



Learning for a better future – whose voice counts?

Learning for Sustainability Scotland's AGM January 2018

Member Priorities

The following priorities were identified by collating Members' ideas recorded on flipcharts during small group discussions at the LfSS AGM , January 2018

Partnership

The opportunity for cross-sectoral partnerships developed through LfSS was seen as a priority with the following sectors highlighted:

- Government bodies e.g SNH / Forest Commission
- Local Authorities
- Environment NGOs eg John Muir Trust, WWF Scotland
- Rural community partnerships
- Industry & Tourism
- Colleges & Universities
- Business / industry (eg SSE)
- Parents & communities

Informal networking

Collaborative working, e.g. for the Learning for Sustainability conference on May 11th 2018 is already working well. Informal networking opportunities would be valued (e.g in a pub).

Research

Learning for Sustainability research is a priority e.g

- Impact of LfS on attainment in schools, research on outdoor / indoor aspects of Early Years learning and how this changes when children reach primary school and learning becomes more classroom based.
- Audit existing good practice
- Explore alignment of existing LfS good practice by organisations in Scotland
- Existing research need to be contextualised through the SDGs

Measuring success

There is a need to develop accessible frameworks of measurement of success for LfS, particularly in tertiary education.

Young people

LfSS should prioritise working with young people, particularly the need to align with Scotland's 2018 Year of Young People. Opportunities suggested were:

- Collaborate with 2050 Climate Group
- Support the Young Leaders Development Programme
- Youth engagement through social media, schools / teachers, youth clubs / leisure centres
- Consider training opportunities for young people

Sustainable Development Goals (SDGs)

There should be a continued focus on linking members to the SDGs. Examples included:

- SDGs & Young People - make them more relevant & more accessible eg SDG challenge badge for scouts & girl guides
- Find ways to interact with businesses & public services
- Prepare teachers to be able to talk & explain about SDGs, working with the Development Education Centres
- Forums to share practice & experience
- Promote Vision 2030 + and its implementation

Early years and more

Formal education continues to be identified as a priority, with Early Years highlighted as an area that needs more work. The following areas were suggested:

- Advocacy to get LfS into 'How Good is our Early Learning Childcare'
- A course for early years practitioners co-designed with EY professionals (possibly funded by the Workforce Development Fund)
- Outdoor Learning programme funded by SNH/Forestry Commission
- Inter-linking LfS with other Curriculum for Excellence initiatives eg John Muir Award, Language & Culture, Connecting Classrooms
- Embedding LfS in curriculum in FE & HE
- Identify the different needs of varied landscape of educational institutions

Whole institution approach

A whole institution approach is key for Learning for Sustainability in all sectors. There is currently an opportunity to promote this in Colleges in partnership with EAUC and CDN. Ideas included:

- Develop an online course
- Training & networking
- Presentation in colleges to students & staff
- Greater emphasis on linking sustainability with wider current agendas in schools and colleges, with a focus on senior management teams.

Betsy King, January 2018