



An Roinn Oideachais
Department of Education

Welcome to the sixth issue of the Department of Education's newsletter on Education for Sustainable Development (ESD).

Welcome to the March 2022 issue and 6th publication of the Department of Education newsletter on **Education for Sustainable Development (ESD)**. We would like to thank all of those who have contributed, we hope that you enjoy it, and find inspiration, ideas and useful links and resources to help you to play your part in sustainable development.

If you would like to share what you are doing in the area of sustainable development, let us know by email at ESD@education.gov.ie and you could win €500 for ESD in your school/college if we publish your story.

The Department will be issuing posters of the **17 Sustainable Development Goals** to all schools in April 2022 – we hope your school will display the poster in a prominent place in the school.

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1. ESD Forum 2022 - A National Strategy for ESD to 2030

The Department of Education together with the Department of Further and Higher Education, Research, Innovation and Science held the 6th National Forum on ESD on 17 February as a final part of the public consultation to inform a new joint strategy on ESD to 2030.

A range of key stakeholders were invited to review the key objectives arising from the public consultation process and to discuss in further detail some of the main areas for action under the next strategy.

ESD to 2030 is now being finalised with a view to completing the work towards the end of March.

Further details will be available on [our website](#) in due course.



2. Free Bike or Scooter Racks for Schools – Fingal County Council

Fingal County Council are currently advertising free bike or scooter racks for schools.

Apply here: <https://www.fingal.ie/bike-and-scooter-racks-schools-clubs>

Applications are open until 31 March 2022.



3. BiOrbic – the Bioeconomy Research Centre

BiOrbic is a Science Foundation Ireland (SFI) funded Bioeconomy Research Centre that was established in October 2017, for the development of the Irish Bioeconomy and bio-based value chains through research and innovation. BiOrbic has researchers from across six research organisations (UCD, TCD, Teagasc, UL, NUIG, MTU), and industry partners from across multiple sectors (e.g. agriculture, horticulture, marine, forestry, biotechnology).

Farm Zero C - climate neutral agriculture

Farm Zero C is a collaboration between BiOrbic, Carbery, UCD, TCD, MTU, Teagasc, and others to create an economically viable, climate-neutral dairy farm. The project presents a holistic approach to reducing greenhouse gas emissions and increasing the health and resilience of the farm. The project aims to achieve net-zero carbon emissions by 2027 and is also looking to improve biodiversity and water and air quality. See: <https://BiOrbic.com/farm-zero-c/>

Marine research is a key focus of BiOrbic. Professor Brijesh Tiwari is currently researching Irish seaweed processing to value-added products. Seaweed is increasingly employed as a feedstock around the world with a current annual production of 30 million tonnes (at a value of approximately €8 billion). BiOrbic is addressing the cultivation of seaweed; namely the development of strategies to preserve fresh biomass and the employment of energy-efficient conversion systems for subsequent value chains.

Food waste – WAVA project

Food waste is a major global problem and if it was a country, it would be the third highest producer of

greenhouse gases behind the USA and China. Preventing food waste and valorising unavoidable food waste is therefore an important goal for the sustainable development of society. **WAVA** investigates disruptive technologies to valorise food waste into value-added commodities) (<https://www.sfi.ie/challenges/food/>).

Education and Training

Atoms-to-Products Centre for Doctoral Training Programme Funded by the SFI and the EPSRC (UK), this is a four-year PhD programme in Sustainable Chemistry providing advanced training and education to the next generation of bioeconomy leaders with strong chemistry-based expertise as well as a deep awareness of sustainability and commercial drivers facing industry and academia today. Please visit: <https://biorbic.com/centre-for-doctoral-training/> or contact A2PCDT@BiOrbic.com.

Talent4BBI brings together 10 industry and eight academic partners in eight member states and one associated country with the aim of training a cohort of 11 highly skilled industry-ready ESRs equipped to lead the future of the European bio-based industry sector. Talent4BBI will provide a unique opportunity for early stage researchers (ESRs) to develop key skills, competencies and experience required by the bio-based industries through a targeted programme for future bioeconomy leaders. <https://biorbic.com/talent4bbi/>

The Irish Bioeconomy Foundation

BiOrbic is a founding member of the Irish Bioeconomy Foundation (IBF), which is building a network of industries and academics active in promoting the Bioeconomy. Founded in 2017, the purpose of the IBF is to promote the conversion of Ireland's natural land and sea resources to high value products for the development of a sustainable bioeconomy that is globally competitive. The IBF is developing a National Bioeconomy Campus in Lisheen, Co. Tipperary, to be a hub which provides an integrated pathway between vitally important, but currently disparate elements in a burgeoning Irish bioeconomy ecosystem. Part of that development is the shared pilot scale facility, an open access infrastructure to support deployment of innovations emerging from universities and industry in a cost-effective manner.



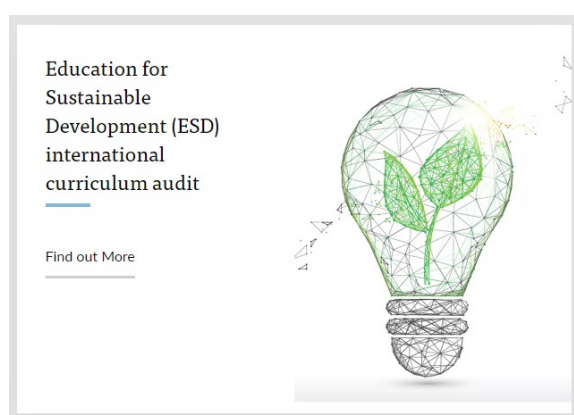
4. ReFunk

ReFunk is a female-owned start-up founded by four friends who met in Trinity College. They have created an online platform which supports the circular economy by facilitating donating, upcycling and purchasing pre-loved furniture. Meredith, Ellen, Anna and Ellie first came together as a four in November 2020, when they took part in the Provost's Innovation Challenge while completing their MSc in Marketing in Trinity College Dublin. The theme of the weekend hackathon fell under the 11th Sustainable Development Goal 'Sustainable Cities and Communities'. Upon discovering that a staggering 10 million tonnes of furniture is discarded annually in the EU, they saw the potential in catalysing a circular furniture economy:

"We sought to find a means of inciting small but effective, behaviour shifts which would have positive impacts on our planet. It was then we were inspired to create ReFunk - a platform that facilitates a three-stage furniture upcycling process; from donating, to upcycling, to rehoming. With every donation, we offset around 26 kgCO2 equivalents; with every upcycle, we provide artistic and financial opportunities; and with every purchase, we rehome a stunning upcycled piece."

ReFunk have won an impressive number of accolades including Irish Times 30 Under 30 in 2021, second place in Tangent's LaunchBox Accelerator, Winners of Trinity Provost's Innovation Challenge 2020, Exhibitors at Web Summit 2021 in Lisbon, Columbia Business School Hacking for Humanity Participants 2021, and Participants in Going for Growth 2022.

To find out more check out the website: <http://www.refunkupcycling.com/about>



5. NCCA - International Curriculum Audit on ESD

The National Council for Curriculum and Assessment (NCCA) has recently published an international

curriculum audit on ESD across a number of international jurisdictions. The desktop review examines how six unique international jurisdictions integrate the teaching and learning of ESD within their curricula (early childhood, primary and post primary), and provides insights into how the selected jurisdictions (Australia, Denmark, Japan, New Zealand, Scotland and Sweden) interpret and manage the UNESCO vision for ESD.

The report, which can be accessed [here](#), outlines the main findings in response to four research questions:

1. What is the expressed aim or intention for ESD in the ESD strategy or curriculum policy/framework for early years, primary and secondary education?
2. Where does ESD sit within curriculum frameworks/policy documents and how is it integrated in the curriculum?
3. What ESD content knowledge is integrated in the curriculum framework(s)/policy documents, and what is the emphasis for ESD content knowledge, competencies and skills within these documents?
4. How is ESD in the curriculum encouraged and supported; what are the key enablers supporting ESD in the curriculum?

The report provides opportunities to further consider ESD in curriculum and assessment from early childhood to senior cycle.



6. UCC – Green Campus

Education for Sustainable Development: Co-Creating Common Areas of Need and Concern.

Education for Sustainable Development: Co-Creating Common Areas of Need and Concern is a synthesis report that was published in February 2022. This report, authored by Niamh Guiry, John Barimo, Edmond Byrne, Catherine O'Mahony, Darren Reidy, Dara Dever, Ger Mullally, Maria Kirrane, and Michael John O'Mahony, was a collaboration between [UCC Green Campus](#) and [Green-Campus Ireland](#) and it was funded by the National Forum for Teaching and Learning through their Networks and Disciplines grant.

This project aimed to explore the common needs, concerns, challenges, and opportunities relevant to Education for Sustainable Development (ESD) among Higher Education Institutes in Ireland, and to build a collective voice to facilitate the integration of ESD across all areas of Higher Education. The findings and recommendations of this report are based on the feedback received from staff and students during two workshop sessions held in November 2021.

This report emphasises the need for collective action and the cultivation of collaborative links across disciplines and Higher Education Institutes in Ireland. The integration of ESD into the curriculum will enhance learning, teaching, and the overall academic experience of students and staff in third-level education. By equipping our students and staff with essential knowledge of sustainability, they will have the capacity to act as agents of change within their respective fields, institutions and local communities. ESD has the potential to be a catalyst for positive change in our Higher Education system and advance our national commitments to the Sustainable Development Goals (SDGs). However, these critical goals can only be met if the challenges and opportunities identified in this report are acted on.

The full report can be read [here](#).



7. Did You Know?

- o Switching from the font 'Arial' to 'Century Gothic' saves 30% ink on printing

o Recycling a single 330 ml aluminum drink can saves enough energy to power a TV for over three hours.

o It takes more energy to make 1kg of paper than it takes to make 1kg of steel.



8. ECO-Explorers Easter Camp

The exciting ECO-Explorers Easter Camp for Children is an environmental camp with a difference, providing a safe environment for exploration and discovery of the fascinating natural world. Children will make learn about and in nature, new friends little rewrite needed for this sentence, learn cool skills and take home fun eco ideas.

Discover nature with the ECO-Explorers Easter Camp:

- Go on outdoor adventures
- Discover a whole new side to trees, insects, and animals!
- Play interactive games
- Join a bug safari
- Get inventive at our Creative Recycling Arts and Crafts Zone and turn something old into something new!

Who? Children aged 10-12

What? All activities allow children to explore key environmental issues in a fun, creative, and informative way

Where? Dublin city centre and other locations (TBC)

When? Monday 11 April - Friday 15 April 2022 from 10:00 -15:00

Cost? €125 with family rates available.

Information & Bookings: You can book here at: [Easter Camp](#)

Information: Contact Environmental Youth Officer, Alex at alex.konieczka@ecounesco.ie

Win a free ticket!

The Department of Education has 4 x 1 free tickets for the ECO-Explorers Easter Camp to give away!

Check here to enter the draw: <https://forms.office.com/r/pqcWrGDQK3>



9. NUIG Research Report – Sustainability Education Learning Tool

By Caroline Green (formerly Brennan)

Education for Sustainable Development (ESD) is considered vital to the success of the United Nations' Sustainable Development Goals. Systems thinking has been identified as a core competency necessary for incorporation into ESD. Systems thinking-orientated ESD learning tools, established methods of assessment of sustainability skills, and studies to demonstrate effectiveness of such learning tools, are all lacking.

A randomised controlled trial was conducted in the summer of 2020 to investigate whether an online sustainability learning tool that incorporates systems -thinking and system -dynamics simulation increases understanding of a specific problem and supports transfer of knowledge to a second problem with a similar systemic structure. The effects of systems thinking and simulation were tested separately and in combination. The learning tool was designed for a single online learning session. Simulation was found to increase ESD learning outcomes significantly and also to support transfer of skills, although less significantly.

The research paper, entitled An Empirical Study of the Impact of Systems Thinking and Simulation on Sustainability Education, is available here: <https://doi.org/10.3390/su14010394>

An open access version of the learning tool is available here:

<https://exchange.iseesystems.com/public/carolineb/sustainability-learning-tool/>

Further details on the background, experiments, results and analysis described in the Sustainability research paper are available in the PhD thesis found

here: <https://aran.library.nuigalway.ie/handle/10379/17035>



10. BTYSTE 2022 – ESD Prize

For the first time this year, the 58th annual BT Young Scientist and Technologist Exhibition included a special prize for the best entry in the area of Education for Sustainable Development.

The winner was Lilian Gleave, a transition year student at Kinsale Community School; a school that puts a great deal of focus on sustainability. The project was titled 'To investigate the world of fast fashion and how to incentivise mending clothes instead of discarding them'.

Lilian tells us more about her winning project:

“A passion for promoting clothes-mending and education on the impacts of fast-fashion is what inspired my project which aimed to encourage mending clothes. It attempted to define the negative impacts of fast fashion, and how they impact climate change and stop us achieving the global goals for sustainable development (SDGs). My final key goal was to educate people on the negative impacts of this industry and what they can do to help.

How many people know that one cotton shirt takes two-thousand-seven-hundred litres of water to produce; which is enough for a person to drink for two and a half years? How many have been made aware that washing synthetic clothing leads to half a million tons of microfibers ending up in the ocean every year? This is the equivalent of three-million barrels of oil or sixteen times that of microbeads from cosmetics. We cannot expect people to change their behaviours when they only have a vague idea of why they are wrong.

I believe that education is the strongest tool we have. I held two focus groups where I gave a presentation on the impacts of fast-fashion and what we can do to help, as well as teaching students how to sew buttons. 93.33% of participants believed that workshops like this would increase the likelihood of people repairing their clothes. Basic clothes repair ability is disappearing. On conducting a survey, I found that as age decreased so too did clothes mending ability. Only half the number of people who said their parents or grandparents could do garment repair could do it themselves. Clothes mending will increase the usage time of garments and in turn help in the fight to achieve the SDGs.

My project demonstrates that once again education is the key to the revival of clothes mending abilities, to the public moderation of garment purchase and to the promotion of sustainable post consumption behaviours. Without alienating, without judgement let's educate each other, let's educate ourselves and let's change for the better to achieve the Sustainable Development Goals!"

Congratulations to Lilian and Kinsale Community School.

More information on the 58th BTYSTE, its prize winners, and the ESD Award can be found at:

[gov.ie](http://www.gov.ie) - [Minister Foley congratulates winners at the 2022 BT Young Scientist and Technology Exhibition \(www.gov.ie\)](http://www.gov.ie)

<https://btyoungscientist.com/results/>

<https://btyoungscientist.com/special-awards/#main>



11. Tuismitheoirí na Gaeltachta – Coming of Age

Coming of Age is a youth development program for Gaeltacht Transition Year students which focuses on exploring and exploring the relationship between community, ecology and language. Facilitation methods and good working practices from the youth sector will be the cornerstone of the delivery of the program.

The program is currently being developed by Tuismitheoirí na Gaeltachta and Teacht Aniar for Gaeltacht Post-Primary Schools in the country and it is hoped that the program will be piloted later this year.

The main aim of adulthood is to develop young people's personal skills, enable them in their learning journey, and enable them to develop a deeper understanding of the impact of community, ecology and language on human identity, young people in the Gaeltacht.

Based on an interactive approach, priority will be given to practical and inquiry-based methods, to research and analyse the relationship and challenges between developing a local community and protecting ecosystems.

Students will also be given the opportunity to explore and explore the relationship between young people and their language, as well as the complex relationship between language, state, landscape and ecology in the local and international context.

Coming of Age aims to foster a deeper awareness among young people of their Gaeltacht identity, empowering and empowering them as active carers for their communities, for ecology and for the Irish language.

12. Climate Justice and the Youth Activist – Global Citizenship Schools.

The concept of intergenerational climate justice offers that *“all generations are partners caring for and using the Earth. The present generation must pass the Earth and our natural and cultural resources on in at least as good a condition as it received them so they can meet their own needs.”* (Brown Weiss, 2013).

Climate change is regularly trending on social media and the headlines designed to shock and alarm, are doing just that to those who can do the least to effect change. Primary school students are listening and can feel an urgency, a panic, a hurry that seems to have invaded their space to play and learn.

The primary school classroom is perhaps the best place where the young activist's journey can begin in safety. Students can be guaranteed gentle guidance and a sympathetic ear. Teachers are ideally placed to travel this journey with their students throughout their time in the primary school, encouraging their opinions, understanding their feelings, recognising their frustrations, but perhaps encouraging appropriate responses as active citizens.

The primary school curriculum is currently under review but where and how is global citizenship education (GCE) to be integrated into a new curriculum? The Global Citizenship School contends that any revised curriculum would offer real scope and a timely opportunity to recognise the importance of GCE as a wellbeing curriculum that fosters empathy with those furthest behind, that guides personal action, that can lead to collective action and a practical change for the common good. Taking positive action is the antidote to the feelings of panic and taking action leads to wellbeing, it offers a purpose, a direction and a path to possible solutions. Read the full article [here](#)



13. Resources from Development Education.ie

New infographic: which kind of climate activist are you?

As part of responding to the climate emergency, developmenteducation.ie invites you to explore your role(s) where you are active in your social, community and work life as climate activists, whether you raise the alarm, work through the details to bring about change or bring solutions home through society-wide changes. Our journey as activists evolves over time. Just as our roles as students, parents, decision-makers and climate-aware advocates grows. But which kind of climate activist are you? Explore the 10 roles at <https://developmenteducation.ie/infographic/which-kind-of-climate-activist-are-you/>

Launch of 48 online flip cards on 'climate justice', as Gaeilge

Carbon capture, the circular economy, fossil fuels and climate action...climate justice is a movement that acknowledges that climate change has social and economic consequences and is a threat to public health. Not only are there consequences, but they are much worse in the developing world. Take a look at the new liosta focal produced by Aoife Nic Dhomhnaill in partnership with Gael Linn and developmenteducation.ie; Visit <https://developmenteducation.ie/feature/ceartas-aeraide/>



14. Resources for Schools - The Irish Schools Sustainability Network

Inspire and enthuse your staff and students with these new free resources! The Climate and Nature summit took during COP26 in November 2021 with over 11,000 classes having viewed these educational sessions. These sessions are now online! No extra resources are needed. Teachers can just click play. The speakers will ask the teachers to pause at various points to engage the class in an activity. Listed below are the primary and post-primary sessions. Click on the hyperlinks to access the sessions.

The playlists are also available on YouTube:

[Primary Climate and Nature Session.](#)

[Post-Primary Climate and Nature Sessions.](#)

STEM EDUCATION POLICY STATEMENT

2017-2026



15. International Women’s Day – Gender Balance in STEM

On International Women’s Day on 8 March, many organisations use the occasion to highlight their support for promoting gender equality. This year’s theme was ‘Gender equality today for a sustainable tomorrow’ ([UN Women](#)), and ‘break the bias’ (<https://www.internationalwomensday.com/>).

On International Women’s Day, Minister Foley announced the publication of Recommendations on Gender Balance in STEM education. The recommendations were informed by the Department’s Gender Balance in STEM Advisory Group.

Find out more here: <https://www.gov.ie/en/press-release/4bdb9-minister-foley-announces-the-publication-of-recommendations-on-gender-balance-in-stem-education/>



16. Education Support Services Ireland - Climate Action Group

ESCI Climate Action Group

Education Support Centres of Ireland (ESCI) collaborated with the **Climate and Nature Summit** in November 2021 to host the teachers’ CPD for primary and post-primary schools. More than 500 teachers attended the 10 teacher CPD sessions over two weeks while the overall attendance at the summit was over 3,500. As a consequence of this exciting collaboration, the ESCI Climate Action Group was set up in order to deliver on the ESCI commitment to play a key role in climate -action education, through the delivery of high-quality professional-learning experiences for teachers currently working in the education system and to provide input into future curriculum planning.

Education for Sustainability, The National Strategy on Education for Sustainable Development in Ireland, 2014- 2020 which is one of the key national education strategies which underpins the **Action Plan for Education, Statement of Strategy 2021-2023** provides the rationale for the Climate Action Group capitals where it states ‘CPD for teachers currently working in the education system has considerable potential for mainstreaming ESD into the classroom.’ Education Centres are well placed to provide that CPD locally and nationally.

Since January 2022, the ESCI Climate Action Group has delivered a series of four webinars on Bringing Climate Action into the Classroom is this a title or a theme? No caps for the latter, a series of workshops on Growing Sustainably in the School Garden and a Student Panel Discussion capitals on Climate Action Projects in Schools capitals is planned for early March. In addition, resources to support schools have been made available through the Education Centre websites. The group will continue to organise events and source high-quality CPD to further the knowledge, skills and confidence of primary and post-primary teachers in delivering climate and sustainability education to our young people.

To find out more, check out the website: <https://www.esci.ie/cpd-courses.html> or e-mail ESCI at: director@wtc.ie .



17. SEAI to Launch Irish Language Version of *Guzzler's Party*

Guzzler's Party is a fun and educational book aimed at primary-school children from junior infants to second class, to help children learn to save energy and take climate action.

The book follows Alina, an energy-savvy schoolgirl, as she teaches Guzzler, the friendly energy monster, all about saving energy and taking climate action, as they prepare to throw an energy party.

This book has been written by Lucinda Jacob and illustrated by Alan Nolan and edited by Dr Orla Kelly from DCU, Institute of Education for SEAI.

Guzzler's Party was first launched during the national Science Week in November 2021. Now the book's Irish version 'Cóisir Guzzler' has been launched as part of the Seachtain na Gaeilge 2022. Download a copy here: https://www.seai.ie/community-energy/schools/schools-documents/GUZZLER_big_book-irish_LR.pdf



18. Irish Aid – Our World Irish Aid Awards and the Irish Aid Centre

The Our World Irish Aid Awards

The Our World Irish Aid Awards for primary schools has been launched by Minister for Overseas Development Aid and Diaspora, Colm Brophy TD. This is an awards scheme that teaches third to sixth class children about the work of Irish Aid and the sustainable development goals. The theme for this year's awards is 'wellbeing for people and planet', with a particular focus on girls' education in Sierra Leone during the Covid-19 pandemic. Teachers can access a [pupil magazine](#), [lesson plans](#) and interactive online games, [Future News](#) and the [Global Goals Spinner](#) to support students' learning and their entries for the awards. A selection of students' work is featured in a series of three [Global Goal Getters](#) magazines and finalists will be invited to attend the national final on 14 June!

Further details are available via this [link](#).

The Irish Aid Centre

Primary-school classes can learn even more about the work of Irish Aid, the global goals, and how to enter The Our World Irish Aid Awards through the online Irish Aid Centre workshops. Facilitators will stream live into your classroom to deliver the workshops. You can book the workshops [here](#).

The post-primary workshops and follow-on activities, available [here](#), provide students with an insight into the work of Irish Aid at a global level and at national level with a focus on Zambia. Live virtual post-primary workshops suitable for transition year, CSPE, politics and society, geography and economics classes can be booked by contacting irishaidcentre@dfa.ie.



19. Green-Schools and the Global Goals - Summer Course

The Green-Schools Summer Course, entitled 'Green-Schools and the Global Goals' is happy to announce that we are running the course in person (face-to-face) this year from 4-8 **July, 9.30am to 2.30pm** daily. Each day focuses on a Green-Schools theme and an overarching global goal. By the end of the week, the participants will be able to make clear links between their work on the Green-Schools programme and all of the [global goals](#).

- Monday 4th July: Global Citizenship themes, Intro to the Global Goals (SDGS) and SDG4: Quality Education
- Tuesday 5th July: Litter and Waste, Energy and SDG 12: Responsible Consumption and Production
- Wednesday 6th July: Travel and Marine Environment and SDG 11: Sustainable Cities and Communities
- Thursday 7th July: Water and SDG 14: Life Below Water
- Friday 8th July: Biodiversity and SDG 14: Life on Land Date on all these points:
1 January, 2 February, 2 March is the style

The course will be located in Dublin, with a different excursion or site visit each day. For more information, please contact Joanne jscott@eeu.antisce.org. The associated fee is €75 (including lunch).

Climate Change, Science and Action

The aim of this online course is to empower primary teachers to confidently explore climate change as part of the curriculum and encourage climate action in school communities.

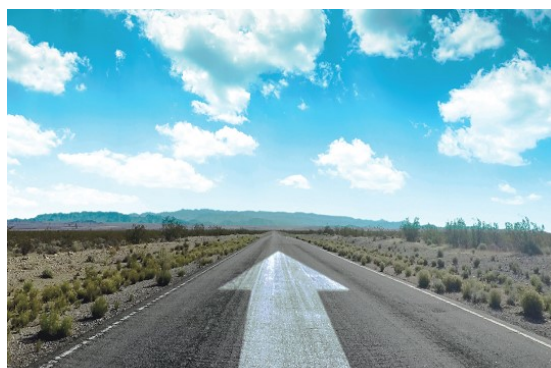
Course content

1. Introduction to Climate Change
2. Climate Science
3. Climate Solutions and Communications
4. Green-Schools
5. Climate Action

The course has been fully accredited by Drumcondra Education Centre on behalf of the Department of Education and Skills and will run from **4 July to 19 August**.

Completion of this 20-hour CPD course grants primary teachers three EPV days as an incentive to participate and the associated cost is €30.

Email Gráinne at summercourse@eeu.antisce.org to register your interest

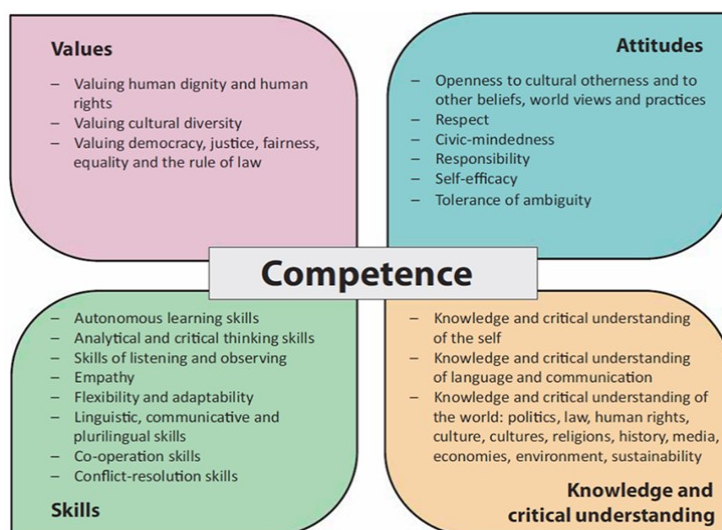


Reference Framework of Competences for Democratic Culture (RFCDC)

20. Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) and ESD

The Council of Europe (CoE) with 47 member countries and a population of circa 820 million was established in 1949 to uphold human rights, democracy, and the rule of law. (Ireland was one of the 10 founding members). In upholding these core values, the CoE has strongly supported education for democratic citizenship and human rights education. More recently the CoE developed a Reference Framework of Competences for Democratic Culture (RFCDC), intended for use by policymakers, and by practitioners in all sectors. The framework is a set of materials that can be used by education systems to equip young people with the competences that are needed to take action and participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies: <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/home>. There are 20 competences, subdivided under values, attitudes, skills, and knowledge and critical

understanding and summarised in the butterfly diagram below.



The framework also provides validated and scaled descriptors for all the competences which are clear, explicit and concise statements or descriptions of the observable behaviour if a certain level of proficiency in a competence is achieved. There are 447 validated descriptors, of which 135 are keys.

The CoE launched another supporting document, *Assessing Competences for Democratic Culture*. Interestingly, the Irish Aid-funded post-primary global citizenship programme WorldWise global schools self-assessment tool (SAT) was selected as good example of an assessment model. See page 78: <https://rm.coe.int/prems-005521-assessing-competences-for-democratic-culture/1680a3bd41>. Another relevant publication is the CoE Digital Citizenship Education Handbook, which reconfigures the competences under 10 domains. <https://rm.coe.int/16809382f9>

Significant time and energy has been invested in the framework, which for many member countries is a core document in their curriculum reform. In Ireland, while not stated as explicitly, the competences are, by and large, reflected in National Council for Curriculum and Assessment (NCCA) documentation and resonate with the wellbeing guidelines and the junior-cycle CSPE short course. The CoE competences correspond with <https://unesdoc.unesco.org/ark:/48223/pf0000261802> competencies for sustainability. A related NCCA publication: <https://ncca.ie/media/4899/education-for-sustainable-development.pdf> details a similar correspondence.

The framework brings to the fore, the ideals of democracy that can be flexibly implemented by teachers and students in achieving many environmental and global citizenship objectives of the NCCA and the National Strategy for Education for Sustainable Development. The framework is also relevant to other contemporary developments, for example: <https://www.oecd.org/education/future-of-education->

[brochure.pdf](#) , <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Ultimately, nearly all the education institutions, national and international, governmental and non-governmental, are now slowly realigning towards the pressing time-poor existential and fragile desire to create and sustain a flourishing humanity within a flourishing environment.

Data Protection

We hope you enjoyed this edition of the ESD newsletter. Please feel free to share and circulate it amongst your colleagues, friends and family.

You can subscribe to future editions of the Department of Education's ESD Newsletter by clicking [here](#) or by emailing newsletters@education.gov.ie.

Your e-mail address will be held securely by the Department and will only be used for the purpose of issuing the ESD newsletter.

If you would like to suggest ideas or make a contribution to forthcoming editions of the newsletter, please email esd@education.ie.

Approximate dates for the publication of the quarterly ezine for the remainder of 2022 are as below; reminders for contributions are issued to subscribers a fortnight in advance:

Third week of May

Second week of September

Second week of December