



An Roinn Oideachais
Department of Education

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

Welcome to the December 2022 issue and 9th 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, 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 Clare and Cork – Calling all Educational Institutions!

Do you attend, work for or collaborate with an educational establishment or institution in **County Clare or Cork** that is taking action for sustainable development? Would you like

to win funding for ESD work for your institution/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 €500 if we publish your piece!

Have your say!

We would love to hear what you think of the ESD Newsletter. Please, take the time to complete this short survey, available at this link: [ESD newsletter survey \(education.gov.ie\)](#). Leave your contact details to be included in a draw for a prize.

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1. ESD to 2030 Updates

ESD to 2030 – funding call update

We were delighted to be able to provide funding to schools and organisations for projects supporting implementation of ESD to 2030.

Given the level of demand, we were able to secure some additional funding so the total allocation was: €214,220. All applicants have been notified and funding is being distributed.

The list of grantees is available on the [website](#)

ESD to 2030 – Forum 2022 update

The Seventh National ESD Forum was held on 2 December in the Printworks Centre at Dublin Castle and was attended by approximately 230 delegates from a wide variety of organisations.

Minister Foley, Minister O’Gorman and Minister Harris welcomed attendees via video before the forum opened with an overview of ESD to 2030, followed by a presentation from Dr. Paul Walsh (UN SDSN Vice-President Education and Director of the SDG Academy) on the recent Transforming Education Summit.

After coffee, delegates were invited to take part in roundtable discussions on a number of topics, including capacity building of educators, ESD in governance and leadership structures, and empowering and mobilising youth and local community engagement.

The forum then concluded with a panel discussion on policy coherence and ESD.

Thanks to all who attended and to all the speakers and chairs for an interesting

and insightful event.

Presentations are available on the [website](#)



2. Cineáltas: Action Plan on Bullying is launched

On 1 December 2022, Minister for Education, Norma Foley T.D., launched Cineáltas: Action Plan on Bullying. The Action Plan, which builds on its 2013 predecessor, was developed by the Department of Education in collaboration with a dedicated Steering Group led by Dr Noel Purdy of Stranmillis University College.

The Plan is dedicated to the prevention and addressing of bullying, cyber bullying, racism, gender identity bullying or sexual harassment, among areas, in school settings. The Plan is rooted in four key principles: prevention, support, oversight and community.

An extensive consultation process informed the Action Plan, including a consultation with children and young people themselves, ensuring the student is at the heart of all actions.

Some of the key actions 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 the knowledge and skills to effectively prevent and address bullying
- 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

A copy of the Action Plan can be accessed here: gov.ie/actionplanonbullying



An Roinn Oideachais
Department of Education



**An Roinn Comhshaoil,
Aeráide agus Cumarsáide**
Department of the Environment,
Climate and Communications



3. Energy Pathfinder Programme - Update

The Department of Education and the Department of Environment, Climate and Communications established in 2017 a jointly funded energy pathfinder programme administered by the Sustainable Energy Authority of Ireland (SEAI) and the Planning and Building Unit in the Department of Education in partnership with devolved delivery support from Limerick Clare ETB. The budget for the pathfinder programme of works from 2017 to 2024 is in the region of €110m.

This pathfinder is a great example of collaboration ensuring the deployment of new design approaches and technologies are introduced to the educational environment on an evidence based approach. The longer-term outcome of the pathfinder will be to create an accurate and scalable model for energy efficient and decarbonisation upgrades of schools across Ireland.

To date the pathfinder programme has upgraded 48 schools across Ireland with work on an additional 19 schools currently at various stages of progress to a Building Energy

Rating (BER) of B with renewable heating systems. Each school undergoes a comprehensive assessment to ensure that the measures are suitable for that school and will deliver value to both the school and learnings for the national retrofit programme.

The general approach to school selection includes schools meeting Energy Monitoring and Reporting requirements and demonstrating a strong and holistic commitment to energy management practices through participation in the Energy in Education Programme along with seeking to enable various cross sections of school types, sizes, energy consumption profiles and different elements of construction type and heritage/ conservation requirements where specific learnings are being targeted. The pathfinder programme is thus delivered on broad assessment in line with the above considerations and not on an application basis.



4. STE(A)M

STE(A)M in Junior Cycle is an initiative which sees Junior Cycle for Teachers (JCT) partner with external CPD agencies to provide elective professional development experiences for post-primary teachers. The initiative specifically aims to support teachers in exploring societal issues with their students, including sustainable development, while focusing on solution-based engagements. Some relevant themes explored in recent years included Biodiversity, Climate Resilience, Energy Creation & Conservation, Urbanisation, Population Growth and Innovation in Research & Technology.

Partners secured for our 2022/2023 series of workshops include **ADAPT**, an SFI Research Centre for Artificial Intelligence-Driven Digital Content Technology; **AMBER**, an SFI centre for Advanced Materials for Bioengineering Research; **Amgen Biotech Experience**; **APC**

Microbiome, an SFI Research Centre focused on the microbiome; **The British and Irish Association of Zoos and Aquaria (BIAZA)**; **Confirm**, an SFI Research Centre for SMART manufacturing; **CÚRAM**, an SFI Research Centre for Biomedical Devices; **Geological Survey Ireland**; **iCRAG**, an SFI Research Centre in Applied Geosciences; **The Sustainable Energy Authority of Ireland (SEAI)**; **The Rediscovery Centre** and **World Wise Global Schools**.

These elective professional development experiences support teachers to collaborate across subjects and to explore the potential of Junior Cycle subject and short course specifications to enable learners to investigate issues, to be creative and innovative in solving problems and to apply their learning to new and challenging situations.

STE(A)M in Junior Cycle is now in its sixth year. Resources from our previous elective events are available from the [CPD Workshops](#) section of the [STE\(A\)M in Junior Cycle website](#). Teachers will find classroom resources and support materials which might be useful when integrating ESD into the curriculum.

Our forthcoming online series of professional learning workshops will explore the concept of creativity in STE(A)M and will take place across February and March in 2023. To keep up to date with this exciting initiative and to avail of early bird registration opportunities for the online workshop series teachers can add their details to the [STE\(A\)M in Junior Cycle mailing list](#).



5. Using Technology to Teach about Climate

How can primary schools use digital technology to teach about climate and sustainability? PDST Technology in Education recently had the opportunity to capture some examples in these short video clips.

Talbot Senior National School describe how they used digital technology to support a climate change project in this short video:

[Creating Multimedia Climate Change Projects.](#)

St Augustine's National School Clontuskert described how they use digital technology to participate in the [Climate Action Project](#) in this video:

[Engaging in a Global Climate Change Project with Multimedia](#)



6. Our Urban Orchard – by Coláiste Chú Chulainn, Dundalk

“Our 3rd Year students have finished planting an Urban Orchard in the school campus. The idea came from the CSPE class - students wanted to raise awareness of environmental sustainability.

They had a bake sale and raised funds.

They bought in 25 fruit trees - cherry, pear, plum, apple.

Our school is a new build in a town centre location. Marshes Avenue runs along our boundary - it is a new road that runs between schools playing field and a local shopping centre. There is a lot of passing traffic.

The students had to dig the 25 holes themselves and transport the compost from the school field. Trees were planted on the 16 September 2022. There were blisters! There was sweat! But there was accomplishment!

The trees are now planted.

They are visible from the road - increasing public awareness.

The trees will support our carbon absorption and off set our carbon footprint.

The trees will supply fruit for generations to come and we plan on enjoying locally produced food.

Our next phase is to instal an information sign letting the passing public know about the trees, the fruit, and the drive for food security and environmental sustainability.”

Editor’s Note: *Coláiste Chú Chulainn were awarded €4,000 from the 2022 ESD to 2030 funding to further develop their Urban Orchard, big congratulations to all involved.*



7. Dublin’s First Bike Library

Dublin’s first bike library has opened in Harold’s Cross, as part of a pilot project in the local Educator Together.

The project, run by Professor Francesco Pill, University College Dublin in partnership with Bleeper, seeks to provide parents with a chance to test and trial a range of eBikes, eCargo bikes, folding bikes and other transport options for their families. This will allow families to see the benefits of eMobility without the upfront costs of purchasing their own eBike immediately and increase uptake.

The pilot is integrated with an extensive series of educational and engagement activities for children and parents taking part in the project including: assisting with setting up of cycle buses, adult cycling lessons for parents and “Cycle Right” training.

The experience from the pilot will be summarised in a playbook, focussing on new governance models, business models, and practical recommendations for new bike libraries.

The pilots will also be assessed from a quantitative and qualitative perspective and policy recommendations will be prepared based on the findings. There will be a focus on facilitating the replication at city level and national levels. This will contribute to the objectives of the Climate-Neutral and Smart Cities Mission, by accelerating the transition towards climate neutrality in cities via the promotion of zero-emission, shared, active, and human-centred mobility.

There will also be survey carried out to further understand barriers and drivers for the long term shift to an eBike or eCargo bike for families.

It is hoped the pilot project will expand to other schools in the near future. The following infographic outlines more information on bike libraries and their benefits:



CARLOW
COUNTY COUNCIL
 COMHAIRLE CHONTAE CHEATHARLACH

8. ESD Around the Country – Carlow County Council

“Inspiring” was the feedback from girls in Carlow, following visits to primary schools across the county by female role models from SETU Carlow, Teagasc, MSD Ireland and Carlow County Council.

The visits, led by Carlow County Council as Sustainable Development Goal Champions, took place as part of Ireland’s first Sustainable Development Goal Week, to promote SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 9 (Industry, Infrastructure & Innovation - encouraging girls to follow careers in STEM Research & Development).

Aerospace Engineers, Biotechnologists, Crop Scientists, Artificial Intelligence Researchers, Physicists, and Environmental Technicians were among the many women working in STEM careers who came together to inspire a younger generation of Carlow girls to follow in their footsteps.

The message was simple – we did it right here in Carlow, and you can too.

Speaking about the initiative, Carlow TD, Jennifer Murnane O'Connor, said *“to achieve a sustainable future, the world needs Carlow girls to follow careers in STEM, to apply for senior positions where they will be the decision makers, and to put themselves forward for election, whether it’s class rep today, or political rep tomorrow, so that they can be the voice for those who don’t have one, both here in Carlow and further afield”*.

Chief Executive of Carlow County Council, Kathleen Holohan, added *‘girls who choose to follow a career in STEM can do so right here in County Carlow, both in the public and private sector, and this initiative showcases some of the many Carlow-based women who have already shown the way.’*

Separately, Carlow County Council also organised a video message to all Carlow schools (both primary and secondary) from Deirdre Heckler, Mayor of Breuberg in Germany, who is originally from Carlow:

In September 2022, Carlow County Council invited Deirdre Heckler, Mayor of Breuberg in Germany, who is originally from Co. Carlow, to share a video message to all primary and secondary schools in Carlow.

Her message was in two parts, with the first part around the broader Sustainable Development Goals. In every choice we make, personally and professionally, from what we eat (sustainable food production and reducing food waste), wear (tackling fast fashion), say and do (leading by example), we have an opportunity to contribute to sustainability – every Carlow student will have experience through Green Schools and similar initiatives as part of their curriculum on how to be sustainable, but it is critical to enact those lessons at home, and in our post-school careers.

Secondly, focussing on SDG 5 (Gender Equality), female representation in all aspects of public life, including political life, is a key target. Carlow may be a small place, but Carlow girls can make a big impact well beyond the county bounds, as evidenced by Deirdre’s

own journey from Carlow schoolgirl to German Mayor.

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



9. COP 27 summary by Lilian Gleave

Lilian Gleave, a 5th year student and chairperson of the Green Schools committee at Kinsale Community School prepared a summary of COP 27 for her fellow students.

The summary concluded that: “while acknowledging this COP’s flaws, as we stand today faced with a growing energy crisis, record greenhouse gas concentrations, and increasing extreme weather events, it is clear to see how important COP27 seeking renewed

solidarity between countries, to deliver on the landmark Paris Agreement is for people and the planet.”

Lilian was also the winner of the inaugural ESD prize at the BT Young Scientist Exhibition last year.

10. 3 Simple Actions



11. Earth Charter Principles as Gaeilge by Dr. Cathy Fitzgerald

“Haumea Ecoversity.ie – providing transformative learning for creative and cultural professionals, is delighted to share Irish translations of the peoples’ *Earth Charter* (2000), and children’s *Little Earth Charter*.”

The vision of the peoples’ Earth Charter has evolved over several decades from the first UN Earth Summit in Rio (1992). Its four Pillars of principles guide peoples’ consciences to I) *Respect and Care for the Community of Life*, act for II) *Ecological Integrity*, III) *Social and Economic Justice*, and IV) *Democracy, Non-Violence and Peace*. The Earth Charter is thus an unsurpassed moral compass to guide all Earth’s citizens in understanding to promote

and act for personal, collective, planetary and intergenerational wellbeing.

Still little known in Ireland, the Earth Charter is twice endorsed by UNESCO. Leading ESD educators at Earth Charter International, which has hosted the UNESCO Chair for ESD for the last 10 years, recommends the peoples' Earth Charter to guide formal and lifelong education, and to inform educational institutions, local and national governments, of key principles needed to accelerate essential systems literacy /ecoliteracy for all Earth's citizens¹. The Earth Charter, therefore, helps coordinate and inspire integrated ethical thinking and actions for profound system change.

Following its development of ESD Earth Charter courses in 2021, Haumea Ecoversity Director and accredited Earth Charter educator, Dr Cathy Fitzgerald commissioned Carlow-born artist and Gaeilgeoir Phoebe Cope to translate the adult and children's versions of the Earth Charter, which have been verified by Transferendum.eu. The translations will shortly be available to download from the international Earth Charter.org website. The inclusive and accessible language and ideas of the Little Earth Charter have already inspired several art teachers in Ireland to use it in the classroom as it includes pledges, activities and a song, now all in Irish. More information can be found at <https://HaumeaEcoversity.ie/EarthCharter>. ”

¹ *Earth Charter, Education and the Sustainable Development Goal, 4.7 - research, experiences and reflections*.Eds. (2020) Dr Mirian Vilela and Dr Alicia Jiminez, UN University of Peace, Cost Rica. “Radical Sustainability Lab” at ATU



Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

12. “Radical Sustainability Lab” at ATU

The ATU Galway-Mayo Centre for Sustainability recently launched the ‘Radical Sustainability Lab’, which is funded by the National Forum for the Enhancement of

Teaching and Learning in Higher Education through their 2022 SATLE initiative. The project will explore and experiment with creative teaching and learning approaches to embedding sustainability across the curriculum. Some projects include Design Sprints for a Circular Economy; Design Thinking for Sustainability; Outdoor Journeys; Dissertations for Good; 'Reduce your Energy Use' Living Lab; and the Sustainability Playbook, which is exploring the use of traditional gamification approaches.

The 'Radical Sustainability Lab' aims to cultivate and nurture an authentic and creative education for sustainability community of practice; empower students to take an active part in embedding education for sustainability and the SDGs across the curriculum; provide opportunities for collaboration across disciplines; encourage active citizenship both within and outside the university; increase sustainability literacy amongst students and staff; contribute to the development of Sustainability Literacy to Leadership learning pathways for staff and students.

The ATU Galway-Mayo Centre for Sustainability is also delighted to announce that the Level 9 10-credit module entitled 'Education for Sustainability' will run again commencing in February 2023.

For further information on any of the above, please contact sustainability.galwaymayo@atu.ie



13. CSO Report on SDG 15: Life on Land

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

CSO have now published their report on SDG 15: Life on Land.

You can read the report

here: <https://irelandsdg.geohive.ie/pages/2d9c1db02f1a4e70ad30500194bd802c>



rewrite

14. Rewrite – Climate Education Programme for Post-Primary

Now in its third year, Rewrite Climate Education Programme is meeting young people's demand for climate education. Designed for post-primary schools, it fits well within Transition Year and can also be incorporated into CSPE, Geography and Science.

70% of the youth surveyed by UNESCO in 166 countries say that they cannot explain climate change, or can only explain its broad principles. Rewrite is a popular and easily implemented programme that can address this.

Realistic yet hopeful, Rewrite is a blended-learning programme that tells the story of climate change, with an emphasis on the solutions, innovations and the opportunities for students within this space. Through the programme, students are empowered to be part of a brighter future.

Combining video, animation and quizzes, it's an interactive and fun experience. The programme includes self-directed online lessons (6 or 12 hours) and complementary offline assignments which enrich the learning experience. See [brochure](#) for details.

Testimonials:

"The students are absolutely loving the programme, the interactivity, the presentation and the quizzes. The assignments provide for ideal material for their TY portfolios." Kenneth Kennedy, Salerno Secondary School, Galway

"Our students are getting on brilliantly. They really enjoy the interactivity, the positive tone and the variety of content." Margaret Murphy, Presentation Secondary School, Thurles

"My classes are really enjoying the Rewrite climate training! The video, audio, quizzes and articles etc. make it really interactive." Mary Twomey, Cross and Passion College, Kilcullen

"Our students found the course content interesting and eye-opening. The structure really did lend itself well to student led learning which added to their sense of achievement. The Rewrite course has been a real success." Enda Campbell, St Colman's College

Try a free lesson with your students

Visit our [website](#) and request a free lesson for your class.

**15. Calling all Educators involved in Citizen Science**

ISEED – Inclusive Science and European Democracies - is an EU H2020 project that explores how deliberative and participatory democracies may be fostered in Europe. Fundamental to ISEED is a deep understanding of the perceptions, practices, and expectations of Citizen Scientists regarding the data that they collect. ISEED is running a survey seeking to capture the experiences of Citizen Scientists regarding data. Educators and others with practical experience in Citizen Science are cordially invited to participate.

This survey will take approximately 15 minutes to complete and can be found here: <https://forms.gle/F9JD5TdKRuMwBzfVA>

For more details about the ISEED project, please see <https://iseedeurope.eu/>

Additional details concerning this survey may be found here - <https://iseedeurope.eu/happening/>

For further information, please contact:

Michael O'Grady, University College Dublin michael.j.ograde@ucd.ie

This project has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement No. 960366.

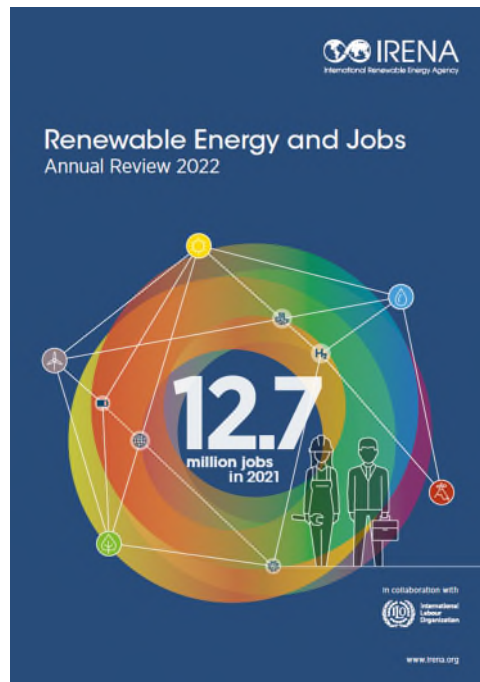


16. UN Survey on Children's Rights and the Environment

From 15 November 2022 – 15 February 2023, the UN Committee on the Rights of the Child is inviting young people ages 17 and under to participate in a consultation to share their views on the draft of [General Comment No. 26](#) – official UN guidance on what governments must do to protect children's rights impacted by the environmental crisis.

Please help disseminate this call to children and young people to gather their views on "Children's Rights and the Environment with a Special Focus on Climate Change."

Please help spread the word and mobilise children and youth on this consultation.



17. Renewable Energy and Jobs: Annual Review 2022 (ILO)

Worldwide employment in renewable energy reached 12.7 million last year, a jump of 700,000 new jobs in one year, despite the lingering effects of COVID-19 and the growing energy crisis, according to a new report.

It identifies domestic market size as a major factor influencing employment generation in renewables, along with labour and other costs. Solar energy was found to be the fastest-growing sector. In 2021 it provided 4.3 million jobs, more than a third of the current global workforce in renewable energy. The new report was published by the International Renewable Energy Agency (IRENA) in collaboration with the International Labour Organization (ILO), during the Global Clean Energy Action Forum in Pittsburgh, USA.

Read the report here: https://www.ilo.org/global/publications/books/WCMS_856649/lang--en/index.htm



18. National Youth Assembly on Climate - Report

The National Youth Assembly of Ireland acts as a consultative forum for children and young people between the ages of 12 and 24 on issues that are important to them. It provides a systematic means of capturing the voices of young people in Ireland and feeding this directly into the development of government policy.

The Assembly meets up to four times a year on different issues including an annual meeting as the Youth Assembly on Climate. The Youth Assembly on Climate acts as a vehicle for dialogue and will develop recommendations from young people for inclusion in the government's Climate Action Plan. The first Youth Assembly on Climate took place online on 2 March 2022.

During 2022, the National Youth Assembly of Ireland has convened a further two times. The Rural Youth Assembly met in July and the Youth Assembly on Artificial Intelligence met in October.

Under Article 12 of the United Nations Convention on the Rights of the Child, Ireland is committed to giving children and young people a say in decision-making and a voice in decisions that affect their lives. The continued participation of young people in youth assemblies such as the Youth Assembly on Climate ensures that we can include the voice of children and young people in the development of both local and national services and policies.

The Report of the National Youth Assembly on Climate provides a detailed record of the Assembly discussions, captures the views of young people from across Ireland and reflects the concerns of young people in relation to climate issues.

The key recommendations from the Youth Assembly relate to the areas of transport, just transition, agriculture, circular economy and communication. Young delegates from the Assembly have requested the government to encourage more cycling, to improve public transport, to make sustainable transport affordable, to support farmers, and to ensure that food and clothes products are eco-labelled.

The report presents the National Youth Assembly on Climate's recommendations for consideration to include in Ireland's Climate Action Plan 2023.

Read the report here: <https://www.gov.ie/pdf/240077/?page=null>



19. Our World Irish Aid Awards 2022-23

Our exciting programme for primary school pupils from 3rd – 6th class in both the Republic of Ireland and Northern Ireland is back!

Get ready to learn how to make the world a better place by learning all about the work of Irish Aid and the 17 Sustainable Development Goals set out by the United Nations. This year our theme of 'Equality for All' aims to educate our younger generation about the importance of equality around the world.

With our online, editable [lesson plans](#) and [pupil's magazine](#) in both English and Irish, there are lots of ready-made, fun activities to use in the classroom. Be sure to add these to your planning for Term 2 as the materials link in with Geography, Science, History, Visual Art and also with English Language 1 and Gaeilge Teanga 1!

To enter the Awards, send us a piece of creative work to be in with a chance to feature in our online interactive magazine – the Global Goal Getters. Your creative project can be

submitted by one pupil, groups of pupils, a whole class or even the entire school! You can use any format you like, check out our issues from [2021 and 2022 for inspiration](#).

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

Closing Date is 31 March 2023.

Find out more: <https://www.ourworldirishaidawards.ie/taking-part/>

To be the first to hear when our lesson plans and pupil's magazine launch, sign up to our mailing list by clicking [here](#).



20. Global Village – Global Citizenship in Primary Schools

Global Village is the new strategic partnership for Global Citizenship Education (GCE) in

primary schools in Ireland, between Irish Aid at the Department of Foreign Affairs, and a consortium of Trócaire, Dublin City University (DCU), the Irish National Teachers' Organisation (INTO) and the Irish Primary Principals' Network (IPPN). The goal of Global Village is for primary school pupils to be supported to become active global citizens committed to building a fairer and more sustainable world. Global Village aims to do this by increasing the reach, quality, accessibility, and effectiveness of Global Citizenship Education in primary schools in Ireland. The Global Village pilot programme, running until July 2023, is focusing on the following activities:

1. Research – mapping GCE activity in primary education and identifying gaps, particularly with regard to inclusivity, accessibility and voices from the Global South.
2. Networking – engaging and promoting GCE with stakeholders from the GCE and primary school education sectors.
3. Professional Support – providing high-quality Continuous Professional Development (CPD) opportunities for primary school teachers and leaders, through a series of online CPD sessions offered nationally, a tailored pilot support programme for 16 schools, and the development of a website dedicated to GCE information and learning opportunities.
4. Measuring learning – developing, piloting, and promoting a framework and set of tools to measure GCE learning in the primary school setting.

The Global Village pilot programme emphasises research, learning and adaptation with regard to opportunities, challenges and support required for GCE to be embedded in the primary school setting. Some of the opportunities to integrate GCE into the primary school setting being explored by the 16 pilot schools include:

- Whole-school activities - embedding GCE into the ethos and day to day running of the school
- Policy – analysing and adapting school policies from a diversity and inclusion perspective.
- Staff training – engaging in topic-specific training with non-governmental organisations (NGOs).
- Curriculum links – incorporating global thematic planning across the curriculum.
- Resources – auditing the teaching and learning resources used in the school using a GCE lens.

To find out more about the programme, please contact info@globalvillageschools.ie

21. BioBeo Kick Off Meeting

The €2 million Horizon Europe Project BioBeo Kick-Off Meeting was held in University College Dublin and Maynooth University from 16th – 18th November 2022. Coordinated by Associate Professor Tom Curran, UCD, *BioBeo* will be delivered by 15 partners across 10 countries, including Maynooth University and An Taisce in Ireland.

The overall aim of *BioBeo* is to develop and deploy an education programme that will enhance understanding and engagement across society regarding ‘circularity’ and the bioeconomy. Children, parents and communities. This work will centre around five bio economy themes – interconnectedness, outdoor learning, forestry, life below water, and the food loop.

The European Commissioner for Financial Stability, Financial Services and the Capital Markets Union Mairéad McGuinness launched the Kick Off Meeting and highlighted the importance of the project which will enable young people, their families and their communities to “be the future drivers of a bio-better Europe.” Leading the education development work, Dr Máire Nic An Bhaired, Froebel Department of Primary and Early Childhood Education, Maynooth University, said: *“A key focus is on embedding the UN Sustainable Development Goals (SDGs) into primary and secondary education programmes across Europe, leading to an enhanced society-wide understanding of a sustainable future for the next generation. This is a great opportunity for Maynooth University to play a key European leadership role in this rapidly developing area of education.”*

The ESD comic for children aged 8 + *Finding Beo* which is also available in Irish as *Tóraíocht Bheo* written by Laoise Ní Chléirigh (Maynooth University), Máire Nic an Bhaired (Maynooth University) and Tom Curran (UCD) funded by UCD Institute of Food and Health was also launched and can be downloaded from UCD research repository at the following links:

<https://researchrepository.ucd.ie/handle/10197/13251>

<https://researchrepository.ucd.ie/handle/10197/13252>

Instagram: @biobeo_eu

Twitter: @BioBeo_EU



22. Moving beyond a 'birds eye view': Teaching materials from Ireland during the first 4 years of the SDGs – Development Education.ie

When the history is written on the Sustainable Development Goals (SDGs) upon their conclusion in 2030, the first trimester years from 2015 – 20 could potentially be seen as some of the more turbulent and challenging years in the march toward a low carbon, more sustainable world.

In the continuously changing landscape of education and international development, there is a need to support evidence-based resource production that builds on practitioner skills and knowledge, invest in innovation and collaboration, widen opportunities throughout the resource lifecycle (from piloting to impact) and foster a balance of education, development issues and realities that critically engage with Agenda 2030, human rights-based approaches and beyond.

Launched in September 2022, the [third 'audit' of resources produced from Ireland](#) on global issues for educational use is the largest in its scope and size to date. **For writers, educators, funders and DIY education materials alike, this study is part of the ongoing research agenda to monitor, evaluate and take stock of development education (DE) / global citizenship education (GCE) learning resources produced in Ireland.**

Access [Education, Action, Solidarity, NOW! An Audit of Development Education and Global Citizenship Education Resources in Ireland 2017-2020](#) by [developmenteducation.ie](#)

The Modern Slavery series

Slavery in the world today is seen as a criminal justice and security issue that mainly involves individuals in the global South, decoupled from structural and wider societal issues it is connected to. Does tackling modern slavery even come close to engaging with historical slavery and its legacies?

The [Modern Slavery series](#) is a three-part series, including [an introduction](#) by Dr Chris O'Connell to the series and [case studies from groups fighting back](#) such as the Brazilian anti-slavery system, the Guaraní in Bolivia and the Coalition of Immokalee Workers in Florida, in the US. [In part three](#), **Caitríona Ní Cassaithe and Ben Mallon introduce a teacher's guide and methods for exploring modern slavery today and addressing complex issues such as inequality, power and exploitation.**

World Food Day education materials

Brought to you as part of the [World Food Day 2022 series](#) – an editorial partnership with Scoilnet, Concern Worldwide, Self Help Africa and developmenteducation.ie, this series includes new features and interactives for teaching and learning based on key drivers of world hunger today.

- Explore [3 'slider maps'](#) which invites readers to explore relationships in our food system and what can drive or deny access to healthy nutritious food based on the activities, roles and impact of countries in the world today.
- From explainers to animations and short docs, [explore 16 videos](#) in our World Food Day 2022 playlist.
- Test your knowledge in the interactive [World Hunger Quiz](#) hosted by Scoilnet

Qatar and the World Cup – The beautiful game, gone ugly

[Explore 3 key 'sportswashing' issues](#) the Qatar World Cup hosts don't want you to know about. A list, by **Kai Evans**.



23. Yellow Flag Award – St Conleth’s Community School, Newbridge

In November of this academic year, we at St. Conleth’s Community College in Newbridge were awarded a Yellow Flag after successfully completing the ‘Yellow Flag Programme’. This is a practical programme which strives to educate all members of the school community with regards to the cultural and ethnical differences in our very community. St. Conleth’s Community College has made a conscious effort, and continues to do so, to tackle racism by creating a more inclusive school environment in which every person is enabled to grow and prosper. The Yellow Flag Programme provides the school community with a comprehensive framework in which a school can operate within. The programme promotes ‘Eight Steps’ to enable a school to achieve their yellow flag status. These include the establishment of a Diversity Committee which brings students, teachers, parents and other agencies together to discuss important issues surrounding diversity and inclusion. Other steps include a school wide survey giving all members of the school community a chance to voice their opinions on the issues, training for all staff members and a focus on developing inclusive classroom practises and to actively promote inclusion within the school.

St. Conleth’s CC applied for the Yellow Flag Programme during the academic year 2018-19, the arrival of covid-19 pandemic lengthened the programme from the intended two years to three. With the support of County Kildare Leadership Partnership (CKLP), we applied and were accepted into the programme. As part of our Wellbeing Policy, Cultural Activities classes were introduced and offered to all Junior Cycle students. These classes taught and continue to explore with students the number of cultures within our school whilst also enabling the students themselves to educate their peers on their own heritages. The school also created a culture club where students could show and watch films from a variety of cultures.

An annual Culture Day is held in St. Conleth’s CC where students can showcase their

traditional clothing, music, dance, food and games in an inclusive, encouraging and safe space. This has been a huge success for the school as students feel appreciated and heard, an experience which they themselves feel is lacking in today's wider society. Our Yellow Flag activities are also designed to reach out beyond the school building. The school hosted cultural fashion shows which incorporate members of the public and was showcased in the local press. The school community also gathered to create a cookbook of traditional recipes from the different cultures represented in the school. A school representative has been interviewed on KFM, a local radio station, to celebrate the diversity in the school and the work being done by members of the diversity committee. The school also engaged with Kildare Integration Network and County Kildare Leader Partnership during their work on the 2020- 2026 County Kildare Integration Strategy. In St. Conleth's CC, we, in celebrating the culture and ethnicities in our school, listen to our students. In a specifically created focus group, students spoke candidly to several people about their experiences of racism. They also expressed realistic and student-led solutions for agencies within the school to explore and implement.

The Diversity Committee worked to create a promotional video regarding the Yellow Flag Programme for the launch of the 2020- 2026 County Kildare Integration Strategy attended by the Minister for Children, Equality, Disability, Integration and Youth Roderic O' Gorman T.D. This video highlighted and promoted the work being done by the school.

The benefits of engaging with and incorporating the programme have been immense. We have broken down walls and created a safe space where previously difficult conversations can be held in an open, honest and inclusive environment. In St. Conleth's CC we do not shy away from our challenges we are continuously striving to enable every student to feel valued. Heritage, traditions, culture, religion or gender is not something to be ashamed of, it is to be celebrated. Upon accepting the flag on behalf of our school, Diversity Committee member Kimberley Soupa explained: 'No matter who you are, or where you come from, we should all be appreciated in school. This can make someone's everyday school like that little bit easier.' This is something that our school community strives to achieve.

In the New Year, the school will host a day of celebrations where the yellow flag will officially be raised and unveiled. The Yellow Flag will hang proudly in front of our school to highlight to the world that St. Conleth's Community College is a school which celebrates diversity and promotes inclusion.

The Yellow Flag Programme which is the only one of its kind in Ireland, provides schools with the tools to shape learning environments through an eight step series of practical actions, which ensures prejudice and discrimination cannot flourish. The programme was developed to encourage students, staff, management, parents and wider groups to reflect on attitudes and develop policies and practices to influence and build positive, inclusive daily school life.

Find out more about the Yellow Flag Programme on Scoilnet: [Cultural & Linguistic Supports - Scoilnet](#)

Editor's Note: *St. Conleth's Community College win a €500 one-for-all voucher towards ESD projects for their input.*



24. Our Outdoor Classroom at Kinsale Community School

"The glasshouse is busy at the moment. It is our dedicated outdoor classroom. Our aim is to immerse our Transition Year Agricultural students in sustainable practices and allow the sustainable development goals to be realised implicitly as opposed to explicitly through a number of learning outcomes and experiential learning.

Here is a flavour of some of the projects in this space over the course of their module. Group 1 have grown radishes and fertilised them with a variety of different products from meat and bone meal to organic seaweed concentrate to dried eggshells. This project develops Science learning for them around hypothesis, and investigation that will support them at senior cycle for all Science subjects. As fertiliser prices skyrocket, it is important

for them to understand the benefits and properties of natural fertiliser and engage with SDG 15 (Life on Land).

Group 2 are growing chillies and learning about seasonal food availability and the challenges of growing food that is not native to Ireland. The chillies are temporarily residing in their classroom as through research they have discovered that they need a soil temperature above 21°C to germinate. This learning outcome develops their understanding of biodiversity and global food production, in line with SDGS 2 (Zero Hunger).

Group 3 are undertaking a soil to fork project and growing basil, coriander, garlic, and rosemary. Their task is to take the herbs from seed to food. They are making pesto and chilli oil and selling it, and developing their knowledge about SDG 12 (Responsible Consumption and Production)

The students were reluctant initially to get their hands dirty but have developed an interest and sense of ownership in their plants and a competitive spirit has developed among them in terms of their plants success and yield.

Students enjoy visiting the glasshouse regularly to repot, water, etc. It is a calm and enjoyable space where lots of shared learning occurs.”

Editor’s Note: *Kinsale Community School win a €500 one-for-all voucher towards ESD projects for their input.*



25. Sustainable Education in Tyndall College Carlow

“Sustainable Education is taught in many ways in our school. We have been working with Worldwise Global Schools since 2013 and this year we earned not only one award but two for our work on Sustainability and Global Citizenship Education. This year we were

awarded the **Special Passport Award** for exceptional engagement with GCE. This award was granted to 4 schools out of 500 participating schools. We also won the **Community Engagement Award** for our work on The Sustainable Development Goals project in our community, which was jointly awarded to 2 schools only. Worldwise Global Schools is funded by Irish Aid and the Department of Foreign Affairs.

The Global Goals Project

The Global Goals and their framework present a new way of thinking, for everyone in our community. We believe that we are all responsible for achieving the targets of each goal and we must all play a part in taking actions to make our world more just and sustainable.

We supported our students in their passion to ensure that people in our community were aware of these goals and looked a simple but effective method of communication.

Carlow Town has several major access routes. Our students identified the areas which would have the highest impact, in terms of cars, slower speed and pedestrian footfall. Our TY students designed a suite of road signs which clearly show the logo for each goal and a simple slogan explaining what the goal is about. We also added a "What are the Global Goals" sign to frame the message of the subsequent signage. Signs are circa 2ft x 3ft.

We contacted our local Environmental Awareness Officer in Carlow County Council, as our local Council were the first Council in Ireland to be appointed the SDG Champion role. Our local Council have funded the manufacturing of these signs and given permission through the temporary signage application process for the signs to be erected by our students.

Our hope was to primarily raise awareness of the goals in the Carlow community but also in the hope that other County Councils could adopt this simple approach.

GCE is taught in our school to all Transition Year students as a stand alone class. It is in fact also taught either directly or indirectly in at least 16 school subjects at both Junior and Senior Cycle. It looks at Human Rights and global injustice issues which continues in our un-equal world. We examine issues such as Poverty, Conflict, Child Labour, Climate Change, Direct Provision, Stereotypes, Racism, Inequality, Food Insecurity, Sustainability, Migration and Displacement, Fair Trade and Ethical Consumerism, to name but a few. We endeavour to highlight each Global Goal during every theme we cover, assisting students

in making links between their own lives and working together in partnership to achieve the Global Goals.

We have organised awareness raising campaigns on Fast Fashion, Plastic Pollution, Fair Trade, Climate Change and Biodiversity. We regularly work with NGOs such as Amnesty International, Eco Unesco, Afri, Concern Worldwide, LAOS and Trocaire.

TY & 5th Yr Spanish classes have worked with the Latin American Solidarity Campaign on injustice issues in Latin American such as Indigenous communities being displaced, deforestation and mining.

Green Schools Programme

We have earned 4 Green Schools flags and this year we are hoping to earn our Biodiversity flag. We have created a Biodiversity School Garden in the hope of raising awareness about Biodiversity but also in the hope of creating a space to improve our Biodiversity as we are a relatively new school in our town. We created the garden 2 years ago and have added to it over the years. We have adopted a cross curricular approach using the Wood-Work department to help us create Bird Feeders from recyclable materials, old coffee tins and also in the creation of Bird nesting boxes. The Art Department help out with our displays for Biodiversity and the Ag Science department are involved in planting and preparing the soil. The Science department assist by identifying and mapping the habitat plan. The SEN department also help us out with watering the flowers, trees and shrubs and by filling the bird feeders. Lessons on Biodiversity are shared with all JC CSPE classes and also to all Senior Cycle students during Tutor time. Our garden is very much a work in progress and we look forward to watching it flourish while at the same time, increasing our own Biodiversity on site.

CSPE CBAs

Students have been involved in a wide range of CBAS with a focus on Fast Fashion and Climate Change this year. Students complete a Citizenship Action Record and must reflect on their actions.

UpCycling Project/Junk Kouture

Transition Year Art students have been involved in an upcycling project using donations from students and staff to show the importance of reusing old household items. Junk Kouture is a national recycling fashion competition. It began in Tyndall College in 2018. It

was the school's first time ever entering the competition and we got through to the regional finals which were held in the Helix in Dublin. The dress was called 'Miss Choice' and represented the choice that the women of Ireland today, and also how much Ireland has changed in the last 100 years. It was made from Together for Yes leaflets, potato bags, paper and old material.

Our next outfit 'Tags to Stitches' was created from hundreds of receipts, which were manipulated in different ways. The girls who worked on this outfit learned origami to create the bodice of the dress. It represents how bruised our society is from the effects of consumerism and fast fashion on not only the people, but also the planet. This dress also got chosen to compete in the regional finals.

'Fake fantasy' was created entirely from plastic, CDs and an old umbrella. The wings were made from wire and turned the umbrella into a mushroom for their creation. Students put an enormous amount of time, thought and effort into their creations and we are all super proud of their achievements.

Themed Weeks

Our themed weeks throughout the academic year cover a lot of sustainability issues ranging from Global Citizenship Week, Green Schools Week, Fair Trade Fortnight, Well-Being week and Intercultural week, to name but a few. All of our themes have a strong focus on Goal no 4 Quality Education and also on Goal number 3 Good Health & Wellbeing. During GCE week, we focused on the ISSN Climate and Nature Summit as a whole school project where all classes had the opportunity to attend workshops.

STEAM Programme

This is the first time that Tyndall College has entered the First Lego League Ireland competition. It is a worldwide wide STEAM competition that is open to students from 1st year to 5th year.

Each year the tournament has a different theme. This year's theme is "SUPERPOWERED".

Tyndall College's project is a collaboration of student's ideas that harness the power of rainwater in housing estates in their local community. Students are using a resource that is plentiful in Ireland. The rainwater that passes down a drainpipe from the gutters is used to

power a small turbine that creates electricity for that estate.

Students designed a sustainable source of energy that can reduce the amount of electricity needed to supply a group of households.

ETBI Take One Programme.

This year we took part in the ETBI's Take One Programme where we ran an awareness campaign of the SDGs to highlight the importance of the goals and to also show how each and every one of us can help achieve their targets through positive actions we can take as individuals, in our schools and homes and also in our communities. We will continue to engage in this programme to further embed the Sustainable Development Goals in our school community."

Editor's Note: *Tyndall Community College win a €500 one-for-all voucher towards ESD projects for their input.*



26. UNESCO ESD Newsletter and Social Media Submissions

Do you want your organization to be featured in the UNESCO ESD Newsletter and social media channels?

As part of the ESD-Net 2030 activities to promote and implement ESD for 2030, UNESCO is aiming to gather and share practices for sustainable development through culture, arts, and communication. They are now inviting organisations to be featured in their ESD newsletter and social media channels.

Organisations can send a video (2 minutes maximum) and/or photos (5 photos maximum) along with a description of any activity that demonstrates how art and culture promotes ESD. A link can be sent via Google Drive, YouTube or WeTransfer to esd-net@unesco.org by the 23 December 2022.



27. National Forum Digital Badge on 'Introducing Education for Sustainability'

The National Forum for the Enhancement of Teaching and Learning in Higher Education have announced a fully online Open Course, [Education for Sustainability](#), which will run from February 2023.

The course, which lasts six weeks, is available free of charge to all staff currently working in Higher Education in the Republic of Ireland, subject to availability of places. All learners can then claim their digital badge in 'An Introduction to Education for Sustainability'.

The course, which is a direct response to the second National Strategy on Education for Sustainable Development, will explore the basic concepts and practical steps on how to embed sustainability across the curriculum. It has been developed in partnership with Atlantic Technological University, Dublin City University, University College Cork and Technological University Dublin.

For further information on the course, please visit: [Education for Sustainability – Open Courses](#)

Clár Éire Ildánach
Creative Ireland
Programme
2017—2022



28. New Creative Climate Action Fund launched by Government

Last month saw Minister for Tourism, Culture, Arts, Gaeltacht, Sport and Media, Catherine Martin, and Minister for the Environment, Climate, Communications and Transport, Eamon Ryan launch a €3 million fund to support imaginative creative projects that build awareness around climate change and empower citizens to make meaningful behavioural changes.

The ‘Creative Climate Action II: Agents of Change’ programme is a joint initiative of the Creative Ireland Programme and the Department of the Environment, Climate and Communications and is part of the Programme for Government commitment to "support Creative Ireland in its ‘Engaging the Public on Climate Change through the Cultural and Creative Sectors’ initiative.”

The programme is calling for creative projects which address the following:

- encourage everyone to rethink their lifestyles
- connect with the biodiversity crisis
- enable a fair and just transition in making lifestyle changes
- assist citizens to understand the climate crisis
- adapt to the effects of climate change

Applications can be made via the Creative Ireland website from December 2022. Further information on the programme, as well as a breakdown of the two funding strands, can be found here: [New €3 million creative climate action fund launched by Government - Creative Ireland Programme](#)



29. Make it Heard – Radio and Music Student Competition

This year's "Make It Heard" Radio and Music Competition is now open to students in all schools, with the theme "Youth For Peace".

Students must submit radio messages of up to 90 seconds and songs up to 3 minutes relevant to theme to take part. The messages and songs can be in the student's native language or English.

Entries will be evaluated by committees made up of professional journalists and musicians, and the schools who participate will also evaluate submissions.

The first 3 contestants of each category/age group will be given awards.

For more information, please contact contest@europeanschoolradio.eu



30. 170 Actions

UN Geneva is working to develop tools to help people around the world take action and contribute towards achieving Sustainable Development Goals.

One such tool, by The Perception Change Project of the organisation, is the series of booklets – “170 Actions” aimed at helping people start, or increase, sustainable practices in their daily life.

The booklets cover a range of topics including reducing inequalities, combatting climate change or embracing a sustainable consumption by listing 170 actions that can be taken by anyone daily. The booklets can be accessed here: [Take Action | UN GENEVA](#)



31. Climate Smart

With COP 27 having taken place in Egypt in early November 2022 it is clear that much more action needs to be taken to address climate change. Education is a crucial component of this both for reducing emissions (mitigation) and in terms of adapting to life in a changing climate. Funded by Science Foundation Ireland, Climate Smart is an interactive learning module on climate change adaptation, aimed at 15-17 year olds. It consists of six informative online workshops and culminates in the serious game, iAdapt. Since September, 11 schools across Dublin have followed the programme, reaching 360 students to date. This number is still increasing as satisfied teachers are sharing the programme with more of their classes which is wonderful to see. We thank all schools, teachers and students for their engagement!

The six workshops cover topics such as the science of climate change, the history and future of flooding in Ireland, and adaptation options. iAdapt is an online and interactive role play game which is designed for students to utilise the knowledge acquired throughout the workshops – players adopt the persona of a future major of Dublin in 2045 and have five years to develop city defences and support its citizens to adapt to predicted climate changes and flood events. Players have €10 million each year to invest and can choose from a range of interventions, from “grey” such as sea walls and flood barriers, and nature based “green” solutions such as river and dune system restoration, to societal capacity building strategies such as community adaptation plans and citizens assemblies. Real maps of, and predictions for flood events for, Dublin are used in the game to ground climate change and its implications for the city. This encourages players to understand that climate change is not just happening “elsewhere”.

iAdapt has gained recognition in Ireland and internationally. It was awarded third place in the Open Data Climate Action Challenge run by Smart Dublin in September and was also a finalist in the 11th International Educational Games Competition in October. Climate Smart is currently a free resource simply register at: www.climatesmart.ie. If you would like to run Climate Smart in your school or follow a CPD module to learn more about it please contact us: daviesa@tcd.ie



32. University College Cork recognised as top university for sustainability at Green Gown Awards

University College Cork were awarded Sustainability Institution of the Year at this year’s UK and Ireland Green Gown Awards last month, recognising the universities efforts in sustainability.

The Green Gown Awards celebrates sustainability initiatives within third-level, and has recognised UCC's Green Campus Programme, as well as the university's commitment to sustainability within its strategies and decision-making processes.

The Green Campus Programme has been in operation in the UCC since 2007 and has seen numerous initiatives including schemes for energy reductions, the development of an SDG teaching toolkit and rewilding of green spaces.

The judges of the Green Gown Award described the university's application as one with "real heart" and commended its work in creating a whole-organisation approach to sustainability. President of UCC, Professor John O'Halloran, reacting to the award, described the University's ongoing and genuine commitment to sustainability, and securing a better future for the planet.

Congratulations to all at UCC on their achievement.

DublinGazette

33. Dublin Gazette - Making Dublin Green Post-Primary Awards

The Making Dublin Greener Post-Primary Awards, by newspaper Dublin Gazette took place at the Mansion House on Thursday, 1 December, and saw two secondary schools take home prizes recognising their efforts in sustainability.

Mercy College Coolock were overall winners of the competition, with their project titled 'Green Uniform'. The project focussed on up-cycling old clothes as well as making various items, including draught proofers and hairbands, with materials already available to them.

St. Raphael's Post-Primary School also received a Special Merit award for their project on rubbish left on beaches and in the sea. Their project emphasised how we each have to be responsible for our own actions in the climate action space.

The Dublin Gazette felt both were worthwhile winners, and the projects were of an excellent standard.

The competition is sponsored by the Department of Education. Well done to all involved.



34. Are Students ready for Environmental Challenges?

“Are students ready for environmental challenges?” is a PISA 2018 thematic report, launched by the OECD on the 8th of December. The report points to key aspects to consider when addressing questions around young people’s experience of the consequences of climate change, including whether students are ready to actively address environmental challenges and what part can education play in ensuring they have the knowledge, skills and pro-environmental attitudes needed.

The report, which uses data from PISA 2006 and 2015 and data from the assessment of global competence implemented as part of PISA 2018, examines students aged 15 and their readiness to address environmental challenges. There is a focus throughout the report on socioeconomically advantaged and disadvantaged students in this space, and

captures how Irish students compare to their OECD peers.

The report found that students in Ireland are more likely to report having environmental awareness and self-efficacy, compared to the OECD average – however, they are less likely to have an environmental sense of purpose. Students with enthusiasm for the environment in Ireland is slightly higher than the OECD average.

The report also notes that the majority of Irish students (over 95%) attend schools where climate change is covered within the curriculum. This does not necessarily translate to work outside the classroom: looking at environmental actions, students in Ireland are less likely to engage: this includes signing petitions or boycotting products for environmental reasons.

You can read the full report, and gain more information on how Irish students fare, at the following link: [Are students ready to take on environmental challenges? | PISA in Focus | OECD iLibrary \(oecd-ilibrary.org\)](#)



35. IPPN Publication- The Case for Urgent Action – A Roadmap to Sustainability

The IPPN recently shared its research publication *Primary School Leadership: The Case for Urgent Action - A Roadmap to Sustainability*. This report is the culmination of over two years of research and consultation exploring the current reality and sustainability of primary leadership.

Read the report here: <https://www.ippn.ie/index.php/97-frontpage-articles/frontpage-article/8958-primary-school-leadership-the-case-for-urgent-action-a-roadmap-to-sustainability>

Data Protection

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