



LEARNING FOR SUSTAINABILITY SCOTLAND REPORT January 2018 - December 2018



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1. BACKGROUND

Scotland has a long-standing commitment to Learning for Sustainability (Lfs) involving all aspects of learning: formal (e.g. schools, colleges, universities), non-formal (e.g. youth, adult, community, business) and informal (e.g. home, leisure). The UN's Decade of Education for Sustainable Development (2005-14) catalysed activity in all sectors through two Action Plans¹ co-ordinated by the Scottish Government. As the Decade came to its end, the Lfs community in Scotland considered that the establishment of a Scotland-wide United Nations recognised Regional Centre of Expertise (RCE) in Education for Sustainable Development (ESD) was the most appropriate way to continue the work of promoting and supporting the concept and practice of Lfs in Scotland. The proposal to create Scotland's RCE was accepted unconditionally by the United Nations University in December 2012 and the first AGM of Scotland's UN recognised RCE, Learning for Sustainability Scotland, was held on October 22nd 2013.

2. GOVERNANCE

The Lfs Scotland Steering Group represents members, providing strategic advice and direction to support Learning for Sustainability Scotland's Vision, Mission and Objectives. Their roles and responsibilities are set out in the Lfs Scotland Strategic Plan 2015-20.

Our eight elected Steering Group members in 2018 were:

Elected AGM JANUARY 2018

- Kate Campbell (Consultant, Sustrans to February 2018)
- Laura Curtis-Moss (Edinburgh International Science Festival)
- Ullrich Kockel (Heriot Watt University)

¹ Scottish Government (2006) *Learning for Our Future: Scotland's First Action Plan for the UN Decade of Education for Sustainable Development* and (2010), *Learning for Change: Scotland's Second Action Plan for the UN Decade of Education for Sustainable Development*.

- Kirsten Leask (Consultant, Soil Association to April 2018)
- Ron McKay (Edinburgh College)
- Rebecca Petford (EAUC Scotland)
- Andrew Samuel (Abertay University)
- Rehema White (University of St Andrews)

Rehema White was re-elected Steering Group Chair. During the year she was supported by Vice Chairs Kirsten Leask and Kate Campbell.

Task Group representation on the Steering Group during this period was: Further and Higher Education: Rebecca Petford (EAUC Scotland); Communications: Mike Pretious Queen Margaret University and Sarah Ford-Hutchinson (Edinburgh University); Connection with Nature: Judi Paul, Laura Curtis Moss, Rehema White then Lesley Totten; Community and Sustainable Development Goals: Rehema White (University of St Andrews); Curating Heritage for Sustainable Communities: Ullrich Kockel (Heriot Watt University).

Laura Curtis-Moss and Rebecca Petford continued to work as Scotland's RCE Youth Coordinators (from September 2017).

The Secretariat was managed by Professor Pete Higgins, University of Edinburgh, Director of LfS Scotland. An Executive Group comprising the Director, Chair, Vice Chairs and the Secretariat met on a number of occasions to facilitate planning and action.

Over this period the Steering Group and Secretariat confirmed the Strategic Plan for LfS Scotland 2015-2020 and an action plan 2018. A Members' Survey was carried out in October 2018 to develop plans for 2019. The Steering Group also reviewed fundraising activities, supported Task Group activities, led on and contributed to various policy consultations, engaged formally and informally with Scottish Government and contributed to national and global fora.

3. MEMBERSHIP

Learning for Sustainability Scotland has 624 members (December 2018), 350 of whom are individuals and the rest representing organisations. There are now 191 organisations represented across Scotland.

A Members' survey to gather opinions on LfS Scotland's communication with members and services to members was undertaken in September 2018. Responses will be used to design the work programme for 2019 and in future LfS Scotland communications.

4. EMPLOYEES

During this period Betsy King was employed as Development Manager (0.6 FTE Jan – September 2018 and 1FTE Sept 2018 – Dec 2018) and Abi Cornwall as Development Officer (0.6FTE).

5. RESOURCES

The University of Edinburgh has generously hosted LfS Scotland and has provided administrative support as an in-kind contribution since its inception. This has included the provision of office accommodation for the LfS Scotland staff within the Moray House School of Education Campus, Edinburgh and full servicing for the Centre including payroll, HR, telephone and internet, IT support and the use of University meeting spaces. LfS Scotland operates under the University of Edinburgh's charitable status.

LfS Scotland activities during this period were supported through fee earning from projects (British Council, General Teaching Council for Scotland, University of Edinburgh, Tayside Landscape Partnership, Scottish Government, Education Scotland (SCEL)) and events. The LfS Scotland team and members of the Steering Group continue to develop additional proposals for longer term funding.

6. ACTIVITIES

6.1 MAILING LIST AND BULLETIN

A monthly e-bulletin containing information on events, courses, resources, policy and funding news, the latest job vacancies and the work of different organisations in the field of Learning for Sustainability was compiled by Norah Barnes and distributed to members.

6.2 WEBSITE

In 2018 the website was relaunched in line with previous comments and suggestions from members. This is a dynamic process with the website being constantly updated to reflect shifts in activity or emphasis. Our active Communications Task Group provides focus and support to the secretariat to enhance communication.

6.3 PRESENTATIONS AND WORKSHOPS

Presentations and workshops were given on behalf of LfS Scotland at the following conferences and seminars during this period:

Date	Event	Presentation(s) by LfS Scotland	Event organized by LfS Scotland (many in partnership)	Place
January 2018	Measuring Sustainability in the Curriculum (With EAUC Scotland)	X	X	Edinburgh
January 2018	Introduction to Values and LfS (with GTCS)	X	X	Webinar
January 2018	SDGs and Further and Higher Education (with NUS)	X	X	St Georges House, Windsor
January/February 2018	Teachers as Researcher webinars (6)	X	X	Webinar
January 2018	Values and LfS in your ITE courses and programmes workshop	X	X	University of Aberdeen
January 2018	Invited lecture on sustainability and the SDGs at Heriot Watt University	X	X	Edinburgh
February 2018	Professional Values and Learning for Sustainability – a practitioner enquiry (with GTCS)	X	X	Webinar
March 2018	Food Sustainability – LfSS Youth project (With RHET)	X	X	Edinburgh
March 2018	UN Sustainable Development Goals workshop (UoE Sustainability and Social Responsibility Awards)	X		Edinburgh
April 2018	21 st Century Skills (with British Council)	X		London
April 2018	Towards collaborative, nature based mentoring for communities: the 8 Shields model (with Pollinating Wellbeing)	X	X	Falkland, Fife
May 2018	Making the UN Sustainable Development Goals real in the classroom through critical thinking and problem solving (workshop at LfS in schools conference)	X	X	Napier University, Edinburgh
May 2018	Connecting Classrooms and LfS (with British Council, GTCS awards)	X	X	Dynamic Earth Edinburgh

May 2018	Evidence base workshop: wellbeing and nature/environment (with Pollinating Wellbeing Network)	X	X	Dundee
May 2018	Values and Learning for Sustainability in Initial Teacher Education (with GTCS)	X	X	Edinburgh
May 2018	National Network for Outdoor Learning (presentation)			Edinburgh
June 2018	The Value of Practitioner Enquiry and LfS (seminar with GTCS)	X	X	Edinburgh
June 2018	Leadership in Sustainability (at CDN Expo 2018 with EAUC Scotland)	X		Edinburgh
June 2018	Outdoor and Play based learning – the context in Scotland (with Inspiring Scotland)	X		Edinburgh
August 2018	Interdisciplinary Learning (with RSE)	X		Edinburgh
August 2018	A Whole School approach to LfS (INSET, Towerbank School)	X		Portobello
August 2018	Developing a national ESD Strategy (lectures, seminars, policy meetings)	X		Chile
August 2018	Delivering the SDGs in Initial Teacher Education (European RCE Conference)	X	X	University of Brittany
October 2018	Scotland's involvement in 'Development Education' (Bridge 47 workshop)	X		Brussels
October 2018	Learning and Teaching Vision for the Future (EAUC Scotland Conference/workshop)	X	X	Glasgow College
October 2018	Local and Global context for LfS (UoE Be Sustainable Advanced course introduction)	X		Edinburgh
November 2018	Chinese Commission for UNESCO and Asia Pacific ESD Network (video presentation)	x		Beijing.
November 2018	Climate Justice Education Knowledge Exchange Event	x		Glasgow
November 2018	Sustainable Communities Heritage Festival (3 events)	X	X	Edinburgh
December 2018	Food and Sustainability (at Global RCE conference)	X		University of the Philippines

6.4 WORKSHOPS, SEMINARS and EVENTS

The following offers more detail on some of the workshops, seminars and events that were organized during the year to give a flavour of the range of activities undertaken.

6.4.1 AGM 2018

Fifty three members attended the Annual General Meeting in January 2018, '*Learning for a Better World – Whose Voice Counts?*' which considered how best to release the potential of everyone – individuals and communities - across all sectors, to create human and planetary wellbeing. Joyce McMillan, Scottish theatre critic, journalist and commentator and President of Scottish Environment Link spoke about how to widen the conversation beyond the 'usual suspects'. In the Year of Young People, Youth Co-Ordinator Rebecca Petford and Marie Duguid, Young Scot facilitated a workshop about how to engage young people in sustainability issues. UNITAR Fellow May East and Betsy King facilitated Members' engagement in the education component of the UKSSD Action Plan on the UN SDGs that was presented to the UN in July 2018. For 2018 members were keen to see more cross-sector partnerships, informal networking, research (particularly on links with attainment and measuring success), a continued focus on the SDGs, and further work with young people and in the College and Early Years sectors. This event was one where our members could learn what

LfS Scotland has been doing, feedback into future activities, be inspired by speakers, contribute to policy and connect with each other.

6.4.2 Measuring Sustainability in the Curriculum.

In collaboration with EAUC Scotland and the College Development Network, LfS Scotland jointly organized an event *Measuring Sustainability in the Curriculum*. The session attracted 24 attendees with the aim to uncover what practical tools exist, new ones that might be required and the next steps for LfS Scotland, EAUC Scotland and the institutions. Presentations were delivered by LfS Scotland, EAUC, NUS, University of Wales Trinity St David, Manchester Metropolitan University, University of St Andrews and College Development Network. The seminar concluded that monitoring should not be a tick box exercise and that any ESD related materials should highlight potential benefits for institutions. It was concluded that a different approach to measurement and delivery is needed for Colleges and Universities and that a review of existing tools to measure sustainability is required. The key to making progress on sustainability in the curriculum in further and higher education was considered to be professional development for staff. This was an example of our engagement with further and higher education.

6.4.3 Learning for Sustainability in schools- the SDGs and You

LfS Scotland partnered with Edinburgh City Council, IDEAS, the Forestry Commission and Napier University to organize a conference for 140 teachers 'The UN Sustainable Development Goals and You'. This successful conference engaged teachers in a wide range of practical workshops on themes ranging from mitigating the effects of child poverty on schools to exploring the SDGs through nature play. In the Year of Young people youth ambassadors spoke about their involvement in taking action on SDGs and UNITAR Fellow May East outlined the international imperative. This was an example of our provision for teachers in schools.

6.4.4 The use of Practitioner Enquiry in Learning for Sustainability

Eighteen people attended a seminar held at Moray House in June 2018 to examine the benefits of engaging in a values and learning for sustainability focused practitioner enquiry. Bringing together newly qualified primary and secondary teachers drawn from all eight ITE institutions across Scotland the seminar shared the impact of several Values and Learning for Sustainability focussed practitioner enquiries that had been developed during the joint GTCS/ LfS Scotland initiative. Key findings were the need to provide encouragement and support to ensure practitioner enquiry methodology is embedded in practice beyond a teacher's probationary year. This was an example of our engagement with school teachers and the teacher training at higher education institutions.

6.4.5 Engaging the press in sustainability issues and the UN SDGs

Twenty participants attended an insightful workshop, hosted by member and community activist Fiona Ross with renowned environment journalist Rob Edwards. The workshop included discussion about what engaging with the media really involves, how to write a press release and included many valuable tips on ways to successfully engage the local, national and international media. This was an example of how LfS Scotland supported professional development and skills training for members. It was also a response to previous requests to enable us to recognise and engage with the media to influence informal narratives around sustainability.

6.4.6 Sustainable Communities Heritage Festival

Three well-attended workshops (7/14/28 November) were held as part of the Sustainable Communities Heritage Festival, with the support of Ullrich Kockel, Kirsten Leask and Cait McCullagh. These workshops demonstrated community engagement and also our wide understanding of learning for sustainability as being embedded in heritage and a dynamic aspect of our culture.

6.4.7 Towards collaborative, nature based mentoring for communities: the 8 Shields model (with Pollinating Wellbeing Network)

We supported design and facilitation of a workshop on the 8 Shields model that was led by Adele Clarke under the umbrella of the Pollinating Wellbeing Network. The interactive workshop was held on Falkland Estate in Fife and enabled participants to explore how the 8 Shields model could support community action and revitalisation for a healthy and sustainable future. This was an example of community engagement and facilitation of skills and models for individuals and NGOs working with community sustainability, and was an example of an event held outside of the central belt – we are trying to expand our geographical presence!

6.5 YOUTH CO-ORDINATORS

6.5.1 In 2017 Global RCE Network asked all RCEs to nominate a Youth Coordinator to help engage "youth" with the networks (by which they mean anyone under the ages of 35 or working with those under 35!), and Laura Curtis-Moss (RSPB) and Rebecca Petford (EAUC-Scotland) stepped forward to be Co-ordinators for Scotland's RCE. The aim is to increase Learning for Sustainability Scotland's engagement with students and young professionals with an interest in teaching and learning about sustainability, through development of a Youth Network.

6.5.2 In 2018 [Lfs Scotland and the Royal Highland Education Trust](#) (RHET) supported a group of five young people from a range of backgrounds to take part in a Discover Food group as part of Young Scot's Year of Young People 2018. The aim of the group was to learn about a specific area of food production through presentations, workshops and farm visits, and then present this information at the Royal Highland Show at their own stall in the RHET Discovery tent. There were different elements to the stall that was developed, including: make-your-own tattie pop (potato twist on a stick); taste test between shop-bought and home-made bread; an information stand with fun facts, quotes and pictures from the field trips; a guess the biggest world producer of milk, beef and eggs in a pin-the-tail-on-the-donkey style activity. The stall was a great success.

6.6 COLLABORATIVE PROJECTS

6.6.1 GTCS Initial Teacher Education project

In partnership with the General Teaching Council for Scotland (GTCS) and funded by the Gordon Cook Foundation Lfs Scotland completed the project with all eight of Scotland's Initial Teacher Education Universities to support the incorporation of the Learning for Sustainability dimension of the GTCS Standards, including the Professional Values, in existing and developing courses and programmes. This three-year project began in August 2015 and during 2018 involved engagement with 22 newly qualified teachers drawn from all the ITE institutions in developing a practitioner enquiry focused on values and learning for sustainability with support through webinars and discussion forums.

Support was provided to integrate Lfs within ITE courses and programmes and the project has resulted in a reflection and development tool for ITE institutions, based on the GTCS website. In addition, through development of a Community of Practice, there has been an increased level of collaborative thinking and discussions on Values Education and Learning for Sustainability within and across the ITE institutions. A special Issue of the Scottish Educational Review is currently being prepared by the project's Community of Practice Research Group, to be published in 2019.

6.6.2 British Council: Connecting Classrooms 2015-2018

The three year Lfs Scotland collaboration with the University of Edinburgh in the delivery of the British Council Connecting Classrooms professional learning initiative in Scotland was completed in August 2018. The professional learning was for teachers interested in pedagogies for developing core skills in young people and support teachers to address the pupil entitlement to Learning for Sustainability, meeting the requirements of the GTCS Professional Standards and Curriculum for Excellence. In 2018, two ten week courses were delivered involving two face to face meetings and an online course. In June 2018 29 teachers GTCS Professional Recognition received their award at an event addressed by Deputy First Minister John Swinney. From January

to July 2018 a fully online version of the ten week course was delivered to three cohorts of teachers. Over the three-year period more than 450 teachers participated in this well regarded professional learning.

6.6.3 British Council Connecting Classrooms 2018-2021

In August 2018, LfS Scotland successfully tendered as part of a consortium including University of Edinburgh/LfS Scotland, International Development Education Association of Scotland (IDEAS) and the Scotland Malawi Partnership as the Scotland lead organisations, tailoring the new UK wide Connecting Classrooms through Global Learning programme to the Scotland context. A Project Manager (0.6 FTE) and Administration and Finance Officer (0.4FTE) were appointed in December 2018 to manage the programme.

In September 2018, University of Edinburgh/Learning for Sustainability Scotland successfully submitted a tender to British Council to develop and deliver an online professional learning programme for teachers, 'Making Connections through Learning for Sustainability'. The professional learning will be available at three levels over 6 weeks, 10 weeks and 18 weeks and will be available in 2019.

6.7 POLICY ENGAGEMENT

LfS Scotland's Secretariat maintained formal and informal dialogue with a wide range of individuals from Government and its agencies during the year.

During this period LfS Scotland responded to consultations through its Task Groups and Steering Group members. Responses were submitted on behalf of members to:

- Empowering Schools, a consultation on the provisions of the Education (Scotland) Bill (January 2018)
- UK Stakeholders on Sustainable Development Action Plan on the SDGs (March 2018): LfS Scotland is referenced and used as a case study in the report submitted to the UN in July 2018
- College Development Network on the College Lecturers Professional Standards review (with EAUC Scotland, February 2018 and September 2018)
- UNESCO consultation on the Future of Education for Sustainable Development (November 2018)

LfS Scotland contributed to meetings to refresh of the Scottish Government's National Performance Framework (NPF). The NPF measures and reports on progress of government in Scotland and we were delighted that the outcome of consultation was to fully align the NPF with the SDGs.

LfS Scotland contributed to the development of an Action Plan for the Government's Implementation Group [Vision 2030+](#) Report.

LfS Scotland has participated in the newly formed Sustainable Development Goals Network during the year, co-ordinated by the Open Government Pioneers SCVO and aiming to 'use open government commitments to help people secure progress towards the SDGs in UK.' LfS Scotland contributed to development of an open letter to members of the Cabinet and Scottish parliament committees requesting they outline the actions they are taking to see that the SDGs are achieved.

LfS Scotland continues to partner of the UK Stakeholders for Sustainable Development network to add a learning and education dimension to their work and contribute to their presence in Scotland.

6.8 INTERNATIONAL NETWORKING

LfS Scotland, Scotland's UN recognized Regional Centre of Expertise in ESD is one of the global network of 158 RCEs (December 2018). During this period there was regular contact with the Global Network and UK RCEs and the following international knowledge exchange and research activities were carried out.

6.8.1 During 2018 regular contact with progress of RCEs in England, Wales and Ireland was maintained by email and skype.

6.8.2 In August 2018 LfS Scotland shared Scotland's progress on LfS in relation to 'ESD and the Sustainable Development Goals (SDGs) – how can RCEs coordinate both to achieve sustainable development?' at the European RCEs Conference organized in Vannes by RCE Brittany. Sixteen RCEs from 12 countries were represented. and RCE Scotland presented on the 'Values and Learning for Sustainability in Initial teacher education' project. Teacher training, technical and vocational education and training (TVET), and working with capacity building in vulnerable communities were among some of the themes discussed. RCEs presented ESD projects from over the past twelve months involving partners from higher education, local government, the private sector, and communities. Creating regional priority areas for ESD among the European RCE community in addition to the numerous local agendas was discussed to enable RCEs within Europe to collaborate with the European Union and other regional bodies on education for the Sustainable Development Goals.

6.8.3 LfS Scotland chair Rehema White convened the 'Further and Higher Education and the SDGs' think tank event session at St George's House, Windsor Castle in January 2018, which was initiated by NUS and included Scottish, UK and international representation. Some universities and colleges already have initiatives addressing the SDGs, in research, teaching and operations; and students, policy makers and many academics have called for more sustainability in tertiary education. The event considered how to deepen sustainability education in the tertiary sector, the role the SDGs might play and the possible outcomes. A [full report](#) is available.

6.8.4 In September 2018, LfS Scotland Director Pete Higgins advised the Chile Government on integrating ESD in its education programmes. Several Chilean education foundations are now taking this work forward with the government, and funding the process of developing a national strategy.

6.8.5 In December 2018 Steering Group members Kirsten Leask and Laura Curtis-Moss attended the Global RCE conference in Cebu, Philippines, December 2018

6.9 PARTNERSHIPS

In line with the partnership focus of the SDGs and our status as a network organization with many active members, we sought to strengthen our partnership working in 2018. We organised and ran many events in partnership and have developed stronger links with other organisations.

Examples include working with:

- Tertiary education sector leading organisations such as National Union of Students, Environmental Association of Universities and Colleges;
- NGOs supporting education or other aspects of sustainability, such as the Royal Highland Education Trust and Permaculture Association;
- Schools and teacher education organisations;
- UK level groups such as the UK Stakeholders for Sustainable Development;
- International partners such as UNESCO.

6.10 TASK GROUPS

The purpose of LfS Scotland's Task Groups is to enable members to work individually or together to carry out specific pieces of work or projects that relate to the Vision, Mission and Objectives of LfS Scotland. The following Task Groups were active during this period.

6.10.1 Further and Higher Education (Convenor Rebecca Petford/Mike Pretious/Elaine Crawford)

This is an ongoing networking group which meets twice yearly co-badged as one of EAUC's Topic Support Networks to explore and share best practice in learning for sustainability within further and higher education settings, curricula and research practices and develop resources to support teaching and research staff to

embed sustainability in their practice. Further and Higher Education groups plan both separate and joint meetings, attended by representatives from universities and colleges around Scotland, depending on the focus of the meeting.

Two popular meetings were held jointly between Higher Education and Further Education groups. The January event focussed on Measuring Sustainability in the Curriculum (see 6.2.3). In April, 13 participants attended 'Embedding Sustainability in Vocational Courses', showcasing examples of embedding sustainability from the University of Glasgow, University of Edinburgh, University of Dundee and the Scotland's Rural College (SRUC). This event also marked the launch of the workbooks supporting embedding sustainability into college courses, commissioned by EAUC from Elaine Crawford (Dumfries and Galloway College).

6.10.2 Communications (Convenor, Mike Pretious to March 2018; Sarah Ford- Hutchinson March 2018 onwards)

The purpose of this Working Group is to develop communications policies and procedures for LfS Scotland in respect of external communication by the Secretariat and the membership. This is an ongoing Task Group which has met throughout the last year. During the year the LfS Scotland website was relaunched. In addition, the LfS Scotland Vision and Mission statements were reviewed, work to comply with new GDPR was undertaken and a Members' Survey was developed.

6.10.3 Sustainable Development Goals (Convenor, Rehema White)

This year the focus on the SDGs throughout much of the work of LfS Scotland led to this group disbanding, after it had met its initial task of connecting communities and schools in relation to the SDGs. Instead, members can engage with or provoke action on the SDGs directly with others in all groups. Hence, for example, there was a workshop on SDGs and Further and Higher Education in January 2018.

6.10.5 Communities (Convenor, Rehema White)

The Task Group members were invited to attend the 8 Shields workshop on a model for community regeneration. Plans for a visit by Jon Young to drive a workshop on community sustainability had to be delayed and this is now scheduled for April 2019. There was also discussion of how we can work in partnership to seek resources to support further work in this area.

6.10.6 Curating Heritage for Sustainable Communities (Convenor Ullrich Kochel)

The Task Group aims to develop learning for sustainable community co-curating of heritages. During the year the group developed a showcase Heritage Festival to explore the potential for community engagement with heritage through creative responses and hosted three public workshops. . As part of a Scottish Graduate School for Arts and Humanities funded PhD project (2016-19) which is ongoing there is development of a Museum Galleries Scotland virtual museum and the work in progress was presented at an international conference in China in 2018. Community focus groups in the Northern Isles have continued throughout 2018.

6.10.7 Connection to Nature (Convenor Judy Paul to June 2017, new Convenor Lesley Totten)

The Group aims to consolidate; practice, research and policy on the benefits of Connections to Nature for children and young people in Scotland. This group was very active initially and delivered excellent conferences focused on nature connection. Whilst interest was maintained, the group then became more dispersed in its aims. It is now reconvening under new leadership and we hope it will be able to connect with some of the outputs of the Pollinating Wellbeing network, such as questions to address in this area that were developed this year, and with other ongoing initiatives, whilst offering a focus on learning for our members. There were also preliminary discussions to develop a proposal to seek resources to support our pursuit of these questions.

6.11 CONSULTANCY ACTIVITIES

The following consultancy activities were carried out by members of the LfS Scotland Secretariat and associates in order to support the wider core work of LfS Scotland.

6.11.1 LfS Scotland (Betsy King) was engaged by University of Edinburgh to deliver an eight week long (April/June 2018) Sustainability and Social Responsibility International Foundation programme for 38 students from China, Argentina, UAE, Iran, Saudi Arabia, and Russia. This programme will be delivered again in 2019.

6.11.2 LfS Scotland (Betsy King) was engaged by the Scottish College for Educational Leadership to deliver a web-based Professional Learning Activity for School and System Leaders.

6.11.3 LfS Scotland (Betsy King, Kirsten Leask, Pete Higgins) was engaged to undertake an evaluation of the education component of the Tay Landscape Partnership programme 2013-18.

6.11.4 LfS Scotland (Mary Collacott, Betsy King, Pete Higgins) was engaged by University of Edinburgh Sustainability and Social Responsibility Department to develop and pilot a 12 week online sustainability and social responsibility course for all staff. This course was launched in October 2018 with 25 participants and will be completed in January 2019.

6.12 REPRESENTATION ON NATIONAL GROUPS

LfS Scotland was represented on the following national groups by Secretariat or Steering Group members:

a. **NUS ESD Advisory Group**

This Group met several times during the year

b. **Teacher Education for Equity and Environmental Sustainability Network (TEESNet)** Steering Group member and Scotland representative

c. **Scottish Education Awards** –Learning for Sustainability Award judge June 2018

d. **GTCS Professional Standards Review – LfS Steering Group** member (from March 2018 - ongoing)

e. **RSPB Nature of Scotland Award** judge (Autumn 2018)

f. **IPCC expert commentary** (winter 2018)

g. **East Ayrshire Vision 2030+ Advisory Group** (November 2018, ongoing)

h. **SDG Network SDGs Voluntary National Review Sub-Group** (ongoing)

6.13 PUBLICATIONS

We have produced various resources to support our activities and facilitate our members over the year. These include :

- Research papers submitted and in progress on the SDGs, on Goal 4.7
- Research briefings for members and for the Scottish Government
- A new #ThisIsLfS series of Learning for Sustainability case studies showcasing a range of educational settings

6.14 AWARDS

6.14.1 During the year Pete Higgins, Betsy King and member Rosa Murray and were honoured to be nominated (by the Scottish Government, Funding Council, Education Scotland, EAUC and representatives of UNESCO and others) for the prestigious Yidan Prize for Education Development 2018.

6.14.2 In December 2018 we were delighted to receive an 'RCE Outstanding Flagship Project' award for the *Values and Learning for Sustainability in Initial Teacher Education* partnership project (6.6.1).

7. NEXT STEPS

We have modified our Strategy and Action Plan for LfS Scotland 2019. We undertook a members' survey to explore members' needs and preferences. We had strategic executive meetings during the year to monitor and consider our strategic direction. The Steering Group further discussed priorities for the year ahead. Because of the success in gaining resources to deliver new projects, we recognised that the emphasis on each of our objectives would not be equal. We have thus revisited our Action Plan once more.

Priority steps for the years ahead include:

- Maintain and strengthen our 'community of practice' for learning for sustainability; supporting existing members and widening our membership base
- Continued engagement with the underpinning role of learning in the conceptualisation and pursuit of sustainable development; as manifesting internationally and nationally through the UN SDGs, UNESCO GAP and the international UN RCE Network, nationally in our roles with the SDG Network and directly with other partners such as UKSSD, in relation to particular goals, especially SDG 4.
- Continued leadership and engagement with Scottish Government, policy makers and other relevant bodies regarding LfS implementation in different sectors
- Projects funded externally that enable us to deliver professional learning through partnership, such as Connecting Classrooms
- Initiatives that tackle specific aspects of our objectives, including community engagement, culture and heritage
- Enhanced communication and sharing of resources, events, activities and opportunities through a refreshed bulletin, revamped website
- Provision of knowledge exchange and training events and activities, such as workshops, seminars and webinars, with more completed in partnership. We plan to hold more activities out of the Central Belt, both virtual meeting spaces and also face to face opportunities.
- Synthesis of new knowledge and presentation of a critical voice on relevant aspects of learning for sustainability and sustainable development, including research briefings, papers and report
- Address the ongoing challenges of lack of funding for core activities and the uncertainty of current context

8. MEMBERS' VOICES

We seek to inspire and inform members, to connect members and to work in partnership with members. We are driven by external policy and highlighted imperatives for LfS but we wish to respond to members' needs. We undertook a member survey in 2018 but we are always willing to hear new ideas or requests for focus, communication or events. Please get in touch if you have any suggestions.

Learning for Sustainability Scotland, December 2018