work with HEIs to develop pathways from NFQ Level 5 / 6 in Sustainable Construction to NFQ Level 7 / 8 degrees in Sustainable Building Technology (e.g., NZEB and Retrofit Centres of Excellence and TUS-DASBE).</p> <p>Consider developing more NFQ Level 5 / 6 programmes in Sustainable Construction with closely aligned pathways into Level 7 / 8 programmes on Planning and Environmental Management.</p>		<p>and the National Network of NZEB and Retrofit Centres of Excellence, and other ETBs delivering construction training to explore the development of individual pathways tailored to lead from existing NFQ level 5/6 FET courses, including apprenticeship programmes, to specialised NFQ Level 7 courses and beyond, i.e. in sustainable construction, building conservation, digital building technologies, circular economy, building disassembly and component reuse, planning, and environmental management.</p>				

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Enhance further and higher education co-operation to promote retrofitting and energy efficiency programmes to early school leavers.	1C2	Promote modules and short courses introducing the basics of retrofitting and energy efficiency through ETBs running Youthreach and Adult and Community Education Programmes to raise awareness of the career opportunities emerging in the green construction sector, in the energy upgrading of traditional buildings, green infrastructure, circular, and the advanced training that can be pursued through the National Network of NZEB and Retrofit Centres of Excellence, including progression pathways to higher education.	Q3 2025 – Q4 2026	NZEB/ Retrofit Centres of Excellence	NBHS, Generation	Number of retrofitting and energy efficiency modules and courses offered in Youthreach and Community Training Centres.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		Involve the CoE in the promotion of advanced construction training to Youthreach and Adult and Community Training Centres. Furthermore, provide community education training on air quality and ventilation at home, domestic solar PV generated energy management at home, overheating mitigation measures at home and community and district heating networks at home.				

Pathways Between Further and Higher Education

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore collaborations with HEIs and private bitumen companies to develop training on the use of recycled and bio-based materials and cold-mix asphalts in road construction.	1C3	Facilitate a dialogue between Transport Infrastructure Ireland and interested ETBs (e.g., Galway Roscommon ETB) to develop FET modules, short courses and/or micro-qualifications related to the circular economy and road construction using the already existing TII resources and training sessions on the use of recycled materials and sustainable practices (including in relation to national criteria for site won-asphalt, recycled aggregates, etc.). This collaboration framework could also consider involving private bitumen companies for demonstrations, hands-on sessions, or short internships for interested FET learners.	Q3 2025 – Q4 2026	SOLAS, ETBI, GRETB	TII, EPA	Working group established and set of actions agreed.



2.2.2. Engineering, Energy, and Manufacturing

Sectoral Objective 2A: Update and create programmes to respond to diverse engineering and energy skills needs

Sectoral Objective 2A focuses on the development of FET programmes to assist in meeting the skills needs of the Engineering, Energy, and Manufacturing sector. Actions under this objective include those related to integrating green skills into electrical apprenticeships, developing training related to retrofitting and energy efficiency, and collaborating with partners such as EirGrid, SEAI, and NMCI to deliver training. The actions are outlined in the table that follows and are aligned with SDGs 1, 4, 7, 8, 9, 11, 12, 13 and 14.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Update curricula with green and sustainable approaches and Education for Sustainable Development competencies on existing apprenticeships for electricians and electrical fitters.	2A1	Integrate green skills and sustainability competencies into existing apprenticeships for electricians and electrical fitters. The curricula for electrical apprenticeships will be updated to consider known skills gaps such as working with high voltage and alternative fuel technologies.	Q1 2026 – Q1 2027	NAO	ETBs offering electrical apprentice-ships	Number of electrical apprenticeship modules updated to include green skills and sustainability competencies.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		Assessment criteria and learning outcomes will also be updated to emphasise transversal skills and ESD competencies (systems thinking, anticipatory, normative, strategic, collaboration, critical thinking, self-awareness, and integrated problem-solving competencies).				
Offer training on carbon literacy, ESG, and energy systems for energy managers.	2A2	SOLAS eCollege will continue to offer online courses aligned to the objectives of the Green Skills 2030 Strategy.	Ongoing	SOLAS	SEAI, AEE, Green Tech Skillnet	Number of courses relating to carbon literacy, ESG, and energy systems available through eCollege.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with Engineers Ireland, the Sustainable Energy Authority of Ireland (SEAI), Solar Energy Ireland (Formerly ISEA), Wind Energy Ireland, the Biomethane Implementation Group, and the Green Tech Skillnet to develop training in the installation, maintenance, and repair of renewable energy systems (e.g., anaerobic digestion, biogas separation, heat pumps, solar panels, and wind turbines).	2A3	Develop training programmes across the spectrum of installation, operation, management, maintenance, and repair of renewable energy systems (including heat pumps, district heating systems etc.). Training programmes could include micro-credentials, short courses, CPD programmes, and integration of these course into existing engineering and electrical apprenticeships.	Q1 2026 – Q1 2027	NZEB/ Retrofit Centres of Excellence	SOLAS, ETBI, SEAI, DDLETB, NMCI, KWETB, GRETB, KETB, Solar Energy Ireland, Green Tech Skillnet, Wind Energy Ireland	Number of new and updated trainings on renewable energy system operation, installation, maintenance, and/or repair available at FET level.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with Engineers Ireland, Wind Energy Ireland, Green Tech Skillnet, SEAI, Solar Energy Ireland (Formerly ISEA), and HEIs to develop upskilling opportunities in energy storage and battery technology.	2A4	Establish a collaboration framework for core energy storage education providers – including the current higher education providers in this sector and vocational training programmes providers (e.g., Wind Energy Ireland & Green Tech Skillnet, SEAI, Engineers Ireland, Solar Energy Ireland (Formerly ISEA)) – to enhance skills for the energy storage sector from vocational training to advanced research. This working group should also engage with industry to produce intelligence on skills demand and gaps and ensure that the required skills training is made available.	Q1 2026 – Q4 2027	SOLAS, Green Tech Skillnet, DFHERIS	SEAI, Solar Energy Ireland, Wind Energy Ireland, HEIs (TUS, UCD, NMCI, SETU), WWETB	Working group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with EirGrid to develop programmes to dovetail with FET provision including conversion programmes for suitably qualified people.	2A5	Facilitate engagement between the EirGrid Earn and Learn programme and the ETBs providing electrical apprenticeships to identify suitable education and training opportunities, including conversion programmes and programmes for early school leavers.	Q1 2026 – Q1 2027	NAO	EirGrid, ETBs offering electrical apprenticeships NMCI, Green Tech Skillnet	Number of learners entering or progressing from Eirgrid employment programmes to FET courses.
Continue to develop online learnings such as the “Energy & You” module to increase learner awareness and understanding of energy use.	2A6	Solas will collaborate with SEAI in developing education and training programmes similar to “Energy & You” to address knowledge gaps related to energy use,	Q1 2026 – Q1 2027	SOLAS	SEAI, Green Tech Skillnet, KWETB	Number of energy-related online learning available through eCollege.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Focus engineering training supporting workers in traditional sectors to shift to renewable sectors, with an emphasis on thermal and electrical engineering.	2A7	ETBI and the ETBs will support Engineers Ireland in providing CPD to its members by highlighting the need for thermal and electrical engineering skills for workers to transition to renewable sectors. ETBI will also engage Engineers Ireland and ETBs providing engineering courses, as well as HEIs, to assess opportunities for updating engineering courses.	Ongoing	ETBI, CMETB, KETB	Engineers Ireland, ATU, TUS, Green Tech Skillnet, KWETB, NMCI	Number of actions undertaken to promote awareness of critical skills needs. Working group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Develop content on circular economy, bioeconomy/biorefining, carbon appraisal, and biodiversity that can be integrated into Level 5 and Level 6 engineering programmes at FET level.	2A8	Review content on the circular economy, bioeconomy/biorefining, carbon appraisal, and biodiversity, from existing level 5/6 programmes, such as KWETB's Applied Ecology and Biodiversity Studies programme, and incorporate applicable content into FET engineering programmes. New content should be developed where there is no existing material to prevent unnecessary duplication.	Q1 2026 – Q1 2027	CDETB, KWETB, KETB	TII, Green Tech Skillnet, BiOrbic National Bioeconomy Research Centre	Working group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Based on the work of the Expert Group on Offshore Wind, support the promotion and provision of maritime and seafaring courses, including the training of Remotely Operated Vehicle (ROV) operatives.</p> <p>Continue to collaborate with industry, education providers, and NMCI to ensure there is sufficient health and safety training for professionals working in offshore wind settings.</p>	2A9	<p>Work with the NMCI to expand the provision and promotion of courses such as PSCRB, boat maintenance courses, qualifying courses for the Certificate of Competencies, and Seafarer's Offshore Medical training. Engage with the HSA, NMCI, and Industry on an ongoing basis to keep abreast of relevant health and safety trends and ensure that relevant providers are sufficiently resourced to update curricula and meet emerging demand for new and renewed training.</p>	Q1 2026 – Q4 2029	CETB, NMCI, KETB	SOLAS, DFHERIS	<p>Number and capacity of maritime, seafaring, ORE, commercial diving, health and safety training providers, modernity / relevance of curricula.</p>

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Capitalise on the work of KETB and their Wind Turbine Apprenticeship to scale offshore renewable energy (ORE) and Commercial Diving training to other relevant locations for offshore wind exploitation.	2A10	Develop & deliver a pilot "Maritime Safe Pass" health and safety certification for workers in the offshore industry.	Q3 2025 – Q4 2025	NMCI, CETB	SOLAS, DFHERIS	Working group established and set of actions agreed.



Sectoral Objective 2B: Enhance innovation and specialist skills development for engineering professionals

Sectoral Objective 2B seeks to explore opportunities to enhance the development of specialist skills in the areas of sustainability and renewables for professionals in the Engineering, Energy, and Manufacturing sector. Actions supporting this objective relate to the promotion of alignment between training providers and the T-SHORE Project, as well as supporting partners to develop the National Offshore Wind Skills Training Hub. The actions are outlined in the table that follows and are aligned with SDGs 4, 7, 9, 12, 13, 14 and 17.

Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Support the delivery of the T-SHORE Project and collaborate on the joint development of ORE skills offerings.	2B1	Promote national alignment between T-SHORE Project and CETB, NMCI, and MTU	Q3 2025 – Q3 2026	DFHERIS	ATU, Wind energy Ireland, SOLAS, CETB, NMCI, MTU, KETB	Closer collaboration between T-SHORE and CETB, NMCI and MTU, including with regard to programme development.



Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Support the development of green technologies training offerings for the manufacturing sector at the AMTCE Centre of Excellence in LMETB.	2B2	Enhance development of green manufacturing technology training and support the inclusion of new green technology content into existing programmes in line with advancements in industry.	Ongoing	LMETB	Relevant Skillnets	Number of new and updated trainings in green manufacturing technology at LMETB.
Work to maximise geographic advantages that support offshore wind energy with local agencies, HEIs, and other relevant groups to develop a tertiary framework of qualifications in offshore renewable energy (ORE) and establish a specialist FET skills centre to serve this area.	2B3	Work with partners to develop National Offshore Wind Skills Training Hub.	Q2 2025 onwards	DFHERIS, CETB	SOLAS, NMCI, UCC	Concept approved by government and delivery commenced.



Sectoral Objective 2C: Expand pathways between further and higher education for renewable energy and sustainable manufacturing and product processing

Sectoral Objective 2C aims to explore the potential for and expand pathways between further and higher education with a particular focus on renewable energy and sustainable manufacturing and product processing. This objective is addressed through actions such as establishing a dialogue with partners on developing food and bio-based product processing qualifications, collaborating to develop pathways from Level 5/6 to Level 6/7, and assessing the feasibility of developing micro-qualification on sustainable textile manufacturing. The actions under this objective are outlined in the table that follows and are aligned with SDGs 2, 4, 7, 12 and 17.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work to maximise geographic advantages that support anaerobic digestion, biorefining, and sustainable agri-food processing with Teagasc local agencies (such as the Teagasc Ashtown Food Centre), HEIs, and other relevant groups (e.g., Bia Innovator Centre in Athenry, BioConnect Centre in Monaghan, Moorepark Food Hub and Moorepark Technology Ltd in Cork,	2C1	Establish a dialogue between ETBs, the National Tertiary Office, Teagasc, and bioeconomy-related research centres to determine feasibility of developing a tertiary framework of qualifications in food and bio-based product processing.	Q1 2026 – Q4 2027	SOLAS, ETBI	Teagasc, Bia Innovator Centre, Moorepark Food Hub, Moorepark Technology, National Bioeconomy Foundation, National Tertiary Office,	Working group established and set of actions agreed.



Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
the National Bioeconomy Campus at Lisheen, Co. Tipperary) to develop a tertiary framework of qualifications in food and bio-based product processing.					BiOrbic National Bioeconomy Research Centre, Green Tech Skillnet, ETBs	
Collaborate with HEIs to develop progression pathways from Level 5 / 6 courses in Renewable Energy Technology to Level 7 / 8 awards in Renewable Energy.	2C2	Facilitate discussion between ETBS/HEIs to establish if there is potential to develop progression pathways from Level 5 / 6 courses in Renewable Energy Technology to Level 7 / 8 awards in Renewable Energy.	Q2 2026 – Q2 2027	ETBI	DKIT, TUS, SETU, TUD, MTU, UCC, Circuléire – Irish Manufacturing Research	Working group established and set of actions agreed.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore opportunities to develop Levels 5–7 certifications or micro–qualifications in sustainable textile manufacturing in collaboration with HE providers who offer advanced degrees in fashion and textiles.	2C3	SOLAS will work with LMETB, DDLETB, and CETB to assess if there is sufficient demand for the development of micro–qualifications in sustainable textile manufacturing. Where there is demand for new education and training, SOLAS will facilitate engagement between ETBs and relevant HEIs.	Q2 2026 – Q4 2026	SOLAS	LSAD, LMETB, DDLETB, CETB, Circuléire – Irish Manufacturing Research	Completion of training needs analysis.
Work with HEIs to develop a Level 5 ‘Green Engineering’ programme that would allow learners to progress to advanced courses in sustainable energy and green technologies	2C4	Facilitate engagement between HEIs offering sustainable engineering programmes (TUD, SETU) and ETBs offering engineering programmes to develop a level 5 course which allows learners to progress to advanced courses in sustainable energy and green technologies.	Q2 2026 – Q2 2027	SOLAS, ETBI	SOLAS, SETU, UCD, TUD, DKIT, Circuléire – Irish Manufacturing Research	Working group established and set of actions agreed.

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2.2.3. Transport & Logistics

Sectoral Objective 3A: Enhance and expand the provision of training for the e-mobility sector

Sectoral Objective 3A is based around enhancing and expanding the provision of green skills in the Transport & Logistics sector. Actions under this objective relate to efforts to update the motor mechanic apprenticeship, to expand SMART and Eco-driving training, and to assess the potential for other programme development by FET. The actions are outlined in the table that follows and are aligned with SDGs 4, 9, 12 and 17.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Develop and update vehicle related apprenticeships and post-apprenticeship courses with practical training for motor mechanics to maintain electric vehicles, including electric trams and buses.	3A1	NAO/ETBs will work to support the review and update existing motor apprenticeship and other course curricula with practical training for the repair and maintenance of EVs for Motor Mechanics and EV owners.	Q3 2025 – Q4 2026	NAO, CETB, CDETb, LCETB, LMETB, GRETB, LWETB	EPA, National Reuse and Repair Network, KWETB	Number of updated modules and new post-apprenticeship courses including practical training for work on EVs.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Expand training offerings for bus, coach, and HGV drivers in environmental awareness and eco-driving.</p> <p>Continue to promote the adoption and expansion of the SMART Driving / ECO-driving programme for HGV drivers, transport, and distribution managers.</p>	3A2	Engage with the Chartered Institute of Logistics & Transport Ireland (CILT), the Freight Transport Association Ireland (FTAI) and IRHA to identify gaps in provision and expand SMART driving and Eco-driving programmes from WWETB and MSLETB to other appropriate providers such as CETB and TETB, who currently offer general training and assessment for HGV operatives.	Q4 2025 – Q4 2026	WWETB, MSLETB	CILT, FTAI, IRHA, CMETB	Working group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Collaborate with the Association of Energy Engineers (AEE) to promote and expand transport energy audit and fuel performance management training for transport and distribution managers.	3A3	Collaborate with the AEE to promote and expand trainings on transport energy audits and fuel performance management throughout the ETB network.	Ongoing	CDETB, WWETB	AEE	Number of trainings on transport energy audit and fuel performance management available through the FET network.
Address skills gaps in electric vehicles, supply chain, and logistics management through upskilling opportunities for those already working in the sector.	3A4	Facilitate ETB engagement with the LEV-ZEV Advisory Group, CILT, IRHA and FTAI to assess whether FET can support training development to address sectoral skills gaps such as waste and carbon management, technology, digitalisation, and automation.	Q1 2026 – Q3 2026	SOLAS, ETBI, KWTEB, GRETB, CDETB	CILT, IRHA, FTAI, LEV-ZEV FET Advisory group, Green Tech Skillnet, NMCI, CMETB	Working group established and set of actions agreed.

Sectoral Objective 3B: Assess the need and feasibility of establishing a national training facility for EV skills

Sectoral Objective 3B relates to the potential for the development of a specialist skills centre for electric vehicles. As such, the sole action under this objective seeks to assess the feasibility of establishing a national training centre for electric vehicle (EV) skills. The action is aligned with SDGs 4, 9 and 11 and is outlined in the table that follows.

Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Develop a National eMobility Capability Centre to coordinate training and upskilling courses across multiple areas of the eMobility Sector.</p> <p>Evaluate potential training offerings for electric vehicle charger installation and maintenance.</p> <p>Evaluate potential training offerings for alternative fuels and biofuels.</p> <p>Assess the need to develop health & safety awareness training.</p>	3B1	Building on the initial scoping business case carried out by LWETB, conduct a feasibility study to assess the relevance and need for a national training facility to develop the supply of EV skills, standardise national approaches to training, and meet capacity demands in the EV sector for new learners and experienced professionals. The study should incorporate skills gap analysis across the sector, including EV charger installation and maintenance, alternative renewable fuels, and health and safety.	Q2 2025	LWETB	SOLAS, DFHERIS, TFS Advisory Group, LEV-ZEV FET Advisory Group	Completion of technical feasibility study.





Sectoral Objective 3C: Expand progression pathways for the freight, logistics, and distribution industries

Sectoral Objective 3C relates to the further development of tertiary pathways across the Transport & Logistics sector. This objective includes an action to engage partners to assess the potential for FET programmes which can facilitate progression to the Logistics Associate Apprenticeship (LAA). The action is aligned with SDGs 4, 9, 12 and 17 and is outlined in the table that follows.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore progression pathways to the Logistics Associate Apprenticeship, which would provide the required green skills training for the freight, logistics, shipping, and distribution industries.	3C1	Engage with LAA consortium, TUD and MTU to explore the potential for ETB courses or micro-qualifications/ credentials which facilitate progression to the LAA. Course curricula could cover core skills such as logistics and supply chain management, and international trade, and address sectoral green skills gaps, such as energy knowledge and eco-driving.	Q2 2026 – Q3 2027	SOLAS, ETBI	LAA Consortium, MTU, TUD, NMCI	Completion of pathway development programme.

2.2.4. Agriculture, Forestry and Marine (including the bioeconomy)

Sectoral Objective 4A: Enhance the provision of agriculture and forestry training

Sectoral Objective 4A is based around enhancing the provision of FET programmes for green skills across the Agriculture and Forestry sector. Actions under Sectoral Objective 4A include integrating sustainability content into programmes, engaging partners to assess potential FET responses to forestry skills needs, and exploring how FET can support training related to the bioeconomy and ecology. The actions are outlined in the table that follows and are aligned with SDGs 1, 2, 4, 8, 12, 13, 15 and 17.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore opportunities to increase the number of programmes that integrate sustainable food, bioeconomy, climate neutral systems and technology and to adapt these courses to industry needs.	4A1	Assess if a greater number of current programmes can integrate content related to sustainable agriculture and expand provision.	Q3 2025 – Q2 2026	MSLETB, LOETB, LCETB, CETB, WWETB	IFA, DAFM, ICOS, Farm Business Skillnet,	Completion of capacity analysis.



FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with Skillnet business networks, such as Macra Agricultural Skillnet, ICOS and Farm Business Skillnet to expand and enhance training and upskilling for farmers, agriculture, and horticulture workers in sustainable food production. This training should address organic agriculture, land management, eco-system services (including carbon farming, biodiversity, soil, and water quality), and nature-based solutions.		This assessment will account for industry needs by engaging representative associations and Skillnet business networks, and by considering skills needs stemming from the Common Agricultural Policy, Food Vision 2030, and the Bioeconomy Action Plan.			Macra Agricultural Skillnet	

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Training and upskilling should also be developed on the use of digital technologies, renewable energy, and the effective exploitation of bioresources to the highest possible value (including biorefining on farms and across rural areas).	4A2	<p>Based on the Bioeconomy Action Plan and the work of the Expert Group on Future Skills Needs, SOLAS / ETBI will work with the Department of Agriculture, Food and the Marine, the Department of Climate, Energy and the Environment Teagasc, and HEIs, to assess how FET can meet skills needs resulting from the development of the bioeconomy and bio-based industries. This assessment will consider:</p> <ul style="list-style-type: none"> • How existing programmes can be adapted to integrate bioeconomy content to meet skills needs. • What bioeconomy specific education training is needed and what form it should take. 	Q1 2026 – Q4 2026	SOLAS, ETBI, DAFM	DCEE, Teagasc, HEIs, MSLETB, WWETB, LOETB, CETB, GRETB, LCETB, TETB	Proposal on how FET can support skills needs in the bioeconomy.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Collaborate with Teagasc to enhance and expand the delivery of existing certified horticulture courses at FET Authority.	4A3	SOLAS will work with Teagasc to assess the need to expand the current provision of certified horticultural courses by the FET network.	Q1 2026 – Q3 2026	SOLAS, Teagasc	CETB, GRETB, LCETB, WWETB	Completion of training needs analysis.
Continue to promote upskilling in environmentally friendly practices in agriculture, (i.e., sustainable agriculture provision in Mayo, Sligo Leitrim ETB).	4A4	SOLAS will continue to promote courses and training opportunities in sustainable and environmentally friendly agricultural practices to learners.	Ongoing	SOLAS	BiOrbic National Bioeconomy Research Centre	Number of actions taken to promote courses and training for environmentally friendly agricultural practice.
Explore ways to develop a professional pathway, certify, or further upskill local community members working on nature restoration or environmental monitoring projects.	4A5	Expand the delivery of community education training focused on nature conservation.	Q2 2026 – Q3 2026	WWETB, KETB, LCETB, CDET B	BiOrbic National Bioeconomy Research Centre, CIEEM	Number of community education & training programmes focused on nature conservation.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Provide training for landscape architects on the circular economy, bioeconomy, reuse of materials, and use of native flora. Develop training on climate resilient practices for forestry workers.	4A6	Engage with Irish Landscape Institute and the Chartered Institute of Ecology and Environmental Management to assess how FET can develop circular economy, bioeconomy and biodiversity training for landscape architects. SOLAS will also engage with Coillte and DAFM to assess how FET can support skills provision on climate resilient practices for forestry workers.	Q4 2025 – Q2 2026	SOLAS	CIEEM, Coillte, DAFM, Irish Landscape Institute – ILI IGBC, Circuléire – Irish Manufacturing Research, DCEE	Working Group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
<p>Work with Skillnet Ireland to design FET stackable micro-qualifications (or college-level accredited micro-credentials) with cross-disciplinary elements for forestry workers.</p> <p>Collaborate with HEIs that offer third-level courses in forestry – such as UCD, SETU, TUD and ATU – to create a hybrid NFQ Level 7 course for forestry workers.</p>	4A7	Engage with Rural Enterprise Skillnet, ETBs, Coillte, DAFM, and QQI to assess how micro-qualifications or micro-credentials could address skills needs for forestry workers. Engage with UCD, SETU, TUD, and ATU to explore the potential to develop an industry relevant Level 7 hybrid course for forestry workers.	Q4 2025 – Q3 2026	SOLAS, ETBI, GRETB	DAFM, Coillte, QQI, UCD, SETU, TUD	Working group established and set of actions agreed.



Sectoral Objective 4B: Assess means to showcase best practices in sustainability in agriculture, forestry, and marine

Sectoral Objective 4B aims to enhance the proliferation of specialist skills in relation to sustainability in the Agriculture, Forestry, and Marine sector. Actions under this objective include an assessment of the feasibility for ETBs to showcase best practice, and an assessment of the relevance for a national training facility for sustainable agriculture skills. The actions are outlined in the table that follows and are aligned with SDGs 2, 15 and 17.



Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with Teagasc, Coillte and ETBs to provide spaces for the showcasing of sustainability best practices in the sector (e.g., demonstration farms or demonstration forests).	4B1	Assess the feasibility of ETBs to host showcases or support the creation of demonstration spaces using existing spaces and resources.	Q4 2025 – Q1 2027	SOLAS, ETBI	Teagasc, Coillte, ETBs	Completion of feasibility analysis.
Assess need and examine feasibility of establishing a specialist skills centre dedicated to sustainable agriculture.	4B2	Assess the relevance and need for a national training facility to develop the supply of sustainable agriculture skills.	Q1 2026 – Q4 2028	SOLAS, MSLETB, LOETB	Teagasc, Farm Business Skillnet, IFA Macra Agricultural Skillnet, TUS, MTU, Local Authorities, ICOS	Completion of training needs analysis.



Sectoral Objective 4C: Develop links between FET and HEI for all learners

Sectoral Objective 4C seeks to assess potential pathways between FET and HEIs in the Agriculture, Forestry, and Marine sector. Actions under Strategic Objective 4C include engagement with HEIs to assess pathways from Level 5/6 in Organic Farming, exploring bioeconomy training gaps with partners, and investigating potential micro-credentials with HEIs. The actions outlined in the table that follows and are aligned with SDGs 2, 4, 15 and 17.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with HEIs to develop progression pathways from Level 5 / 6 courses in Organic Farming to NFQ Level 7 / 8 awards in Sustainable Agriculture, Food and Bio-based Systems.	4C1	Engage with HEIs to assess the potential of pathways for learners to move from Level 5 /6 courses in Organic Farming offered by Teagasc and Mayo Sligo Leitrim ETB to NFQ level 7 / 8 awards in Sustainable Agriculture, Food and Bio-based Systems. HEIs offering these courses include UCD, SETU, TUS, ATU, DKIT and MTU.	Q1 2026 – Q4 2026	MSLETB	Teagasc, UCD, SETU, ATU, DKIT, MTU	FET-HEI group formed to assess pathways related to sustainable agriculture, and actions agreed on implementing viable pathways.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Collaborate with HEIs including the BiOrbic National Bioeconomy Research Centre and the CircBio Research Centre in MTU to review gaps in bioeconomy-related training provision.	4C2	Complementary to the work of the Expert Group on Future Skills Needs and based on the Bioeconomy Action Plan, SOLAS / ETBI will engage the BiOrbic National Bioeconomy Research Centre and the CircBio Research Centre in MTU to identify training gaps for the bioeconomy, including programme provision related to: <ul style="list-style-type: none"> • Biorefining • Anaerobic digestion • Bioeconomy market awareness. 	Q1 2026 – Q3 2026	SOLAS, ETBI	BiOrbic National Bioeconomy Research Centre, CircBio Research Centre, Expert Group on Future Skills Needs, ICOS, Circuléire – Irish Manufacturing Research	Publication of report on training gaps for the bioeconomy sector.
Work with HEIs to develop stackable micro-credentials for agriculture, forestry, and marine roles to promote multi-disciplinary farming, forestry, fisheries, and aquaculture practitioners.	4C3	Engage with the Irish Universities Association, as well as DCU, MU, TCD, ATU, and UCD to explore the potential for stackable micro-credentials to promote multi-disciplinary practice in farming, forestry, fisheries and aquaculture.	Q2 2026 – Q3 2027	SOLAS, MSLETB, LOETB, GRETB	Irish Universities Association, DCU, MU, TCD, ATU, UCD	Working group established and set of actions agreed.



2.2.5. Biodiversity & Environment

Sectoral Objective 5A: Collaborate to create training opportunities for climate, biodiversity, and conservation skills

Sectoral Objective 5A focuses on developing training opportunities to meet skills needs in the Biodiversity & Environment sector. Actions under this objective include those related to assessing and identifying skills needs which could be addressed by FET providers and increasing collaboration between partners in the sector to enhance training provision. The actions are outlined in the table that follows and are aligned with SDGs 4, 6, 8, 12, 13, 14, 15 and 17.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Create training offerings for machinery operators to manage wetlands and rivers.	5A1	Work with OPW, Coillte, and Waterways Ireland to assess key competencies and skills needs which could be addressed by further education and training programme provision for machinery operators working in wetlands and rivers. Work with HEIs to integrate applied ecological and project management skills into existing ecology programmes.	Q3 2025 – Q2 2026	KWETB, WWETB, KETB,	Coillte, Waterways Ireland HEIs (UCC, TCD, ATU, DCU), IGBC, CIEEM, NMCI	Number of ecology programmes at FET level for machine operators. Number of ecology programmes updated to include practical and project management skills.
Collaborate with HEIs and other partners to enhance the delivery of work-based learning ecology training and other certified courses with an emphasis on applied ecology and project management skills development.						

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Engage with agriculture representative groups to discuss and explore opportunities for peer-to-peer learning amongst farmers on land management and biodiversity.	5A2	Engage with the Irish Farmers Association and the Agricultural Consultants Association (ACA) to explore opportunities for ETBs to facilitate peer-to-peer learning amongst farmers, including mentorship programmes or best practice demonstrations.	Q1 2026 – Q2 2026	CETB, TETB, LCETB	SOLAS, ETBI, IFA, ACA, SOLAS, KCETB Bord Bia, IGBC, DCU	Working group established and set of actions agreed.
Develop training for landscape architects and architectural technicians to create habitat maps. Develop Geographic Information Systems (GIS) training offerings for digital staff.	5A3	Assess opportunities to develop mapping and GIS training, potentially making use of the existing Geospatial Technology course offered by CETB.	Q3 2025 – Q3 2026	CETB	RIAI, ILI, IGBC, DCU, CIEEM, Green Tech Skillnet	Number of habitat mapping trainings for architects and architectural technicians. Number of GIS trainings available for digital staff.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Develop a programme offering for communication teams around biodiversity.	5A4	Promote and expand current provision in biodiversity including Level 3 Climate Justice training with a focus in biodiversity, and Introduction to Biodiversity available in eCollege.	Q2 2025 – Q2 2026	SOLAS	CDETb, LOETB, KCETB, IGBC, DCU, Green Tech Skillnet	Number of actions taken to promote biodiversity courses. Number of biodiversity courses available through FET system.
Scale up the Nature Skills Training programme for public sector staff and contractors working in sensitive environments, piloted by LOETB.	5A5	Continue to collaborate with NPWS and OPW to develop an introductory programme for local authority and public sector staff to develop conservation and ecological protection skills.	Ongoing	LOETB	NPWS, IGBC, DCU, CIEEM	Number of nationally available specialised nature skills training for public sector and local authority workers.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Focus upskilling for ecologists on practical ecology skills and on project management skills.	5A6	Assess existing provision of ecology programmes and integrate practical and project management skills into existing ecology programmes.	Ongoing	KETB, WWETB	SOLAS, ETBI, IGBC, TII, DCU, Green Tech Skillnet	Number of ecology programmes updated to include practical and project management skills in their curricula/ learning outcomes.
Develop trainings related to climate, water management, and waste management, as well as ecological restoration.	5A7	Work with EPA, CIEEM, to review the provision of climate, water management, waste management, waste prevention and ecological restoration courses, and assess the need for additional provision.	Q1 2026 – Q4 2026	SOLAS, ETBI	EPA, CIEMM, CDETB, CETB, MSLETB, KETB, WWETB, KWETB, LOETB, IGBC, LAWPRO, DCU, Green Tech Skillnet,	Working group established and set of actions agreed.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Establish a Level 6 programme on protecting rivers and natural waterways. Promote green skills courses focused on biodiversity and nature-based skills.	5A8	Engage LAWPRO, EPA, to explore the demand for Level 6 programmes on protecting rivers and natural waterways.	Q1 2026 – Q4 2026	SOLAS, ETBI	LAWPRO, EPA, CDETB, CETB, MSLETB, KETB, LOETB, WWETB, IGBC, DCU, CIEEM, NMCI, Green Tech Skillnet	Working group established and set of actions agreed.



Sectoral Objective 5B: Leverage existing infrastructure to develop specialist skills offerings in climate, biodiversity, and heritage

Sectoral Objective 5B is focused on the development of specialist skills in the Biodiversity & Environment sector. Actions outlined under this objective include an assessment of the feasibility for a centre for skills provision in the sector, and an assessment of the feasibility of a national training centre to develop the supply of heritage, sustainability, and climate action skills in Ireland. The actions are outlined in the table that follows and are aligned with SDGs 15 and 17.



Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Use existing infrastructure to develop a FET centre for climate and biodiversity that would provide bespoke programmes in these areas for FET learners across sectors. Co-operation with the All-Island Climate and Biodiversity Research Network and other stakeholders could inform the programme offerings for this centre.	5B1	In close cooperation with the All-Island Climate Biodiversity Research Centre, SOLAS will assess the feasibility of existing FET infrastructure to provide a physical or virtual centre for climate and biodiversity programme provision. This will include extensive stakeholder engagement to identify specific biodiversity and climate knowledge and skills, which would be relevant to learners from specific economic sectors.	Q1 2026 – Q4 2028	SOLAS	All-Island Climate and Biodiversity Research Network, SOLAS, IGBC, CIEEM	Development of initial scoping study for development of national biodiversity and climate FET centre.

Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with the Heritage Council, the Design and Craft Council, KCETB, the South East Energy Agency, Kilkenny County Council, and other heritage stakeholders to assess the potential for developing a FET Skills Centre focused on Heritage, Sustainability and Climate Action.	5B2	Assess the relevance and need for a national training facility to develop the supply of heritage, sustainability, and climate action skills, and to support the heritage sector in Ireland.	Q1 2026 – Q4 2028	SOLAS, KCETB, CDET, MSLETB	Heritage Council, Design and Craft Council, Kilkenny County Council, South East Energy Agency, IGBC, CIEEM, NBHS	Development of initial scoping study for development of national heritage skills centre.



Sectoral Objective 5C: Work with HEIs and ETBs to develop programmes and offer pathways to learners

Sectoral Objective 5C seeks to explore opportunities to enhance programmes and pathways between FET providers and HEIs for the Biodiversity & Environment sector. Actions include those related to enhancing collaboration between partners to explore the potential to develop certified ecological programmes and assess pathways from Level 5/6 to Level 7/8, and an assessment of demand and capacity of Levels 4 to 6 programmes. The actions are outlined in the table that follows and are aligned with SDGs 4, 6, 13, 14, 15 and 17.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Collaborate with HEIs, the National Parks and Wildlife Service (NPWS), the Office of Public Works (OPW), the Skillnet Climate Ready Academy and ETBs to develop certified ecological training programmes for staff, contractors, professionals, and other FET learners.	5C1	Based on the work done to pilot the LOETB Nature Skills Training Programme, engage with OPW, Skillnet and HEIs to explore the potential to develop certified ecological training programmes.	Q1 2026 – Q1 2028	LOETB, TCD, CIEEM, KETB	Skillnet Climate Ready Academy, Waterways Ireland, Fisheries Ireland, IGBC	Working group established and set of actions agreed.



Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Pursue increased collaboration with HEIs, particularly the Co-Centre for Climate, Biodiversity, and Water in Trinity College Dublin to support FET programme development on climate, biodiversity, and water.		<p>HEIs, particularly the Co-Centre for Climate, Biodiversity, and Water in Trinity College Dublin will be engaged on appropriate programme content for new and updated programmes.</p> <p>Work with the Chartered Institute of Ecological and Environmental Management (CIEEM) to assess how FET training for ecology could be certified.</p>				

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Support ETBs and HEIs to develop pathways from NFQ Level 5 / 6 in Applied Ecology or Environmental Studies to Level 7 / 8 degrees in Environmental Science and Climate.	5C2	<p>SOLAS / ETBI will facilitate a dialogue between relevant ETBs and HEIs to explore the development of pathways from existing Level 5 and Level 6 awards in Applied Ecology to Level 7 and Level 8 degrees in Environmental Science and Climate.</p> <p>This group would collaboratively assess if there is sufficient capacity and demand for pathways to be established for FET learners to move between FET and the following HEI courses:</p>	Ongoing	SOLAS, ETBI	Relevant ETBs (e.g., KWETB, DDLETB, KETB), TUS, DCU, UCC, IGBC, CIEEM, Green Tech Skillnet	Working group established and set of actions agreed.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
		<ul style="list-style-type: none"> • TUS (BSc Environmental Science and Climate, Level 6/7) • UCC (Environment, Sustainability, and Climate, Level 7 and Environmental Science, Level 8) • DCU (Environmental Science and Technology, Level 8) 				
Assess the potential for developing more major awards across Levels 4–6 in climate and biodiversity delivered in FET Authority across the country that would provide progression pathways into HE programmes in environmental science.	5C3	Assess whether there is sufficient demand and capacity for new awards at Levels 4 to 6 in climate and biodiversity that could lead to progression pathways into higher education programmes in environmental science.	Q1 2026 – Q2 2027	ETBI	CDETb, KWETb, LOETb, IGBC, CIEEM	Completion of training needs analysis.

2.2.6. Tourism & Hospitality

Sectoral Objective 6A: Promote and develop green skills training for tourism and hospitality professionals

Sectoral Objective 6A seeks to promote and develop green skills training across the Tourism & Hospitality sector. Actions under Strategic Objective 6A include actions in relation to the integration of sustainability content into programme modules, raising awareness of green practices and expanding the provisions of green skills training for the sector through the ETB Outdoor and Education Training Centres. The actions are outlined in the table that follows and are aligned with SDGs 2, 4, 12, 13, 14, 15 and 17.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Develop programme content for tourism and hospitality professionals on communication and accountancy skills relating to sustainability. Provide green skills workshops for restaurant and catering managers and professionals.	6A1	Based on the Skills to Advance Developing Leaders for Hospitality and Tourism Programme, the MSLETB Hospitality and Catering Training Centre, the Irish Hotel Federation, and Fáilte Ireland will work to integrate sustainability content into the programme modules on communications and finance and controls and expand the provision of these courses.	Q4 2026 – Q4 2027	MSLETB	Irish Hotel Federation, Fáilte Ireland, EPA, KWETB, WWETB	Number of communications & finance and controls modules updated to include sustainability content.



FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Communicate the benefits of green practices for tourism and hospitality professionals.	6A2	Continue to spread awareness of the costs and benefits of green practices for the national tourism and hospitality sectors and promote existing programmes such as the 50 Shades Greener programme and Fáilte Ireland's Climate Action Programme to support businesses to implement sustainability measures.	Ongoing	SOLAS	ETBs, Irish Hotel Federation, Fáilte Ireland, EPA, KWETB	Number of actions undertaken to spread awareness costs and benefits of green practices in tourism. Number of actions undertaken to promote existing green skills programmes for the tourism and hospitality sectors.
Work with ETB Outdoor and Education Training Centres to enhance the provision of environmental knowledge as part of outdoor education programmes.	6A3	Based on the ETB Outdoor Education and Training Provision strategic framework and transformation roadmap, expand the provision of sustainability and environmental education and training offered through ETB Outdoor and Education Training Centres.	Q4 2025 – Q2 2026	GRETB, LOETB, MSLETB	SOLAS, ETBI, NMCI, KWETB	Number of learners participating in either whole or supported modules.

Sectoral Objective 6B: Assess the need for specialist culinary and hospitality skills provision

The sole action under Sectoral Objective 6B seeks to explore the need for the development of a specialist skills centre with a focus on sustainability in relation to culinary and hospitality skills. The action is aligned with SDGs 2, 4, 14, 15 and 17.

Opportunities for FET Specialist Skills Centres						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Work with Bord Bia and Skillnet Ireland to assess the feasibility for establishing a specialist centre that would focus on developing sustainability training for culinary and hospitality/restaurant skills.	6B1	Assess need for a specialist skills centre to cultivate sustainability within culinary and hospitality competencies. Engage with the MSLETB Hospitality and Catering Training Centre and KETB to assess the need for programmes to integrate content on sustainability.	Q4 2025 – Q4 2026	SOLAS, ETBI	KETB, MSLETB, EPA, KWETB	Completion of needs analysis.





Sectoral Objective 6C: Engage tourism and recreation providers, as well as HEIs, to enhance tertiary training offerings

Sectoral Objective 6C is focused on exploring opportunities to collaboratively develop tertiary pathways for learners in the Tourism & Hospitality sector in the areas of sustainability and climate action. The action under this objective includes an assessment of the potential for micro-credentials to meet identified gaps in training courses. The action is aligned with SDGs 4, 11, 14 and 15.

Pathways Between Further and Higher Education						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Explore collaborations with HEIs, Fáilte Ireland and flagship tourism and recreation destination providers – such as Coillte – to develop tertiary degrees or micro-credentials in sustainable destination management, outdoor recreation management, and commercial management of recreation	6C1	Assess capacity to offer micro credentials specific to the tourism and hospitality sector. Engage with Fáilte Ireland and industry experts to assess if there is a gap in training provision that could be met by tertiary provision of courses or micro-credentials and promote awareness of existing programmes such as the Introduction to Sustainability Leaders Programme and the Future Ready: Accelerating Climate Action in Tourism programme.	Q1 2026 – Q1 2027	SOLAS	IUA, HEIs, Fáilte Ireland, Industry representatives, EPA, KWETB	Completion of capacity analysis.

2.2.7. Accounting & Business

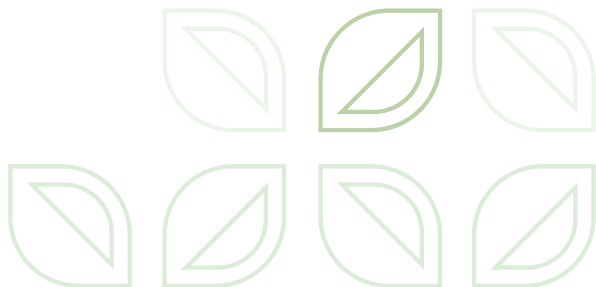
Sectoral Objective 7A: Support the growth of green skills in business

Sectoral Objective 7A aims to support the development and uptake of green skills across the Accounting & Business sector. It includes actions that look to promote green reporting skills through micro-qualifications, and to provide upskilling opportunities on green procurement and compliance skills. The actions are outlined in the table that follows and are aligned with SDGs 4, 12, 13 and 17.

FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Educate employers about their responsibilities in relation to green reporting skills and promote appropriate training offerings.	7A1	Integrate content on green reporting across micro-qualifications for businesses and deploy a standalone micro-qualification on green reporting. Promote and expand current micro-qualifications and training in green procurement and finance for people working in accounting and business.	Ongoing	DDLETB, SOLAS	Chartered Accountants Ireland, CMETB, TETB, CETB, LWETB, KWETB, UCC, CIEEM, Green Tech Skillnet	Number of green micro-qualifications for business. Number of new/updated micro-qualifications for businesses which include content on green reporting.



FET Programmes Development						
Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
As part of green upskilling, work with representative bodies to raise awareness and educate accountants and tax experts on changes related to the green transition.	7A2	Based on evolving regulatory requirements under Irish and EU law (e.g., CSRD), provide upskilling opportunities for workers to develop green procurement and compliance skills. Continuing dialogue with industry representatives and public organisations will be conducted to identify emerging training that can be met by FET.	Ongoing	DDLETB, SOLAS	IBEC, Green Tech Skillnet, KWETB, WWETB, IGBC	Number of actions undertaken to promote existing training.



Sectoral Objective 7B: Explore the opportunity to develop a green skills focused specialist skills centre for businesses

The action under Sectoral Objective 7B seeks to assess the feasibility of developing a specialist skills centre with a focus on fostering green skills in businesses. The action is aligned with SDG 12.

**Opportunities for FET Specialist Skills Centres**

Recommendation	Act. No.	Action	Timeline	Leads	Partners	Indicator
Using existing resources, develop a specialist skills centre with a focus on sustainability, ESG, and Lean Management for businesses and SMEs.	7B1	Assess feasibility of developing a specialist skills centre and form working group.	Q1 2026 – Q1 2027	DDLETB, SOLAS	KWETB, IBEC, Industry representatives, Skillnet Ireland, Circuléire – Irish Manufacturing Research, Green Tech Skillnet	Working group established and set of actions agreed.



3. Note on Monitoring and Evaluation

The monitoring and evaluation of progress of the implementation plan will be vital to ensuring the success of the overarching [Green Skills 2030 Strategy](#). As the implementation plan includes a range of stakeholders who will be involved in delivering and supporting specific actions, accurate monitoring and evaluation can only be achieved through collaboration and clear communication. As such, the approach to reporting has been designed to be time efficient and easy to follow. SOLAS will hold responsibility for the overall monitoring of progress and will engage with relevant stakeholders involved in the delivery of actions on a regular basis.

It is envisaged that designated lead organisations will provide concise updates on progress and liaise with agreed partners where relevant. For the purposes of providing updates and reporting on progress, nominated single points of contact for lead organisations and partners should be agreed where appropriate and relevant.

Each action includes timelines, leads (action owners), partners, and indicators. The actions have also been coded to assist in the monitoring and evaluation process with the format for strategic actions being solely numerical e.g., “action 1.1” and the format for sectoral actions containing both numbers and letters e.g., “action 2A1”.

Updates on progress from leads and partners will focus on the specific action and its associated indicator. For reporting on progress, the action number should be referenced and a record kept on whether the action has started, is in progress or has been deemed to be completed. A short description on the latest update in relation to progress, taking into account the action indicator, should also be provided. Where actions have not started, this should be noted, and an envisaged start date highlighted if applicable.

To assist with the monitoring and evaluation process, SOLAS is developing a monitoring tool which will be used to record progress updates on the actions. The monitoring tool will be in the form of a visual dashboard. It is envisaged that the tool will also be used to provide action specific and summary information on progress which can be circulated to stakeholders involved in the implementation of the strategy.

Finally, the inputs and expertise from the FET Sector and other key stakeholders has been instrumental in the development of this strategy and implementation plan. Their continued engagement and partnership will be essential to ensure its successful delivery and SOLAS looks forward to working in close collaboration with these key partners during the implementation of the Green Skills 2030 Strategy.

Appendix 1: Context and Policy Update

Since the publication of the Green Skills 2030 Strategy, there has been significant developments in relation to policy and reports relating to green skills at the national and European Level. This has included insights into the continued demand for green skills and the importance of female participation in programmes and training to address gender imbalances evident in green skills jobs as well as new strategies and policies to support the development of such skills across the economy and assist in a just and inclusive transition to a more sustainable future. The sections that follow provide brief updates on the skills landscape as reflected in recent policy and insight reports, with a focus on the seven key economic sectors considered as part of the Green Skills 2030 Strategy.

Construction & Built Environment (including Water and Waste Management)

The demand and need for green skills across occupations in the Construction & Built Environment sector remains significant. The *National Upskilling Roadmap for the Built Environment* notes the importance of developing green skills in the sector to ensure that Ireland can deliver sustainable changes, reduce emissions, and meet climate action targets.

Demonstrating the scale of the need in the sector, the *National Upskilling Roadmap for the Built Environment* estimates that 310,000 professionals and learners will require upskilling in modern construction techniques, mirroring the emphasis placed on Modern Methods of Construction (MMC) in the Green Skills 2030 Strategy. Accessible and tailored training in MMC is also recommended in the *Modern Methods of Construction Action Plan*, and the Expert Group on Future Skills Needs report, *Skills for Modern Methods of Construction*. As well as modern construction techniques, the Green Skills 2030 Strategy places significant emphasis on traditional construction methods to maintain and restore existing buildings. This is reflected by *A Living Tradition: A Strategy to Enhance the Understanding, Minding and Handing on of Our Built Vernacular Heritage 2021–2024*. Aligned with the recommendations outlined in the Green Skills 2030 Strategy, the document points to the need for heritage building skills to conserve and rehabilitate existing structures, thereby supporting the use of local and low carbon construction materials and techniques.

Engineering, Energy, and Manufacturing

In the Green Skills 2030 Strategy demand was identified for skills in Engineering, Energy, and Manufacturing due to the shift to renewable energy, the emphasis on energy efficiency and the transition to a more circular economy. This included skills to install, commission, and maintain energy infrastructure as well as skills relating to sustainable textile manufacturing.

The need for these skills has continued to be highlighted following the publication of the strategy. For instance, the *Climate Action Plan 2025* seeks to increase the share of renewable electricity to 80% by 2030, reinforcing the demand for skills in this sector, while similar skills needs are reflected for wind energy in the *Offshore Renewable Energy Technology Roadmap*. The EPA's *Repair Skills Education and Training in Ireland* report also notes significant training gaps in sustainable textile manufacturing skills and highlights the importance of flexible and certified pathways to address such skill needs. Furthermore, SOLAS's Spring Skills Bulletin 2025 also identifies an opportunity for examining employment trends into the type of green skills occurring in the current labour market which will continue to inform education and training provision pathways across levels 1–10.

Transport & Logistics

In relation to the Transport and Logistics sector the demand for greens skills continues to be based the around the increasing uptake of electric and alternative fuel vehicles, and the electrification of infrastructure. The *Climate Action Plan 2025* restates the aim of decarbonising the transport sector to reduce emissions, recognises the importance of skills to support the electrification of transport and refers to a feasibility study for a national electric mobility capability skills centre. The Cedefop report, *Meeting Skills Needs for the Green Transition*, also reflects the importance of apprenticeships in the sector for supporting green skills.

This aligns with the recommendations outlined in the Green Skills 2030 Strategy around updated apprenticeships, including new pathways, to support greens skills development.

Agriculture, Forestry, and Marine (including Bioeconomy)

In relation to the Agriculture, Forestry, and Marine (including Bioeconomy) sector, the Green Skills 2030 Strategy identified several skills needs related to sustainable practices, with demand for these skills being driven by emissions reduction targets set out in the *Climate Action Plan 2024*. Climate action targets continue to be the driver of green skills needs in these sectors, with the *Climate Action Plan 2025* reconfirming emission reduction ambitions for Agriculture, Forestry, and Marine. The aim of reducing emissions from agriculture in particular relies upon the introduction of sustainable practices, and the *Climate Action Plan 2025* specifies an action to develop skills and capabilities for sustainable agriculture. This is reflected in the Implementation Plan, outlined in Chapter 2, which contains several actions to grow sustainable agriculture skills in Ireland through FET. Furthermore, the *Horticulture Education Review 2025* notes an ongoing need for upskilling in the horticulture sector through flexible training provision for both existing and new workers in the sector. The Green Skills 2030 Strategy and Implementation Plan supports this review's recommendations through specific actions to expand FET provision in the horticulture sector.

Biodiversity & Environment

The Green Skills 2030 Strategy highlighted the need for practical ecological and environmental skills, as well as heritage and craft skills in the Biodiversity & Environment sector. This included skills which can support water management, waste management, and the circular economy as part of construction projects. The need for and role of such skills in relation to the move to a more sustainable economy and society has been further noted in recent reports. Cedefop's *'Meeting Skills Needs for the Green Transition'* similarly points to the role of biodiversity and ecology skills in supporting the construction sector to be more sustainable by protecting nature, conserving natural resources such as water, and reducing pollution. Furthermore, the EPA's *Repair Skills Training and Education in Ireland* report echoes the Green Skills 2030 Strategy's focus on traditional / heritage crafts and trade skills to support an inclusive and just transition to a circular economy.

Tourism & Hospitality

Since the publication of the Green Skills 2030 Strategy, there has been continued focus on green skills needs in the Tourism & Hospitality Sector. The *Regional Skills Fora 2024 Insights* notes that there is a consistent demand for training given projected growth in the sector. Therefore, flexible and accessible training, as recommended by *Green Skills 2030*, is needed to meet this training demand.

Furthermore, the *Regional Skills Fora 2024 Insights* report describes a specific focus on Tourism & Hospitality skills needs in the Mid-West Region, with further stakeholder engagement planned in the region in 2025 to discuss the impact of sustainability on the sector. The Midlands Regional Skills Forum has also engaged the Food & Drinks sector in the region to assess how the sector can be supported to be sustainable.

Accounting & Business

Technological and regulatory change continues to influence the skills needs of the Accounting & Business sector particularly in relation to reporting, compliance and practices associated with the transition to a more sustainable future. Initiatives to address these skills needs since the publication of the Green Skills 2030 Strategy have been highlighted in recent reports. For instance, Cedefop's assessment of Ireland, *Implementing European Priorities in VET*, notes the FET sector's focus on providing training to educators on the circular economy, lean practice for sustainable business, and on sustainable supply chain procurement. Similarly, SOLAS's *Corporate Plan 2024–2026* lists embedding core green skills modules across FET courses as a key initiative, while the *Regional Skills Fora 2024 Insights* report highlights that the South-West Regional Skills Forum has worked to help employers navigate the numerous skills supports and programmes available to them in the region through signposting and seasonal upskilling updates. This aligns with the Green Skills 2030 Strategy's recommendation for the creation of a single information point to streamline access to upskilling opportunities for businesses across economic sectors.

Transversal Skills

A key focus of the Green Skills 2030 Strategy was to identify transversal and green transversal skills needs in the Irish economy². The strategy found that stakeholders ranked ‘provide leadership’, ‘apply quality standards’, ‘adapt to change’, ‘engage others in environmentally friendly behaviours’, and ‘show responsibility’ as the top five most important transversal and green transversal skills. Transversal skills are a critical part of workforce development, and the Green Skills 2030 Strategy recommends the integration of the European GreenComp framework in FET to integrate a sustainability focus across education, and to pursue effective partnerships in meeting priority skills needs. The importance of these skills is underlined in Ireland’s *National Skills Strategy 2025*. The strategy describes transversal skills as being core skills which are critical to sustainable employment by allowing people to move between jobs and to participate in lifelong learning.

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- 2 Transversal skills are defined by the European Skills, Competences, and Occupations Classification (ESCO) as ‘learned and proven abilities that are commonly seen as necessary or valuable for effective action in virtually any kind of work, learning or life activity and are not exclusively related to any particular context (job, occupation, or academic discipline). Consideration was also given to five green transversal skills in the Green Skills 2030 Strategy, which are grouped by ESCO under the ‘applying environmental skills and competences category’.



Appendix 2: List of Acronyms and References

Acronyms

ACA	Agricultural Consultants Association
AEE	Association of Energy Engineers
AI	Artificial Intelligence
AMTCE	Advanced Manufacturing Training Centre of Excellence
ATU	Atlantic Technological University
BIM	Building Information Modelling
BLFI	Building Limes Forum Ireland
CDETБ	City of Dublin ETB
CETB	Cork ETB

Acronyms

CIAT	Chartered Institute of Architectural Technologists
CIEEM	Chartered Institute of Ecology and Environmental Management
CILT	Chartered Institute of Logistics and Transport Ireland
CMETB	Cavan and Monaghan ETB
CoE	Centres of Excellence
CPD	Continuous Professional Development
CSCS	Construction Skills Certification Scheme
CSO	Central Statistics Office
CSRD	Corporate Sustainability Reporting Directive
DAFM	Department of Agriculture, Food and the Marine

Acronyms

DASBE	Digital Academy for the Sustainable Built Environment
DCEE	Department of Climate, Energy and the Environment
DCU	Dublin City University
DDLETB	Dublin and Dun Laoghaire ETB
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DHLGH	Department of Housing, Local Government and Heritage
DKIT	Dundalk Institute of Technology
EPA	Environmental Protection Agency
ESD	Education for Sustainable Development
ESG	Environmental, Social, Governance

Acronyms

ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
EV	Electric Vehicles
FET	Further Education and Training
FETCH	Further Education and Training Course Hub
FTAI	Freight Transport Association of Ireland
GIS	Geographic Informational Systems
GRETb	Galway and Roscommon ETB
HEI	Higher Education Institute
HGV	Heavy Goods Vehicles
HSA	Health and Safety Authority
ICOS	Irish Co-operative Organisation Society

Acronyms

IFA	Irish Farmers Association
IGBC	Irish Green Building Council
ILI	Irish Landscape Institute
IPI	Irish Planning Institute
IRHA	Irish Road Haulage Association
IUA	Irish Universities Association
KCETB	Kilkenny and Carlow ETB
KETB	Kerry ETB
KWETB	Kildare and Wicklow ETB
LAA	Logistics Associate Apprenticeship
LAWPRO	Local Authority Waters Programme
LCETB	Limerick and Clare ETB

Acronyms

LEV– ZEV FET Advisory Committee	The Low Emissions Vehicle / Zero Emissions Vehicle FET Advisory Committee
LMETB	Louth & Meath Education and Training Board
LOETB	Laois and Offaly ETB
LSAD	Limerick School of Art and Design
LWETB	Longford and Westmeath ETB
MMC	Modern Methods of Construction
MSLETB	Mayo Sligo and Leitrim ETB
MTU	Munster Technological University
NAO	National Apprenticeship Office
NBHS	National Built Heritage Service

Acronyms

NCCA	National Council for Curriculum and Assessment
NFQ	National Framework of Qualifications
NIC	National Innovation Centres
NMCI	National Maritime College of Ireland
NPWS	National Parks and Wildlife Service
NTO	National Tertiary Office
NZEB	Nearly Zero Energy Building
OPW	Office of Public Works
ORE	Offshore Renewable Energy
PL&D	Professional Learning & Development
QQI	Quality and Qualifications Ireland
QSCS	Quarries Skills Certification Scheme

Acronyms

RIAI	Royal Institute of the Architects of Ireland
ROV	Remotely Operated Vehicle
SDGs	Sustainable Development Goals
SEAI	Sustainable Energy Authority of Ireland
SETU	South-Eastern Technological University
SLRMU	Skills and Labour Market Research Unit
SMEs	Small and Medium Enterprises
STEM	Science, Technology, Engineering, and Mathematics
TCD	Trinity College Dublin
TETB	Tipperary ETB

Acronyms

TFS Advisory Group	Technical Feasibility Study Advisory Group
TII	Transport Infrastructure Ireland
TUD	Technological University Dublin
TUS	Technological University of the Shannon
TY	Transition Year
UCC	University College Cork
UCD	University College Dublin
UDL	Universal Design for Learning
UL	University of Limerick
WWETB	Waterford and Wexford ETB
ZEB	Zero Emissions Buildings

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SUSTAINABLE DEVELOPMENT GOALS



