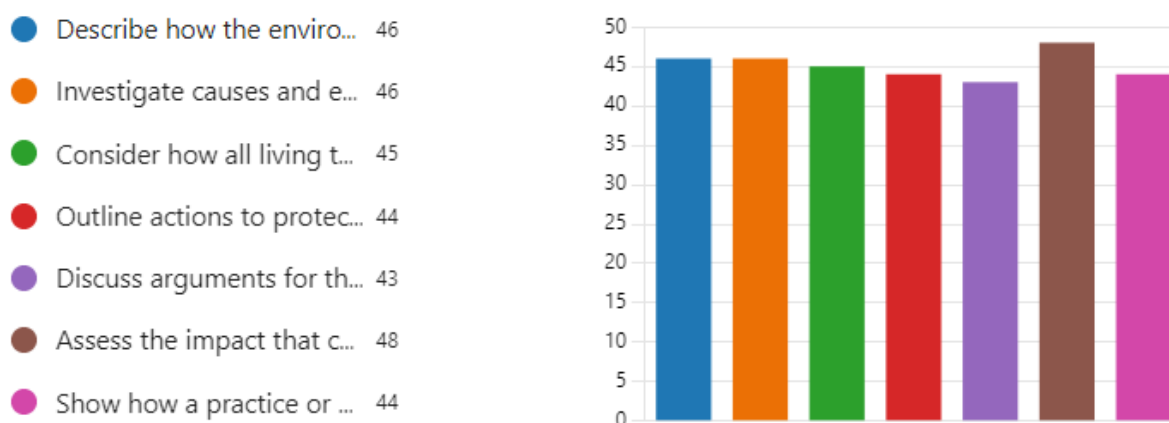


The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the re-development of senior cycle, specifically **Leaving Certificate Climate Action & Sustainable Development**. On this basis, we developed a survey to hear the insights and concerns of parents regarding the skills and abilities which will be taught as part of each strand. We also asked parents for their views on the 7 competencies which will be taught across all subjects and their views on assessment in this subject.

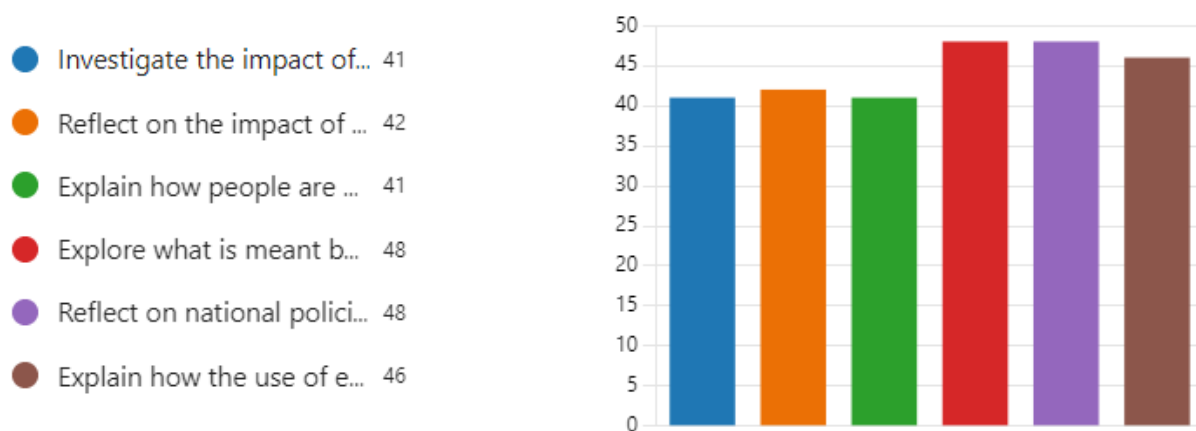
Our survey was open from March 26th – April 1st and received a response rate of 43 parents. We have promoted all surveys prepared by the NCCA and included the links for them at the end of our survey. All surveys were sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

When asked to indicate which of the skills and abilities underpinning strand 1 are important for their children in the study of Climate Change and Sustainable Development, 48 parents identified assessing the impact that certain products might have on the environment as important, 46 parents identified describing how the environment and all living things in it support human wellbeing as important, and 46 parents identified investigating causes and effects of environmental change as important. Similarly, 45 parents identified considering how all living things interact with the planet as important, 44 parents identified outlining actions to protect or improve living things as important, 44 parents identified showing how a practice or a process could offer more eco-friendly alternatives as important, and 43 parents identified discussing arguments for the rights of nature as important (See figure 1).



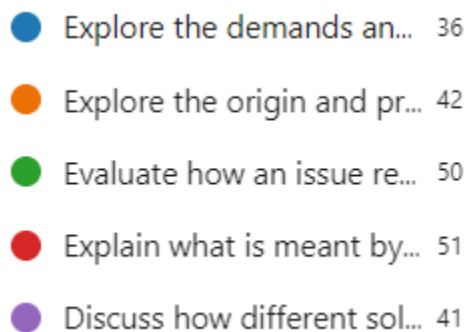
(Figure 1) As part of Strand 1, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 2 are important for their children in the study of Climate Change and Sustainable Development, 48 parents identified exploring what is meant by root causes of environmental change as important, 48 parents identified reflecting on the impact of a person's behaviour in causing less harm to the environment as important, and 46 parents identified explaining how the use of energy impacts the environment. On the other hand, 42 parents identified reflecting on the impact of a person's behaviour in causing less harm to the environment as important, 41 parents identified explaining how people are dealing with the effects of climate change in Ireland as important, and 41 parents identified investigating the impact of a climate action in a school-based, or local setting as important (See figure 2).



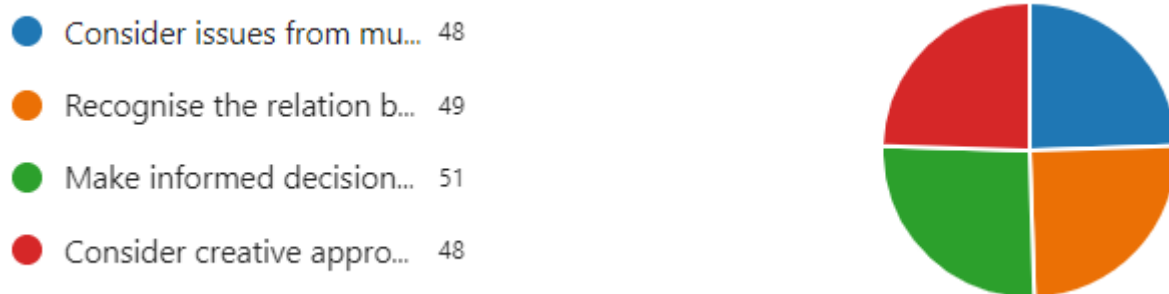
(Figure 2) As part of strand 2, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 3 are important for their children in the study of Climate Change and Sustainable Development, 51 parents identified explaining what is meant by climate change mitigation and adaptation, climate debt, climate loss and damage, and 50 parents identified evaluating how an issue related to climate change is reported in different media, taking into account political, economic, and cultural views as important. Meanwhile, 42 parents identified exploring the origin and progress of the United Nations' Sustainable Development Goals as important, 41 parents identified discussing how different solutions can decarbonise economies, including renewable energy and fuel transitions as important, and 36 parents identified exploring the demands and achievements of climate justice groups as important (See figure 3).



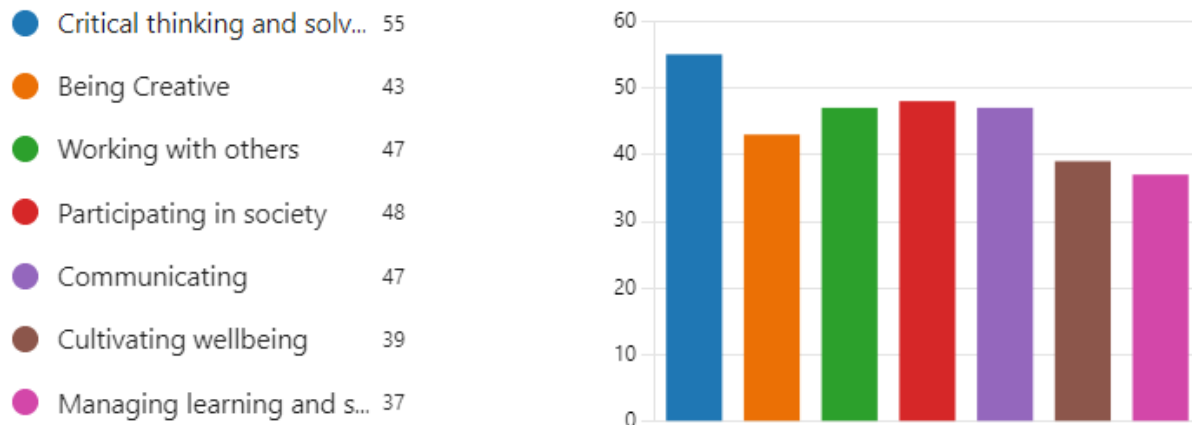
(Figure 3) As part of strand 3, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 4 are important for their children in the study of Climate Change and Sustainable Development, 51 parents identified making informed decisions based on evidence, 49 parents identified recognising the relation between the local and the global as important, 48 parents identified considering issues from multiple perspectives as important, and 48 parents identified considering creative approaches to solve problems and find solutions as important (Figure 4).



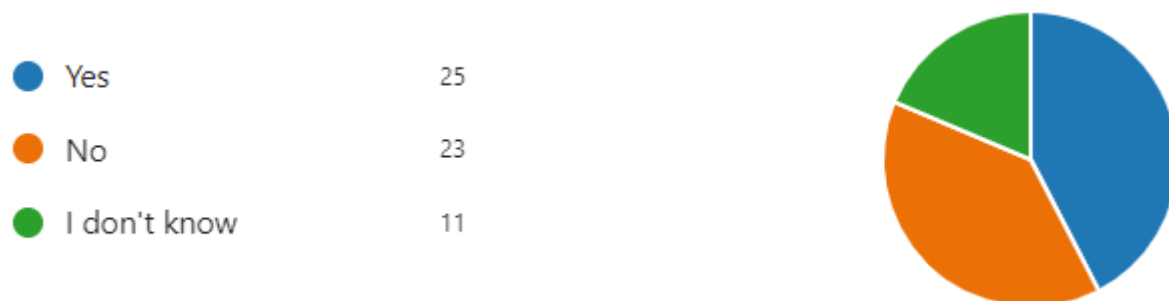
(Figure 4) As part of strand 4, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked which competencies they want their children to develop as part of their study of Climate Change and Sustainable Development, 55 parents identified critical thinking and solving problems as important, 48 parents identified participating in society as important, 47 parents identified working with others as important, 47 parents identified communicating as important, 43 parents identified being creative as important, 39 parents identified cultivating wellbeing as important, and 37 parents identified managing learning and self as important (See figure 5).



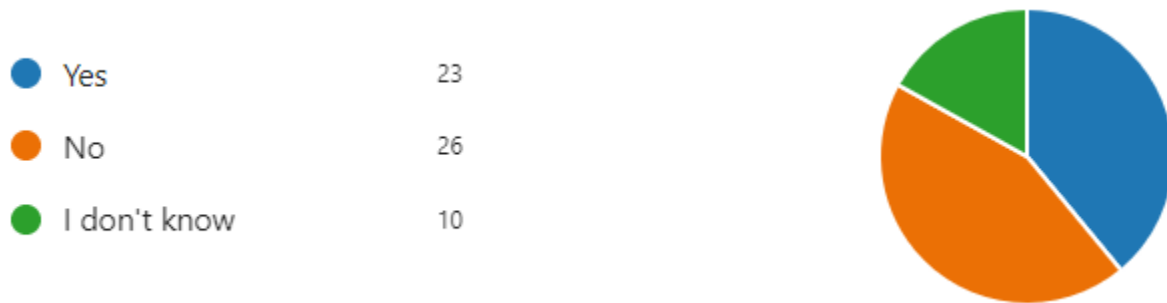
(Figure 5) As part of their study of Climate Change and Sustainable Development, I want my child to develop these abilities and skills (Please tick all that apply):

When asked if 40% should go to Action Project, 41% of parents said yes, 38% said no, and 21% said I don't know (See figure 6)



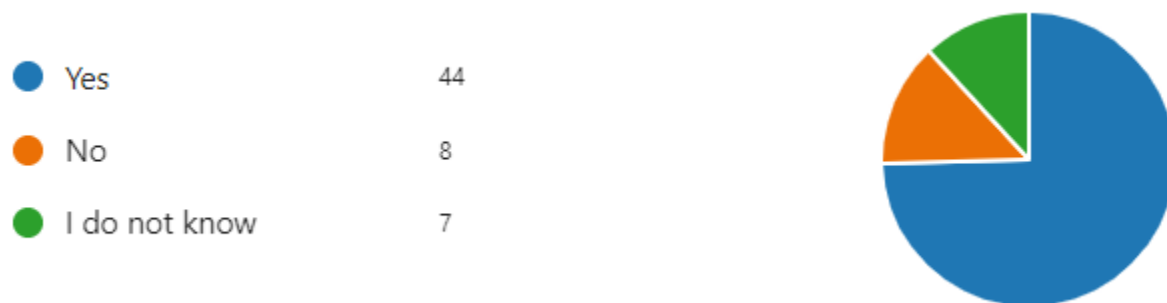
(Figure 6) I agree that 40% should go to the Action Project

When asked if 60% should go to written examination, 44% said no, 39% said yes, and 17% said they don't know (See figure 7).



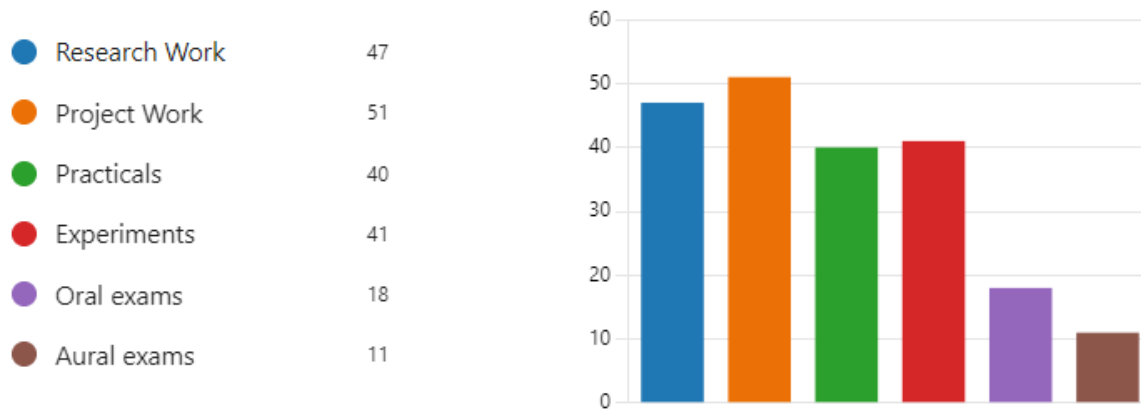
(Figure 7) I agree that 60% should go to the written examination.

When asked if they want their children to be assessed at regular intervals throughout the 2 year cycle, 75% of parents said yes, 14% said no, and 11% said I don't know (See figure 8)



(Figure 8) I want my child to be assessed at regular intervals throughout the 2 year cycle.

When asked what type of schoolwork their children should engage with as part of their study of Climate Change and Sustainable Development, 51 parents said “project work”, 47 parents said “research work”, 41 parents said “experiments”, 40 parents said “practicals”, 18 parents said “oral exam”, and 11 parents said “aural exams” (See figure 9).



(Figure 9) As part of their study of Climate Change and Sustainable Development, I believe my child should be engaged in: