



Water Conservation Workshop Two

Report

Hybrid Workshop meeting 29th March 2023

Clayton Hotel & Online

Dublin

Contents

Introduction	3
Session One: How to improve understanding to incentivise water conservation behaviour?	4
Learnings from the UK	4
Round table discussion on how to improve understanding in the general public	5
Session summary and key next steps	6
Session Two: How we can increase water education in the National Curriculum	7
Curricular opportunities to promote water education.....	7
Round table discussion on how the non-formal sector can support water education in schools .	8
Session summary and key next steps	9
Appendix 1: Attendees.....	11
Appendix 2: Attendees Water Education & Awareness initiatives.....	12

Introduction

To support its statutory mandate to advise the Minister for Housing, Local Government and Heritage on water conservation, An Fóram Uisce – the Water Forum commissioned research to address a gap in scientific knowledge on the need for and benefits of water conservation. The objective of the research was to inform policy development to support more proactive water conservation in Ireland. Dr Sarah Cotterill from University College Dublin and Dr Peter Melville-Shreeve from Exeter University completed the research titled, ‘*A Framework for Improving Domestic Water Conservation in Ireland*’^{1,2}. The research introduced issues around water scarcity in Ireland and the common misconceptions about the abundant availability of water. The research findings resulted in ten policy recommendations for improving domestic water conservation measures.

One of the recommendations from the research was “Rethink Water Education – to support bottom-up understanding of water (from the processes that underpin treatment and supply, to the energy and resources required to produce drinking water) Linked to the national curriculum.”

The Forum hosted a workshop to focus on this topic on 29th March 2023. The aim of this workshop was to bring key stakeholders and organisations with expertise in raising awareness and delivering environmental and water initiatives, to share their approaches and learnings through round table discussions.

The **objective of the workshop** was to:

- (a) gather information on how to improve understanding to incentivise water conservation behaviour in the general public and**
- (b) consider how to increase water education in schools.**

Learnings from the workshop would be used to support the Forum’s development of statutory advice on water conservation focusing on education and action to promote the value of water in society.



Figure 1: Education and awareness workshop participants

¹ Cotterill and Melville-Shreeve, 2021; [A Framework for Improving Domestic Water Conservation in Ireland - Research Report - An Fóram Uisce \(thewaterforum.ie\)](https://thewaterforum.ie)

² Cotterill and Melville-Shreeve, 2021 [A Framework for Improving Domestic Water Conservation Policy Brief - Water Forum Policy Brief \(thewaterforum.ie\)](https://thewaterforum.ie)

Session One: How to improve understanding to incentivise water conservation behaviour?

Session aim: **To gather information on how to improve understanding to incentivise water conservation behaviour in the general public**

Person/Agency	Presentation
Dr Sarah Cotterill, UCD	Overview of Domestic Water Conservation Research and recommendations for Education for water conservation outcomes
Stephanie Hurry, Waterwise UK	Waterwise and the UK Water Efficiency Strategy
Q&A	
Round table discussion	Chaired by Triona McGrath (Water Forum Research Lead)

Learnings from the UK

Waterwise is a leading water efficiency NGO in the UK, they work with water companies and partners to raise awareness of and encourage water efficiency. Take various approaches to raise awareness of the need to conserve water and achieve behaviour change amongst all water users. In an annual water saving week, they work with water industry partners in the UK to encourage water saving. Water saving guidance and information materials are provided online, with different topics addressed during the week. Social media and internet campaigns target specific audience segments and have reached up to 4 million people in the UK annually. It has proven difficult to evaluate the effectiveness of such campaigns for water saving outcomes. Engagement figures are obtained through website monitoring data and social media reach.

Waterwise UK started a new campaign in January 2023 asking individual customers to pledge to save 2023 litres of water. A list of actions to achieve this aim was provided on the Waterwise website. Participants were invited to pledge to reduce use and to confirm if actions were carried out to allow for quantification of savings. Companies also pledged to save water and published the pledges on their websites.

Each year during the drier months, water saving communications are increased, so that people make the connection between water use and water availability. It is important to tailor the message to the target audience, and some influencers have been successful in campaigns targeted at Generation Z via social media that had impactful outcomes.

Drivers for change can vary as people have different motivations. Financial savings are not always an incentive, energy use and impacts on the environment can be important drivers for change, so it is important to structure messaging to illustrate multiple benefits for the climate and environmental protection. Partnerships with community groups and local leaders to spread messages are important avenues to improve reach. This approach has the added advantage of the message coming from a trusted source.

It is important to provide an understanding of where water comes from, how it is treated and the increasing demands on water supply to get over the common belief that there is always a plentiful supply of water for consumption.

Q&A

Is social media an important tool to use?

Waterwise has found social media effective in engaging with younger people, they tend to be heavy water users so that is why we targeted that cohort.

Is it not important to target homeowners (25-45 year olds)?

We do and generally messages are the same and we work with partners such as community groups who get messages out through on-the-ground networks.

The challenge in Ireland is the 40% leakage rate from public water supplies, it is hard to target consumers when the benefits would be so little in comparison to leakage rates.

It would be best if the message was delivered by a number of people, leakage reduction is not the only answer. There needs to be a collective response as everyone has a role. There is also a need to identify the multiple benefits of water conservation.

Comment: Suggest awareness is raised of the programmes that already exist such as the Green Schools programme. 91% of schools participate, highest in Europe probably because it is free, we teach the teachers and use different engagement methods such as fast fashion, think before you flush etc.

Round table discussion on how to improve understanding in the general public

- Uisce Eireann is happy to engage with communities to deliver messages.
- We need to break the disconnect in understanding of where water comes from, which would increase awareness on the need to conserve it.
- The NFGWS has learnings on how to re-establish the connection between the supplier and consumer to encourage ownership of water resources. This is an advantage of community owned water supplies.
- One solution is for all agencies and educators to share learnings.
- There may be funding in the climate sectoral budget for water focused projects. Water needs an approach like climate action that has clear objectives and targets.
- There is a need for a systems perspective to connect water, biodiversity and climate, and to think of local impacts, plus meaningful information on drought impacts and solutions. Provide clear actions to deliver outcomes.
- There is an appetite in IEN and PPNs for water conservation and water protection. Groups need to be given direction and resourced to take action.
- Tidy towns awards include credit for sustainability actions and for work with a wide range of groups, including schools. This could provide a good avenue for water conservation initiatives.
- There is a need to establish the connection between the value of green and blue spaces for people's health and well-being. There is also a need to provide opportunities to reconnect with nature.
- The PPN National Advisory group could disseminate messages through their networks.
- Pride of place is a programme that could include actions for water quality and conservation.
- There is a need to consider the 'story' appeal to intrinsic values of water, make links to cultural and spiritual connections with water.

- There is a need to work together to collaborate, connect with stakeholders and all groups, include private well owners also.
- The need for water conservation action should be a regular news items in national papers or in TV programmes.
- Saolta provide workshops on sustainability with local authorities and PPNs and could be another avenue to include water conservation awareness.
- Share resources and learnings from already existing programmes such as the Earthwatch Citizen Science monitoring programme to engage people in water monitoring.

Session summary and next steps

1. Be aware that “we are not communicating in a vacuum” – we have to be aware of the context around any messaging and ensure that the story / narrative we are trying to tell, collectively, addresses concerns people might have in other areas (e.g., leaks). Can we focus on positive co-benefits of the actions we are encouraging?

2. To address (1) – we need to take a holistic, systems approach, both on the conversation we’re having with the public as well as in the way that we (the stakeholders and agencies) work together.

3. A key aspect of this will be to raise the profile of existing programmes and campaigns. A lot of excellent work is being done, but are we working effectively with one other? Perhaps an outcome from the workshop could be to commission a piece of research to collate all of these schemes (public engagement and education programmes) from the attendees (and their networks). This could be a survey or a series of interviews.

4. Increasing disconnection with nature / water supply was raised as a barrier to engagement. There is therefore a challenge to make people aware/conscious of their local water sources, even in a large/centralised system. Perhaps we can take learnings from the group water sect and even internationally, for example Singapore’s water stewardship programmes.

5. Finally we need transparency of targets / metrics – for example, Uisce Eireann has a target to reduce leakage to 25% nationally (and 20% in the GDA) by 2030. Can we propose targets for water use to the general public that could also include a competitive element and/or some kind of reward scheme to increase water conservation (UK Waterwise 2023 initiative?).

Key follow-up actions:

Research

- *Develop an inventory of existing programmes and campaigns, starting with attendees of this workshop.*
- *Establish synergies with the range of providers who are already delivering some water conservation education.*

Policy

- *Need a national approach/campaign on awareness of the value of water and the need to conserve water*

Water Conservation Messages

- *Provide one clear message that is positive and can be delivered by all groups (local to national)*
 - *Identify key actions to achieve water conservation outcomes/targets*
 - *Explore opportunities for potential awards to encourage participation*

Session Two: How we can increase water education in the National Curriculum

Session aims: to consider how to increase education in schools and how to bring learnings from the non-formal sector to formal education.

Person/Agency	Presentation
Dr Anne Dolan, Mary Immaculate College	Curricular opportunities for promoting water education in post-primary schools in Ireland
Q&A	
Round table discussion	Chaired by Gretta McCarron (Communication & Education Lead of the Water Forum)

Curricular opportunities to promote water education

Dr Anne Dolan highlighted the importance of learning about the value of water, stating that future wars are likely to be about water. Education to deliver the Sustainable Development Goals, National Strategy for Education for Sustainable Development and Global Citizenship Education has become fundamental and since the new Teaching Council Standards (2020) it is now a mandatory part of education.

While the new Education for Sustainable Development (ESD) 2022-2030 Strategy does not specifically mention water; water use education is essential to deliver the key principles, such as, being an agent of positive change, to reorient society towards sustainable development and, to be locally relevant. There is substantial funding provided to schools for ESD action at local level and this provides an opportunity for schools to partner with tidy towns or rivers trusts to deliver water education projects.

There are new opportunities to engage in learning about water particularly in the early years Aistear curriculum through sensory activities and play learning approaches. Water is a cross-curricular theme in the primary curriculum where enquiry-based learning is encouraged. Geography in the Junior Cert curriculum covers the water cycle and river topics, and a Transition Year Water Module has been prepared by the Mague Rivers Trust supported by the Water Forum. This is being piloted by schools in Limerick and Tipperary and will be used by newly qualified teachers as a teaching resource. It can be taught as a standalone TY module and will provide useful background knowledge for the new Leaving Cert subject Climate Action and Sustainability.

The Leaving Cert is currently being reviewed and as part of this, three new subjects including Climate Action and Sustainability have been approved and will be rolled out in a network of schools in 2024. The brief for the development of the subject specification identifies water as an appropriate context for learning about climate change and its effects. The Water Forum could provide guidance to the advisory team in the development of curricular content to support this learning. The concept of climate change impacts on water availability and water quality and the need for water management to address these impacts would be a very important part of the learning. The Water Forum should monitor the development of this course and could potentially make a submission during the consultation on this.

There are many challenges: students are often disconnected from nature, and there is a need to support teachers to develop the necessary topic knowledge and to meet the challenges and demands of a changing curriculum. There is currently a lack of joined up thinking, with huge demands on the curriculum.

Anne Dolan identified the following opportunities to promote water education:

- Share education resources for learning and teaching about water
- Identify opportunities to include water within SDGs, ESD and Global Citizenship Education Policy
- Develop a PR strategy for high quality water education
- Explore links between Aistear, Primary, Junior Cycle and Senior Cycle
- Identify how the curriculum can be delivered with water case studies
- Work with Education Centres, (ESCI Education Support Centres, Ireland)
- Build links with teacher educators e.g., Oide Support Service for Teachers and School Leaders
- Offer Water Education as a curriculum solution

Q&A

There is a huge amount of really good water education resources available how do you get teachers to use them?

Free resources are often not valued, workshops with teachers can work well (for example Ocean Literacy) and use the SDG platform to share resources

Is there a knowledge gap with teachers? Is there a need for a train the trainer programme?

Teacher capacity is key, you do need in service training for teachers. Need to work with education centres and work with Oide to work on water education.

Will the new LC Climate Action and Sustainability subject cover water topics?

There will be strands and learning outcomes – expect water will be a key component, based on impacts. You can't teach climate change without teaching water.

Round table discussion on how the non-formal sector can support water education in schools

Globe is an- international citizen science programme for both Primary and Secondary schools. **Spongy Schools** is an education programme to teach practical nature-based solutions for water and flood risk. Time is an issue for teachers, particularly if the topic is not directly linked to their curriculum. It is important to provide teachers with information on pupils learning from pre and post activity assessments, maps to curriculum connections and specific topic supports for teachers to understand the bigger picture.

In **Green Schools**, buy in is key. There is a high uptake of Green Schools because it is free and is delivered in partnerships with Local Authorities and is supported by Non-Government Organisation funding. The award is important for schools, the flag can this increases profile of school. Green Schools coordinators can provide a good point of contact to access schools for water education initiatives. Green schools deliver global citizenship education that is mandatory as was mentioned earlier.

The National Federation of Group Water Schemes (NFGWS) take school classes to local water treatment plants and this help to develop an understanding of water supply and builds a stronger connection to local water sources.

Uisce Éireann (UE) could think about ways to interact around site visits as it is currently difficult for H&S reasons. It may be possible to simplify the process yet achieve the same result and value, such as, a virtual tour.

Dublin City University (DCU) Water Institute have hosted an *Earthwatch WaterBlitz* Citizen Science activity for the past 3 years, it is open to groups across the country. Groups who registered were posted test kits for nutrients: nitrate and phosphate in waterways. Over four days they tested the water and uploaded the data onto the Freshwater Watch app. There was so much demand there was not enough resources to get everyone who was interested involved. It was sponsored by Smart Dublin, Dublin City Council and LAWPRO. The data was used to produce a report that was shared with all the volunteer groups. Is there potential to join up to do a schools water blitz?

Globe – Provide in person and online teacher training workshops. *Globe Open Schooling* (www.globe.gov) has *expert panels* (researchers, practitioners) who provide online workshops. Awards (certificates and badges) are available for engagement and the completion of learning activities. This could provide a model for school's engagement.

Waterwise have an introductory course on water efficiency.

Adult education is most important as they have the weight of power, *Saolta* work with communities, PPNs and Local Authorities to deliver environmental education programmes to adults and groups.

GAA Green Clubs programme aims to promote sustainability awareness and improve sustainability action in GAA grounds and activities. A Green Club Toolkit was launched in December 2022, to help clubs in areas of water, energy, waste, biodiversity and travel.

Session summary and next steps

1. There are lots of challenges to overcome particularly when water is not included in the national education policy. Teachers are not using the many water related resources available owing to competing curriculum demands; a lack of capacity or confidence in capability; a lack of time or lack of interest.

2. There are a huge number of competing demands on the curriculum - if we want to embed water in it we need to demonstrate unity across our sector and sing from the same hymn sheet, we need to **map the links** clearly for teachers to show them how and why this topic is relevant and important to support their teaching of all subjects, and we may need to introduce **rewards** for those not immediately engaged.

3. Capacity building - we need to 'teach the teachers', share case studies, and bring in external expertise (and capacity) to deliver this. We should take learnings from the GLOBE model, for example.

4. Ireland had the highest uptake of Green-Schools in the world, so this is a great starting point to capitalise on. How can we take more learnings from the non-formal education sector?

Key follow-up actions:

Education Policy

- Track progress on the Leaving Cert Climate Action and Sustainable Development subject content and consider making a submission to public consultations

Non-Formal sector

- Re-establish the non-formal water education network
 - To share resources/messages, develop case studies, explore train the trainer programmes, explore community/school partnerships, harness external expertise (Globe model)
 - Identify opportunities for communities to partner with schools to deliver water education (ESD & Climate funding)
 - Encourage and support Citizen Science initiatives with communities and schools

Formal education sector

- Provide guidance for water education in the new LC subject Climate Action and Sustainability
- Map curricular links for opportunities to deliver water education in schools
 - Create case studies for schools to use as ESD/SDG education solution
 - Use ESD/SDG platform to share resources
 - Build teacher capacity using external expertise (Globe approach) with Ed Centres & Oide

Appendix 1: Attendees

In person

Online

Name	Organisation	Name	Organisation
Sarah Cotterill	UCD	Dr Anne Dolan	Mary Immaculate College
Stephanie Hurry	Waterwise UK	Roberta Bellini	TCD DWR Uisce
Sinead Egan	Uisce Éireann	Alisha Bello-Dambatta	DWR Uisce Wales
Paddy Morris	EPA Catchments Unit	Paul Coughlan	Trinity College Dublin
Tom Carolan	Lawpro	Joanna Braniff	Rivers Trust Ireland
Ruth Clinton	DCU Water Institute	Victoria Quigley	Uisce Éireann
Rory Sheehan	LCC Climate Co-ordinator	Pauline Murnin	Uisce Éireann
Emer Brennan	Tidy Towns	Kevin O'Callaghan	Atlantic Technical University
Catherine O'Toole	Irish Env. Network (IEN)	Jennifer Cunningham	Corrib Beo
Jamie Brunkow	IEN	Mick Kane	Mayo Sligo Leitrim ETB
Ruth Gaj-McKeever	An Taisce	Noel Doyle	Leave no Trace
Liz Gabbett	Maigue Rivers Trust	Nick Doran	Saolta/Development Perspectives
Maya Gryesten Fields	An Taisce	Richard Curtin	Coastwatch
Laetitia Petiot	ENIL Besançon Mamirolle	Charles Stanley Smith	AFU Member
Barry Deane	AFU Member	Tim Butter	AFU Member
Keith Hyland	AFU Member	Bernie Connolly	AFU Member
Connie Rochford	AFU Member		
Suzanne Linnane	AFU Member		
Denis Drennan	AFU Member		
Dónal Purcell	SEO Water Forum		
Triona McGrath	Research & Policy Lead		
Aisling Corkery	Policy Executive		
Gretta McCarron	Communications & Education Lead		

Appendix 2: Attendees Water Education & Awareness initiatives

National Federation of Group Water Schemes (NFGWS)

Contact person:

The NFGWS also has an appointed Information, Education and Research Officer, Mark Farrelly (mark@nfgws.ie)

What networks do you work with?

The NFGWS is a bottom-up structure with its own internal county federation network used for two way communication from our group water scheme (GWS) members - training, workshops but also submission and motions to the board.

Each individual GWS member is encouraged to engage with any primary schools connected to, or close to, the GWS distribution network. There are over 200 national schools connected to GWSs around the country.

Education and awareness initiatives you lead or contribute to

All About Water

The NFGWS has developed a curriculum for 4th to 6th class primary school pupils, in association with DKIT Centre for Freshwater studies. 'All About Water' is a hands-on and hugely interactive resource that encourages children to explore the fascinating world of freshwater habitats and to develop an understanding of all things wet and wild. GWSs are encouraged to provide this curriculum to primary schools free of charge. NFGWS development staff make themselves available to assist the local GWS organise a visit to the local GWS source and treatment plant to explain where their water comes from, the importance of protecting our water, the links to biodiversity and climate, importance of water conservation, and the important role their local GWS plays in ensuring they have safe water to drink etc. This site visit is generally followed up by a classroom session, where a presentation is given to the school children to reinforce all of the above messages.

[All About Water - Water Education for Primary Schools \(nfgws.ie\)](#)

I've planted a tree and my garden is pesticide free

As part of GWS source protection efforts, primary schools pupils are visited by their local GWS and given a tree to plant at home. The initiative raise awareness about the links between drinking water and biodiversity, and the dangers of pesticides to both. Students are also given easily digestible educational materials, as well as a certificates and stickers to help spread the message about pesticide use.

[Crosserlough Group Water Scheme - Cavan schoolchildren receive special delivery - YouTube](#)

The NFGWS also maintains a learning resources for schools section on its website. This includes a number of in-house videos targeted at very age groups within primary schools.

[Learning resources for schools - National Federation of Group Water Schemes \(nfgws.ie\)](#)

What water specific education programmes do you deliver and to whom? Who funds the programme?

All About Water and it is generally funded by the local GWS. Many schools use this curriculum as an aid to achieve the Green Flag status when covering the water theme.

AN TAISCE Green Schools Programme**Contact person:**

Ruth Gaj-McKeever
Senior Theme Coordinator for Water
Green-Schools
An Taisce

What networks do you work with?**We work with:**

- Pre-Schools
- Primary Schools
- Secondary Schools
- Uisce Eireann
- Clean Coasts (An Taisce)
- Globe (An Taisce)
- EAOs in all the County Councils
- Eco-Schools Internationally ([Eco Schools](#))
- FEE (Federation for Environmental Education) [Foundation for Environmental Education Foundation for Environmental Education \(fee.global\)](#)

We are starting to link more with:

- LAWPro
- DCU Water Blitz

Education and awareness initiatives you lead or contribute to**I lead the water theme:**

- Support schools (pre-school – secondary) in Ireland to achieve their green flag for water.
- Water workshops around the country (regional primary and secondary workshops).
- National poster and video competition (yearly and based on World Water Day themes).
- Week of Walk for Water events (yearly around World Water Day).
- The water ambassador programme (yearly and accepts students (1st -6th year) from secondary schools that are on or have achieved the Green-Schools flag for the water theme.
- National save water photo competition involving students and their homes (every year).
- We run an approved Green-Schools Teacher Training course every year with EPV days.
- We run Green-Schools teacher training seminars.

We are also involved in the Green-Schools Global Citizenship themes work especially their fast fashion campaign.

Due to the fact that the water theme is one of Green-Schools core themes there are many chances to cooperate with team leaders on different themes e.g. litter and waste, biodiversity, energy etc.

We also join forces with the climate change programme within the EEU and run joint events and share resources.

What water specific education programmes do you deliver and to whom?

See a list of educational work related to water above and we run these with pre-school – secondary schools, including special schools and specific teacher training events.

Our work relates to raising awareness about the water cycle, including water treatment, water related issues like pollution, water scarcity, water quality, sanitation etc. and actions that can be taken to increase water knowledge in the whole school and surrounding community and contribute to alleviating and where possible preventing issues discussed.

Integral to training on our water ambassador programme are hearing from experts, peer learning and sharing of ideas, design thinking skills, campaign development and communication techniques. Also, important is getting students and teachers outside to visit water treatment plants, carryout out litter pick action day around waterways and get training in kick testing techniques like the CSSI.

We also run well-being workshops with water ambassadors to help combat eco-anxiety and enable them to look after themselves while carrying out environmental actions.

We have a water handbook that is given to the schools on the water theme that runs through the 7 steps of the Green-Schools actions needed to get their water flag if this is something that you would find useful please let me know. Also, you can check out many of our resource on our website here: [Green-Schools – Working together for a sustainable future \(greenschoolsireland.org\)](https://greenschoolsireland.org)

Who funds the programme?

Uisce Éireann funds the Green-Schools water theme.

DCU Water Institute

Contact person:

Ruth Clinton
Dublin City University
Water Institute

What networks do you work with?

We work with all stakeholders involved in Water both nationally and internationally through research, education and engagement.

Education and awareness initiatives you lead or contribute to

- WaterBlitz (Citizen Science)
- Micro Credentials (Citizen Science)
- Many smaller Citizen Science projects with community groups

What water specific education programmes do you deliver and to whom?

Who funds the programme?

We raise the money by ourselves for the Waterblitz and various smaller projects are funded by smaller funding channels such as companies or social enterprise programmes such as Rethink Ireland.

DWR Uisce Trinity College Dublin**Contact person:**

Aisha Bello-Dambatta, Bangor University, Wales, UK

Roberta Bellini, Trinity College Dublin

Paul Coughlan, Trinity College Dublin

What networks do you work with?

We work with the National Federation of Group Water Schemes, collaborating with some GWS which have links to primary schools in their catchments.

We participate to the [EU Education for Climate community](#); Roberta is one of the National Coordinators for Ireland.

We have also worked with ECO-UNESCO and with secondary schools in Dublin (but reached out nationally during enrolment in our Climate Action Hackathon programme – see below).

Within Trinity we hope to work with Trinity Sustainability to develop a water-energy nexus educational and awareness initiative.

Education and awareness initiatives you lead or contribute to

- Citizen science project on water-energy use in Irish households- LEAD <https://www.dwr-uisce.eu/household-water-energy-efficiency>
- EU Education for Climate Participatory Challenge: how to make saving water a life-long habit? – CONTRIBUTE with teachers in Greece, Poland and Croatia; challenge open to whole community.

What water specific education programmes do you deliver and to whom?

- [Water Energy Climate Action Hackathon programme to secondary schools](#)
- Water-energy nexus primary school webinars to primary schools
- Research-based webinars on different aspects of the water-energy nexus to the general public

Who funds the programmes?

The programmes are developed as part of the Dŵr Uisce research project – an Interreg Ireland-Wales interdisciplinary collaborative research project between Trinity College Dublin and Bangor University in Wales.

EU Interreg Ireland-Wales <https://irelandwales.eu/>

ECOEd4ALL project (this is an education pillar that sits under Corrib Beo)

Contact person:

What networks do you work with?

Allison, Cooperation Ireland, Lawpro, Carra Mask Corrib WaterProtection,

Education and awareness initiatives you lead or contribute to

EcoEd4All offers free online digital content for Secondary Schools, in particular Transition Year Students. I have developed an outdoor field trip experience called Eco Advocates which is geared towards TYs and is based around the Corrib Catchment, currently under discussion to now include both secondary and primary schools

What water specific education programmes do you deliver and to whom?

We deliver online courses covering Biodiversity, Water Pollution, Climate change and Circular Economy to schools who wish to sign up. There is no charge for these courses and they are accessible both on our website EcoEd4all.com and on Allison (global digital online publishing organisation)

Who funds the programme?

The content contributors are volunteers who are experts in their field in their own right and provided course content for free. The outdoor field trip sessions carry a nominal cost per student to cover course materials and time of the field trip leader.

Recently received EU Erasmus+ funding to run a water quality awareness campaign

Rivers Trusts Ireland

Contact person:

Constanze O'Toole Ireland Development Manager constanze.otoole@theriverstrust.org

Mark Horton All Ireland Director mark.horton@theriverstrust.org

Joanna Braniff All-Ireland Advocacy & Comms Manager joanna.braniff@theriverstrust.org

What networks do you work with?

The Rivers Trust is coordinating the iCatch Hub Network in Ireland and Northern Ireland, which is a training and support network of Rivers Trusts and River catchment based eNGOs. The network has currently 20 groups (16 full members & 4 guests) in Ireland and 5 rivers trusts in Northern Ireland.

Education and awareness initiatives you lead or contribute to

As part of the EU-funded Source to Tap project (2017-2022), we developed and delivered a five-part water education program charting the lifecycle of water with the Speedwell Trust to be used as a classroom resource for teachers <https://www.sourcetotap.eu/educators-citizen-scientists/learning-for-water/> This course was relevant to a number of areas of the curriculum.

We also designed and delivered training resources, including videos and leaflets on citizen science as part of the same project <https://www.sourcetotap.eu/educators-citizen-scientists/love-your-water/>

What water specific education programmes do you deliver and to whom?

Some of our member trust deliver water specific programmes, such as the [River Guardians](#) by the Inishowen Rivers Trust. Links to our members websites and educational programmes can be found on our members trusts map. [Member Trusts | The Rivers Trust](#)

Who funds the programme? Various – EU/Gov/Sponsorship

Maigue Rivers Trust**Contact person:**

Liz Gabbett, Maigue Rivers Trust

Contact info. Email: info@maigueriverstrust.ie

Tel. 086 0669606

What networks do you work with?

1. iCatch Network Hub - Rivers Trust Ireland
2. University of Limerick & Mary Immaculate College
3. Earthwatch – Freshwater Watch
4. LAWPRO
5. Inland Fisheries Ireland
6. Ballyhoura Development Company
7. West Limerick Resources
8. Limerick IFA

Education and awareness initiatives you lead or contribute to

1. An Fóram Uisce – TY Water Matters
2. Catchment Excellence Project – Lean and Green Skills Network (Industry led)

What water specific education programmes do you deliver and to whom?

1. Freshwater watch – recruitment and support of local citizen scientists who test for NO3 & PO4
2. CSSI – local tidy town groups

Who funds the programme?

1. iCatch Network Hub - Rivers Trust Ireland. MRT was a partner founding organisation. Funders: The Wheel and LAWPro (2020-2022)
2. TY Water Matters - An Fóram Uisce
3. Heritage Week - LAWPRO
4. Catchment Excellence Project - CEP – funded by Lean and Green Skill Network & Wyeth Nutrition

Atlantic Technical University**Contact person:**

Kevin O'Callaghan,
Atlantic Technological University,
Mayo Campus,
Castlebar,
Co. Mayo

What networks do you work with?

Early Childhood Education and
Adventure Sports Governing Bodies (Canoe Ireland, Mountaineering Ireland, Irish Sailing,..)
Healthy Ireland

Education and awareness initiatives you lead or contribute to

We received Healthy Ireland funding for a number of years to encourage outdoor play and one of the themes was around water. We have ceased this as the reporting was too onerous. The focus was on interacting with water and well-being for early years in being outside and play around water.

In addition to this we are involved in paddle sport training, surf etc and as part of this we have river clean-ups, river walks and other exploratory water explorations to promote wellbeing, education and technical knowledge in relation to water.

What water specific education programmes do you deliver and to whom?

Presently we just deliver programmes to our own students and our focus is on making them change agents and ambassadors to facilitate future change.

Who funds the programme?

HEA

As mentioned previously we also had Healthy Ireland funding

Tidy Towns

Contact person:

Emer Brennan, Monaghan Tidy Towns Committee
Monaghan Tidy Towns and Residents Network

What networks do you work with?

Tidy Towns, Monaghan Town Team also Monaghan PPN and previously LCDC

Education and awareness initiatives you lead or contribute to

- Invasives project (Azolla on the Ulster Canal)
- Waterways of Monaghan Town video project
- Riverwatch project for MTT including Bioblitzes funded under Catchment Care (Rossmore Park, Ulster Canal Greenway)
- Previously in school – Trout in the Classroom, Streamscapes, Something Fishy and Vital Signs

What water specific education programmes do you deliver and to whom?

Who funds the programme?

Water initiatives funded by Catchment Care, Lawpro etc