



LEARNING FOR SUSTAINABILITY SCOTLAND REPORT October 2013-November 2014



ACKNOWLEDGED BY



**UNITED NATIONS
UNIVERSITY**

1. BACKGROUND

Scotland has a long-standing commitment to Learning for Sustainability 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) has 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) 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 2013-2015.

Nine Steering Group members were elected in October 2013 for a two year period: Rehema White (Chair), George Tarvit (KSB-SSN), Kate Campbell (Sustrans), Geoff Fagan (CADISPA), Sarah Lee (EAUC), Rebekah Stackhouse (RSPB), Ullrich Kockel (Heriot Watt University), Kirsten Leask (Soil Association), Marie Jeanne McNaughton (University of Strathclyde). The Group met six times during this period.

Task Group representation on the Steering Group during this period was: Further Education: John Salter; Common Cause Action Learning Programme: Osbert Lancaster; Community Learning and Development: Edith MacQuarrie (to March 2014), Nicola Sykes (from April 2014) Education Scotland; Communications: Mike Pretious Queen Margaret University.

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

Over this period the Steering Group and Secretariat developed a Strategic Plan for LfSS, created policy and procedures around constitution and code of conduct, supported Task Group activities, led on and contributed to various policy consultations, engaged extensively formally and informally with Scottish Government and contributed to national RCE fora as well as international initiatives. The Steering Group has considered impact through its participatory mapping of the field of LfS in Scotland and monitoring of the policy and practice support provided by LfS Scotland for members and others.

3. MEMBERSHIP

Learning for Sustainability Scotland has 292 members (as at 18 November 2014), comprising 147 organisations and 145 individuals.

4. EMPLOYEES

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*.

During this period Morag Watson was employed as Development Manager (1 FTE); Betsy King as Development Manager (0.6 FTE) and Abi Cornwall as Development Officer (0.75FTE)

5. RESOURCES

The University of Edinburgh has hosted LfS Scotland and has provided administrative support as an in-kind contribution. 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.

The Development Officer post was supported from 1st April 2013 to 31st March 2015 by grants from the Scottish Government grant and SDE Network. The Development Manager posts were supported 1st October 2013 to 30 September 2014 by WWF Scotland.

The LfSS team and members of the Steering Group have sought additional funding to support core and additional work by LfSS, with more than 15 outline proposals submitted to various trusts, foundations and academic grant sources. Many proposals involved members or partner organisations. These include funding requests for seminar series to enable members to network and to expand the existing network beyond 'the usual suspects', particularly focusing on engaging business and media and on working with the current vibrant community activity within Scotland. We await results from one proposal and are developing additional proposals for deadlines early in 2015.

6. ACTIVITIES

6.1 MAILING LIST AND BULLETIN

An 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 monthly to 908 subscribers (as at Nov 2014).

6.2 CONFERENCES

6.2.1 *Cracking the cultural code: learning to create a sustainable society* was held in partnership with the Scottish Government on 19th November 2013 at ECCI in Edinburgh. The successful conference was oversubscribed with 98 attendees. Conference poet Caren Gilbert crafted two wonderful poems inspired by participants. Keynote presentation was given by Andy Wightman, writer, researcher and activist and perspectives offered by Keir Bloomer, Gordon Maloney NUS and Professor Charles Hopkins UNESCO Chair in ESD.

6.2.2 A conference *Celebrating the UN Decade of ESD in Scotland* was held on October 29 2014 at Victoria Quay in partnership with the Scottish Government as the final contribution to the UN Decade of Education for Sustainable Development Action Plan. Scotland's response to the UNDES was celebrated through film and case studies. Discussions to examine LfS beyond the decade were initiated, informed by the new Global Action Programme outlined by Prof. Charles Hopkins. Learners interviewed Minister for External Affairs and International Development Humza Yusef MSP. Participants' evaluations were overwhelmingly positive with many planning to use the experience to inform their next steps on LfS and to develop collaborative work.

6.2.3 The LfS Scotland secretariat gave keynote presentations and workshops at the following conferences and seminars during this period:

October 2013 LfS and the GTCS Professional Standards, GTCS

December 2014 LfS and Professional Recognition, GTCS

February 2014 LfS workshop, Scottish Parliament

February 2014 EAUC Scotland conference, Glasgow

March 2014 LfS workshop, Grounds for Learning Conference

March 2014 Climate Change Learning Interdisciplinary workshop, Moray House

March 2014 UNESCO Quality Education and ESD conference, Beijing, China
March 2014 Leadership and LfS, Stirling Council
March 2014 Scotland's School Education LfS Policy context, SEED Policy Conference, London
May 2014 Leadership for Sustainability, Clacks. Council
June 2014 Values workshop, Climate 2050 Group, Edinburgh
July 2014, Moving from the Edge to the Centre, the role of ESD, TEESNet, Liverpool
October 2014:, How Scotland got it's RCE, AASHE Conference, Oregon, USA
October 2014 LfS in Higher Education, Abertay University

6.3 OPENING RECEPTION

A reception was held in the Playfair Library on November 19th 2014 to officially open LfS Scotland.. More than 60 members were addressed by Prof. Sir Timothy O'Shea Principal and Vice-Chancellor of The University of Edinburgh, Dr Alasdair Allan MSP, The Minister for Learning, Science and Scotland's Languages ,Professor Charles Hopkins, UNESCO Chair on Education for Sustainable Development and Prof. Pete Higgins LfS Scotland.

6.4 SEMINARS

6.4.1 On 27 February 2014 the *Small Steps Big Changes? The LfS dimension of Community learning and Development* seminar, organized in partnership with Education Scotland, aimed to set out the supportive government policy context for LfS in relation to community learning and development and encourage co-working between those with LfS and CLD expertise. Aileen Campbell MSP Minister for Children and Young People set the scene and inspiring projects were showcased. Evaluations from the 60 participants were extremely positive

6.4.2 LfS Scotland and Heriot Watt University's seminar *Doing things differently: Intercultural research and LfS* held on 9 April 2014 aimed to provoke creative interaction and lead to a collaborative research programme. The seminar was well attended by LfSS members from the formal education, government and voluntary sectors and led to a second seminar *Waterscape Heritages* held on 3 July 2014. The seminar has resulted in the development of a collaborative project.

6.4.3 The 40 participants at LfS Scotland and Character Scotland's *Emporium of Dangerous Ideas: Education-nothing matters without values and character* held at Edinburgh College of Art on 17 June 2014 reflected on where they stood in relation to values and character in education and what that meant for their practice.

6.4.4 LfS Scotland collaborated with PIRC, Character Scotland and Lifeworlds Learning on a successful two day event *Values and education* on November 20 2014 at Moray House. 60 participants shared practise from across the education spectrum and considered what a values approach brings to education and what resources/sources of support already exist in this area.

6.5 POLICY ENGAGEMENT

6.5.1 During this period LfS Scotland responded to consultations through its Task groups and steering Group on the: Adult Learning Statement of Ambition (February 2014); QAA Guidance on Education for Sustainable Development for higher education providers (June 2014); National Youth Work Strategy (2014), (Community Empowerment (Scotland) Bill (introduced June 2014); and the Smith Commission (October 2014). LfS Scotland's Secretariat maintained formal and informal dialogue with a wide range of individuals from Government and its agencies during the year.

6.6 INTERNATIONAL NETWORKING

LfS Scotland, Scotland's UN recognized Regional Centre of Expertise in ESD is one of the global network of 129 RCEs (Nov. 2014). During this period the following international knowledge exchange and research activities were carried out.

6.6.1 LfS Scotland participated in UNESCO Research to examine evidence of the impact of Education for Sustainable development on the quality of education. LfS Scotland attended UNESCO's collaborative workshop for the 12 leading nations in ESD in May 2014, held in China and collaborated with Education Scotland to provide input to the body of international research evidence. Attendance was funded by University of Edinburgh.

6.6.2 Scotland's progress updates and contributions to the UNESCO end of the Decade for Education for Sustainable Development (DESD) were facilitated partly through LfS Scotland input and led to recognition of Scotland's good practice in the final UN Report on the DESD. (UNESCO 2014 Shaping the Future We Want <http://bit.ly/1OZuExA>)

6.6.3 LfS Scotland shared Scotland's progress on LfS and gathered ideas from other nations at the 9th Global RCE Conference held in Okayama, the International Conference on Higher Education for Sustainable Development held in Nagoya in November 2014. Input was made to the conference declarations presented to the UNESCO World Conference on ESD where the new Global Action Programme on ESD was launched. Attendance was funded by University of Edinburgh and the Global RCE Support Centre.

6.7 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.

6.7.1 Communities with a Common Cause Action Learning Programme (Convenor Osbert Lancaster)

This Task Group, supported by grant funding from the Scottish Government, brought together sixteen participants from eight grass-roots groups, NGOs and government agencies to develop practical approaches to applying Common Cause, a values-based approach to addressing social and environmental challenges. The programme was completed in February 2014 and The evaluation found that participation reaffirmed and/or strengthened their commitment to altruistic values and also increased their capacity for values-based action. Participants have developed new perspectives, new skills and techniques and have applied these within their work. The project gained a Outstanding Flagship Project RCE recognition award in November 2014.

6.7.2 Connection to Nature (Convenor Rebekah Stackhouse)

The Group aims to understand the level of connection to nature of children and young people in Scotland, to understand what activities enhance 'connection to nature', to identify possible links with factors that impact on sustainability and to inform policy, education, and community targets. During this period an initial collation of available literature and research into connection to nature was carried out. Next steps will focus on advancing the understanding of connection to nature through carrying out research into levels of connection to nature in Scotland's young people, and its relevance to learning for sustainability, therefore generating new knowledge. In order for this to progress, resource will need to be found.

6.7.3 Food and Learning for Sustainability (Convenor Pete Ritchie)

The group aims to investigate and champion current provision and practice regarding the inclusion of LfS when teaching young people about food-related themes and the use of 'food' as a learning topic when exploring the broader themes of LfS. Also to provide recommendations for its integration into 'mainstream' educational practice. An initial meeting has been held to discuss objectives and key focus areas and a draft questionnaire to group members to identify priority focus areas has been created.

6.7.4 Community Learning and Development (Convenor, Nicola Sykes)

The purpose of the group is to drive progress in Learning for Sustainability in the community learning and development sector in Scotland. During this period the Group met four times, revised and adopted its terms of reference and developed a joint group action plan for 2014/15. Two new policies for CLD launched this year were shaped by LfS partners - National Youth Work strategy and Adult Learning Statement of Ambition.

The Group's seminar Small steps, Big changes seminar was well attended with feedback positive (see 6.1.4). A funding proposal was developed but was unsuccessful. Group members contributed to the end of UNDESD conference through workshops and information stands; delivered an awareness raising workshop on LfS to the Community Learning and Development Manager's conference on 30/10/14 and a LfS and Citizen Science workshop at National Youth work conference 5/11/14. An online CPD resource for CLD practitioners on i-develop.org.uk is nearing completion.

6.7.5 Further Education (Convenor, John Salter)

This is an ongoing networking group which has met as one of EAUC's Topic Support Networks to share practices on methods, research and projects, building on the Scottish colleges, Education for Sustainable Development initiative managed by Environmental Association of Universities and Colleges (EAUC) in January 2013. The Initiative was completed in November 2014 and a final report is available..

6.7.6 Higher Education (Convenor, Mike Pretious)

This is an ongoing networking group which has met twice yearly as one of EAUC's Topic Support Networks to share practices on methods, research and projects. The group met twice during the academic session 2013-14, at Queen Margaret University and Glasgow School of Art. This group aims to help individuals/academic staff in universities develop the attitudes, skills and knowledge they need to assist students to make informed decisions on the social, economic, cultural and environmental problems we face in the 21st century, for the benefit of both themselves and others, now and in the future, and to act upon these decisions.

6.7.7 Mapping (Convenor, Rehema White)

The Group aims to explore areas in which LfS is well advanced in Scotland and those in which we have achieved less; to map out the field of enquiry and practice of LfS across different areas and groups, to begin to identify which stakeholders could be engaged around different sectors and to acknowledge opportunities for immediate and long term action for LfS Scotland. Perspectives were gained from the AGM in October 2013 and have informed a three round Delphi process with members of the LfSS steering group plus other key informants. This process is now completing round two.

6.7.8 Communications (Convenor, Mike Pretious)

The purpose of this Working Group is to develop communications policies and procedures for LfSS in respect of external communication by the Secretariat and the membership. This is an ongoing Task Group which has met regularly throughout the last year, progress has been made in respect of relevant Web and Social Media policies for agreement by the Steering Group.

6.8 FEE EARNING ACTIVITIES

During this period the following consultancy activities were carried out by members of the LfS Scotland Secretariat in order to support the wider core work of LfS Scotland.

6.8.1 LfS Scotland and The University of Edinburgh were contracted by Keep Scotland Beautiful to undertake a review of the Eco-Schools Scotland programme between January and May 2014 .

6.8.2 LfS Scotland and University of Edinburgh began a programme of professional development courses for teachers in October 2014. The first, Leadership and LfS attracted 24 participants from all over Scotland.

6.8.3 In June 2014 LfS Scotland was contracted to work with the Moray House post graduate secondary staff to advise on further embedding LfS in their programmes.

6.9 REPRESENTATION ON NATIONAL GROUPS

During this period LfS Scotland presented at various national events and was represented on the following national groups by Secretariat or Steering Group members:

a. Learning for Sustainability Implementation Group From February 2014 the Scottish Government and LfS Scotland have co-convened the Learning for Sustainability Implementation Group to drive forward the implementation of the Learning for Sustainability Report's 31 recommendations and embed Learning for Sustainability in all Scottish schools .From January 2015 LfS Scotland will be represented on the LfS Working Group, advising on LfS guidance, teaching resources and communications.

b. NUS Responsible Futures project Advisory Board member

c. Teacher Education for Equity and Environmental Sustainability Network (TEESNet) Steering Group member

d. Common Cause for Scotland core group

e. GTCS Sustainability Group (to August 2014)

f. GTCS Research in Education Group member

g. Sustainable Schools Award judge June 2014

h. Food for Life Scotland Steering Group member

7. NEXT STEPS

In its first year LfS Scotland has begun to establish a broad membership base, including those working in and with colleges, universities, community learning and development and other forms of informal education in addition to schools. This has extended the range of perspectives and approaches and enabled networking opportunities within and between sectors and disciplines. Task Groups have been instigated and have begun their work and there is potential for further collaboration allowing members to come together to generate new research and innovation.

There is now a need for LfS Scotland to consolidate its ways of working, ensuring that there are clear processes in place to evaluate the difference it is making. Our Mapping research indicates that the network is well placed to help ensure Scotland's contribution to UN Global Action Programme on Education for Sustainable Development is realised. It also shows a need for further work on community learning, accelerating sustainable solutions at a local level. In common with RCEs globally LfS Scotland will promote coherence between LfS and all aspects of the 2015 Sustainable Development Goals.

**Learning for Sustainability Scotland
November 2014**

Appendix 1 Task Group Reports November 2014

COMMUNITIES WITH A COMMON CAUSE ACTION LEARNING PROGRAMME

| | |
|--|---|
| Convenor | Osbert Lancaster |
| Name of Task Group | Communities with a Common Cause Action Learning Programme |
| A brief outline of the aims/objectives of task group | <p>The programme was conceived to bring together grass-roots groups, NGOs and government agencies to develop practical approaches to applying Common Cause, a values-based approach to addressing social and environmental challenges. The aims were to:</p> <ul style="list-style-type: none"> • strengthen altruistic values among participants; • build commitment and action that contribute to sustainability; • change what participants do on a very immediate and practical level; support participants to bring about wider organisational and sectoral change |
| Who's involved (types of / names of organisations etc) | <p>The task group who designed and facilitated the programme are:</p> <ul style="list-style-type: none"> • Pam Candea, The Surefoot Effect; • Osbert Lancaster, changemaking; • Anthony Morrow, TCV Scotland; • Kerry Riddell, TCV Scotland; • Morag Watson, Learning for Sustainability Scotland. <p>Participants in the programme were:</p> <ul style="list-style-type: none"> • Lee Deane, Development Manager and Dawn Ewing, Outreach Manager; Bumblebee Conservation Trust • Russell Gill, Development Worker and Suzy Goodsir, Development Manager; Greener Kirkcaldy • Catherine Gee, Head of Corporate Services and David Gunn, Climate Challenge Fund Manager; Keep Scotland Beautiful • Zoe Kemp, Community Planning Partners and SOAs and Clive Mitchell, Programme Office Manager: Strategy Development; Scottish Natural Heritage • Paula Charleston, Head of Environmental Strategy and Mark Wells, Head of Strategic Communications; Scottish Environment Protection Agency • Anne-Marte Bergseng, Communications, Engagement and Marketing Manager and Ruth Wolstenholme, Managing Director; Sniffer • Johannes Butscher, Student President and Laurelin van der Molen, Students Union Environmental Assistant; Stirling University • Sue Guy, Project Facilitator and Philip Revel, Project Manager; Sustaining Dunbar <p>The programme was supported by grant funding from the Scottish Government.</p> |
| Work carried out to date | <p>The programme consisted of six workshops, one per month for six months. The Programme ran from September 2013 to February 2014.</p> <p>The workshops introduced a range of concepts, tools and approaches that can be used to create a values-based approach. Each workshop provided space for participants to discuss these approaches, develop plans for applying them in their work and share their experiences of doing so.</p> |

| | |
|---|--|
| | <p>Between each workshop participants</p> <ul style="list-style-type: none"> • carried activities to to prepare for upcoming workshops and put learning from previous workshops into practice. • were supported by a mentor to actively implement values approaches in their organisations <p>An evaluation was carried out by the programme team drawing on in-programme monitoring and post-programme interviews and reflections</p> |
| Future plans / work still to be conducted | <p>The programme has been completed and evaluated.</p> <p>The programme team see a number of opportunities for further action learning programmes. These include programmes for a group of organisations that work in a specific sector or policy arena such as:</p> <ul style="list-style-type: none"> • Sustainable Development and Low Carbon Economy • Adaptation and Resilience • Community Learning and Development • Citizenship and Young People <p>We also believe that the programme could be run within a single larger organisation, bringing together participants from key divisions to explore and apply a values-based approach to strategic and cultural change</p> |
| Thoughts & comments | <p>The evaluation found that participation reaffirmed and/or strengthened their commitment to altruistic values and also increased their capacity for values-based action. Participants have developed new perspectives, new skills and techniques and have applied these within their work.</p> <p>The programme has the potential to be an important element of the repertoire of tools and approaches needed to support wide ranging pro-environment and pro-social change. Used strategically with groups of organisations with common interests, and internally within large organisations, the programme can change social and material contexts across specific sectors and more widely in society</p> |

CONNECTION TO NATURE

| | |
|--|---|
| Convenor | Rebekah Stackhouse |
| Name of Task Group | Connection to Nature |
| A brief outline of the aims/objectives of task group | <p>Initial Objective</p> <ul style="list-style-type: none"> • To understand the level of connection to nature of children and young people in Scotland <p>Further Objectives</p> <ul style="list-style-type: none"> • To understand what activities enhance ‘connection to nature’ • To identify possible links with factors that impact on sustainability • To inform policy, education, and community targets on effective mechanisms for delivering LfS including recognition of the importance of connection to the natural world |
| Who’s involved (types of / names of organisations etc) | Aberdeen University, Edinburgh University, Heriot-Watt University, St Andrews University, Stirling University, Alastair Lavery (independent), RSPB Scotland |

| | |
|---|--|
| Work carried out to date | Initial collation of available literature and research into connection to nature |
| Future plans / work still to be conducted | <ul style="list-style-type: none"> • Review of appropriate research mechanisms • Collation of connection measures into one document/file to ensure accessibility to interested individuals/organisations • Establish an agreed measure for 'connection to nature' for young people in Scotland • To use the agreed measure and record data on children & young people's connection to nature • Further research into factors influencing connection to nature • To understand link (if any) between connection to nature and LfS, and identify factors that increase connection • To inform policy, education, and community targets on effective mechanisms for delivering LfS including recognition of the importance of connection to the natural world • Internal communications with LfS Steering Group and other Task Groups to coordinate work/research and external communications |
| Thoughts & comments | <p>This task group has focussed thus far on collating sources of information regarding connection to nature measures and research results.</p> <p>Next steps will focus on advancing the understanding of connection to nature through carrying out research into levels of connection to nature in Scotland's young people, and its relevance to learning for sustainability, therefore generating new knowledge.</p> <p>In order for this to progress, resource will need to be found, through funding and potentially through graduate research topics, so that there is sufficient time and financial resource to move things forward.</p> |

FOOD AND LEARNING FOR SUSTAINABILITY

| | |
|--|--|
| Convenor | Pete Ritchie |
| Name of Task Group | Food and Learning for Sustainability |
| A brief outline of the aims/objectives of task group | <ol style="list-style-type: none"> 1. To investigate/audit: <ol style="list-style-type: none"> a. Current provision and practice regarding the inclusion of LfS when teaching young people about food-related themes. b. Current provision and practice regarding the use of 'food' as a learning topic when exploring the broader themes of LfS. 2. To identify and champion good practice in both 1a and 1b. 3. To provide recommendations for the integration of same into 'mainstream' educational practice. |
| Who's involved (types of / names of organisations etc) | University of Edinburgh; University of Stirling ;Aberdeen Urban Studies Trust; REAP Scotland Education Scotland Queen Margaret University Crichton Carbon Centre Cairngorms National Park City of Edinburgh Council Murrayburn School University of GlasgowUniversity of Edinburgh University of Stirling,Transition Edinburgh South, Findhorn College Fife Diet |
| Work carried out to date | <ul style="list-style-type: none"> • Initial meeting in June 2014 to discuss objectives and key focus areas. • Creation of draft questionnaire to group members to identify priority focus areas. |

| | |
|---|--|
| Future plans / work still to be conducted | <ul style="list-style-type: none"> • Completion of draft questionnaire and dissemination of same to group members. • Collation of responses & circulation for comment within group. • Identification of priority focus areas. • Identification of additional resource/expertise to assist with identified focus areas. • Creation of sub-groups to carry out work, with on-going discussion and sharing of findings/ideas both internally and with other selected bodies to avoid duplication of effort and 'reinvention of the wheel'. • Production of final report, with clear recommendations for implementation. |
| Thoughts & comments | <p>Initial membership of group is from a very wide 'church', and it is likely that the key priority areas chosen by the group will reflect this.</p> <p>A sub-group structure may allow for this broad spectrum's needs to be met, but the whole process will require careful management in order to ensure that clarity of focus is maintained.</p> |

COMMUNITY LEARNING AND DEVELOPMENT

| | |
|--|--|
| Convenor | - Nicola Sykes |
| Name of Task Group | - Community Learning and Development |
| A brief outline of the aims/objectives of task group | <ul style="list-style-type: none"> - The purpose of the group is to drive progress in Learning for Sustainability in the community learning and development sector in Scotland. - The main objectives are to: <ul style="list-style-type: none"> - Seek to co-ordinate the practical steps required to effectively develop Learning for Sustainability as a key context for CLD in all settings. - Improve links and networking between practitioners in sustainable development and in community learning and development so that practice in each respective area can inform the other and increase the overall impact of community-based Learning for Sustainability. - Consider how to develop the CLD workforce in all settings and support a strengthening of its role in Learning for Sustainability. - Aim to deliver on the priorities as set out in Learning for Change and assist in the development of any post-UNDESD action plans for Scotland. |
| Who's involved (types of / names of organisations etc) | - Education Scotland, CLD Standards Council, TCV, Scottish Natural Heritage, SCDC, LfsScotland, Scottish Government, WeA, Keep Scotland Beautiful, Trust for Conservation volunteers, Youth Link Scotland, CLDMS rep, Youth Scotland, Scotland's Learning Partnership |
| Work carried out to date (in 2014) | <ul style="list-style-type: none"> - Two new policies for CLD launched this year were shaped by Lfs partners - National Youth work strategy and adult learning statement of ambition. - Short-term working group has met 4 times this year. - 27th Feb, small steps, big changes seminar was well attended with feedback positive. - Revised and adopted terms of reference for the group. - Developed joint group action plan for 2014/15. - Funding proposal developed by members and submitted to the Innovation Fund. The proposal was unsuccessful. |

| | |
|---|--|
| | <ul style="list-style-type: none"> - Contributed to the end of UNDES conference through workshops and information stands– 29/10/14. - Delivered awareness raising workshop on LfS to the Community Learning and Development Manager’s conference on 30/10/14. - Delivered LfS and Citizen Science workshop at National Youth work conference 5/11/14. - Nearing completion of an online CPD resource for CLD practitioners on i-develop.org.uk (progress unfortunately hampered by approximately 6 months due to i-develop staff resource issues). |
| Future plans / work still to be conducted | <ul style="list-style-type: none"> - Draft briefing note for the sector to be finalised and launched. - Mapping work to be shared with ES/SG schools led group to maximise impact of combined effort. - Representatives of the group invited to take an active role in the new SG/ES working group. |
| Thoughts & comments | <ul style="list-style-type: none"> - The short-term working group is on target to fulfil the CLD recommendations set in ‘Learning for Change’ by end March 2015. |

HIGHER EDUCATION

| | |
|--|--|
| Convenor | Mike Pretious |
| Name of Task Group | HE ESD Task Group/ EAUC HE Topic Support Network |
| A brief outline of the aims/objectives of task group | Integration of sustainable development into all aspects of a student’s education and learning Education for Sustainable Development. This group aims to help individuals/academic staff in universities develop the attitudes, skills and knowledge they need to assist students to make informed decisions on the social, economic, cultural and environmental problems we face in the 21st century, for the benefit of both themselves and others, now and in the future, and to act upon these decisions. |
| Who’s involved (types of / names of organisations etc) | LfSS, EAUC, QMU, HEA, QAA, SQA and other academic institutions. |
| Work carried out to date | This is an ongoing networking group which meets twice yearly to share practices on methods, research and projects. The group met twice during the academic session 2013-14, once at QMU and once at Glasgow School of Art. |
| Future plans / work still to be conducted | The next event will take place on 4 th Dec at QMU and will be a combined higher and further education event. It will allow networking with others working in education for sustainability at the end of the UN Decade of Education for Sustainable Development as we reflect on what has happened, where we are now, and our next steps for the new decade. |
| Thoughts & comments | More work is needed to attract academic staff to these events, through better publicity and relevant agendas. Working in conjunction with HEA, LfSS and EAUC has a better change or validating these forums for an academic audience. |

FURTHER EDUCATION

A report on the completion of the Colleges and ESD Project is available from http://www.eauc.org.uk/ucccfs/college_esd

MAPPING

| | |
|--|---|
| Convenor | Rehema White |
| Name of Task Group | Mapping opportunities for learning for sustainability in Scotland |
| A brief outline of the aims/objectives of task group | <ol style="list-style-type: none"> 1. To explore areas in which LfS is well advanced in Scotland and those in which we have achieved less 2. To map out the field of enquiry and practice of LfS across different areas and groups 3. To begin to identify which stakeholders could be engaged around different sectors 4. To acknowledge opportunities for immediate and long term action for LfSS |
| Who's involved (types of / names of organisations etc) | This project is being led by Rehema White of University of St Andrews and Betsy King of LfSS, but Steering Group members have actively contributed and we have sought to include some members' views. |
| Work carried out to date | <p>Initial discussions amongst members of LfSS led to a recognition of the opportunity to map the scope of learning for sustainability widely and to develop a strategic approach for this area of practice in Scotland. At the same time, it was discussed that there was a place to reflect on the theory of this area and contribute something more widely to other UN RCEs and to the academic debate on this area.</p> <p>In order to gain a wide range of perspectives from those engaged in LfS in Scotland, discussions were held at an open meeting of the network organisation. All participants were given an opportunity to contribute to three out of five different topics:</p> <ol style="list-style-type: none"> 1. Framing the scope of learning for sustainability 2. What gaps and opportunities are there for LfS in Scotland? 3. What sort of partnerships are we seeking in learning for sustainability? 4. How does the wider context influence what we do in LfS in Scotland? 5. What networks and resources can we draw on to strengthen LfS? <p>Results from these discussions then informed a Delphi process with members of the LfSS steering group plus other key informants. This process is now completing round 2. Finally, the grey and academic literature has informed a policy analysis and theoretical framing.</p> |
| Future plans / work still to be conducted | We intend to collate and summarise Delphi Round 2 results, present them to the forthcoming AGM for comment and then present to the Delphi participants for a final Round 3. In this final round, we will not force consensus but rather celebrate the diversity of perspectives in this area. We will then prepare a final report, academic paper and policy brief. |
| Thoughts & comments | We see this project as one that captures a moment in the history, theory and practice of learning for sustainability. The results may thus lead us to recommend some long term monitoring strategy to evaluate further progress in this field, although it is anticipated that these results will inform a new action plan for LfS in Scotland that will do this effectively. We see this project as being developed partly to inform the actions and priorities of the organisation, LfSS. However, it also permits us to reflect more widely on the nature and scope of learning for sustainability itself and to influence international thinking and action in this area. |

COMMUNICATIONS

| | |
|---|--|
| Convenor | Mike Pretious |
| Task Group name | CommunicationsTask Group |
| A brief outline of the aims/objectives of task group | To develop communications policies and procedures for LfSS in respect of external communication by the Secretariat and the membership. |
| Who's involved (types of / names of organisations etc.) | Volunteer members of LfSS and designated members of the Secretariat |
| Work carried out to date | This is an ongoing Task Group which has met regularly throughout the last year, at LfSS HQ at Moray House. Progress has been made in respect of relevant Web and Social Media policies, though publication and dissemination of these polices through the Steering Group has not been completed. |
| Future plans / work still to be conducted | There has been some discussion of the need to revise the format of the main 'diary' communication that emanates from LfSS, but the anticipated research amongst the membership has not yet taken place. Work is expected to continue on this and other communications issues dependent on the future of LfSS overall. |
| Thoughts & comments | Progress in the second half of 2014 has been slow because of other work commitments of the Task Group's members, and a meeting is overdue. Due to the departure of one of the designated Secretariat member from LfSS, the membership of the Group needs to be refreshed and further volunteers would be useful in order to provided 'alternates' for members who can sometimes not attend meetings. |