



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Education for Sustainable Development Newsletter

Welcome to the **December 2025** issue and **21st publication** of the Department of Education and Youth 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.

You can read past issues of the newsletter [here](#) and [subscribe](#) to receive it directly into your inbox every quarter!

ESD in Schools – share your story

In the 2025/26 school year we are focused on promoting **Local Community Level Action for sustainable development**, so If your school collaborates with a local community group in ESD activity and you would like to share this in the ESD Newsletter, please get in touch by emailing ESD@education.gov.ie. Your school will receive a **€500 One-For-All voucher** from the Department of Education and Youth if we publish your piece!

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1. ESD to 2030 Updates



a. ESD to 2030 Funding for Schools - Grantees

The Department of Education and Youth has delivered €859,000 in ESD to 2030 funding to 390 schools across the country.

A full list of all schools and projects funded is available on the ESD to 2030 webpage: [National Strategy on Education for Sustainable Development in Ireland](#)

We look forward to hearing more about these projects at the end of the school year.

One project in receipt of ESD funding in 2024 was the Frog Post Biodiversity Project from Coiste Glas Gaelscoil an Coillín. This is a collaborative wetland building project between multiple local groups. They are working to create a wetland habitat on the school grounds. When the project is complete, it is hoped that it will raise awareness among students and staff of local schools about the importance of aquatic biodiversity and water quality in a lived-in environment, and that it will be a focus area for everyone in Mullingar to gain a greater understanding of water quality generally.

[You can read more about this project here.](#)

b. Annual ESD Stakeholder Forum 2025

The annual ESD Stakeholder Forum was held on 29th October in Maynooth University.

The theme of the Forum this year was Local Community Level Action and speakers included Mark Manns, Head of ESD at UNESCO, Fatima Ismail, Climate Youth Delegate and the Celbridge Youth Environmental Action Group.

Almost 250 stakeholders representing education at all levels, including young people, programme providers, policy makers, school leaders, non-formal education, county councils, local community groups and others working in the field of ESD, met to network, share good practice and discuss issues relevant to the theme.

Slides and more information on the event is available on the ESD to 2030 webpage.



ESD Stakeholder Forum 2025

c. The School Sector Climate Action Mandate

The department has issued the annual School Sector Climate Action Mandate 2025 to schools and a copy is available on the website here: [School Sector Climate Action Mandate \(www.gov.ie\)](https://www.gov.ie/en/school-sector-climate-action-mandate-2025/).

d. School Sustainability Policy Statements - Map

Thank you to schools who have sent us in links to the Sustainability Policy Statements Map which we will be updating over the coming weeks.

Check if your school is on the map and if not e-mail (ESD@education.gov.ie) us the link to your Sustainability Policy Statement for inclusion: [School Sustainability Policy](#)

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e. SDG Posters and Information Flyers for Schools

The department issued two 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 **National Strategy on Education for Sustainable Development: ESD to 2030**, and how to access resources for schools.

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

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2. School Updates

a. Leaving Certificate - Climate Action and Sustainable Development at Dominican College, Dublin 9

Editor's Note: Dominican College, Griffith Avenue in Dublin 9, are one of the 42 Network Schools implementing the new Climate Action and Sustainable Development Leaving Certificate subject this year. Teacher Olivia Brien and her students are going to bring us along on their journey over the next two years:

Olivia says “I firmly believe that, as teachers, we have a responsibility to equip our students with the knowledge and confidence they need to create positive change as they move toward adulthood. The introduction of the new subject **Climate Action and Sustainable Development (CASD)** offers a significant opportunity to empower students with the understanding and skills needed to make meaningful contributions to a more sustainable world”

This year's CASD students have already made history, becoming the **first cohort in Ireland** to study this subject at post-primary level. When seventeen students entered my classroom at the start of the academic year, they brought with them limited knowledge of the topic but, more importantly, an open mind.



To begin our journey, I introduced an activity on system connections, adapted from Education for Sustainability. Each student received a card representing an aspect of climate change—urbanisation, food, deforestation, agriculture, and more. Their prior knowledge shone through as they quickly identified links between concepts, passing a string to illustrate each connection. The growing web of yarn revealed the vast network of interdependence that shapes our climate system, as shown in the image below.

We then extended this learning by connecting these ideas to the **Sustainable Development Goals (SDGs)**, helping students see how global challenges intertwine. The activity reinforced a key message: climate change affects us all, and therefore we are all stakeholders—and caretakers—of our planet. After all, there is no Planet B.

As a Google for Education school, we integrate digital tools into our teaching and learning. In September, we welcomed Andy Russell, a Google product developer, into the classroom. Students were given the opportunity to showcase their early learning in CASD, using a Google Vids tool. Despite being only weeks into the course, students

produced impressive work—from voice-overs and stop-motion pieces to creative crochet demonstrations.

Encouraging student voice is central to the success of this subject, and opportunities for debate, discussion, and creative expression are embedded throughout our lessons.

Because climate action is an ever-evolving field, students also participate in a weekly activity called “CASD in the News,” where they select and share relevant current events. Most recently, they explored updates on COP30 in Brazil and the significant conversations taking place among world leaders.



* Google video on Marine Tras

Plans for the Future—Our ambitions for this subject continue to grow. We plan to cultivate vegetables, herbs, and plants in our newly refurbished polytunnel and raised beds, allowing students to gain hands-on experience with sustainable food production. We also hope to visit the Rediscovery Centre in Ballymun—the national centre for the circular economy and an exceptional resource right on our doorstep.

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b. ESD in Schools updates

Editor’s Note: Thank you to all the schools who sent us in updates on all of their activities for ESD. There is great work going on right across the country; unfortunately, we can’t include all the submissions in the ESD Newsletter but here are two great examples:

ESD at Billis National School in Co. Cavan

In June 2025, Billis National School in Co. Cavan embraced the spirit of Education for Sustainable Development with a week of hands-on, nature-inspired learning. As a small four-teacher rural school, the sense of community and connection to place is at the heart of school life. This special week allowed pupils to deepen their understanding of the natural environment while engaging their creative imaginations in meaningful and memorable ways.



The inspiration for the week came from the school's recent Creative Connections project, during which pupils worked together to design and build a miniature village in the school's own woodland.

This woodland is a treasured resource for the school community—a living classroom filled with learning opportunities, fresh air, and the sense of wonder that comes from exploring nature up close.

Throughout the week, pupils took part in a variety of activities that encouraged teamwork, problem-solving and artistic expression, all while developing an appreciation for the natural world. Children built model villages and birds' nests using natural materials gathered from the woodland floor. They experimented with painting using leaves, twigs and natural pigments, discovering new textures and ways of creating art. In another project, recycled household items were transformed into imaginative sculptures and art pieces, highlighting how everyday waste can be reimagined with creativity and care. They used Lego to design the perfect environmentally sustainable school.

The experience fostered curiosity, responsibility and joy. Children learned not just *about* nature, but *from* it—developing a sense of stewardship for the environment that will continue to grow long after the week has passed. Their enthusiasm was clear, and the school grounds rang with excitement, teamwork, laughter and shared discovery.

Editor's Note: Well done to all at Billis National School - keep up the good work! A €500 One-For-All voucher to support ESD projects is on its way to you!

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ESD at St. Joseph's Secondary School, Co. Clare.

Promoting a Plastic-Free Community: Local Action with National Impact

As part of our commitment to Education for Sustainable Development (ESD), our school partnered with local community groups to launch a project aimed at creating a **plastic-free community**, beginning within the school and extending into the wider town. The initiative focused on reducing single-use plastics, encouraging sustainable alternatives, and influencing policy at both local and national levels.

To address plastic waste and reduce our carbon footprint, students led several key initiatives:

- A school-wide waste audit revealed high levels of single-use plastics in water bottles and food packaging. This data provided a clear foundation for targeted action.

- Through posters, classroom presentations, workshops, and social media, students educated their peers, staff, and the wider community about the environmental impacts of plastic waste and the benefits of sustainable choices.
- Clearly labelled recycling and compost bins were installed across the campus, making it easier for everyone to dispose of waste responsibly.
- Supported by our local County Council, students introduced prototypes of reusable water bottles for incoming first-year students, reducing reliance on single-use plastic bottles.
- Students worked with **The Food Village** and other local suppliers to trial biodegradable and compostable packaging. Recognising that change needed to happen at scale, they contacted local TD Timmy Dooley, who helped them raise the issue with Ministers Helen McEntee and Dara Calleary. As a result, new guidelines were confirmed in **April 2025** requiring the **Hot School Meals Programme** to prioritise locally sourced food in biodegradable packaging—supporting both sustainability and local agriculture.
- By working with local food suppliers, the school reduced transport emissions and strengthened links with the regional economy.

The project's influence extended well beyond the school gates. Social media coverage inspired local businesses to adopt sustainable practices, with reusable cups introduced at summer festivals and retailers trialling eco-friendly options.

In recognition of their achievements, students won the **Senior Eco-Community Award at the National Young Environmentalist Awards in May 2025**.

This project demonstrates how **local-level action can drive meaningful change**, showing that schools, communities, and policymakers can work together to create a more sustainable future.

Editor's Note: Well done to all at St Josephs! A €500 One-For-All voucher to support ESD projects is on its way to you!

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3. NEW: Youth Section

a. ISSU Updates – Sustainability Officer, Niamh McGrath



Mol an óige agus tiocfaidh sí.

We are seeing more and more young people voicing their opinions, getting involved in local groups and initiatives and reforming the norm, whether that be in relation to discussions on climate, mental health, student rights or so many other equally important issues. In order for this positive progress to continue, supports have to be put in place. Young people deserve to have a seat at the table past tokenism.

The Irish Second Level Students Union (ISSU) aims to represent, uplift and defend the student voice. As Oifigeach Inbhuanaithreachta/ Sustainability Officer, I encourage students to take action in their local areas and school communities. Being part of the solutions for some of the biggest national and global issues, can involve a variety of actions. These actions can be educating yourself and those around you, using your platforms, both in the digital and in the physical world and getting in contact with your local and national representatives.

I also ask teachers, parents, community leaders, members of local and national governments, MEPs, and all other individuals who play an active role in the lives of students, to ensure that students' voices are being amplified, that young people are being valued in decisions and policies that affect them. And this is the only way to ensure the sustainability of youth participation.

Sustainability is not just about climate, it's also about the longevity of youth participation and ensuring that young voices are heard. Be the change you want to see.

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b. Union of Students in Ireland update



Hello, my name is Molly, and I am the Environmental and Sustainability Officer of Comhaltas na Mac Léinn Ollscoil na Gaillimhe.

Participating in the National Climate Demonstration on November 15th has been a highlight for me since I started in the role. The National Climate demonstration was organised by Stop Climate Chaos, with the help of many other organisations. The

reason this was organised was to tell our government that we want a cleaner, safer, and fairer future, with a focus on moving away from the use of fossil fuels.

This march proved to be extremely powerful, with a large turnout of people seeking to have their voices heard. I personally had not seen so many people gathered together in one place to stand up against the climate crisis like this since before the COVID-19 pandemic.

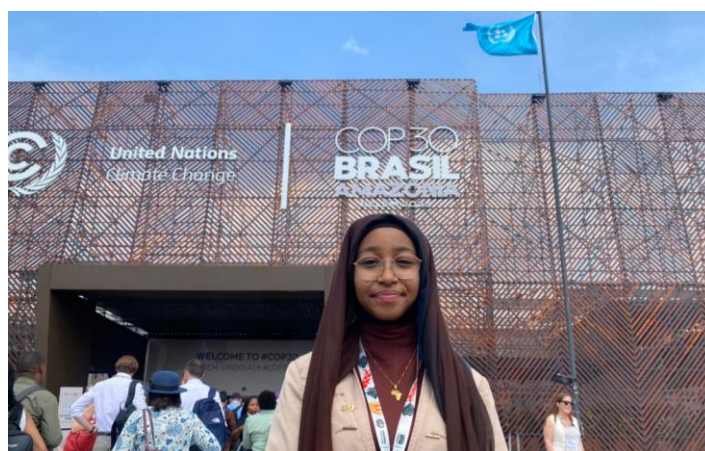
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c. Ireland's Climate Youth Delegate reports from COP

My name is Fatima Elzahra Ismail, and I am proud to be one of Ireland's Climate Youth Delegates at COP30 in Belém, Brazil. My role is to bring the voices, concerns and ideas of young people from Ireland directly into the global climate discussions, ensuring that our generation is not spoken for, but heard.

So far at COP30, there have been some important steps forward. The Loss and Damage Fund, first agreed in principle at earlier COPs, is now moving into a stage where countries can begin applying for support. This is a major moment for communities already experiencing the worst effects of climate change. There has also been a strong focus on climate finance more broadly, with countries pushing for clearer, fairer systems so that vulnerable nations can access the funding they need. Forest protection, adaptation planning and just transition have also remained central themes in the negotiations, especially given the Amazon's significance and Brazil's role as host. Ireland has continued to support climate finance, including for loss and damage, and has highlighted the importance of social justice within climate policy. As delegates, we are working with officials and civil society to reflect the priorities of young people at every stage of the process.

Youth voices matter because climate change will shape our entire future. We bring urgency, clarity and a long-term view. We are not only calling for ambitious action, but for solutions that are fair, community-led and grounded in real experience.



**Fatima at COP30 in Brazil.*

d. Green School Committee at St. Peter's College, Wexford

“At St. Peter's College, sustainability is more than a goal—it's a core value embraced by our Green-Schools Committee.

One of our most successful efforts has been the introduction of Return Bins for recycling empty bottles. This simple change has not only reduced plastic waste on the school grounds but has also raised over €250 for future environmental projects. Our committee was invited to speak at the Wexford Parish Care for the Earth Group, where we showcased the work we have been doing to tackle climate change and promote biodiversity around our school.

One of our sustainable projects emerged when we noticed how quickly foil trays were filling our bins at lunchtime. Rather than allowing these trays to go to waste, we brainstormed solutions. The trays were turned into bird feeders using other recycled materials from around the school. We used offcuts of wood from the construction room to weigh them down, and leftover string from the art room helped us secure them throughout the school grounds.

Looking ahead, our Green-Schools Committee is now working towards earning our Travel Flag. To achieve this, we participated in a NASA-funded GLOBE Air Quality Survey. Our focus for the year is to improve the air quality around our school by encouraging students and parents to reduce engine idling and by raising awareness of the health risks associated with harmful emissions.

We hope our work inspires other schools to explore creative ways to protect our environment and promote greener habits in their communities”.

Editor's Note: Well done to the Green Schools Committee at St. Peters College. A €500 One-For-All voucher to support ESD projects is on its way to you!

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e. National Youth Assembly on Climate 2025



“Dear reader,

Drop your phone and listen up, this is now and this is happening. Our names are Gemma and Chantelle and we are members of the National Youth Assembly of Ireland. We were members of the Youth Advisory Group which helped organise this Assembly along with 8 other young people.

The National Youth Assembly of Ireland was established by the Department of Children, Disability and Equality in 2022 to provide a systematic means of capturing the voices of young people in Ireland and feeding this directly into Government policy. By hearing from young people, the National Youth Assembly of Ireland provides insight into some of the concerns facing young people, and assists Government in acting on the potential solutions that young people propose. The messages and recommendations made by a National Youth Assembly may also feed into other broader citizen consultations. There are a number of Assemblies held on different topics each year and the National Youth Assembly on Climate is an annual Assembly.

The 4th National Youth Assembly on Climate took place on the 5th of April 2025. 59 youth delegates aged 12-24 from all across Ireland attended, representing Youth and Community Organisations, Comhairle na nÓg (Youth Councils) and other interested organisations. All delegates attended a preparation session in advance of the Assembly where they discussed themes and topics with Department of Environment, Climate and Communications representatives in order to be fully informed ahead of the Assembly. We then went on to take part in a day of discussions on the 5th April in Dublin. We decided that it was important to look at individual climate actions, community climate actions and advocacy and lobbying actions.

Individual climate actions were an important topic to us because we understand the personal benefits of climate action. The recommendations from the Assembly were

- Encourage advertising the personal benefits and co-benefits of Climate Action. For example, cheaper bills from installing solar panels, money from tree planting etc.
- Mandate a certain number of hours per school year for Climate Education in primary schools.
- Develop a curriculum about Climate Action that is integrated into all educational institutions from an early age, with teacher training to help implement it.
- Promote a sustainable economy using the 4 R's: Reduce, Reuse, Recycle, Repair, with an emphasis on small, locally owned business in a circular economy.

We also felt that it was important to investigate how youth and communities are involved in climate action and how they integrate with each other in achieving this. Our recommendations in this area were:

- The Government should require schools to participate on the topic of Climate Action through youth work and external consultations.
- The Government should introduce a wider range of public transport routes and times in rural Ireland.
- Funding from the local county councils should be used for community development grants, to get ideas from the local people for running climate action community projects.
- There should be community rewards and incentives in Climate Initiatives.

Finally we decided that as young people have been at the forefront of lobbying for climate action we would discuss as an Assembly the challenges in this area. Our recommendations were as follows:

- The Department of Education should introduce primary school education on Climate and sustainability. It should be appealing to students, explain the serious topic properly, and offer solutions to students.
- The Government should encourage Youth artistic expression and content creation on the climate crisis, possibly through financial incentives to young artists, influencers and musicians. This should also be encouraged in schools by the Department of Education as content made by young people will be listened to more by other young people.
- Create tax brackets based on how much industrial businesses emits CO2 into the atmosphere. e.g. A corporation who emits 20 tons a year would be taxed more than a company who emits 10 tons a year.
- Hold regional assemblies of Green Schools committees, green clubs and climate action projects. Collaborate with An Taisce, green flag, county councils, Dept of Environment, Climate and Communication and DTCAGSM.

Darragh O'Brien TD, Minister for Climate, Energy and Environment provided the Assembly delegates with responses detailing the Government initiatives which address the recommendations. His officials also met with delegates at a Webinar on 10th November to discuss the recommendations.

Thank you for taking the time to read this article, we hope you read the recommendations and support us in putting them forward for consideration to the relevant Government Departments. We all really enjoyed the Assembly and having the chance to talk to both likeminded people and also hear from those with completely different views. It is so important for young people to have the opportunity to express our own opinions and we really appreciate the opportunity to do something like this, but the only way it works is if it's also respected.

Thank you so much,

Chantelle and Gemma

(YAG members for the National Youth Assembly on Climate 2025)"

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4. Competitions

a. September ESD Newsletter Competitions – Winners

The winner of the “**Cloughjordan Class Visit**” was **North Wicklow Educate Together SS in Bray**.

Editors Note: Congratulations, we look forward to hearing all about your visit. Thank you to Cloughjordan ECO-Village for sponsoring this prize.

The winner of the **SDG competition** in the September issue of the ESD Newsletter is Scoil Úi Ghramhnaigh ó Ráth Chairn, Contae na Mí.

Question: Oceans help produce what percentage of the Earth’s oxygen according to the UN Environmental Programme (Goal 14: Life Below Water | UNEP - UN Environment Programme) a) 10% b) 30% c) 50% d) 90%

Answer: c) 50%

Comhghairdeas. A €500 voucher for ESD in your school is on it’s way to you.

A Free copy of Paul O'Donnell's book “**Wild Teaching**” has gone out to:

- Helen White, Raphoe Central NS in Donegal
- Veronica Ward in Education Together NS Dublin 7,
- Catriona Cunningham, Donahies Community School in Dublin 13
- Katrina Flynn, Ballyellis NS in Wexford and
- Annmarie Downes, St. Mary's NS in Westmeath.

We hope you enjoy the book. Thanks again to Paul for providing them.

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b. December ESD Newsletter Competition – SDG 15, Life on Land

Life on Land (SDG 15) aims to maintain, restore and enhance the utilisation of the terrestrial environment and forest management sustainably, struggle with desertification and stop and reverse land degradation, as well as the loss of biodiversity.



According to the [CSOs Hub for the SDGs](#), what percentage of Ireland's land area is covered by Forests?

- a) 4.8% b) 11.6% c) 31.2% d) 63.7%

E-mail your answer, name and school to esd@education.gov.ie before **Friday 19th December** to be in with a chance of winning a €500 one for all voucher for ESD projects in your school.

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c. Airfield Estate – Primary Class Trip Competition



Winter Warmers at Airfield Estate

This winter, Airfield Estate is inviting schools to experience the magic of our Winter Warmers workshop — an engaging, hands-on journey that brings food, farming, and sustainability to life for students of all ages.

During your visit, students will discover where their food really comes from as they explore our working farm and gardens. They'll meet the animals, learn how we care for the soil, and see how the changing seasons shape what we grow and eat.

Students will then use some freshly harvested winter vegetables to make a delicious soup in our Inspiration Kitchen. Along the way, they'll pick up practical cooking skills, discover the importance of seasonal eating, and see sustainability in action — from soil to plate.

Younger students will use jersey milk from our farmyard to make a delicious cup of hot chocolate on the farm.

For more information and how to book, please visit education@airfield.ie.

We have a FREE Winter Warmer Workshop at Airfield Estate for one Primary class.

Question: Traditionally what famous breed of cow is Airfield famous for?

Send your answer, class group and school details to ESD@education.gov.ie by **Friday 19th December** to be in with a chance of winning. Be sure to include the title “Airfield Estate Competition” in your e-mail.

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d. Win a SMURF’s SDG pack for your primary school



We have five **FREE** SMURF SDG packs to give away courtesy of our colleagues in the Department of the Environment, Climate and Communications.

Just send us an e-mail to esd@education.gov.ie with your schools details by **Friday 19th December** to be in with a chance of winning. Be sure to include the title “SMURF SDG pack” as your e-mail subject.

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e. Tidy Towns – School Award Winners 2025

Big congratulations to Scoil Mhuire, Abbeyleix who took away the school award at this year's Super Valu Tidy Towns competition.



SuperValu Tidy Towns School Award
Scoil Mhuire, Abbeyleix, Co. Laois

Scoil Mhuire told us: “The Abbeyleix Tidy Towns group encouraged us to apply. We were invited to the prizegiving ceremony with three other schools as regional finalists and were thrilled to be awarded national winners on the day.

We had been fortunate enough to have been granted a community award from the Credit Union for a stormproof polytunnel to add to our garden.

The local county council also granted us funding to purchase equipment and compost.

We make our own compostable pots annually out of toilet-roll inserts. Every class plants seeds and watches them germinate indoors. They are then moved to the polytunnel for group watering and replanting into the garden. We developed our sensory garden this year adding pollinators and insect friendly areas to develop the children's understanding of the need for a diverse planting plan to support biodiversity.

We are building a rainwater harvesting system using a repurposed shipping container and IBC tanks. Our aim, when completed, is to collect rainwater from the roof helping us reduce water usage and to teach students about water conservation. Our new system will collect 3000l of rain water.



We are part of the Green-Schools Programme and we received our water flag this year. The children were very proud to be recognised at the Green-Schools Water Awards as a Water School of the Year 2025.

We organise an annual Halloween Costume Shop to promote reusing and reducing waste where the children donate their old Halloween costumes and have an opportunity to buy other costumes. It highlights the importance of the circular economy and the children are educated about fast-fashion and the amount of water used in clothes production.

From growing food and planting trees to taking part in litter and waste, energy, water conservation and sustainability projects, we have developed a wide range of practical programmes that benefit both our students and the environment.

We're so appreciative of our staff and parents that help out in this area and volunteer to water over the weekends and holidays and especially our caretaker Pat who is always perceptive to our next project or 'notion'. It truly takes a community to create the space we have”.

Editor's Note: *Congratulations Scoil Mhuire on a great Tidy Towns win!*

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f. Young Environmentalist Competition



There's Still Time to Take Part in the Young Environmentalist Awards 2026!

ECO-UNESCO is delighted to announce that we have extended the registration deadline for this year's Young Environmentalist Awards (YEA) to **Friday 19th December 2025**.

If you haven't had a chance to sign up yet, there is still time to get involved. Whether your young people would like to start an environmental action project, or want to gain recognition for something you're already doing, we would love to have you!

Now in its 27th year, ECO-UNESCO's Young Environmentalist Awards is a free, all-island programme that empowers young people aged 10–18 to take the lead on environmental issues that matter to them, from climate action and biodiversity loss to waste reduction and wellbeing.

Through the programme young people get a chance to create environmental action projects in categories including Biodiversity, Waste, Water and ECO-Health and Wellbeing, gaining skills in research, critical thinking and leadership. Teachers, youth leaders and educators receive free support, resources and mentoring from the YEA team. Finalists present their work at national showcase events, providing an important platform for young people in climate action.

“This experience will stick with them for a long time. The skills and confidence they gained will benefit them far beyond school.” – Participating Mentor

“Thank you for creating a platform that elevates young voices and reminds us all how powerful youth action can be.” – Participating Mentor

Learn more or sign up at yea.ie or contact yea@ecounesco.ie for additional information and support.

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g. START Competition – learning research by doing it



The *START Competition*, developed by the Health Research Board-Trials Methodology Research Network (HRB-TMRN) team at the University of Galway, helps primary school children understand how evidence is generated by inviting them to design, run and report their own simple randomised trial in the classroom.

Open to all 4th–6th primary school classes, the competition encourages children to answer questions that matter to them, such as “Does listening to music help us concentrate?” or “Do fruit snacks boost our energy levels?” Each trial follows a clear step-by-step guide, from forming a question to reporting the findings.

START also links naturally with strands across the primary school curriculum. While running their trial, children build their maths skills through data collection, science skills through observation and reasoning, language and arts skills through reporting their findings, and even PE and SPHE when their trial involves health or exercise.

Each year in May, the best entries are invited to the University of Galway for a day of celebration filled with science and fun.

The START Competition shows that learning science can be engaging, fun, and relevant. It helps children develop curiosity, teamwork, and problem-solving skills.

Find out more or register at www.startcompetition.com.

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h. Spirit of Relove Fashion Ambassador named

Elizabeth Cooper from Colaiste Clavin in Meath County Council has just been named the inaugural Spirit of Relove Fashion Ambassador, a brand new role celebrating creativity, innovation, and the next generation of circular fashion leaders.

Relove Fashion is Ireland's sustainable fashion competition for 12-19 year olds, challenging young designers to transform preloved textiles into sustainable, rewearable outfits.



Elizabeth has been redefining sustainable style since her early years, pushing her creativity and teaching herself new skills at every opportunity.

With three Relove Fashion entries under her belt, Elizabeth's designs have levelled up every time.

From upcycling old shirts into a skater dress, repurposing her grandfather's ties into a beautifully tailored top, to patchworking a reversible skirt combo, each entry shows off new techniques and skills alongside a stronger commitment to zero waste and circular fashion.

This year marked the launch of the Spirit of Relove Fashion Ambassador Programme, created to celebrate young designers who thoroughly embrace and showcase the ethos of the Relove Fashion Competition, and use it as an opportunity to hone their sustainable fashion skills.

As part of the programme, Elizabeth spent three days at the Rediscovery Centre, Ireland's National Centre for the Circular Economy, learning from expert sustainable fashion mentors. The training included natural dyeing with Malú Colorín of Talu Earth, tailoring with Fionn Ó'Dubhghaill, and sustainable design with Aisling Duffy.

Relove Fashion and the Rediscovery Centre were delighted to provide Elizabeth with this opportunity, and to celebrate her work as she prepares for the Leaving Certificate, and hopefully fashion school afterwards! She's setting a new standard for youth creativity in Ireland's circular fashion scene.

Read more about Elizabeth's circular fashion journey, or apply yourself, at relovefashion.ie.

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5. Programmes and Resources

a. Biodiversity Ireland Updates

The Nature Hero Awards are now open for registrations. This is a FREE education programme open to all primary, secondary and preschools helping them to make their schools more nature-friendly. It's the largest outdoor learning programme across the education sector and a mark of excellence for schools helping biodiversity. There's also a prize-fund of €10,000 and wooden plaques awarded to all successful schools. What will your school achieve: Bronze Badger, Silver Stag or Golden Eagle!?

To register: <https://www.biodiversityinschools.com/nature-hero-awards>



Minister for Nature, Heritage and Biodiversity, Christopher O'Sullivan, launched the Nature Hero Awards at Gaelscoil Dhroichead na Banndan, Cork recently.

Coill na nÓg, the largest tree and hedgerow planting education programme in Ireland, is currently underway with over 5,000 trees being planted across 350 schools. To celebrate this there are THREE outdoor classrooms (collectively worth over €12,000) to be won through a social media competition for schools showcasing their tree and hedgerow work.

To enter: <https://www.biodiversityinschools.com/coill-na-nog>

Saving the nature table from extinction: Biodiversity in Schools is running a fun competition to help bring the famous nature table back from the brink of extinction in Irish classrooms. All year long they are encouraging schools to send photos of their nature tables with seasonal winners picked at random to receive a nature table hamper. Let's all showcase our work, have some fun and bring back this exciting learning tool into Irish classrooms!

To enter: <https://www.biodiversityinschools.com/post/nature-tables-2025>

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b. New Digital Mapping Resource for Marine Education Launched



The Department of Climate, Energy and the Environment recently announced the launch of the Marine Institute's new Explorers Digital Marine Maps platform. A key component of the platform is the Explorers Education project module, 'Our Ocean Our Future – Marine Spatial Planning for Kids'. This interactive resource is designed to make complex marine data accessible and engaging for students, teachers, and educators.

The Explorers Education Programme is funded by the Marine Institute and managed by Camden Education Trust and Galway Atlantaquaria. Outreach is delivered by SeashoreKids, Oceanics Surf School, Old Cork Waterworks Experience, Galway Atlantaquaria, Sea Synergy, The Sea Collective, and Leave No Trace – Ireland. The Explorers Education Programme provides free, engaging, and hands-on marine-themed lessons for primary school children in Ireland. The programme aims to increase ocean literacy and inspire students to learn about the importance of our ocean.

Find out more here: [Explorers Our Ocean Our Future Marine Spatial Planning Class Project | Marine Institute](#)

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c. Schools Biodiversity Working Group



The Schools Biodiversity Working Group (SBWG) was set up to support schools to develop their grounds for effective outdoor learning, encourage nature connectedness and promote and protect biodiversity. The organisations in the SBWG are experts in various areas of education and biodiversity.

It can link schools around the country with national or local organisations that can help and give advice on potential grants and funding. If you would like to learn more about the working group please contact us at info@issn.ie



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d. Our World Awards 2026 – Free Classroom Resources



Discover the *Our World Awards* 2026 FREE resources now at www.ourworldawards.ie. The programme features inspiring case studies from Sierra Leone, Mozambique and Laos—linking geography, history and culture with Irish Aid’s global work.

Resources include FREE pupil magazines, ready-to-use lesson plans, and detailed teacher guides. All materials align with the UN Global Goals and connect naturally with your curriculum, supporting key competencies such as *being an active citizen*, *being creative*, *being well*, and *being an active learner*.

Try one or two lessons—and in Term 3, share what inspired your class! Learn more at ourworldawards.ie/take-part.



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e. Development Education Resources



Launch of the developmenteducation.ie members area

Curate a personal library of resources, articles, methods posts and teaching materials that you can return to. **Build your own** teaching plans, curated lists and thematic library of hundreds of resources, videos and blogs on global issues from climate justice to education for peace. Join the new developmenteducation.ie members area and create a free account at <https://developmenteducation.ie/members-area>

This **World Food Day** series of materials and activities is brought to you by Concern Worldwide, Scoilnet, Self Help Africa and developmenteducation.ie:

[Understanding and Exploring Famine in Ireland and Beyond](#) learning unit by Daniel McWilliams, developed to support post primary teachers and students in exploring famine in the context of Irish history and beyond. Linked to subject learning strands and outcomes, this learning unit is recommended to teachers of: Home Economics, History, CSPE, Geography, Politics & Society, Transition Year Programme and Wellbeing/CSPE cross-links.

[An illustrated story](#) by Omar Khouri on Gaza Fishers.

[Bia, cothú agus an domhan](#). 30 smeach chárta ar líne liosta focal.



From new teaching methods, a starter list of learning outcomes and reviewing links to curriculum activities, the [Guidelines for Producing Development Education and Global Citizenship Education Resources: 2nd Edition](#) by developmenteducation.ie covers 6 phases for anyone interested in producing learning resources or teaching materials that reflect critically on the world around us.

Listen back to a recent episode of the [Irish Global Solidarity in 100 Objects podcast which features Beth Doherty](#), climate activist and Ireland's Youth Delegate to the UN Climate Conference (COP).

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f. Education for Sustainability – Climate Literacy Programme



Who is this programme for?

This programme is ideal for 5th and 6th class in primary schools and 1st year and Transition Year in secondary schools. It is suitable for a range of topics including Science, Geography, Wellbeing, CSPE and Home Economics and compliments the new Climate Action & Sustainable Development Leaving Cert course.

What's included?

This award-winning Climate Literacy Programme will support your school to be more sustainable through the three pillars of Campus, Community and Curriculum. We deliver on these pillars through our fun and interactive learning methodologies, climate action projects and teacher training.

The programme includes:

- 8 weekly, 1 hour in-person training sessions with your class
- Teacher trainings and manual
- Access to our online learning platform ● Comprehensive lesson plans
- Digital student workbooks

What topics are covered?

- Climate Change ● Sustainable Development ● Climate Justice ● Plastic ● Fast Fashion ● Sustainable Transport ● Biodiversity Loss ● Food and Soil ● Taking Action
- About Education for Sustainability

Education For Sustainability (EFS) is a nonprofit social enterprise created in response to the climate and ecological crisis. It is our mission to ensure all young people are climate literate by 2030.

If you would like a class in your school to participate, please register by completing this form by Friday, November 28. We will be in touch at a later date to arrange a suitable time slot for delivery. [Register Now!](#)

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g. SEAI – School energy saving workshop



Interested in reducing your school's energy costs?

Sign up today for a free training course to find out how you could save money by better managing your school's energy use.

Course participants are guided step by step through the energy management process from understanding bills and energy use in the school to developing and implementing an energy saving plan. Participants are given access to a range of resources, online tools, expert advice and opportunities to network and share knowledge & experiences with other schools.

Book a course now!

Courses will be held online and will consist of three sessions of 2 hrs each. Course 4 is held in the evening from 7pm to 9pm. Courses 5 & 6 are scheduled for 10am to 12pm. The school can nominate any representative to attend e.g. member of staff or of the Board of Management.

Course 4 (PM)	Wed 21/01/26	Wed 04/02/26	Wed 11/02/26	To register for Course 4 click here
Course 5 (AM)	Thu 05/02/26	Thu 05/02/26	Thu 05/02/26	To register for Course 5 click here
Course 6 (AM)	Tue 10/02/26	Tue 24/02/26	Tue 10/03/26	To register for Course 6 click here

Delivered under the Energy in Education programme developed by the Sustainable Energy Authority of Ireland (SEAI) in partnership with the Department of Education and Youth

The website for the **Energy in Education programme**, developed by SEAI and the Department of Education & Youth, has now been updated. The website contains information and guidance on ways to save energy, accompanied with factsheets and energy management tips. Details of the latest training courses are also contained in the website www.energyineducation.ie

Any queries please contact energyineducation@seai.ie

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h. Meet the Scientist – for primary schools



Meet the Scientist is a free online webinar series developed by the HRB-TMRN team at the University of Galway available to all primary schools in Ireland. It connects 4th–6th class children with real scientists and healthcare professionals in a safe, online classroom environment.

The series aims to show that scientists are just like the children themselves, curious, creative, and full of wonder. Each 30-minute webinar explores fascinating questions such as “What lives in the deepest part of the ocean?” or “Can AI help us make better decisions about our health?”, followed by a live Q&A where children can ask the scientist anything they’d like.

The webinars bring science to life beyond the textbook, showing real-world applications through fun presentations, engaging visuals, and interactive discussions.

Teachers can register their class to join the live webinar on Wednesdays or access the replay on demand for seven days after each session. Every live webinar includes Irish Sign Language interpretation, and English captions are available for both the live session and replay to ensure accessibility for all.

Meet the Scientist also challenges stereotypes by showcasing female scientists and highlighting the diversity of people working in science. By seeing role models who look like them and share their curiosity, all children are encouraged to imagine themselves in science.

The new season begins in November 2025. Programme details and registration are available at www.meetthescientist.ie.

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i. Libraries Ireland Resources

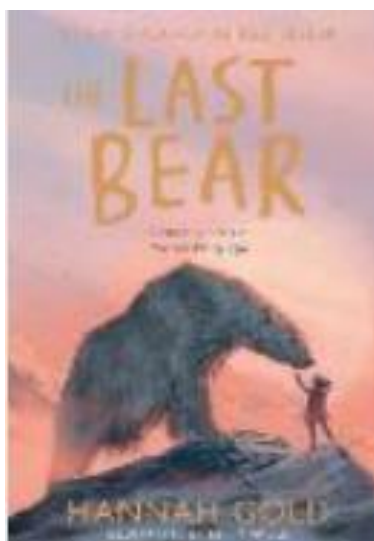


Did you know that your local library doesn't just lend books, they have a range of educational materials that can be borrowed by schools including for example:

- Musical instrument lending
- Citizen Science Kits – Bat Detectors, Nets, Field Guides
- Games – outdoor play sets, Boules, Board Games, Puzzles, Jigsaws
- Halloween, Christmas Jumper and Debs swap events
- Class sets – SEAL, Climate S.O.S
- Seeds

Libraries Ireland also have a list of SDG related reading books for all ages: [SDG Reading List | Libraries Ireland](#)

Check out this recommendation for 8 – 12-year-olds that covers SDGs 4, 13 and 15.



There are no polar bears left on Bear Island - that's what April's father tells her when his research takes them to an Arctic outpost for six months. But one night April catches a glimpse of something distinctly bear-shaped loping across the horizon. A polar bear who shouldn't be here - who is hungry, lonely and a long way from home. A bear who is missing something - just like April. As their unlikely bond grows, April is determined to save her new friend, and so begins the most important journey of her life.....

Why not check with your local library and see what they have!



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6. Teacher Professional Learning/ CPD

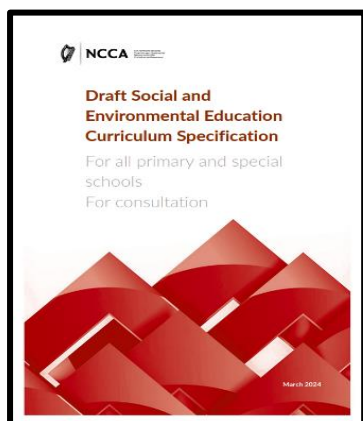


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

a. Primary – Social and Environmental Education



Oide's Social and Environmental Education (SEE) team has expanded this year with this enhanced capacity allowing the team to incorporate a wide range of expertise and to strengthen its ability to deliver responsive, high-quality professional learning across the primary education sector.

The team are currently developing resources to support the learning and teaching of Social and Environmental Education. You can explore the growing collection of materials which includes resources to support an Inquiry-Based approach to Fieldwork in History and Geography along with a recorded webinar providing an overview of dialogic pedagogy in SEE. All of these are available at <https://oide.ie/primary/home/social-environmental-education/social-environmental-education/> with more updates coming soon.

In term 2 the SEE team will support teachers and school leaders with the foundational aspects of implementing the Redeveloped Primary Curriculum, guided by the Primary Curriculum Framework (PCF). The SEE team will play a key role in promoting the central messages of the PCF both this year and in the years to come. Within the PCF, through the SEE curriculum, children will be empowered to become active citizens who promote a more sustainable world at present and in the future.

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b. Exploring the SDGs in Economics – BSTAI Conference

The Oide Business Subjects Team facilitated an interactive workshop designed for teachers of Economics, which focused on how to integrate the Sustainable Development Goals (SDGs) into classroom practice to enhance students' understanding of sustainability at the BSTAI Annual Conference in the Mullingar Park Hotel on Saturday, 11th October 2025.



The workshop focused on learning within the unifying strand of the Economics specification: *Economic, Social and Environmental Sustainability*. Through engagement with national and international data sources, teachers examined practical ways to embed SDGs into learning and teaching across the two years of study. The emphasis was on promoting active, inquiry-based approaches that make global issues relevant and accessible for students.

Among the SDGs explored were SDG 5 (*Gender Equality*), where discussion centred on gender participation in the economy and its implications. SDG 12 (*Responsible Consumption and Production*) was also examined, with a focus on the consumption patterns which may influence economic decision-making. In addition, SDG 7 (*Affordable and Clean Energy*) was explored, highlighting the importance of sustainable energy policies and their role in achieving long-term economic stability. The role of inquiry-based learning, central to SDG 4 (*Quality Education*), was considered throughout the session, highlighting how such approaches can sustain quality teaching and meaningful learning experiences.

The team were really pleased with the proactive way teachers participated and engaged during the workshop and the overwhelmingly positive feedback that remarked on the relevance of the content, the practicality of the ideas shared, and the collaborative atmosphere that encouraged professional reflection and idea exchange.

Supports for teaching and learning Business subjects can be found at <https://oide.ie/post-primary/home/business/>

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c. One schools journey with Leaving Certificate Climate Action and Sustainable Development

The following piece is from Mary O'Connell and Lauren Garraway both teaching in Loreta Secondary School, Balbriggan, as they describe their school's initial experience of offering the new Leaving certificate subject Climate Action and Sustainable Development. Oide looks forward to sharing snapshots from Mary and Lauren's professional learning journey in future issues of the newsletter.



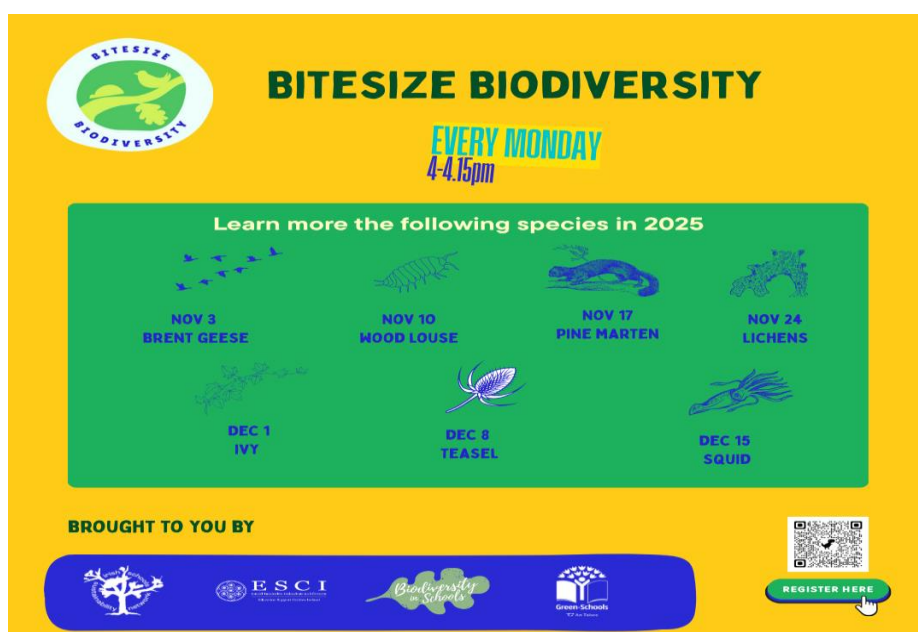
“The transition to teaching the new Leaving Certificate Climate Action and Sustainable Development subject has been overwhelmingly positive, marking a significant milestone in our school's commitment to Education for Sustainable Development (ESD). As teachers of Geography, we have over ten years of experience and were ready for a new challenge. We were excited to take our school to new heights by embracing this very relevant subject in today's world. It provides students with a vital, holistic understanding of the environmental, social, and economic dimensions of sustainability, equipping them to become informed and active global citizens.

Our decision grew organically from a strong foundation. We'd found great success integrating a sustainability module with Transition Year (TY) students, and staff involvement in Irish Girl Guides - both at home and abroad - provided invaluable practical experience. This existing engagement demonstrated clear student interest and school readiness.

Gaining support from school management was straightforward, as they recognised the critical importance of embedding ESD. When pitching the subject to students, we focused on empowering them to genuinely tackle real-world problems and highlighting the relevance to their futures. The positive energy was further boosted by our successful Earth Day workshops, pictured below. These were designed and facilitated by a core group of TY students and delivered to both first-year students and their TY peers. This peer-to-peer model deepened understanding, creating a vibrant, school-wide sustainability culture. Teaching this subject has been truly rewarding, showing us the immense potential of our students to drive sustainable change.”

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d. ISSN/ ESCI Bitesize Biodiversity



Join the ISSN and ESCI for Bitesize Biodiversity: weekly 15-minute sessions where we explore our native Irish flora and fauna. Discover fascinating wildlife insights, gather resources, and ignite your students' curiosity about the natural world. This engaging series provides valuable resources, including weekly PowerPoint presentations for your classroom and species-of-the-week announcements that double as daily prompts to help bring nature into your school. Participants receive a CPD certificate. **Register [here](#)**

WHAT ARE TEACHERS SAYING?

- “Great Resource. We share using TV screen displays around school”
- “This is a wonderful initiative and I find it really interesting and accessible”
- “We love these sessions. I didn’t realise how much biodiversity we have in our school”
- “I find each week so interesting and look so forward to it on a Monday evening”
- “PowerPoints are excellent and easily integrated in SSE lessons or used as stimulus for writing, art or drama”

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7. Further and Higher Education News

a. News and Updates from the HEA



The HEA ESD Spotlight Series final session is on Friday, Nov. 14th with Dundalk Institute of Technology sharing some of their ESD practice. A celebration event will take place on Friday, Nov. 21st in the Royal Irish Academy to thank all the contributors and launch a national ESD compendium. All the Spotlight recordings are available at <https://hub.teachingandlearning.ie/esd-spotlight-series/esd-spotlight-recordings/> and all case studies are available at <https://hub.teachingandlearning.ie/esd-spotlight-series/esd-case-studies/>

The HEA National Forum Open Course 'Embedding the SDGs across the Curriculum' is currently in Week 5 with over 50 HE and FE staff participating, <https://opencourses.ie/event/online-course-embedding-the-sdgs-across-the-curriculum-october-2025/>

The next national rollout of the 'Education for Sustainability' Open Course will be February 2026. Applicants can register at this link <https://opencourses.ie/opencourse/education-for-sustainability/>

The HEA Teaching and Learning Conference will be taking place on Thurs, 11 December with a dedicated breakout session on ESD, see <https://hub.teachingandlearning.ie/conference-2025/>

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b. SOLAS - Green Skills 2030 Implementation Plan published

The Green Skills 2030 Implementation Plan is a roadmap to progress the strategic and sector specific recommendations outlined in Green Skills 2030, the First National Further Education and Training Strategy. The [Implementation Plan](#) includes actionable and measurable targets developed through collaboration with KPMG, ETBI, the 16 ETBs, industry partners and government departments.



The completion of the plan is a critical step in ensuring that the FET sector continues to evolve to meet skills needs required by all learners so they can adapt to the workplace demands across different sectors of the green economy including accounting and business, agriculture, forestry, biodiversity and the environment, construction and built environment, engineering, energy, and manufacturing, transport and logistics and, tourism and hospitality.

The roadmap contains 43 strategic actions and 71 sectoral actions. Education for Sustainable Development (ESD) is recognised as fundamental to equipping learners with the skills to drive climate action and contribute to shape a just, inclusive, and resilient future. Key priorities include continuing to integrate ESD and sustainability in programmes and modules, staff capacity building, ensuring that transversal skills and climate literacy are incorporated in training, and expanding inclusive access to training to reach more women, underrepresented groups and marginalised and early school leaver cohorts.

SOLAS is committed to working in partnership with key stakeholders to ensure that the Green Skills 2030 Strategy is successfully implemented so learners can adapt to the green economy and gain the skills needed to be empowered to address climate change.

More information about FET Green Skills at: <https://www.solas.ie/programmes/green-skills/>

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c. Trinity College – Research Project



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Funded by
the European Union

The School of Education in Trinity College in collaboration with Coláiste Bríde in Clondalkin took part in the [Critical ChangeLab](#) project, a Horizon Europe project investigating education for democracy across Europe.

This was a Transition Year Sustainability module under the theme "Social injustice and future visions of the community". The 10 workshops, held over approximately 3 months in Spring 2025, explored issues of social injustice in their local area, leading to an action of [creating a map of their research and their imaginings of the future](#). Students engaged with their local area and reflected on their attitudes towards it and their hopes for the future by creating the map. Students noted afterwards that the project gave them *"a way to look at, well, what is wrong with our local area that we might not really looked at or paid attention to beforehand"* leading them to identify *"where we can improve"*. They felt the programme showed them *"how much is missing"* in the area.



An emphasis of the programme was on students undertaking their own research on some of the challenges and themes they identified in their area and interpreting the results, before collectively imagining the future they wanted for the area.

At the end of the programme, the students presented their research and their imagined futures to an invited audience that consisted of senior school leadership, staff of the South Dublin County Council (community liaison officer and library staff), and a Trinity College Dublin professor who had not previously been part of the programme.

Explore the students research and reimagined Clondalkin [here](#)

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8. International Updates

a. Teachers COP 2025



The **TeachersCOP** is an international event created by the **Office for Climate Education (OCE)**, to highlight to global decision-makers the work of teachers, the challenges they face and the key role they play in the global climate response.

Every year, **hundreds of teachers from around the world** submit their classroom projects, real, creative examples of how students can understand and act on climate issues. These initiatives show that climate education is not only about knowledge, but about **empowerment, collaboration, and leadership**.

The 2025 TeachersCOP took place on 15th November, find out more about the event here: [TeachersCOP | Office for Climate Education](#)

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b. UN Updates

Model UN Mini-Simulation Toolkit

On the occasion of [United Nations Day](#), 24 October 2025, and in the year marking the [80th anniversary of the UN Charter](#), the Department of Global Communications is launching a new [Model UN Mini-Simulation Toolkit](#) jointly developed with the World Federation of United Nations Associations ([WFUNA](#)).

This toolkit has been created to make Model UN more accessible, inclusive and adaptable for high schools, colleges and Model UN clubs and organizations worldwide. It provides teachers, organizers and students with a practical and engaging introduction to diplomacy and the work of the United Nations, focusing on the United Nations Environment Assembly ([UNEA](#)) and the urgent challenge of marine plastics and litter.

The resource is designed for classroom use, offering a four-session simulation package complete with teacher guidance, student worksheets and background materials. It builds on the existing suite of Model UN resources—which includes the [Getting Started Guide](#) and the Model UN [Resources](#)—while reflecting the [General Assembly's 2023 recognition](#) of the importance of Model UN in fostering youth engagement with multilateralism, diplomacy and global cooperation.

Climate Counts pocketbook (UNDP)

Climate change is impacting every aspect of our lives. Yet sometimes it can feel abstract or difficult to grasp. Numbers can help make it concrete. They give us a way to see the scale of the problem, the urgency of action and the promise of solutions. Climate Counts invites people around the world to explore 30 facts about the climate crisis that explain the urgency of action and the promise of solutions, while combating disinformation. From 1 to 30, each number highlights a powerful fact paired with an eye-catching visual, drawing attention to key areas – from energy, adaptation and finance to nature, gender, health and justice: [Climate Counts Pocketbook](#)

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c. UNESCO - Greening Education Partnership



During the [30th UN Climate Change Conference \(COP30\)](#) in Belém, Brazil, UNESCO continued to champion the vital role of education in addressing the climate crisis. As part of the [Greening Education Partnership \(GEP\)](#), two major events were convened on 13 November 2025: a Ministerial Roundtable on greening education and the 3rd annual meeting of the Greening Education Partnership, under the COP30 thematic axis "Fostering human and social development".

These high-level events, co-organized with the COP30 Presidency and Brazil's Ministry of Education, brought together ministers of education and environment, UN agencies, multilateral finance institutions, civil society, youth networks, and private-sector partners. Their shared goal is to place education at the centre of climate policy, strengthen investment in greening education systems, and mobilize global commitments to equip every learner and community with the knowledge and skills needed for a climate-resilient future.

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d. Council of Europe – Guidance Document



In the face of today's complex sustainability challenges, empowering young people to take democratic action on environmental and human rights issues is crucial for strengthening planetary health, social justice and personal well-being. The Council of Europe recognises that sustainable development is inextricably linked to human rights, democracy and the rule of law. Education must reflect this inseparability, equipping young people with the competences to create sustainable future for all.

This guidance document explores how the Council of Europe's **Reference Framework of Competences for Democratic Culture (RFCDC)** can be applied to Education for Sustainable Development (ESD). It highlights the benefits of basing ESD on the RFCDC, especially regarding increased democratic engagement and reduced levels of eco-anxiety.

The document provides practical strategies for policy makers and educators, covering curriculum design, pedagogical methods and assessment approaches for empowering learners to address sustainability issues. Also discussed are the crucial aspects of teacher training, digital literacy and preparation for green jobs.

Read the full Council of Europe document here: [Reference Framework of Competences for Democratic Culture \(RFCDC\) - Education](#)

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9. Other News

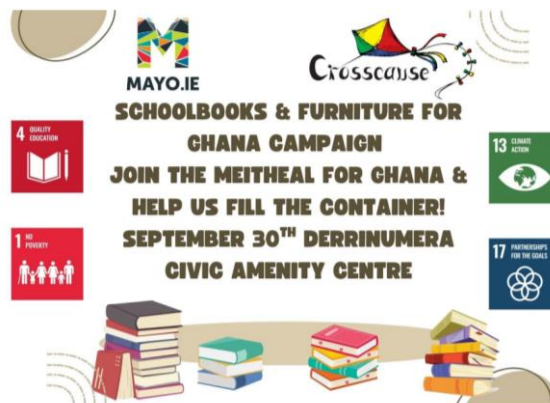
a. Three Simple Actions – SDG 15 – Life on Land



- Encourage wildlife by allowing sections of your garden to grow wild
- Eat seasonal food, it's cheaper and environmentally friendly
- Recycle used paper and go paperless where possible

Find SDG resources for schools here: [The World's Largest Lesson](#)

b. Mayo County Council – Circular Economy Scheme for Schoolbooks



In April 2025, Mayo County Council, in partnership with the charity Crosscare, started a campaign to collect used schoolbooks and storybooks to send to schools in Ghana.

40 primary and 18 post primary schools in Co. Mayo filled boxes with old schoolbooks and in September, a 40ft container with 20,960kg of reused books and furniture from schools in Mayo was shipped to Ghana and delivered to 45 schools.



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c. Chester Beatty – Bridging the Gap project



Chester
Beatty

25

Bliain i gCaisleán
Bhaile Átha Cliath
Years at Dublin Castle

Bridging the Gap – helping to upskill young people addressing SDGs through creativity, collaboration, critical thinking and communication

What happens when an Irish museum, two youth services from Dublin and Helsinki along with a Finnish Heritage in Education organisation come together helping to upskill young people addressing SDGs through creativity? Inspired by the Youth Advisory Group's feedback at the ESD Forum in 2024, the Chester Beatty developed a project to support young people and bridge the gap in their skillsets. Bridging the Gap will consult youth groups in Dublin and Helsinki through the support of their respective youth services and workers. We will use creativity, collaboration, critical thinking and communication skills to support young people throughout the process.

The purpose of youth consultations

As expressed by the Youth Advisory Group, youth voice is central to tackling SDGs. Bridging the Gap will engage and empower young people from Irish and Finnish youth groups to critically and holistically consider the issues relevant and of interest to them. Plans are underway to obtain a mobility youth exchange grant to support a face-to-face exchange between our young people in Ireland and Finland. They will co-curate resources to develop hands-on skills to problem solve issues regarding Education for Sustainable Development.

By the end of the 20-month project the resources will be disseminated reflecting the learnings and experiences of the youth groups. Our dream is for our young participants to present their experiences and project at the National Forum for Education in Sustainable Development in 2026!

Check out our blog post for more details – and how museums, cultural heritage in education and youth work can play central roles when bridging the gap between formal and informal learning <https://chesterbeatty.ie/education/>

Bridging the Gap 2025-1-IE01-KA210-YOU-000364168 (2025-2027); small scale partnership project with partners Bradóg Youth Services Dublin 1 & 7; Association of Cultural Heritage Education Finland and Ruoholahti Youth Centre, Helsinki. It is supported by Léargas.

d. GET Youth Action Seminar & Research Conference



Through collaboration, reflection, and expert guidance, teachers left the seminar

Global Education Time (GET)'s youth action seminar in October brought together teachers, youth workers, and students for a rich exchange of ideas on **youth action in post-primary classrooms**. Building on the piloting and publication of our Teaching and Learning Units (TLUs): [International Inequalities TLU](#) [Climate Change TLU](#) & [Migration TLU](#) teachers from ten schools are on a journey to **embed youth action projects** within their schools.

Participants benefited from valuable inputs by **WorldWise Global Schools**, **Young Voices of Africa**, and youth workers **Natasha Muldoon** [ARD Youth Project](#) and **Leti Gorini Coady**. [SAUTI-Youth project Youth Work Ireland](#) who shared practical advice and insights on supporting student-led initiatives.



A highlight was the inspiring presentation by **students from Tullamore College** and their teacher **Emma Bradley**, who shared their achievements in the [Young Social Innovators Awards](#) and [ECO-UNESCO Young Environmentalist Awards](#) and how meaningful youth action can begin in the classroom.

Through collaboration, reflection, and expert guidance, teachers left the seminar energised and equipped to **co-create youth action** with their students — empowering young people to connect learning with real-world change.

Later in October, IDEA staff **Leigh Brady** and **Áine Boyle** represented GET Ireland at the **a multi-stakeholder conference in Bulgaria**, where partners shared research into GCE and explored innovative approaches to **GCE practice** — strengthening collaboration, mutual learning, and the shared vision of education for a fairer, more sustainable world.

information see: [GET Ireland](#) Contact us at get@apa.ie

For more Follow us on: [Facebook](#) & [Instagram](#)

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e. Home Visiting: Early Learning Initiative



The Early Learning Initiative at National College of Ireland supports parents as the primary educators of their children. We see firsthand how the UN Sustainable Development Goals with an emphasis on SDG 4, ensuring equal access to all levels of education, particularly children in vulnerable situations, begin in the home environment. Early years home visiting fosters sustainable, high-achieving and inclusive communities where children and their families get support to thrive in education and life.

ELI's locally employed Home Visitors, often known as the "book ladies" in Dublin's Inner City, provide parent support through peer led interactions. Many Home Visitors were

once parents receiving home visiting and have now become community catalysts for change by creating excitement around education in their communities (SDG 11, 16). Children and parents can look forward to visits which provide educational books and toys alongside the Home Visitors guidance in interaction and play.

Beginning with 15 families in 2007 in Dublin's Inner City to almost 1,000 families across Ireland in 2025, evidence of impact highlights that children's literacy, numeracy, language and educational aspirations have increased, and the morale, wellbeing and home environment of families is positively impacted (SDG 3).

The growth of Home Visiting across Ireland has allowed ELI to support local organisations in vulnerable communities to learn from the work we deliver in Dublin's Inner City and reach more of the 10,936 children born into poverty every year in Ireland (SDG 1, 10).



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