

Young Economist of the Year 2025

Information Webinar
youngeconomist.ie



Oide

Programme

- ✓ **Welcome and Overview of YEOTY 2025** - Dr Rachel Farrell, UCD School of Education
- ✓ **The Judges Perspective** - Dr Kevin Denny, UCD School of Economics
- ✓ **Scarcity or Sustainability? The Role of Capitalism in the Climate Emergency** - Dr Brian O'Boyle, ATU Sligo
- ✓ **Using data, creating clear charts and using good/trusted sources** - Dr Christopher Sibley, Assistant Director General in the Central Statistics Office
- ✓ **Inquiry-based learning** - Marelle Rice, UCD School of Education
- ✓ **Widening participation in economics** - Professor Orla Doyle and Dr Alan de Bromhead, Irish Society for Women in Economics and UCD School of Economics
- ✓ **Q & A**



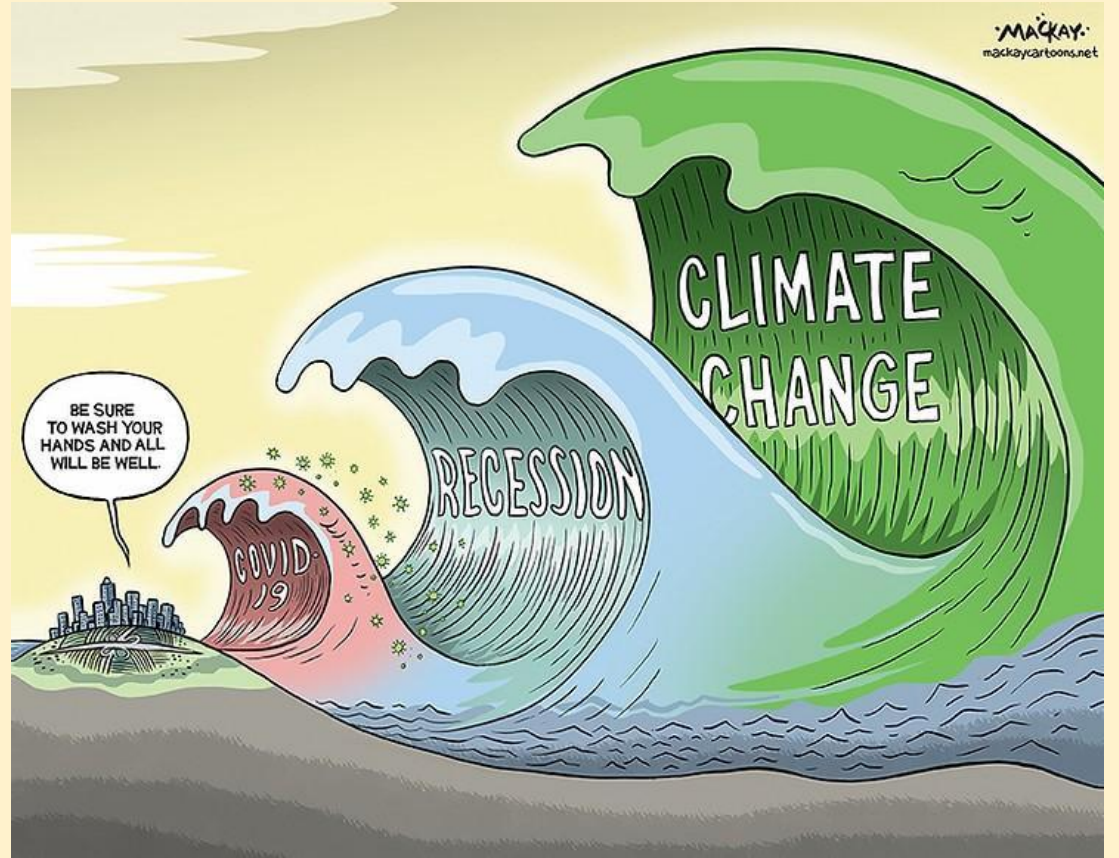
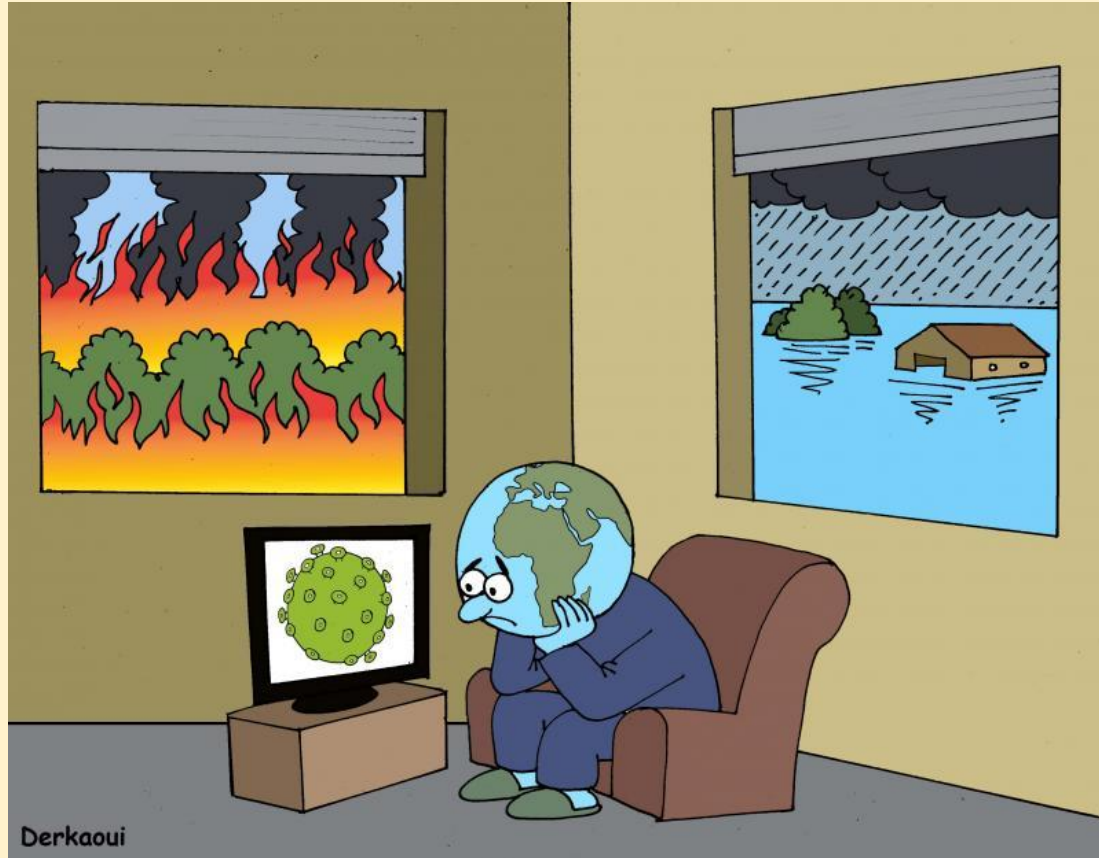
Thank you to last year's hosts – University of Limerick

YEOTY Key Dates

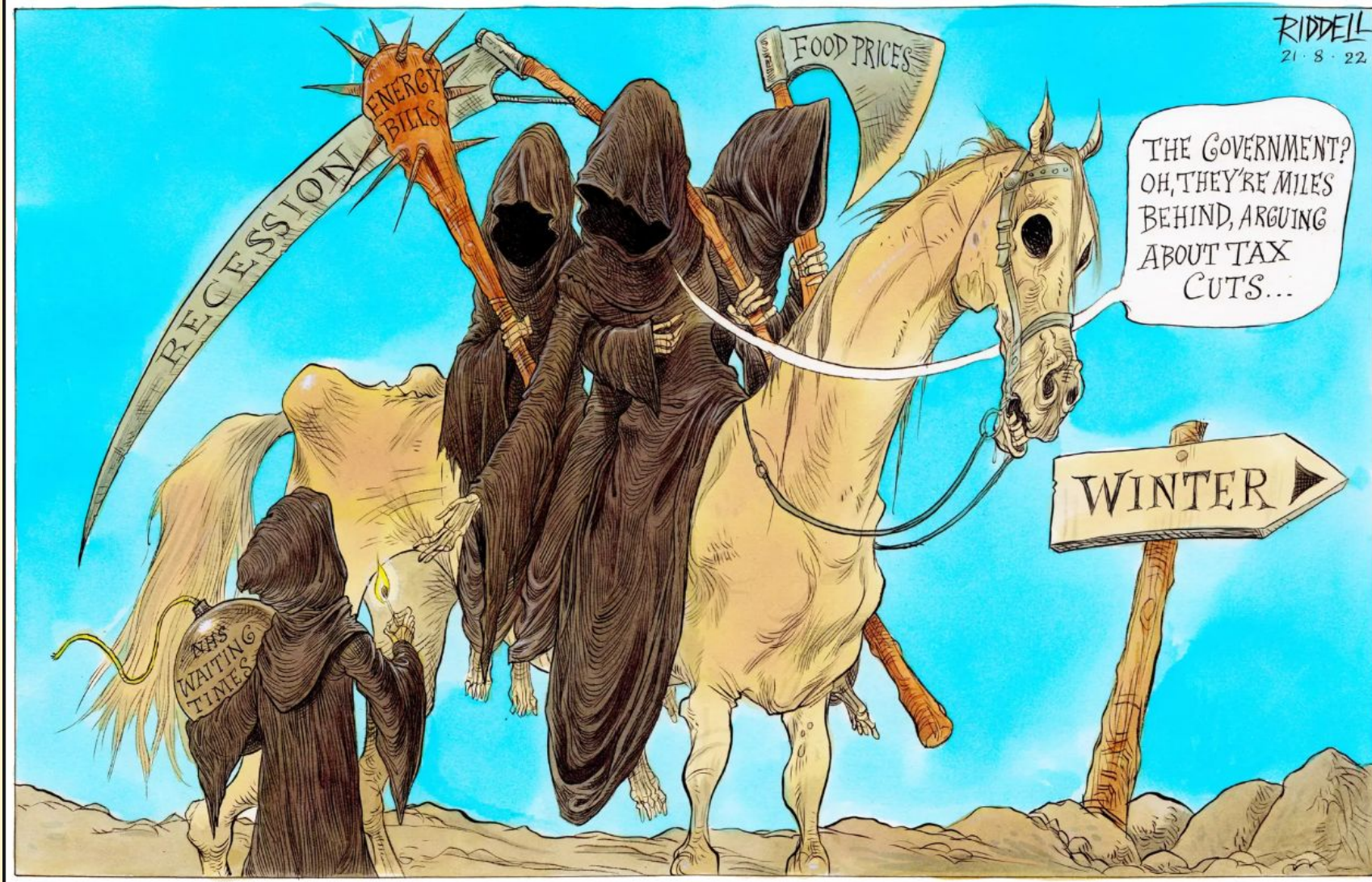
- ✓ Official Launch – Thursday 14th November 2024
- ✓ Submission of projects – Monday March 1st 2025 @ 6 p.m.
- ✓ Awards Day - Wednesday 7th May 2025 – **ATU Knocknarea Arena, Sligo**



Oide



Cartoons!



Chris Riddell, The Guardian, Aug 2022

www.youngeconomist.ie/resources

IDEAS AND INSPIRATION FOR YEOTY 2023

Theme for YEOTY 2023:

**Broken Supply Chains, Wage-Price Spirals, Fiscal Profligacy, De-Globalisation, War;
Inflation strikes back!**

YEOTY Marking Rubric

Students and teachers alike are always keen to know-how are the winners decided? Well, our team of judges, made up of the countries leading economics professors from Universities across the country and economists working with each of partners like the Central Bank of Ireland, IGEES and ESRI read through each project and grade them using a marking rubric. Each year the marking rubric is tweaked to take into account the feedback from the previous year's judging panel. The link below shows a sample of a draft rubric from last year's competition. Its important to note that this rubric may be altered slightly for the 2021 competition, but it should give you a general idea as to what is required!

[Click here for a Sample Marking Rubric](#)

DRAFT Rubric for YEOTY 2023

Project Title			Institution grading		
Evaluation Criteria	Excellent 9-10	Very Good 6-8	Good 4-5	Fair 0-3	Total
1. Research Question & Motivation <ul style="list-style-type: none">Both research questions and motivation are clearly stated and easy to understand at the outset.					
2. Data Gathering & Analysis <ul style="list-style-type: none">Secondary data is current, relevant to the research question and referenced accurately.Primary data is current and relevant to the topic.Clearly articulates the useful information discovered from the data that may be used to inform the conclusion and demonstrate support for any decision-making.					

Evaluation Criteria	Excellent 9-10	Very Good 6-8	Good 4-5	Fair 0-3	Total
3. Application of Economic Theory/Models at an age and stage level					
4. Findings <ul style="list-style-type: none"> ● A summary of your analysis that <u>either answers</u> your research question or compels deeper or further investigation. 					
5. Conclusion <ul style="list-style-type: none"> ● Restate the research question as well as explaining why it is important and how it relates to at least one SDG. ● Main points summarised. ● “<u>So</u> what” question answered - i.e. recommendation, where to next etc. 					
6. The presentation should be clear, informative and engaging. Information should be accurate and referenced appropriately where relevant.					
Total					
General Comments					

<https://www.youngeconomist.ie/yeoty-archive>



www.youngeconomist.ie/resources



How to Conduct Research

Conducting research can be a difficult task. Where do you start? What sources can you trust? How can I make sure I'm not going to get accused of copying someone's work? All of these are very important questions and essential to get right!

Lucky for us, Professor Rowena Pecchenino from the Department of Economics in Maynooth University has produced some excellent resources for you below!

[Conducting Research Powerpoint](#)

[Research Support Document](#)

A screenshot of a YouTube video titled "What is a good topic?" by Kevin Denny. The video content includes a list of bullet points:

- A good topic is one you are interested in, that is feasible and that you can interest other people in – So convince the judges in your intro' that its important
- Common areas include the environment /climate change, financial social media, inequality/poverty/homelessness, transport, health behaviours, gaming, sport, fast fashion, economic history, Covid19...
- A project is best centred around a question e.g. "Does X affect Y?" or "Why has Z..."

The video player interface shows "Watch on YouTube" and "UCD DUBLIN" logo.

Advice from the Judging Panel

<https://www.youngeconomist.ie/cpd2022>

<https://ditchthattextbook.com/competencies/>

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The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected?	... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument?	... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem?	... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action?	... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this?	... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely?	... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

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APPLYING

1. How would you use ____?
2. What would happen if you changed ____?
3. Act out a scenario involving ____ and ____.
4. What does ____ remind you of?
5. How would you change ____?
6. Examine the effects of ____.
7. How would you sketch ____?
8. Paint a picture of ____.
9. Interview a classmate about ____.
10. Explain how ____ works.
11. How would you operate a ____?
12. Construct a model of ____.
13. Conduct an experiment about ____.
14. How would you solve ____?
15. Judge the best ____.
16. Prepare a short monologue on ____.
17. How would you articulate ____?
18. Share your thoughts about ____.
19. Collect 10 examples of ____.
20. How would you complete a ____?
21. Demonstrate a ____.
22. Present your findings on ____.
23. How would you choose the right ____?

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EVALUATING

1. Do you agree/disagree with ____?
2. How would you feel if ____?
3. What choice would you make about ____?
4. What would you recommend for ____?
5. Develop a persuasive case for ____.
6. How would you argue against ____?
7. Provide a critique of ____.
8. What's your opinion of ____?
9. Provide a defence for ____.
10. How would you convince someone to ____?
11. Is there a better solution for ____?
12. Justify the need for ____.
13. Which is more important, ____ or ____?
14. How would you rate ____?
15. Moderate a discussion about ____.
16. What are the pros/cons of ____?
17. Review and give your thoughts on ____.
18. How would you revise ____?
19. Conduct and report on an experiment for ____.
20. Monitor the changes in ____.
21. What is your prediction for ____?
22. Debate the issue of ____.
23. Reflect on the idea of ____.
24. How would you reframe ____?

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www.youngeconomist.ie/resources

Economic Inequality

Miquel Pellicer
Department of Economics,
Maynooth University

Pause (k)

Presentation available @ youngeconomist.ie/resources

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

www.youngeconomist.ie/resources



Minimum Wage

Discussions on the minimum wage is something regularly discussed in the media, by politicians and of course economists! Tuvana Pastine from Maynooth University has produced this really interesting video on the topic. In the first part, it teaches minimum wages in a perfectly competitive setting, and then there are two interviews with academics and policy influencers.

<https://www.youtube.com/watch?v=N8GuoRCaRq4>



www.youngeconomist.ie/resources

Economics of Climate Change

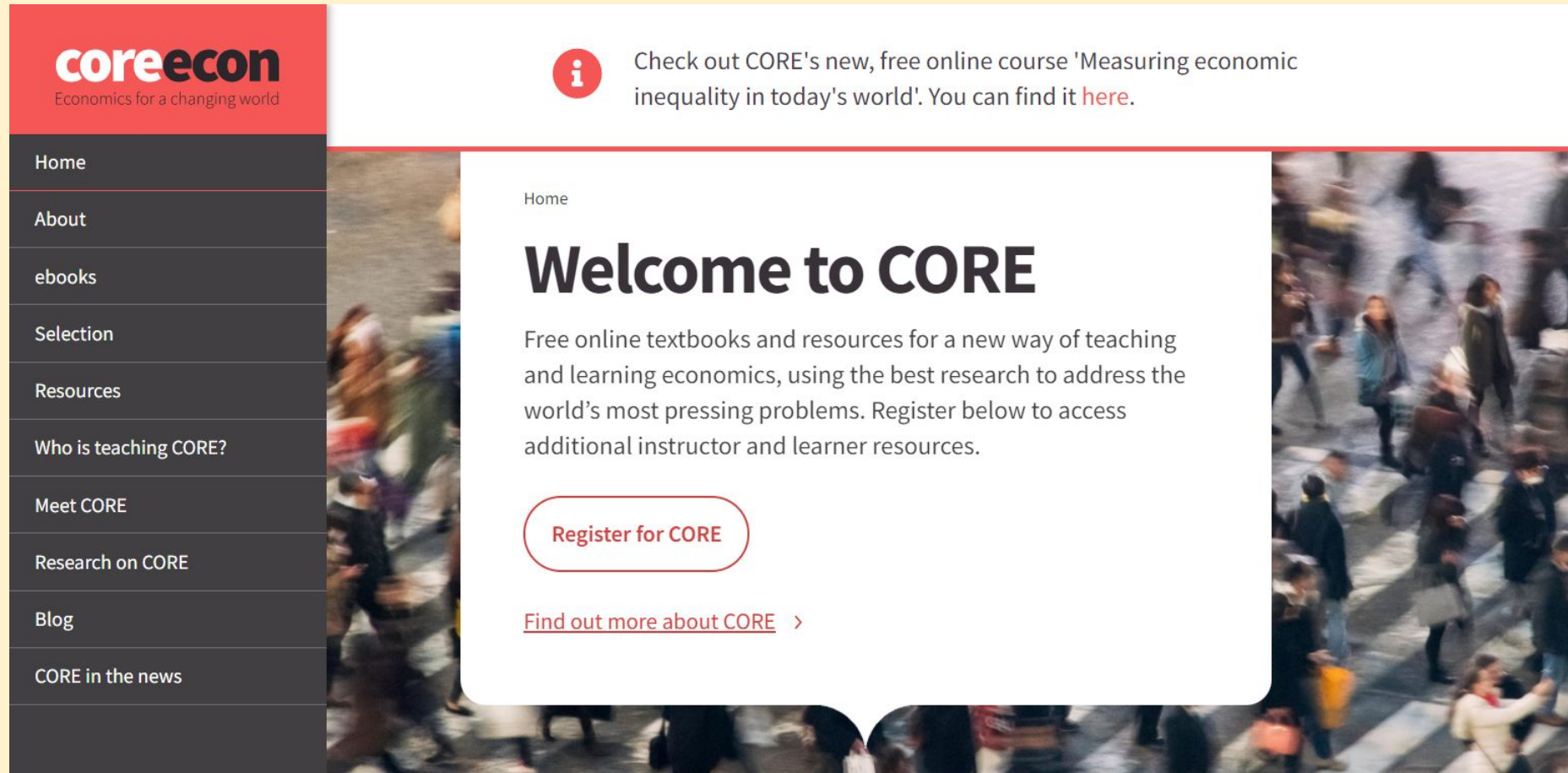
Protecting the environment is more topical now than ever before. Climate change affects all our lives, including economics! At the 2019 YEOTY teacher CPD day in Portlaoise, there were two fantastic presentations on Climate Change, one from Lisa Neary from the UCD Energy Institute and one from Kelly de Bruin from the ESRI. A copy of both their presentations can be found at the links below.

[Click here for Lisa Ryan of UCD's Presentation](#)

[Click here for Kelly de Bruin of ESRI's Presentation](#)



<https://www.core-econ.org/>



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Economics for a changing world

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Check out CORE's new, free online course 'Measuring economic inequality in today's world'. You can find it [here](#).

Home

Welcome to CORE

Free online textbooks and resources for a new way of teaching and learning economics, using the best research to address the world's most pressing problems. Register below to access additional instructor and learner resources.

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<https://www.core-econ.org/the-economy/book/text/15.html>



← → ↻ core-econ.org/the-economy/book/text/15.html

Contents The Economy

UNIT 15

INFLATION, UNEMPLOYMENT, AND MONETARY POLICY

<https://www.stlouisfed.org/education/classroom-inflation-auction>

Teaching About Money and Inflation Using a Classroom Inflation Auction



This simple activity demonstrates a key economic idea: When the money supply in an economy increases, the prices of goods and services tend to rise. Students participate in two auctions: The goods in each auction are identical, but the money supply given to students increases from the first to the second auction. The activity results in higher prices when the money supply is greater. Students learn that if the money supply grows at a faster rate than the economy's ability to produce goods and services, inflation will result. This is inflation caused by "too much money chasing too few goods."



Lesson Author: Scott Wolla, Ph.D., Federal Reserve Bank of St. Louis

Ages: 12 to adult

Compelling Question: How are the money supply and inflation related?

<https://www.ecb.europa.eu/ecb/educational/pricestab/html/index.en.html>



The screenshot shows a web browser displaying the ECB website. The address bar shows the URL: [ecb.europa.eu/ecb/educational/pricestab/html/index.en.html](https://www.ecb.europa.eu/ecb/educational/pricestab/html/index.en.html). The page header includes the ECB logo and navigation menu with items: About, Media, Research & Publications, Statistics, Monetary Policy, The euro, Payments & Markets, Careers, and Banking Supervision. A breadcrumb trail reads: Home > About > Educational.

Cartoon on price stability for schools

Teaching economics to young teenagers? Then this kit about price stability might help. It consists of an 8-minute cartoon, a pupil's leaflet, which explains price stability in simple terms, and a more detailed teacher's booklet. The kit has been produced by the ECB together with the national central banks of the euro area.

[Teachers' booklet](#)

The main content area features a video player with a thumbnail image of a cityscape and the text: **Price stability: why is it important for you?**

<https://economistfoundation.org/>

The
Economist

EDUCATIONAL
FOUNDATION

The screenshot shows the website's interface. At the top left is the logo for 'The Economist EDUCATIONAL FOUNDATION'. The main navigation bar includes 'HEADLINES', 'PROJECTS', and 'ABOUT', along with search, 'SIGN UP', and 'LOG IN' options. The central banner features the 'TOPICAL TALK' logo and a welcome message: 'Welcome to Topical Talk. Free teaching resources for weekly classroom discussions about the news. Explore a different Headline each week or study one Project in-depth over five. Or do both!' Below this are 'SIGN UP' and 'LOG IN' buttons. The background of the banner is a colorful illustration of diverse people interacting. Below the banner are two content sections: 'Current Headline' with a colorful illustration of a mountain, city, and sun, and 'Current Project' with a photograph of a woman in a headscarf in a conflict zone. A URL is visible at the bottom left: [tps://talk.economistfoundation.org/projects/afghanistan/resources/](https://talk.economistfoundation.org/projects/afghanistan/resources/)

JUNE 22ND 2022

The Economist

EDUCATIONAL FOUNDATION



COST OF LIVING CRISIS: INFLATION

1 - HOUR LESSON

<https://economistfoundation.org/topicaltalk/>

TOPICAL TALK HEADLINES

ABOUT THIS LESSON

Objective:

To explore what inflation is, what causes it and how it affects people

Some students might be directly affected by hardship, war and other issues mentioned in this lesson. We recommend that you read through the resources in advance to check their suitability for your students.

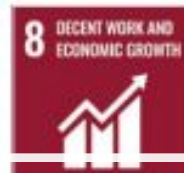
For tips on managing sensitive conversations with students, look here: bit.ly/sensitiveconversations

Before the lesson you will need to:

- Print the **TEACHER Instructions**, or have them to hand
- Print and copy the *Challenge sheet* onto large paper, enough for one between six
- Have the *Activities* ready to show on screen
- Have counters (for example, pieces of paper or other small objects) to hand, enough for 50 between six
- Have dice to hand, enough for one between six
- Have the *News music* ready to play: bit.ly/TT_NewsMusic

THIS LESSON DEVELOPS

Sustainable Development Goals



STEP 1

I imagine different situations caused by inflation and can say what I imagine

STEP 9

I develop ideas about how people are affected by inflation by asking questions

STEP 10

I develop ideas about how people are affected by inflation by

<https://economistfoundation.org/topicaltalk/>

ACTIVITIES

BREAKING NEWS

A war has started between two countries. One of the countries is the world's main source of fuel.

Because of this, fuel is now difficult to get and there is a shortage, so the price has increased.

It is more expensive for people to travel and power their homes, and to transport products.



CHANGE THE CHALLENGE
How much does your character rely on fuel? For example, for travel or in your home? Think back to the discussion you had about your character's lifestyle.
Increase the price of everything by one coin.
Start the next round – and don't forget to pay yourselves!

Page 2

ACTIVITIES

BREAKING NEWS

The world is facing global product shortages. Climate change means it is harder to grow crops for food. Furthermore, the fuel shortages mean some crops don't arrive in the shops before they spoil.

People are worried that shops will run out of essentials. Some people are "panic buying" more than they need – so other people are going without.

The more people want a product, the more shops can charge for it. This is called supply and demand.



CHANGE THE CHALLENGE
What does your pair think should happen when there are product shortages? For example, should there be rules on what you can buy?
Find the challenge squares with a triangle.
Increase the prices in these squares by one coin.
Start the next round – and don't forget to pay yourselves!

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OCTOBER 12TH 2022

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1 - HOUR LESSON

These teaching resources
are supported by:

Infosys

*The Economist Educational
Foundation maintained full
editorial control*

THE GLOBAL FOOD CRISIS



Special note for this lesson

This resource has been designed to work for five groups. You should read through the instructions several times to familiarise yourself with how to set up.

About this lesson

Objective:

to explore some of the reasons why food is scarce and to discuss the complexities of sharing food globally

Before the lesson you will need to:

- Print the **TEACHER** *Instructions*, or have them to hand – set up the classroom
- Print, copy and cut the *Templates*, enough for three sets
- Have a timer, paper and scissors to hand
- Have the *Activities* ready to show on screen

This lesson develops

Sustainable Development Goals



Skills



Step 6

I explore the complex problem of food scarcity by identifying there are no simple technical

Step 13

I implement strategic plans to solve complex problems during a challenge about

ACTIVITIES



Conflict is when countries have a serious disagreement or an argument – for example, a war.

During times of conflict, food sources can be damaged or lost. It is also more difficult for countries to trade, which means some countries might run out of certain foods. This can cause the price of food to rise.

For example, a lot of the world's grain comes from Ukraine.

When Russia started a war with Ukraine, it became difficult for Ukraine to transport grain to other countries.

THINKING QUESTIONS

What parts of the challenge might have represented the problems caused by conflict?

What effect did it have on your country challenge?

ACTIVITIES



Farmers, herders, and fishermen produce about 70% of global food. To make the food, they need reliable weather conditions.

However, climate change is causing extreme weather, such as floods, heatwaves, storms and droughts. This means that every year, more and more food is lost.

For example, in 2021 India lost over 5 million hectares of crops to extreme weather – that's more than the combined land-size of Fiji, Jamaica, Puerto Rico and Qatar.

THINKING QUESTIONS

What parts of the challenge might have represented the problems caused by climate change?

What effect did it have on your country in the challenge?



https://economistfoundation.org/topicaltalk/

NOVEMBER 5TH 2021

The Economist EDUCATIONAL FOUNDATION

These learning resources are supported by: **KPMG**

The Honourable Secretary of Education and Training

FOOD: GREENER CHOICES

1 - HOUR LESSON

MAKE YOUR THOUGHTS COUNT! <https://www.economist.com/education>

TOPICAL TALK HEADLINES

ABOUT THIS SESSION

Objective: to explore the amount of greenhouse gas emissions produced by different foods, and use this to discuss how to make greener choices

Key questions: which foods produce the most greenhouse gas emissions? Should any foods be banned to help the climate? What greener food choices could people make?

Before the session you will need to:

- Print the **TEACHER** instructions
- Print and copy the **STUDENT** Chat mat, enough for one between three
- Have the **Greenhouse gas** game per serving and **Greener choices** ready to display on screen

THIS SESSION DEVELOPS

Sustainable Development Goals
For more information, look here: sdgs.un.org/goals

Skills

- STEP 5** I speak effectively by using appropriate language
- STEP 6** I show an interest in exploring what I have heard
- STEP 7** I explore complex problems by bringing my understanding through research
- STEP 8** I generate ideas to improve something

To learn more about the Topical Talk skills, look here: <https://www.economist.com/education>

INSTRUCTIONS

ACTIVITY TWO

Read the **KEYWORD**. Explain that food is a big contributor to global greenhouse-gas emissions. Students should label themselves A, B and C. They look to answer the thinking questions for their part of the diagram. Discuss the diagram as a class. (The diagram shows that 26% of all greenhouse gas emissions come from food, and that 58% of emissions in food are from animal products. Beef and lamb are half of the animal-product emissions.)

At one side of the room "TRUE" the other "FALSE" the middle "DON'T KNOW". Read out the first statement below. Students should move to show 'anterior'. Ask students from either side of the 150 to explain how the diagram on the Chat mat proves they are right. Any students in the middle should later before choosing a side. Repeat the answer. Repeat for the remaining statements.

TRUE OR FALSE...

- Less than a quarter of all global greenhouse-gas emissions are from food. **FALSE**
- Being a vegetarian is a better for the climate than eating meat. **TRUE**
- If people stopped eating beef and lamb, emissions from animal products would halve. **TRUE**
- People could improve their impact on the climate by eating more animal products. **FALSE**

Ask: are you surprised by any of these answers? If so, why? If not, why not?

Challenge: students could come up with their own true or false statements based on the diagram. Groups should look at the meal they designed earlier and discuss whether it is good or bad for the climate.

ACTIVITY THREE

Show the **Greenhouse game** per serving. **Ask:** is your meal good or bad for the climate? Why? Give time for groups to consider the bar chart and feedback.

Ask the head/chefs to stand in a line to share their meals. The class should order them from "BEST FOR THE CLIMATE" to "WORST FOR THE CLIMATE". What changes could they make to improve them?

Challenge: what is the most popular dish in your country or community? How would it need to change to make it better for the climate?

ACTIVITY FOUR

Show the **Greener choices** and ask students to move around the room while you read one of the news stories. Then shout, "Would, wouldn't, why?" Students should stop, and describe to the person next to them one situation when they would not do that thing, when they wouldn't and why. They should then continue to move around the classroom. Repeat with the remaining news stories.

Ask: what is more important, the taste of a meal or its environmental impact? Is anything else more important? Should any foods be banned to help the climate?

ACTIVITY ONE

SHOPPING LIST

- Beef
- Lamb
- Farmed prawns
- Pears
- Nuts

ACTIVITY TWO

A = GREENHOUSE-GAS EMISSIONS FROM FOOD: 26%

B = GREENHOUSE-GAS EMISSIONS FROM FOOD:

- ANIMAL PRODUCTS: 58%
- OTHER FOOD: 42%

C = GREENHOUSE-GAS EMISSIONS FROM ANIMAL PRODUCTS:

- BEEF & LAMB: 50%
- ALL OTHER ANIMAL PRODUCTS: 50%

FROM OTHER SOURCES: 74%

OTHER FOOD: 42%

KEYWORD
GREENHOUSE-GAS EMISSIONS = when a gas that causes global warming is released into the air, speeding up climate change.

SPEEDY SKILLS REVIEW
How could you use each of the following skills to make greener food choices in future?

- Speak effectively
- Show an interest
- Explore complex problems
- Generate ideas

THINKING QUESTIONS
What does your part of the diagram show? How do you feel about this?

STUDENT CHAT MAT

ACTIVITY ONE

SHOPPING LIST

- Beef
- Lamb
- Farmed prawns
- Pears
- Nuts

ACTIVITY TWO

A = GREENHOUSE-GAS EMISSIONS FROM FOOD: 26%

B = GREENHOUSE-GAS EMISSIONS FROM FOOD:

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- Show an interest
- Explore complex problems
- Generate ideas

THINKING QUESTIONS
What does your part of the diagram show? How do you feel about this?

<https://www.un.org/en/dayof8billion>



“


The milestone is an occasion to **celebrate diversity and advancements** while considering humanity's shared responsibility for the planet.”

ANTÓNIO GUTERRES, *United Nations Secretary-General, 2022*



<https://en.unesco.org/futuresofeducation/>

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 **unesco** Building peace in the minds of men and women

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A NEW SOCIAL CONTRACT

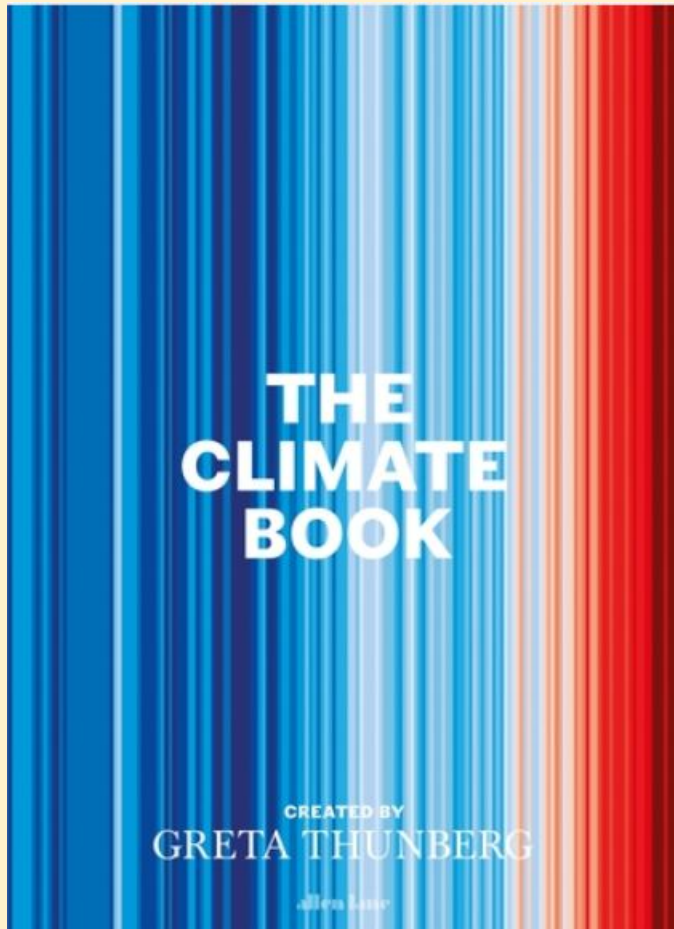
A global initiative to reimagine how knowledge and learning can shape the future of humanity and the planet.

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REIMAGINING
A new social
contract for
TOGETHER
education

READ THE REPORT

<https://turnitaroundcards.org/>



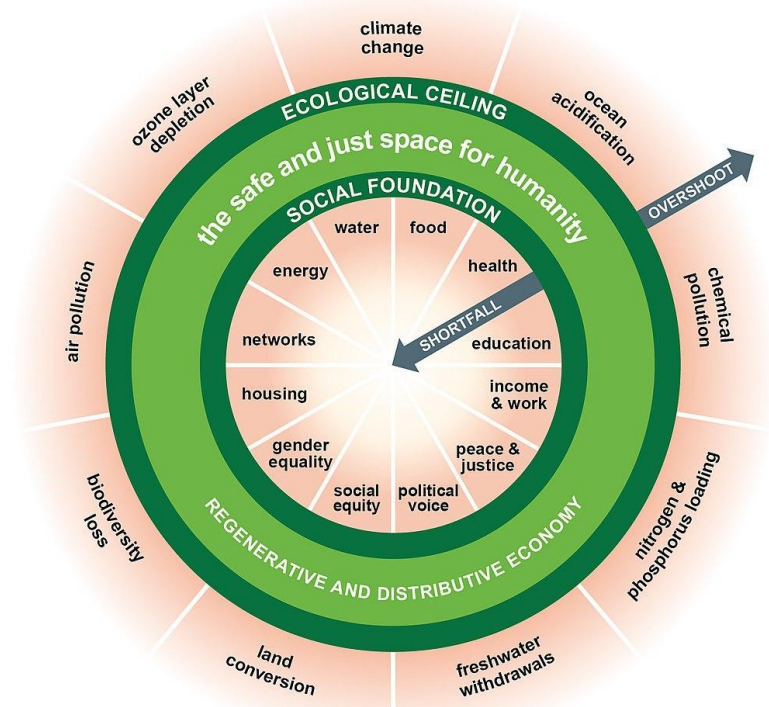
← Tweet

 **Kate Raworth**
@KateRaworth

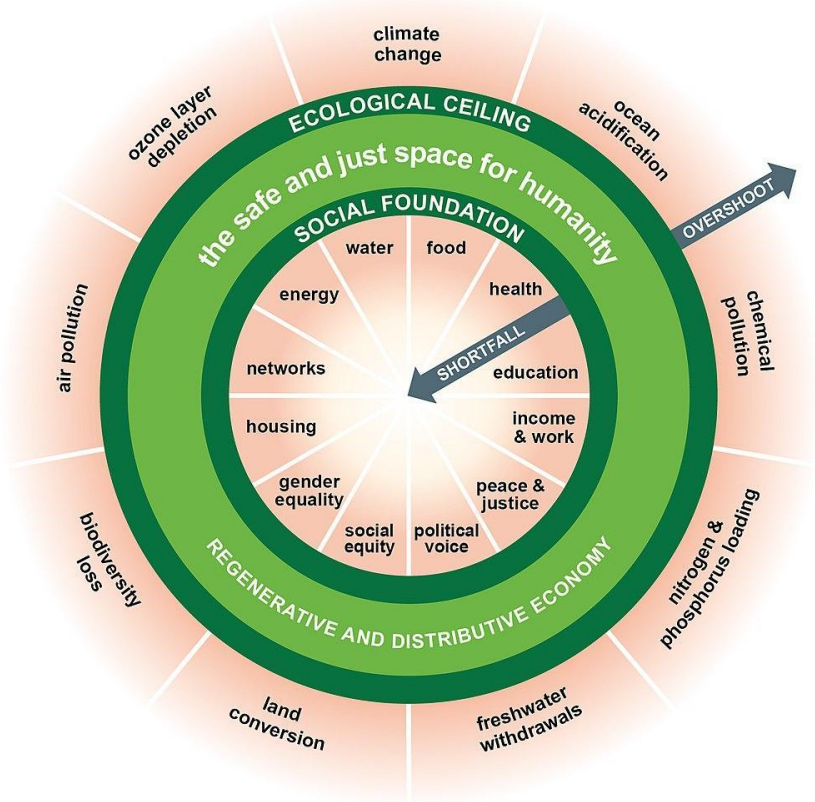
I'm honoured to have contributed a chapter to this powerful & highly readable book, in solidarity with over 100 scientists, activists, artists & changemakers all sharing key perspectives & possibilities. Thank you [@GretaThunberg](#) for bringing so many voices together. [#climatebook](#)



Alison LaPlante	Ina Maria Shkonge	Nathalia Nascimento
Achim de Palmis	Ink Stockard	Nicholas Stern
Alexander Pepp	Inspiration Poteman	Nicki Becker
Alexandra Utman Otto	Joan Hinkel	Nick Hillbrant
Alice Garvey	Jeanie C. Stephens	Nina Schenk
Alan Laskin	Jessica A. Francis	Oliver Gurskhan
Amran Ghosh	Jessica Young	Oran Gurelman
Ana M. Viscido-Cabeza	Ilana Anshel	Paolo Crippi
Andy Parry	Johanna Gargis	Per Espen Stoknes
Anne Leary	Johan Rockstrom	Peter Bratslavsky
Aryana Elizabeth Johnson	John Barrett	Peter H. Gleick
Arvid Kjekshus	Johanna Persson	Rohana Wigney
Beth Shapiro	Johanna Rockstrom	Rosario Winklerman
Beverly Law	Karin Krause	Rob Jackson
Bill McKibben	Karl Hesse Feh	Rohan Wall-Simonsen
Brian H. Smitzel	Kate Marvel	Saharad Fung
Carla Sobye	Kate Raworth	Samuel N. Meyer
Christine Brand	Katherine Hayhoe	Seah McGeough
Dave Goodson	Keith W. Larson	Seh Klein
Daniel Wallace-Wells	Kerstin Jorde	Silja Kari
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Gidon Eilat	Michael Taylor	Thomas Piketty
Glen Peters	Miké Berners-Lee	Wangji Ma
Hans Otto Portner	Mimi Lovell-Tan	Zohar Horesh
Hilda Florin Nakagawa	Nancy Klein	
Hindou Oussadou Bradier	Nancy Oreskes	



<https://doughnuteconomics.org/tools/34#teaching-tools-relating-to-the-doughnut>



doughnuteconomics.org/tools/34#teaching-tools-relating-to-the-doughnut

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Doughnut Economics Education: A Teacher's Guide

An overview of the lessons, activities and teaching tools available on the DEAL Community Platform

Posted by [the DEAL Team](#) July 31, 2020 83 likes



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Overview

What you'll find here is an evolving overview of the lesson plans, activities and other teaching tools available relating to the concept of the Doughnut, the Seven Ways to Think Like a 21st-Century Economist and Doughnut Economics in practice.

It contains both tools that are available now and some tools that are in development that will be shared on the platform soon.

Introductory lectures

Contents

1. Overview
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5. Teaching tools relating to Doughnut Economics in practice

<https://www.wfp.org/>



The image shows a screenshot of the World Food Programme (WFP) website. At the top left is the WFP logo with the tagline "SAVING LIVES CHANGING LIVES" and "World Food Programme". To the right of the logo is a navigation menu with links: "WHO WE ARE", "OUR WORK", "WHERE WE WORK", "GET INVOLVED", and "MEDIA & RESOURCES". The main content area features a photograph of a family—a man, a woman, and two children—standing in a dry, dusty landscape. The man is carrying a young child on his back. A blue water container is visible in the foreground. At the bottom of the image, a red banner with white text reads: "RED ALERT: A global food crisis like no other".

<https://freerice.com/categories>

Food & Sustainability



The Global Goals



Climate Action



Zero Hunger



No Poverty



Foods of the World



Gender Equality



Food Waste

Social Sciences



Psychology



Economics

https://dataviz.vam.wfp.org/economic_explorer/price-forecasts-alerts

The screenshot displays the WFP VAM Economic Explorer interface. The top navigation bar includes the WFP logo, 'vam food security analysis', a menu icon, and 'Useful Links'. A dark sidebar on the left lists navigation options: 'Economic Explorer', '\$ Prices', '▲ Price Forecasts & Alerts', '📈 Macro-Economics', '🌐 Currencies - Global', '📄 Reports', and '✉ Contact Us'. The main content area features a 'Please Select Country' dropdown, a breadcrumb trail 'Home / Economic: Price Forecasts & Alerts', and a title 'Food Price Forecasting and Alert for Price Spikes Overview'. The overview text describes the 'price forecast and alert tool' as a state-of-the-art approach for humanitarian aid professionals, scholars, and students, designed to inform WFP's internal operational programming. Below this, two columns are titled 'How the price forecasting works' and 'How the Alert for Price Spikes works'. The first column contains a quote by T.S. Eliot: 'Time present and time past / Are both perhaps present in time future / And time future contained in time past.' The second column contains a quote by A. Smith: 'The natural price, therefore, is, as it were, the central price, to which the prices of all commodities are continually gravitating. Different accidents may sometimes keep them suspended a good deal above it, and sometimes force them down even somewhat below it.' Both columns include a 'Show more' button. The bottom of the page mentions that food price crises are correlated with food security crises and that the Alert for Price Spikes (ALPS) allows humanitarian decision-makers and food security analysts to be aware of the latest abnormal changes in food prices and to take further monitoring or food security programming decisions. ALPS is an indicator that monitors the extent to which a local food commodity market experiences

THREE YEARS ago *The Economist* used the term “slowbalisation” to describe the fragile state of international trade and commerce. After the go-go 1990s and 2000s the pace of economic integration stalled in the 2010s, as firms grappled with the aftershocks of a financial crisis, a populist revolt against open borders and President Donald Trump’s trade war. The flow of goods and capital stagnated. Many bosses postponed big decisions on investing abroad: just-in-time gave way to wait-and-see. No one knew if globalisation faced a blip or extinction.

Now the waiting is over, as the pandemic and war in Ukraine have triggered a once-in-a-generation reimagining of global capitalism in boardrooms and governments. Everywhere you look, supply chains are being transformed, from the \$9trn in inventories, stockpiled as insurance against shortages and inflation, to the fight for workers as global firms shift from China into Vietnam. This new kind of globalisation is about security, not efficiency: it prioritises doing business with people you can rely on, in countries your government is friendly with. It could descend into protectionism, big government and worsening inflation. Alternatively, if firms and politicians show restraint, it could change the world economy for the better, keeping the benefits of openness while improving resilience.

Leaders | Reinventing globalisation

The tricky restructuring of global supply chains

Why too much resilience is dangerous



Pete Reynolds

Jun 16th 2022

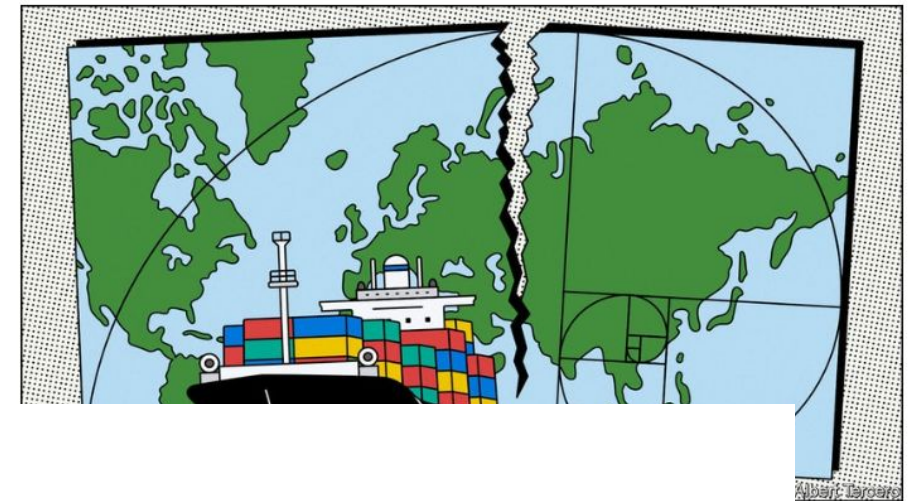
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<https://www.economist.com/leaders/2022/06/16/the-tricky-restructuring-of-global-supply-chains>

Briefing | Chain reaction

The structure of the world's supply chains is changing

The pandemic and war in Ukraine have speeded up the transformation

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SUPPLY CHAINS are the fibres out of which the past decades' globalisation is woven. Time and again they have allowed intrepid outward-looking manufacturers to undercut their stay-at-home competitors and component-makers to find roles in new markets.

Networks of aircraft, email and container ships, not to mention railways and pipelines, have tied together businesses in Guangdong and Oregon, Durban and Dubai, Rennes and Punta Arenas. Masters of their use, such as Airbus or Apple, can create technological marvels from components provided in dozens of different countries using raw materials brought in from yet farther afield.

<https://www.economist.com/briefing/2022/06/16/the-structure-of-the-worlds-supply-chains-is-changing>

<https://www.gov.ie/en/campaigns/a7976-circular-economy/#>



The image is a screenshot of the gov.ie website. At the top, there is a dark green navigation bar with the gov.ie logo on the left and a menu of links: Departments, Consultations, Publications, Policies, Languages, and a search icon. Below the navigation bar is a large banner with a light grey background. On the left side of the banner, the text "IT'S TIME TO GET CIRCULAR" is written in a bold, black, sans-serif font. To the right of the text is a circular arrangement of various icons representing everyday items: a laptop, a brown trench coat, a red kettle, a green and white coffee cup, a blue handbag, a black dress shoe, a red armchair, a washing machine, a bicycle, an orange jacket, and a yellow desk. In the center of this circle is a realistic image of the Earth. Below the banner, there is a white section with a thin horizontal line above the text "Circular Economy" in a bold, black, sans-serif font.

gov.ie

Departments Consultations Publications Policies Languages - Q

IT'S TIME
TO GET
CIRCULAR

Circular Economy

<https://www.globalgoals.org/>

 **SUSTAINABLE DEVELOPMENT GOALS**



<https://worldslargestlesson.globalgoals.org/>



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WELCOME TO THE WORLD'S LARGEST LESSON!

We promote use of the Sustainable Development Goals in learning so that children can contribute to a better future for all. From citizenship and justice to climate change and the environment, inspire children to make a difference!

[GET STARTED! >](#)





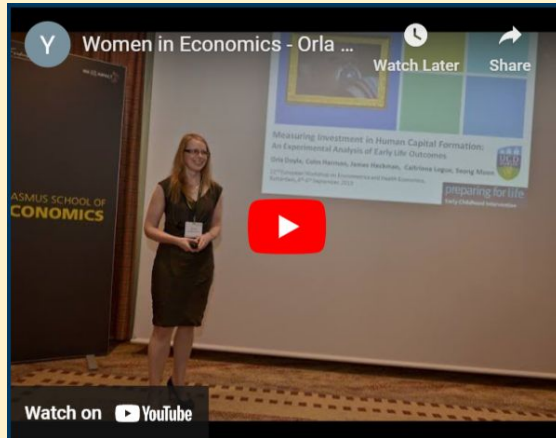
Women Count: The Role of Women in Economics

Women Count: The Role of Women in Economics is funded by the UCD College of Social Sciences and Law Strategic Funding Scheme. The purpose of the scheme is to support activities that promote cross-School collaborations. This project is a collaboration between Dr Rachel Farrell and Professor Judith Harford of the School of Education and Dr Orla Doyle and Dr Kevin Denny of the School of Economics.

The rationale for this project is the underrepresentation of women in the economics profession. This phenomenon begins early in the life cycle, with only 37% percent of females taking economics as a Leaving Certificate subject. This gap persists as we move through the education system with only 37% percent of females taking economics at third level. The aim of this project is to raise awareness of this issue and encourage students of all genders to view economics in a more inclusive manner.

A study by May, McGarvey, and Kucera (2018) found statistically significant differences in opinions between men and women economists across a range of economic topics. This suggests that changes in the makeup of the economics profession may affect policy outcomes and influence the types of research questions that are asked. This may be particularly important in the European Union, where evidence suggests that economic knowledge in higher education is more readily transformed into policy than in the United States (Frey and Eichenberger, 1993). Therefore, to empower humanity it is important to include both men and women economists when formulating and debating economic policy. If demographic differences such as gender help to shape our views on policy questions, the inclusion of women will expand the debate and enlarge the scope of perspectives. The project also strongly aligns with sustainable development goal no 5 Gender Equity and no 17 Partnership for the goals.

We would like to thank the members of the Irish Society for Women in Economics (ISWE) for contributing to the videos below. We hope you enjoy watching them.



Women in Economics Project: Ciara Bell and Mollie...



Diane Sheehy and Diana Mirza YEOTY Project



YEOTY 2022 Highlights
167 views • 4 months ago



YEOTY Impact Stories

