



An Roinn Oideachais
Department of Education

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

Más mian leat an nuachtlitir a léamh i nGaeilge, scrollaigh síos thar an ábhar atá i mBéarla.

Welcome to the March 2023 issue and 10th 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 this edition and will find inspiration, ideas, useful links and resources to help you to play your part in sustainable development.

Posters for Schools

The Department issued 2 x copies of a poster of the **17 Sustainable Development Goals** to all schools in September 2022, as well as a flyer with information on Ireland's new **National Strategy on Education for Sustainable**

Development ESD to 2030, and how to access resources for schools.

We hope that you read the flyer, share the information with students, colleagues and parents alike, and that you will display both the posters and flyer in a prominent place in your school.

If you require additional copies of either the poster or flyer, please email ESD@education.gov.ie.

ESD in Donegal and Dublin – Calling all Educational Institutions!

Do you attend, work for or collaborate with an educational establishment or institution in **County Donegal or Dublin** that is taking action for sustainable development? Would you like to win funding for ESD work for your institution and project?

If you would like to share what you are doing in the area of sustainable development and have it featured in future editions of the ESD Newsletter, you can get in touch with ESD@education.gov.ie. You will receive a €500 One-For-All voucher if we publish your piece!

Survey – Prize Winner

Thank you to all who completed and submitted the reader feedback survey in the last issue of the newsletter. We are delighted to announce that **Mark Murphy** from **Kilcullen National School in Kildare** is the winner of an eco-hamper from Ecostore.ie, Ireland's leading online eco shop – congratulations!

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for your school!

ESD to 2030 Funding Call

A funding call for organisations/projects supporting implementation of ESD to 2030 will issue in the next ESD Newsletter in May.

A funding call for schools for projects supporting implementation of ESD to 2030 will issue in the September issue of the ESD Newsletter.



Rialtas na hÉireann
Government of Ireland

2. Cineáltas: Action Plan on Bullying

Cineáltas: Action Plan on Bullying was published on 1 December 2022.

Cineáltas provides a collective vision and clear roadmap for how the whole education community and society can work together to prevent and address bullying in our schools.

Cineáltas is practical, inclusive and contains 61 actions which will help us all to work together towards a diverse, inclusive Irish society free from bullying in all its forms and where individual difference is valued and celebrated. It is rooted in four key principles prevention, support, oversight and community.

The Department of Education engaged in a wide-ranging consultation process to ensure that the views of the many stakeholders were considered in this important process.

- Over 50 presentations were made to the steering committee
- Over 4,600 responses were received to the public consultation questionnaire
- 78 submissions were received to the public request for submissions
- 41 school staff and board of management members participated in school focus groups
- 170 children and young people were consulted including children with special educational needs, Traveller and Roma children, children from Ukraine and refugees.

Some of the key actions contained in Cineáltas include:

- Development of a national database to enable the publication of an annual national report on bullying in schools
- Ensuring that student teachers and all school staff have access to appropriate up-to-date training on measures to prevent and address bullying, racism, sexism and sexual harassment and the promotion of equality, diversity, inclusion and wellbeing
- Development of a recognition process, such as a Cineáltas flag, for schools who engage in measures to prevent and address bullying
- Piloting a programme of counselling supports for primary schools
- Developing guidance for the establishment of a Student Support Team model in larger primary schools
- Establishing a dedicated unit in the Department of Education to promote the voice of children and young people and to ensure that they have meaningful input into the development of Department policy
- The progression of the Charter Bill and the development of Charter Guidelines that will strengthen the voice and participation of children and young people and their parents in the development and implementation of school policies
- Reviewing and updating the Being LGBT in School Resource

An implementation plan is currently being developed for Cineáltas, in consultation with the education partners, and is due to be published by end Q1 2023.

An implementation group to oversee progression of the implementation plan will be established in Q2 2023.

The anti-bullying procedures for schools are currently being updated to take account of developments and relevant research since the procedures were published in 2013 and will specifically consider areas such as cyber bullying, gender identity bullying and sexual harassment.



3. SDG Updates from the Department of the Environment, Climate and Communications

SDG National Stakeholder Forum: “Leaving No One Behind”

On Tuesday 17 January, the Sustainable Development Goals National Stakeholder Forum took place in the Aviva Stadium with 150 in-person participants and a further 420 participants joining online.

The event focused on *Leaving No One Behind* which is a key commitment made under the 2030 Agenda for Sustainable Development. The event opened with a spoken word poem from FELISPEAKS and 5 speakers shared their own personal stories about the importance of leaving no one behind, representing organisations including Pavee Point, One Family, ASIAM, the Irish Refugee Council and Crosscare. Presentations were provided by the Department of the Environment, and the Central Statistics Office.

Workshops were held to discuss and develop a shared understanding of what *Leaving No One Behind* means in an Irish context and to develop recommendations for national and local policy makers to consider when developing policy to ensure no one is left behind. The outputs from the workshops are going to form part of the SDG training and toolkit which will be developed over the course of 2023 for civil servants and local authority officers. They will also inform the preparation of Ireland's second Voluntary National Review (progress report on SDG implementation) which we will be presenting to the United Nations in July.

A panel discussion reflected on the recommendations on the day, made up of Minister Eamon Ryan, Minister Ossian Smyth, Dr Eburn Joseph and Former Ambassador David Donoghue. Ireland's UN Youth delegates Jessica Gill and David Giles closed the event.

April SDG National Stakeholder Forum: Ireland's Voluntary National Review

The next SDG National Stakeholder Forum will take place on Tuesday, 25 April and will once again be a hybrid event.

The meeting will focus on Ireland's 2023 Voluntary National Review (VNR) which will be presented to the United Nations in July 2023. A Voluntary National Review is a voluntary, state-led review of a country's progress in terms of

implementing the Sustainable Development Goals. Ireland's 2023 VNR will focus on the theme of *Building Back Better while Leaving No One Behind*.

Additional detail on the April Forum, including registration details, will be circulated to this mailing and made available on www.gov.ie/sdgs in due course.

2023 SDG Junior Art Competition

Following on from the success of the 2022 SDG Junior Art competition - which provided the beautiful artwork for the [National Implementation Plan for the Sustainable Development Goals 2022-2024](#), the Department of the Environment, Climate and Communications are holding a new 2023 SDG Junior Art competition. The winning piece of art will be used for the cover of the Voluntary National Review and a selection of the art will be used throughout the report and on social media.

All under 18s are invited to take part and submit their art work based on:

- what the Sustainable Development Goals mean to you

or

- what Leaving No One Behind means to you

Additional information on the art competition and some background information on the Sustainable Development Goals and *Leaving No One Behind* can be found [here](#).

SDG Champions Programme 2023-2024

A big thank you to all of you who submitted applications to take part in the SDG Champion's Programme 2023-2024. The Department of the Environment, Climate and Communications were delighted with the level of interest in the Programme and received almost 100 applications, and are currently in the process of shortlisting applications, and will be back in touch with all applicants

over the coming weeks.

4. 3 Simple Actions – SDG 2: Zero Hunger

 The icon for SDG 2, Zero Hunger, features a white bowl with three wavy lines above it representing steam or food, set against a gold background. The number '2' and the words 'ZERO HUNGER' are written in white in the top left corner.	<p>4. Educate yourself, understanding hunger can help us solve it</p> <p>5. Support local farmers and buy your food at farmer's market</p> <p>6. Help support companies providing food to developing countries</p>
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**Cork
County Council**
Comhairle Contae Chorcaí

5. Cork County Council – Climate Literacy in Schools

County Cork Schools embark on Climate Literacy Course

Cork County Council has teamed up with social enterprise Education for Sustainability to deliver a 10-week climate literacy course to eight secondary schools in the county. The weekly interactive course sessions are fun and solution focused, encouraging students to learn through game-based activities.

The Climate Literacy programme encourages students to connect the dots between the environment and their everyday lives by providing workshops, teacher training, teaching resources and lesson plans. Topics covered include climate change, sustainable development, climate justice, plastic pollution, fast fashion, biodiversity loss, sustainable transport, food, soil and taking action.

Welcoming the initiative, Mayor of the County of Cork, Cllr. Danny Collins said, “I am very pleased to see this programme being rolled out to students in Cork County. Education is the key to change and our young people are serious about the environment, they can drive real change when it comes to environmental matters and sustainability. Well done to each of the schools participating.”

The participating schools are Bandon Grammar, Carrigaline Community School, CBS Middleton, Edmund Rice College Carrigaline, Scoil Mhuire Béal Átha'n Ghaorthaidh, St Mary's Charleville, St Mary's Middleton, and Kinsale Community School.

Chief Executive of Cork County Council Tim Lucey commented, “Cork County Council is proud to offer this interactive environmental awareness course to secondary schools in the county. Working with these eight schools, the course will reach 11 teachers and 202 students in Cork County. The programme facilitates teacher training so that they are empowered to teach the course with new groups of students making the course delivery sustainable in itself.”

Sue Adams of Education for Sustainability commented “As a social enterprise we value partnerships and we are thrilled to be working with Cork County Council to introduce this initiative to eight Cork County schools. The collaboration is helping us to reach our vision which is to create a world where young people are actively engaged in acting for sustainable development by

making environmental education and sustainability a fundamental part of the national curriculum”.

Diane O’Shea from Kinsale Community School outlined the benefits of the course “The Climate Literacy Course has been very interactive, informative and enjoyable for the students. It has provided them with the opportunity to engage with a range of environmental issues from fast fashion to biodiversity. It has provided the students with the knowledge to enable them to make informed and responsible decisions with regard to actions that may affect our climate. It is imperative that our young people are equipped with the knowledge and skills necessary to tackle the environmental challenges of the 21st century. This course has provided our young people with the opportunity to think critically about environmental issues. I believe that it is essential to develop students’ capacity to think critically about environmental issues in order to reduce eco-anxiety and develop a culture of agency and empowerment.”

Funded by Cork County Council, the course is delivered by Education for Sustainability, a non-profit social enterprise working to increase climate literacy and foster behaviour change in Ireland.

Editor's Note: The next issue of the ESD Newsletter will focus on **Donegal** and **Dublin** – if you/your school organisation is based in either Donegal or Dublin, please send us an update on what you are doing in the area of ESD.



COMHAIRLE CONTAE AN CHLÁIR
CLARE COUNTY COUNCIL

6. ESD in County Clare

Clare County Council: Committed to supporting and promoting the UN Sustainable Development Goals

“As part of Ireland’s first ever Sustainable Development Goals Week 2022, Clare County Council hosted a Sustainable Development Goals (SDGs) information awareness stand on 26 September, 2022, at áras Contae an Chláir in Ennis, County Clare. This event was a collaboration between Greener Clare (Physical Development directorate), Healthy Clare (Rural Development directorate), Clare County Council’s Climate Action Team and Limerick Clare Energy Agency.

To help promote the SDGs and support SDG Week 2022, a dedicated webpage was set up to provide information on the SDGs:

<https://yoursay.clarecoco.ie/clare-sdgs>. This page includes information on the SDGs, how they can be used in our daily lives as well as key dates relating to the SDGs. An online platform was chosen to ensure information is readily available, in one place, to our staff and the community, including our school community. This resource is particularly beneficial to schools and especially those participating in the An Taisce Green Schools Programme. This easily accessible resource should also reduce the need to print documents for reference. All sectors of the community, including schools, are invited to participate in an online survey available on this platform at:

https://yoursay.clarecoco.ie/clare-sdgs/survey_tools/sustainable-development-goal-survey

A unique QR Code has been generated for this platform and is readily accessible via our SDG postcards, which are provided to schools during school visits.

Following on from our successful information session and interdepartmental collaborations, we feel that the next step is for Clare County Council to become an SDG Champion. Being an SDG Champion will help embed the SDGs further into our work programmes, which will benefit our county. Clare County Council has submitted an expression of interest to become an SDG Champion to the Department of the Environment, Climate and Communications.

Embedding the SDGs into all Local Authority work programmes will benefit the county in terms of sustainable development, economy, environment and equity.

Our Environmental Awareness Officer works with and supports schools under the An Taisce Green-Schools programme. Promoting the SDGs is an integral part of this work programme.

We also plan on providing staff training around the goals with an objective of delivering greater alignment of individual work programmes with the SDGs. With all sectors of our community including schools working to align with the SDGs, we look forward to thriving sustainable communities long into the future”.

The next issue of the ESD Newsletter will focus on **Donegal** and **Dublin** – if you/your school organisation is based in either Donegal or Dublin, please send us an update on what you are doing in the area of ESD.



7. Green Travel Week at Crescent Comprehensive in Limerick

“Here in Crescent Comprehensive S.J. we came up with a novel idea this year of organising a Green travel week. The aim of this initiative was to encourage as many students as possible to take greener travel choices where possible

and to highlight alternatives options. To do this the Green School Committee created a full week of activities.

Green Travel Week was officially be launched by The Lord Mayor at Shannon Rowing Club. The first student centred event happened immediately after with Transition Years partaking in urban orienteering around the city, while simultaneously a second group, rented the city bikes and utilised some of the city's most scenic cycle lanes.

Proceeding this, a senior travel officer with the council called Ellen O Sullivan brought students on a walkability audit of Limerick City. The students walked different routes with the aim being to assess obstructions to walking as an alternative travel option. This happened with two separate groups from first year and second year greens schools committee. Similarly, a cycle ability audit also take place with a smaller group of fifth years from the committee to assess restrictions to cycling.

Online Certified Cycling Safety Course

All first and second year students did an online certified cycling safety course. The Cycle Right online course is designed to support the development of awareness, knowledge, values and skills to become safe cyclists on the road. This took approximately 1 to 2 hours.

Bicycle Maintenance Course

On Wednesday Evolution Cycles kindly volunteered to do a bicycle maintenance course in the school with two separate groups, which were from

Transition Year and Second Year. This involved students getting a hands-on experience showing them how to service and repair their bikes.

School Walk

On Friday all First Years walked to school together. Students assembled at Summerville Rovers for 8.45am, where then proceeded to walk the short distance to the school.

Recycling Bicycle Donation Centre

All day Friday, there was a recycling bicycle donation centre. Students were asked to bring in bicycles they no longer used but are in good working order and suitable for teenagers. The aim is that these bikes will be repaired by the TYs and used for cycling lessons with classes in the future.

The Green Travel week with closed with prize giving on Friday. Where prizes were awarded for the most steps walked in the week. A raffle for those who cycled and spot prizes for participation”.

Editor’s note: Crescent Comprehensive in Limerick win a €500 One-For-All Voucher towards ESD projects for their input to the March issue of the ESD Newsletter – Congratulations!



8. ESD at Castletroy College, Limerick

SDG 12 – Responsible Consumption and Production

GCE event- Ethical Christmas Market – 8 December 2022

*“To foster and promote ethical consumerism in our school community particularly at Christmas time, the TY GCE class groups at Castletroy College in Limerick came up with the idea of an alternative Christmas market, a more ethical Christmas market. Their slogan was “**reduce, reuse, renew**”. The students decided on the categories of books, cd’s/pc games/dvd’s, toys, candles, perfumes and gift sets. We also ended up with a miscellaneous stall after all our donations came in! The students had two notebooks to keep records in the Santa’s Grotto which was the drop off point each day for items for a month before the event. One notebook was for staff and the other for students. When an item was donated, the person’s name, class (if a student) and email was recorded. For every different category item donated- a token was issued which allowed the person who had donated to pick up an item for free at the Christmas market. The week before the Christmas market a virtual voucher with the token amount was emailed to all who had donated. Tokens were collected from the token desk on the day of the Christmas market. TY students kept a record. Board game counters were used as tokens. We asked the 6th class students from the neighbouring Monaleen National School to*

donate items also.

Six Class Captains were selected by their peers in September. The Class Captains had the responsibility of making contact with outside agencies and local media in relation to the Christmas Market. The GCE class captains invited all guests including 120 6th Class students from the neighbouring Primary school, Delores O'Meara, Chairperson of Fairtrade Limerick, Aoife Rankin, Education Officer with Worldwise Global Schools, Cllr. Francis Foley, Mayor of the City and County of Limerick and members of the local media. All students volunteered for various roles on the day via a google document. Students designed an 'Ethical Christmas Shopping Guide' which was distributed in all the 140 goodie bags given to primary school students and guests on the day. The goodie bags contained Fairtrade products, a voucher for Fairtrade hot chocolate we were serving on the day and Fairtrade pencils and stickers. Students were responsible for all stalls on the day of market including the food and face painting stall. The food stall served all sustainable foods and products. Students took on the roles of Father Christmas and his Chief Elf and welcomed the 6th class students to the school. The six Class Captains welcomed all invited guests.

The key learning for both staff and students....indeed the whole school community was that we had to take stock of what we are doing- our own 'consumption and production' and the amount of unnecessary items we accumulate. What one person disregarded, was a treasure for another. One teacher found an item in the Christmas market that she couldn't find anywhere else for years.

The items were exchanged between the school community and the local primary school- items were not donated to charity. This created awareness amongst the students that our school community were the beneficiaries- not "people in need" which is often the case when we are asked to make donations

in school.

By preparing the ethical Christmas shopping guide, students not only created awareness for themselves but also for others who attended the market around alternative/ethical shopping options this Christmas and more importantly how to take action to bring about meaningful change.

The students are beginning to recognise the importance of equality and human rights for ALL- not a case of “us and them”.

What behaviour change came about from this initiative or event?

Summed up in the words of one of our class captains in the press release for the local paper - The Limerick Leader.

Hazel Dignam, TY Class Captain explained that, “GCE involves engaging our head, heart and hands. It is about making a real difference. With this project, we wanted to encourage people to be more ethical consumers especially at this time of year and think swap don’t shop. I had never thought about shopping in a thrift shop but I will definitely consider it from now on”.

The students and indeed the staff stopped the mad rush out to “buy buy buy” at Christmas time and realised that an alternative option was viable and benefited all in the school community.

The students had to reflect on why the Christmas Market was not a fundraising initiative. They had to keep reminding themselves of our slogan- reduce, reuse, renew! Some were disappointed as the potential to raise a lot of money was not utilised. Post -Christmas Market, I had to reiterate to some students that our objective WAS met- promoting an attitude of ethical consumerism particularly at Christmas time. Our objective was not to make large sums of money. This

created a shift in mindset”.

Editor’s note: Castletroy College in Limerick win a €500 One-For-All Voucher towards ESD projects for their input to the March issue of the ESD Newsletter – Congratulations!





9. ESD at Ballymakenny College, Drogheda

“In Ballymakenny College Drogheda, we have made a big push into making our school more sustainable. This began with the forming of an Environmental team (pictured) in 2022 made of students and staff.

The team began by running an Earth Day event on 8th April 2022, with the goal of producing zero general waste. This was achieved by removing all general waste bins from the campus, and turning our canteen 100% compostable for the day. Students were educated on the use of different bins in the school, and were mindful on the day of their own waste production. All waste produced was recyclable, or compostable, with the compostable waste being used directly by the school garden (pictured) where plants and vegetable are grown.

The day was a such a success, that the canteen decided to continue with its commitment to being fully compostable.

This year, the teams focus has moved to water conservation. The school removed the sale of plastic water bottles in the canteen, and introduced water dispensers to allow students to use reusable bottles. The school also has a rainwater harvesting pump, which is used to flush the schools toilets! Four students from the Environmental team were selected as Green Schools Water Ambassadors (pictured), and are taking part in training days throughout the

year. The team have also taken part in a GLOBE Ireland rainwater investigation, and are planning to install rainwater collectors in the yard based on their findings. This water will be used once again by our garden!

It is said that sustainability is a never-ending journey. Thankfully the incredible students and staff in Ballymakenny College are up for the challenge!”

Editor’s note: Ballymakenny College in Drogheda College win a €500 One-For-All Voucher towards ESD projects for their input to the March issue of the ESD Newsletter – Congratulations!



10. Peer Learning for Climate Education

by Paula Galvin, Our Lady Queen of the Apostles N.S Clondalkin,
Global Citizenship School Steering Committee

“The world is reaching the tipping point beyond which climate change may become irreversible. If this happens, **we risk denying present and future generations the right to a healthy and sustainable planet** – the whole of humanity stands to lose”.

- Kofi Annan, Former Secretary-General of UN

“In a world that is characterised by the speed at which the climate crisis is

ripping through it, it becomes ever clearer that traditional, didactic means of teaching may not be appropriate to the needs of our young learners. In studying the effects of climate change on the world and more importantly how to mitigate these changes, it is necessary to explore different approaches for responding to the challenges of climate change. Active and engaging teaching methods may be the way to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development” (UN General Assembly, 2015: 17) This suggests a call for transformational educational change.

With its emphasis on emerging knowledge, experience which is contextualised locally and nationally, peer learning can be viewed as a valuable methodology for sustainability education. It also has the potential for learners to make the leap from learning to acting.

The teacher is not omniscient and as the tipping points are reached sooner than anticipated across the world, the need for teachers to relinquish control over pedagogical practices and allow our learners to engage in teaching their peers has more than a degree of validity to it. Drawing as it does on elements of Freirean pedagogy, it can be transformative learning and can impact strongly on both learner and educator in clear and demonstrative ways.

Ireland’s 2nd National Strategy on Education for Sustainable Development: ESD to 20330 emphasises the need to empower young people to be agents of change and to provide opportunities for peer to peer learning. This is a form of learning in which we have been engaged for several years in our school.

We have used elements of peer learning through our Buddy reading system and through Green-Schools and student council initiatives in promoting social and environmental education. However, it was as part of an Erasmus plus project on Climate Change for Climate Action (CC4CA), that we consolidated and reinforced this way of learning.

Sixth class led the way with initial surveys asking, “What do second class know about climate change?” They asked second class to draw pictures or write one or two words to capture initial impressions and to use as a pre-assessment tool. They concluded from this initial survey that second class did not know very much about this topic. They also noted that they seemed to be confused about weather and climate.

After much discussion in the form of walking debates and ranking exercises, they summarised the knowledge which second class need to know as the following statements:

- *The earth is overheating rapidly.*
- *Carbon dioxide and methane are damaging the atmosphere.*
- *Climate change is affecting everyone, everywhere.*
- *We need to act fast.*

Once these ideas were crystallised, we then had to decide how this peer learning would “look”.

We talked about how we would best impart this knowledge. These were some of the suggestions:

- *Mini lessons (5 minutes to explain each of the statements).*
- *Story books to explain the statements.*
- *Watching videos on the topics.*
- *Comic strips to explain the concepts.*

We decided to make storybooks as these were considered the best way to approach the topic and would also be sustainable.

After timetabling and discussion with teachers, we decided to pilot these books with second class during our Climate Action week.

The students of sixth class paired with a child from second class over a period of three days. Following the reading of the book, second class were asked questions by sixth class to gauge their understanding of climate change as well as their enjoyment of the books.

It was deemed to be a success as all the second-class children said they learned something which they had not known before.

“I did not know how quickly the earth was heating up”

“I know now that we have to act really fast so that we can make a difference”.

“Everything we do, even if it is just walking to school, can help”.

While this was a small-scale study, its effectiveness in teaching basic concepts of climate change through peer learning was significant and it is a methodology which we will continue to embed in our plans and curricula”



11. BTYSTE 2022 – Winner of ESD Award

G.E.T. Together – Girls in Engineering & Technology: Winner of the ESD Special Award at the BT Young Scientist & Technology Exhibition 2023.

Completed by: Ava Conerney, TY Student, St Brigid’s College, Loughrea, Co.Galway

“My BT Young Scientist & Technology Project was a “Statistical analysis of the factors impacting girls choosing Engineering & Technology subjects in secondary schools and a plan to improve female participation in these areas.” The title G.E.T. Together, as an acronym of Girls in Engineering & Technology, was something that I devised very early in my project as I knew that my ultimate goal was to develop a way to encourage more girls into these areas through a programme of change. Here are some facts I discovered:

- *Females account for just 1 in every 4 STEM roles in Ireland*
- *Only 16% of Engineering & Technology roles are female*
- *473 girls took Engineering for Leaving Cert 2022 – that is 1.6% of girls doing the LC that year.*
- *Stanford University Research shows that “Gender Bias is socially harmful & expensive. It also leads to missed opportunities in Engineering.”*
- *21.9% of girls v 14% of boys achieved a Grade 1 in Leaving Cert Technology in 2022.*
- *Just 3 out of every 100 Leaving Cert girls take Engineering or Technology in comparison to 25% of boys. More worryingly, the trend line has been relatively flat for the past 10 year so there is no hope of this improving without significant change. It will take approximately 146 years at the current growth rate to achieve gender balance in the E&T classrooms.*

The purpose of the Governments Education for Sustainable Development plan, and the projects that are supported as part of this overall plan, is to empower more people through knowledge, skills and values with the ultimate goal of protecting our planet. I believe that there is no better way of ensuring Ireland can face the urgent challenges our environment is experiencing than to actively encourage more girls to become engineers & technologists as this will offer more perspectives, different opinions & new ideas to create change. Consider the BT Young Scientist & Technology Competition in 2023 – nearly two thirds of

participants were female. The majority researching ideas aimed at improving our lives. But how many will continue to pursue a college course or career that will help the sustainable development of our world?

Think about the phrase “mother earth” which symbolises the giver of life who provides nourishment, nurture & growth - all regarded as female qualities because of our natural ability to nurture, grow and care for new life. Could these “natural abilities”, combined with more available education opportunities in subjects that could make a dramatic difference to the challenges that our planet faces, make a difference in real sustainable development? My project highlighted the fact that we have 126 girls only schools in the country, 1 offers Engineering in the local boys school, 10 offer technology, that’s 63,001 girls at secondary level in girls only schools that do not have the opportunity to study these subjects. Part of the Governments ESD to 2030 plan is to “Transform learning environments to ensure that we learn what we live and we live what we learn”. Let’s GET Together and give girls more education opportunities to be involved in potential engineering & technology solutions for a greener and more circular economy. An overwhelming majority of girls I surveyed in girls only schools would like to have tried either Engineering & Technology subjects out of a list of all subjects available for Leaving Cert, but these subjects were not available in their school. This could be considered gender exclusion due to lack of subject choice availability – as per the 4th Sustainable Development Goal, shouldn’t our education system promote lifelong learning opportunities for all? Goal 5 is key to my project – achieve gender equality and empower all women and girls, but girls & women can positively impact all 17 goals through meaningful innovation. The G.E.T. Together Programme is designed to be an initiative that brings Girls & E&T Teachers together, with the support of Government, Industry & Parents to inspire girls now”.



12. Junk Kouture World Designer of the Year Winners - Cnoc Mhuire, Longford

Cnoc Mhuire Post-Primary school from Granard in Co. Longford were crowned the first ever World Designer of the Year at the world final of the Junk Kouture global competition in Abu Dhabi in January 2023.

Students Joshua Osabuehien and Solomon Eduard's entry "Back to the Future" beat 60 other finalists to lift the title. Their design is made from old shower

mats, an old laundry basket, an aerial, car wipers and tubing from an old tractor.

Junk Kouture is a competition for post-primary school students which requires them to create costumes entirely from waste materials.

Congratulations to Joshua and Solomon and their teacher Charmaine Hetherton on a fantastic achievement!

Find out more about Junk Kouture here: [Junk Kouture: Youth Sustainable Fashion Competition for Schools!](#)



13. ISSU – Debate Your Decision Makers

On 15 February 2023, the ISSU Sustainability Officer, Jamie Mac Giolla Bháin, held the Irish Second-Level Students' Unions Debate Your Decision Makers event in the Mansion House, Dublin. The day was opened by speeches from the ISSU Uachtarán, Sustainability Officer and a written address from Uachtarán na hÉireann, Micheal D. Higgins. There was also some high profile guests in attendance such as the Lord Mayor of Dublin along with video addresses from Minister Norma Foley and Taoiseach Leo Varadkar. The day brought together around 40 students to discuss sustainability, the students then created 10 demands of which they discussed with TDs and Senators. These

demands were then presented to Senator Pauline O'Reilly, of whom accepted them on behalf of the green party and Irish government. The day was a huge success and the ISSU would like to thank the Department of Education for their help with this event and continued support in ESD.

See slides and presentation from the day [here](#).

Editor's note: The ISSU were awarded €5,000 from the 2022 ESD to 2030 Funding Call to support the Debate Your Decision Makers event.



14. ESCI Conference for Teachers on Climate Action

Education Support Centres Ireland (ESCI) recently held a very successful conference for teachers on Climate Action. Speakers included former President Mary Robinson, Ireland's UN Youth Delegates David Giles and Jessica Gill, Dr. Aoibhinn Ní Shúilleabhain, and Dr. Éanna Ní Lamhna among many others and the 151 attendees heard inspiring stories from a range of both primary and post primary schools about effective climate action in their setting.

Hope and action was one of the key takeaways from the conference, the importance of simply engaging with the environment and biodiversity through outdoor learning and a 4th R to add to Reduce, Reuse, Recycle, - **Refuse**; Refuse then you don't have to worry about Reduce, Reuse and Recycle. The

Nelson Mandela quote wrapped up the conference, “it always seems impossible until it is done”.

The conference is available to view online at:

<https://vimeo.com/user124915112/esciconference>



15. Safer Internet Day – PDST

Safer Internet Day in Ireland: Webwise launch Silent Witness Campaign

Ireland celebrated the biggest ever Safer Internet Day to date last month. Over 200,000 children and young people participated in Safer Internet Day this year. To mark Safer Internet Day 2023, the Irish Safer Internet Centre (Hotline.ie, ISPCC, National Parents Council and Webwise) hosted an event exploring the theme of building empathy and respect online.

The event was led by the Webwise Youth Advisory Panel members together with other students and gave young people the space to reflect and discuss respect and empathy online. We were also joined by the Ombudsman for

Children; Dr. Niall Muldoon and colleagues from the DCU Anti-Bullying Centre who contributed to the discussions, and presented the key findings from a recent survey on bystander behaviour online.

Complementary interactive stakeholders' discussions explored some of the opportunities and challenges as they relate to protecting, empowering, and respecting children and young people online while also looking to future priorities.

Safer Internet Day 2023 also saw the official launch of the #SilentWitness awareness campaign. The campaign was developed by Webwise (the Irish Internet Safety Awareness Centre) to explore the topic of online bullying and abuse. Developed in consultation with young people and incorporating the latest research, this campaign aims to spark conversations inside and outside the classroom, in homes, online and in the wider community.

The campaign comprises of three short powerful films which explore the nuances of online friendships, peer pressure, the notion of banter and the impact bullying can have on young people.

Watch the films here: <https://www.webwise.ie/silentwitness/>



16. Take 1 - May Day for Sustainability 2023

The Take 1 Programme May Day for Sustainability will take place on 9 May, and again offers schools an opportunity to showcase their engagement with all things ESD. Whether embedded over a number of years, or even if schools are only beginning their journey on all things sustainable, May Day for Sustainability provides a space to celebrate whole school and collective engagement.

This year schools are challenged to create a Metre of Meadow anywhere on the school grounds. This can be a square metre, a metre strip or even an entire green space. Even though it is still March, schools can start the process of preparing the ground, clearing the weeds and encouraging the native plants to flourish. Progress can be shared on the Take 1 Twitter account (@Take1_Programme) between now and 9 May and, of course, during the weeks in between. Schools can track the progress of rewilding, and also share the various insect visitors who might make an appearance in the 'meadow'. For those who are already creating wild areas, please feel free to share too.

#take1programme #MayDayforSustainability23

For further information on the Take 1 Programme , please contact valerie@take1programme.com



.17. Green Schools – Global Classrooms

On February 9, 2023, the Green-Schools programmes' Global Classrooms also known as the international linking project, celebrated its third official launch. This milestone was made possible through the generous funding provided by [Irish Aid](#). The programme aims to connect students in Ireland, [Kenya](#), [South Africa](#), and the United Arab Emirates, fostering direct collaboration to examine the global dimensions of Green-Schools and the importance of partnerships in achieving the United Nations Sustainable Development Goals (Global Goals). Seven of the Global Goals which have a significant impact on all participating countries, were selected as the programme's focus. These Global Goals were Goal 5: Gender Equality, Goal 6: Clean Water and Sanitation, Goal 11: Sustainable Cities and Communities, Goal 12: Responsible Consumption and Production, Goal 13: Climate Action, Goal 14: Life Below Water, and Goal 15: Life on Land. To initiate the learning process a weeklong festival was held during the week of 20 February.

The weeklong event focused on one Global Goal each day with featured speakers from Ireland, Kenya, and South Africa. To kick things off UN Youth delegates [Jessica Gill and David Giles](#) provided an introduction to the Global Goals. The keynote speaker for the following day was [Sarah Ferguson](#) from

South Africa who delved into the topic of Life Below Water. Over the following two days, the stage will be taken by an expert on Climate Action and an expert on Life on Land, providing students with a comprehensive understanding of these crucial Global Goals. Finally, the week culminated in an interactive conversation, offering students the opportunity to connect with their peers from other countries. This activity underscored the importance of Global Goal 17: Partnership for the Goals, by emphasising the power of international collaboration and the potential to make a positive impact on the world.

The commitment to positive change will extend beyond Global Goals Week, with each country participating in educational workshops aimed at deepening their understanding of the specific Global Goals and working towards solutions. In Ireland, students will have the opportunity to apply design-thinking skills to reimagine and design a better future for all. In May, the Global Classrooms final event will provide a platform for students to showcase their hard work and present the solutions they have developed. This event promises to be an engaging and informative experience.

If you would like to get involved and assist with the Global Classrooms project, please watch [this video](#) on how you might be able to support it.



18. Global Citizenship School – programme for primary

[Global Citizenship School](#) aims to promote the mainstreaming of Global Citizenship Education in the Primary School Curriculum and supports teachers and schools in taking [human rights based primary school appropriate action](#) on local, national and global justice, equality and sustainability issues. Global Citizenship School supports teachers and schools in helping pupils become Active Global Citizens. We encourage you to help your class / school to take our [2023 Spring Action](#)

The Steering Committee consists of teachers, former teachers, INTO Head Office officials and elected INTO representatives who subscribe to [our vision and mission](#). We work through the INTO Trade Union which has c. 43,000 primary school teacher members in the Rep. of Ireland and another c. 7,000 members in Northern Ireland.

Global Citizenship School have [developed Class lessons](#), including a set of simple [SDGs lessons](#), for all age groups in the Primary School that not only raise awareness of the SDGs but also try to awaken the social justice spark in pupils that will help young learners to become active global citizens. These lessons along with the [teachers resources](#) can form the basis of a monthly / yearly

scheme.

Global Citizenship School are constantly building their resource bank and we depend on teachers to direct us to new / other resources that we can share with all who check in with our community.

You can contact Global Citizenship Schools on info@globalcitizenshipschool.ie



19. Grow Your Green Cloak – programme for primary

Grow Your Green Cloak is a project developed for primary school age children. It is a lesson plan that spans the time between St. Brigid's Day and St. Patrick's Day, which is just over six weeks.

As Brigid spread her cloak, green actions may grow and spread outwards.

The lesson plan offers seven exercises of varying styles. Each one has the goal of addressing an aspect of thinking about the environment and sustainability. Themes include welcoming Spring/Imbolc, planting seeds, reusing materials, and exploring 'green actions' that we can do to help nature.

The project activities are based around writing, colouring, speaking, and crafting. They are adaptable to different abilities and age groups.

The project does not require resources from the students, nor access to any electronic equipment.

Most activities require general art materials and some printing.

There are some projects that ask for some recycled material and natural materials, e.g. small sticks. It is the intention that no new materials need to be purchased.

A number of the activities and work created by the students will be featured in an exhibition called Together We Grow at EPIC Museum over St Patrick's weekend.

Grow Your Green Cloak is part of the suite of projects offered by The Green Roots Project. The Green Roots Project is a social enterprise with the goal of encouraging responsible celebrations, both individually and within our communities. Creating opportunities to forge a link between How We Celebrate and tangible Climate Actions.

Editor's note: The Green Roots Project were awarded €3,000 from the 2022 ESD to 2030 Funding Call to support the Grow Your Green Cloak Project.



20. PDST – Technology in Education

Online courses supporting ESD themes in the Primary Classroom

PDST Technology in Education is pleased to announce that the online summer course for primary teachers, “Multimedia Projects on Climate and Sustainability”, will be offered again in summer 2023 (subject to Department of Education approval).

Last summer, 1,280 teachers enrolled in the course and provided very positive feedback. They recognised the importance of the overall ESD theme, commenting on the availability of climate change educational material, the engaging and relevant content and the assignments linked to sustainable development.

“The course was very practical, the advice given is exactly what I needed and

the online resources and apps are very user-friendly”, said one teacher. “I will use what I have learned”, said another.

Participants also came back online in the autumn to consider the impact of - and share their reflections on implementing - what they learned from the course in their classrooms.

Meanwhile, though not *specifically* climate focused, a number of short courses are currently available online which can be applied to ESD themes. These free courses enable teachers to create instructional videos, use digital technologies for assessment feedback and develop an understanding of using digital portfolios.

See the [online courses section of the PDST Technology in Education website](#) for details.



21. New Junior Cycle Short Course in Climate Action – Pilot Programme

Since September 2021, 26 teachers in 18 schools across the country have been delivering the new Climate Action Short Course as part of a pilot

programme. The pilot co-ordinators are now accepting expressions of interest from schools interested in offering the course to students in September 2023.

The course was developed by a team of educators with expertise in the area of sustainability, and in line with the NCCA guidelines. The specification is available to view or download [here](#).

As the climate crisis accelerates, this timely course supports students and teachers to participate in decision-making about climate change and social change to realise a sustainable and fair world for all. The specification is based on active learner-centred methodologies, democratic citizenship, and place-based learning. These outcomes and methodologies are reflective of each of the “Priority Action Areas” in “*ESD to 2030: The Second National Strategy on Education for Sustainable Development*”. We believe this junior cycle short course will be an invaluable precursor to the new 'Climate Action and Sustainable Development Leaving' Certificate subject coming online in 2024.

Participating in the Climate Action Short Course Pilot Programme means that schools and teachers receive support in the form of regular expert-led CPD sessions, a bank of fully designed classroom resources and the opportunity to feedback and inform the further development of the course. This year will be the last opportunity to avail of the full spectrum of CPD support from the pilot programme.

If your school might be interested in joining the pilot programme and offering Climate Action to your students in 2023-24 please email info@climateactionsshortcourse.ie.

The Climate Action Short Course Pilot programme is coordinated in collaboration with the Irish Second-level Students' Union, with funding from Worldwise Global Schools and the Community Foundation for Ireland.



22. AIB Future Sparks – programme for post- primary

[AIB Future Sparks](#) is an **interdisciplinary programme for post-primary schools** which encourages the development of **key life skills** and supports young people and their teachers across 9 different subject curriculums throughout Junior and Senior Cycle.

There is a focus throughout on 21st Century Themes including sustainability and development, offering an engaging way to **introduce students to sustainability topics through subjects such as Business and Guidance Related Learning**.

On [aibfuturesparks.ie](#), you will find a wide range of student and teacher resources such as videos, workbooks, activities, slides, lesson plans, and more! Our AIB Future Sparks TV series includes upbeat interviews and lively discussions with **social entrepreneurs** and **environmental industry leaders**, plus **stories from real Irish students** on the skills they have developed through sustainable projects like local vintage clothing shops and beekeeping.

Featured Resource

Tune into this in-depth interview with Fionn Ferreira, a 20 year-old student, scientist, and anti-plastic pollution innovator. Sign up or login to [aibfuturesparks.ie](#) for the full resource and more.

New to AIB Future Sparks?

Registered teachers have access to a wealth of free resources covering Junior and Senior Cycle and across areas including Business, Guidance Related Learning, Home Economics, and Financial Literacy. Register on aibfuturesparks.ie to get your school's access codes and start accessing free resources today!

Summary

- 1 easy to use online portal
- 270+ free digital educational resources
- 9 subject areas covered
- 65 inspirational life skills episodes
- 600+ schools registered



23. Nature Toolkit - new educational toolkit brings the classroom into nature

The [European nature protection toolkit](#) helps students understand the importance of protecting nature.

Produced by the European Commission's Directorate-General for Environment, the [European nature protection toolkit](#) is a **biodiversity-themed educational resource** for teachers, educators, guides and other nature-awareness professionals.

Targeting youth aged 13 -16 years of age, the toolkit is available as a **free download and translated into 22 EU languages**. Organised around four modules, the toolkit includes lesson plans with ready-to-use tools, activities, materials, and resources. Lesson activities are designed to encourage students to spend time in nature; become proactive contributors to a more sustainable world; and develop knowledge and skills related to collaboration, problem-solving and systemic thinking that are necessary for understanding the challenges of nature conservation.

“What is biodiversity?”, “What is a species?”, “And a habitat?” and “What is an ecosystem?” These are some of the questions addressed by the toolkit. The students will learn to communicate about nature as well as about **Europe’s shared natural heritage**. The toolkit provides resources for finding and recognising interesting and important plants, animals and habitats. Students will also learn more about what nature means to them personally, and why they feel it is important. Inspiring students by what is around them can be a great first step in engaging them with nature in a meaningful way.

The toolkit brings the wonders of European nature into the classroom, and many lessons and activities involve getting out of doors to experience local nature first-hand, whether in a city park, or a nearby Natura 2000 site.

[Download the toolkit!](#) Any questions or comments, please contact naturetoolkit@aeidl.eu



24. Climate Smart - unit for Transition Year

Do you want to become climate smart? Learn all about climate change adaptation in Dublin with this free TY unit!

The unit has seven online workshops with short videos and multiple-choice questions that can fit within a single or double class; Introduction to climate change adaptation and mitigation; Flooding and climate change in Dublin; Sensing, monitoring and predicting floods; Mapping and visualising floods; Adapting to our changing climate; Approaches to adaptation; Play the iAdapt serious game.

The iAdapt game

iAdapt is an interactive map-based role play game embedded in the Climate Smart platform. Developed by Trinity College Dublin alongside the Climate Smart resources, it can be played on computers, tablets and smart phones.

The game puts you in charge of Dublin in 2045 and your task is to create, consult on, and implement Dublin's adaptation plans. You'll need to manage future floods while protecting people's safety and keeping your voters happy.

Calling Dublin Schools

Supported by a Science Foundation Ireland Discover Grant, we are looking for ten Dublin-based schools to run the Climate Smart module with a TY class between September-December 2023. These schools will receive face-to-face support as part of the programme. High demand is expected, and places will be offered on a first come, first served basis. Please get in touch to indicate your interest.

Email: climatesmart@eeu.antaisce.org

Follow Climate Smart on Twitter for more climate change adaptation education news: [@climatesmart_ie](https://twitter.com/climatesmart_ie)

Explore the climate smart platform: www.climatesmart.ie



25. Irish Schools Sustainability Network – resources for teachers

Weekly CPD: Bitesize Biodiversity

Nature made easy! Many students and adults find it difficult to identify common wildflowers, trees, birds and mammals; the ISSN wants to address this.

Primary and Post-Primary teachers and their classes can learn about one new living thing each week. They can join a collective group of teachers for 15 minutes every Monday at 4pm who are bringing nature into their classrooms. A set of resources is provided on one living thing. e.g. a plant, a mammal, an insect, or a bird.

Linked with Wellbeing, CSPE, and SPHE teachers can reconnect with nature by learning more about the wildlife around us, and then bring it back to the classrooms! Register [here](#)

Teaching Resource: 5 Minutes of Sustainability

Access the resource [here](#)

Want to know what actions you can take to address the climate and nature emergency? Have a whole school conversation **once a month for 5 minutes!** Each of these videos outline **one action** that we can take, **an explanation** of how that action helps to address the climate and biodiversity crisis, and **the impact** of taking that action.

Check out the most recent video: [Trees for Climate and Biodiversity](#).

Teaching Resource: Global Citizenship & Environmental Resource

Booklet

Access the resource here: [here](#)

Full lesson plans and resources for a 12-week course: The sessions

received lots of positive feedback from teachers and students and it is hoped that they prove to be a valuable resource for you and your students. They are designed so that students and teachers can learn together. This is a fast-changing landscape, and it can be difficult to stay up to speed. Most of the sessions have an associated worksheet (with answers included), and a walking debate which are enclosed in this booklet. Students enjoyed completing the worksheets; it helped them to focus and make some of the sessions more accessible. The walking debates are a really important part of the sessions as they help students to process what they have learnt and articulate how they feel.



26. JCT - sustainable practice in the Technology subjects

Exploring the importance of sustainable practice in the Technology subjects

The JCT Technologies team encourages and supports teachers in the integration of ESD into the learning opportunities they provide for their students. This is achieved through the development of professional learning experiences for teachers and associated supporting resources that promote the

importance of the sustainable use of energy and materials.

One such supporting resource developed by the JCT Technologies team is 'A Journey with Wood' which focuses on the impacts of using wood as a natural and renewable resource. This is a video resource with accompanying activity cards based around the work of Daniel Gill, a furniture maker in Athenry, Co. Galway.

In the video, Daniel explores the use of wood as a natural and renewable material through areas such as forestry, felling, conversion of logs and seasoning timber, as well as the importance of sustainable practice in each of these areas.

This resource provides teachers and students with the opportunity to explore the role of forestation and the sustainable use of wood in a local, Irish context.

[Please click here to access the Daniel Gill 'A Journey with Wood' resource.](#)

Other resources developed by the JCT Technologies team to support teachers in the integration of ESD into the learning experiences they develop for their students include:

- [Promoting biodiversity in an outdoor space \(slides 34-42\)](#)
- [Environmental impact activities](#)
- [Design Challenges \(challenge 7, 10 and 11\)](#)
- [Activities to promote an understanding of material efficiency](#)
- [The craft of bending and lamination through a student design task](#)

To keep up to date with other relevant resources and supports, teachers can add their details to the [Technologies – JCT4 mailing list](#).



27. Our World Irish Aid Awards 2022-2023

The deadline for the 2022-2023 Our World Irish Aid Awards is fast approaching! The deadline for this year's competition is Friday, 31 March. If you are a teacher and your pupils want a chance to be featured in the **Global Goal Getters** Magazine, be sure to get your entry before then to be in with a chance to be included.

After reading this year's [pupil's magazine](#) which is available in both English and Irish, completing the online editable [lesson plans](#), pupils will be ready to complete their entry on this year's theme of 'Equality for All'. The theme aims to educate the younger generation about the importance of equality all over the world.

Entries can come in any shape or size, and can be created by an individual, a group or even the whole school! For inspiration, check out past issues from [2021 and 2022](#).

Schools with the best submissions will be invited to the National Final event in June 2023 with lots of games and prizes to be won on the day. Prizes include a certificate of participation, a framed plaque for your school, and more!

Stay up to date with everything Our World Irish Aid Awards on social media channels:

Facebook: @ourworldawards

Twitter: @irishaidawards

28. Higher Education Sector – update

Upcoming Events:

ATU in collaboration with MTU are hosting a **Universal Design for Learning Conference** on **Thursday 1 June 2023**. Further information on the event is available [here](#).

Advance HE are hosting [***Sustainability Conference 2023: People, purpose and place - A strategic approach to sustainability***](#) in London on 7 June 2023. There is a related collaborative project designed to support institutions in UK and Ireland to promote and use the SDGs to drive institutional change. For details on how to join the project see [here](#).

National Forum for the Enhancement of Teaching and Learning in Higher Education is pleased to announce that the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education (SATLE) initial reports will be reviewed over the coming weeks further information will be updated on the National Forum [website](#) as it becomes available. As you may know, this €7.7m million fund is designed to drive teaching and learning innovation across the higher education sector, with a focus on Education for Sustainable Development (ESD) as one of its three areas of focus. This thematic focus is directly informed by the Second National Strategy on Education for Sustainable Development to 2030, which is aligned with the pillars of the UNESCO ESD Framework to 2030 and aims to transform learning environments across all levels. It also provides opportunities for collaboration and peer learning on ESD, with a particular focus on transformative pedagogies, interdisciplinary and

transdisciplinary approaches. This will provide a valuable resource for the higher education sector, allowing us to see the impact of the **SATLE fund** and the progress towards our goals of a more inclusive and sustainable learning environment. You can keep an eye on their [event page](#) for details of national **ESD events** over the coming year and as projects progress.

The National Forum's **UDL Open Course** national rollout was successfully completed in December 2022. This collaborative effort between AHEAD: Association for Higher Education Access & Disability, University College Dublin Access & Lifelong Learning, and the National Forum was created to provide a strong introduction to the Universal Design for Learning (UDL) Framework, and to give participants the opportunity to implement UDL approaches in their teaching activities. The [UDL Open Course](#) has been met with overwhelming success, with 1127 total completions in 2022 across both the Higher Education and Further Education and Training sectors. The course provided attendees with a comprehensive understanding of the UDL Framework, as well as hands-on opportunities to apply UDL strategies in their own teaching practices. In addition to the 1127 completions, 86 participants have completed **future facilitator training**, positioning them to continue the UDL Open Course rollout both nationally and locally. This is a testament to the impact and reach of the UDL Open Course, as these participants will be able to spread the benefits of UDL to more educators and learners.

UCC gave a presentation on '**A Dynamic Pan Disciplinary Framework for Integrating Concepts of Sustainability across the Curricula**' at the [EDIN](#) workshop on Education for Sustainable Development on 5 December. The presentation introduces the **SDG Toolkit** and provides guidance on its application. This can be viewed [here](#), slides are also attached for reference, and the toolkits and examples are available at the following links:.

- SDG Toolkit link <https://www.ucc.ie/en/sdg-toolkit/>
- Curriculum mapping tool <https://www.ucc.ie/en/sdg-toolkit/teaching/tool/>

- Overview of research mapping activity <https://www.ucc.ie/en/research/sdgs/>

You may also be interested in listening to [UCC's Green Campus Podcast](#).

Funding of €26 million [was announced](#) in January for the third call of the **Energy Efficiency and Decarbonisation Pathfinder Programme for the higher education sector**. This is a key climate action measure which will support higher education institutions in making progress towards 2030 targets of a 50% improvement in energy efficiency and 51% reduction in greenhouse gas emissions. The pathfinder programme will continue to test a range of building retrofit approaches to build evidence and capability in the sector, and to inform decisions as larger scale programmes are rolled out in the future. The programme is co-funded by the Department of Further and Higher Education, Research, Innovation and Science and the Department of the Environment, Climate and Communications under Project Ireland 2040, and administered through the Sustainable Energy Authority of Ireland (SEAI) and Higher Education Authority (HEA).

[DCU](#), [UCC](#), and [UL](#) all ranked within the global top 25 most **sustainable universities** in 2022. The [UI GreenMetric World University Rankings](#) look at the following areas: Setting and Infrastructure; Energy and Climate Change; Waste; Water; Transportation; and **Education**. Participating universities provide data on a number of criteria that can give a picture of their commitment to the greening of their campus and putting in place environmentally friendly policies that support sustainability. This year, some 1,050 universities from 80 countries participated in the rankings.



29. Community-based Participatory Research at University College Cork

Since 2016, UCC has delivered a community-based participatory research (CBPR) 5-credit module for PhD students as part of their skills training. The module was designed by Dr Catherine O'Mahony, Dr Kenneth Burns and Dr Ruth Hally to ensure early career researchers were provided with the opportunity to develop participatory research skills and to gain a greater appreciation for the role of higher education in society. Since the module's inception, there have been several community partners in areas such as climate change, health equality, and positive aging. PhD students enroll from all areas of the university and international students are strongly encouraged to join, helping to create a rich, diverse learning environment. The CBPR process establishes an environment for mutual exchange where each party is furthering their knowledge and challenging preconceptions. Trust building exercises and methods such as PhotoVoice, Community Mapping, and Appreciative Inquiry are used to build narratives and generate data among the unique group of researchers. Often, the UCC-Community collaboration provides much needed time and space to reflect on the organisation's achievements, values, direction etc. and from this point, a research focus emerges.

Community-engaged learning and research is becoming more relevant in Higher Education, and is seen to be an exemplar practice in support of Education for Sustainable Development. Students and communities work together to co-create responses to broader societal challenges.

The 2023 community partner is The Cork Life Centre - a voluntary organisation which provides educational offerings (and so much more) for early school leavers.

Visit the [UCC Civic Engagement Toolkit](#) for resources or contact ruth.hally@ucc.ie.



30. New Foundations Projects – Irish Research Council

The IRC have announced funding for 67 New Foundations 2022 projects via a web statement on their website. The projects will reach communities across the country and beyond, focusing on diverse societal challenges and Government Policy issues.

Five awards are co-funded by the Department of Education and the Department of Foreign Affairs/ Irish Aid to support implementation of ESD to 2030 and the Global Citizenship Education Strategy.

Read the web statement: [Researchers, community organisations and Government bodies to collaborate on 67 New Foundations projects | News | Irish Research Council](#)

@IrishResearch

#LoveIrishResearch.



31. Heritage Council – Launch of New Strategic Plan

In February 2023, The Heritage Council of Ireland launched *Our Place in Time*, its new five-year Strategic Plan.

It addresses some of the things one might typically associate with The Heritage Council such as the conservation of historical buildings and artefacts, and further supports for community groups promoting preservation of heritage at local level. There is also, though, a significant focus in this strategy on education and engagement.

Teachers and pupils at primary level might already be aware of The Heritage Council's [Heritage in Schools](#) Scheme. It consists of a panel of heritage specialists who visit primary schools to help children and their teachers learn about and appreciate their local heritage. The scheme supports the stated aims and objectives of the Social, Scientific and Environmental Education (SESE) curriculum and provides an additional educational tool and resource for teachers.

At the moment, this scheme is only available at primary level but over the next five years, will be expanded to include post-primary education.

Alongside this development, The Heritage Council will develop a Heritage in Education Policy in collaboration with the Department of Education and the teaching professions with the aim of cementing the role of heritage in the education system.

This strategy comes at a time of great threat not only to heritage, but to the planet. Recognising this, a key cross-cutting priority will be actions in climate change and heritage. The Heritage Council will provide leadership in this area through research and policy advice, training and education, supporting efforts to tackle biodiversity loss and the provision of grant assistance. These actions will be key to inform and assist heritage custodians to face the challenges of climate change in the sector and will build on the programmes of work already delivered by the Heritage Council.

Read the new Strategic Plan at: [Heritage Council's new Strategic Plan 2023-2028 | The Heritage Council](#)



32. Goal 16 – update from CSO

The central Statistics Office (CSO) continue to report on progress towards achieving the 17 sustainable Development Goals.

Enclosed is the link to [UN SDG's Goal 16 Peace, Justice and Strong Institutions](#) now

published

Goal 16 was published in collaboration with our SDG colleagues in the Dept. of Justice.

All Goals in the series of the 17 UN SDGs (Goals 1 to 16 published) are available at [CSO SDG Data Hub](#)



33. Maria Edgeworth Centre, Longford

In the early 1800s, Edgeworthstown in County Longford was a place of pilgrimage for Educationalists and Scientists from all over Europe. These included William Wordsworth, Sir Walter Scott, Sir Humphry Davy, astronomers William and Caroline Herschel, Sir William Rowan Hamilton, and the Swiss philosopher Charles Pictet who translated 'Practical Education' into French.

Their interest in visiting Edgeworthstown was to learn from the pioneering work being carried out in the field of education by the Edgeworth Family.

This pioneering work was led by Richard Lovell Edgeworth and his daughter Maria. Their work to achieve a universal non-sectarian educational system of education for all the children of the nation had been going on for many years and culminated in the publication of their major work on education, titled, 'Practical Education'.

'Practical Education' was a radical educational treatise based on the principles of European philosophers. The Edgeworth's theory of education was based on the premise that a child's early experiences are formative and that the associations they form early in life are long lasting. They also encouraged hands-on learning and proposed experiments that children could perform and learn from, through fun.

'Practical Education' when published was radical for the time, and its publication was not encouraged by the establishment or the established churches. It went on to be translated into a number of European languages and was well received in educational circles. Its publication was soon followed by Richard Lovell Edgeworth's Education Bill of 1799. Unfortunately, this bill did not get through parliament, which was due to many factors including the dissolution of the Irish Parliament as a result of the Act of Union, and also

opposition from the established churches, who were not in favour of integration.

On the 5 May, the town will once again become a place of pilgrimage for educationalists, students of education, historians and those interested in exploring our rich cultural heritage. The Edgeworth Society will host an International Conference on Education with speakers from St. Andrew's Scotland, York University UK, Roma Tre University Italy, Harvard University USA, and from the Froebel Department of Maynooth University. Among other issues the conference will examine if Edgeworth's vision still has a message for us now, when school patronage and religious instruction is such a contested issue in the Ireland of today.

The legacy of the Edgeworth family can be explored by a visit to the Maria Edgeworth Centre & Museum in Edgeworthstown.

Further details can be found at www.mariaedgeworthcentre.com
info@mariaedgeworthcentre.com

Data Protection

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

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Approximate dates for the publication of the quarterly ezine for the remainder of 2023 are as below; reminders for contributions are issued to subscribers a fortnight in advance:

First week of March

Third week of May

Second week of September

Second week of December