



# Feeling the Pressure: Planetary health, participatory democracy and you

## Members' Annual General Meeting

## January 10<sup>th</sup> 2020



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# Welcome!

## Rehema White, Chair, Learning for Sustainability Scotland



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[ifsscotland.org](http://ifsscotland.org)

# Welcome!

Learning for Sustainability (LfS) Scotland is an open network where members and partners come together to undertake collaborative projects, research and advocacy that push forward Learning for Sustainability practice and policy in Scotland.



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# What we do

- Identifying and **sharing existing knowledge**, expertise and lessons learned
- Actively **generating new knowledge** and approaches
- Undertaking **monitoring, evaluating**, international comparison and gap analysis of progress on LfS in Scotland
- Providing **LfS advice** to practitioners, policy- and decision-makers
- **Sharing our learning internationally**
- Ensuring the long-term future of LfS Scotland



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# Meeting new members

**Share**

**Who you are?**

**One of your Learning for Sustainability intentions for 2020?**

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# Feeling the Pressure: Planetary health, participatory democracy and you

## 10.30 LfS Scotland- an update

*Rehema White, Pete Higgins and Betsy King*

Round table discussions

## 11.30 Shaping the next generation of global citizens

*..at Muthill Primary Keri Reid & learners*

## 11.45 Skills for Engagement

Chose two from three workshops:

Engaging communities (*Eurig Scandrett*) ; Eco-Anxiety (*Adele Clarke*); COP26 (*Caroline Rance*)

## 13.00 NETWORKING LUNCH- *Levenmouth Academy learners*

## 13.45 Responsible Debate for a Sustainable Future

*Alice Konig and Peter McColl*

## 14.30 Feedback and Feed future

## 15.30 Finish



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# Sustainability in 2019 – the global imperative

## Climate change

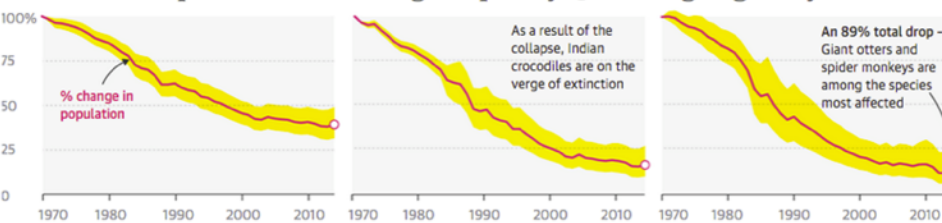


Not the Sixth Great Extinction – but the ‘First Great Extermination’ (George Monbiot, 2019)

Since 1970, 60% of the world's vertebrate animals have been wiped out

Freshwater habitats are the worst hit, with populations having collapsed by 83%

South and central America is the worst affected region globally



The collapse of the information ecosystem poses profound risks for humanity

*Lydia Polgreen*

The viral spread of misinformation, widening news deserts and the proliferation of fake news will threaten life as we know it

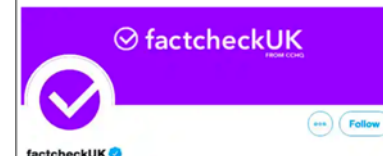


▲ A Boston Globe front page with the headline THE CASE TO IMPEACH, FOR ALL TO HEAR posted at the Newseum on 13 November in Washington DC. Photograph: Mark Makela/Getty Images

Tories pretend to be factchecking service during leaders' debate

Party accused of misleading public by tweeting anti-Labour posts as 'factcheckUK'

Follow the latest election news - live



factcheckUK  
@CCHQPress  
Fact checking Labour from CCHQ  
Westminster | Joined July 2009  
2,250 Following 75.4K Followers

▲ The rebranded CCHQ Twitter account. Photograph: Twitter



# Learning for Sustainability in 2019 – the global response



*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”*  
Margaret Mead 1901-78

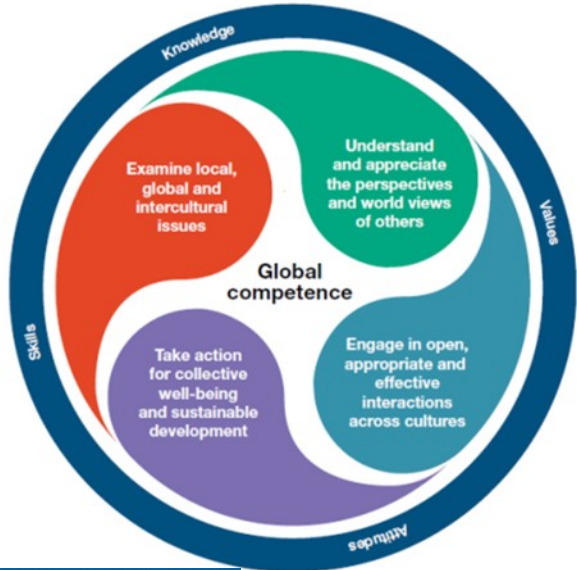


# Learning for Sustainability in 2019 – the global response

PISA global competencies 2019



UN SDGs 2015 - 2030



# Global Partnerships for change - the UN RCE Network

Global Regional Centres of Expertise in ESD (currently 168)

*'partnerships for localising the global agenda'*



# Learning for Sustainability in 2019 – Scotland’s response in schools



## Learning for Sustainability in all educational setting

- An **entitlement** for all learners
- Every practitioner, setting and education leader to demonstrate i their practice
- Every setting to have a whole-school approach to it
- All school buildings, grounds and policies to support it.
- A national. strategic approach to embed it.

LEARNING FOR SUSTAINABILITY ACTION PLAN


| Vision 2030+ Strategic Objectives   | To achieve this we will...  | No. | Specific Actions   | Relevant Vision 2030+ Recommendations | Delivery Partner(s)   |
|---|---|-----|--|---------------------------------------|---|
| A strategic national approach to supporting Learning for Sustainability (LFS) should be established | Bring together organisations involved in the delivery of Learning for Sustainability in order to support the strategic implementation of this action plan.<br><br>Support joined-up approaches to Learning for Sustainability across policy areas within Scottish Government.<br><br>Invite contributions to development, delivery and promotion of LFS from a wide reach of networks and organisations.<br><br>Develop and demonstrate the relevance of Learning for Sustainability to key national strategies and programmes, including amongst others:<br>• UN Sustainable Development Goals;<br>• National Performance Framework;<br>• Scottish Attainment Challenge;<br>• Developing the Young Workforce;<br>• STEM Education Strategy; and<br>• Getting it Right for Every Child. | 1.1 | The Scottish Government will convene a Learning for Sustainability Policy and Stakeholder Network that will collectively support the delivery and promotion of Learning for Sustainability across Scotland.  | Recommendations 3, 12, 13             | • Organisations involved in the Learning for Sustainability Policy and Stakeholder Network.   |
|   |   | 1.2 | The Scottish Government and Education Scotland will establish and disseminate a consistent narrative that shows how LFS:<br>• contributes to the four capacities and four contexts of learning of Curriculum for Excellence; and<br>• supports understanding, engagement with and the delivery of the UN Sustainable Development Goals (SDGs). | Recommendations 2, 11                 | • Organisations involved in the Learning for Sustainability Policy and Stakeholder Network – in relation to the effective dissemination of the narrative. |
|   |   | 1.3 | The Scottish Government will develop key performance indicators to demonstrate the impact of actions contained within this plan.   | Recommendation 2                      | • Organisations and individuals providing data to support the measurement of impact.  |
| All learners should have an entitlement to Learning for Sustainability                              | Learning for Sustainability is part of Curriculum for Excellence and all learners are therefore entitled to experience this cross-curricular approach to learning. To make that entitlement clearer we will further embed Learning for Sustainability within core Curriculum for Excellence guidance, allowing learners and   | 2.1 | The Scottish Government will contribute to the work of the Curriculum and Assessment Board in its consideration of a refreshed narrative on Scotland's curriculum, with the aim of ensuring appropriate references to Learning for Sustainability.   | Recommendation 13                     | • Curriculum and Assessment Board.  |
|   |   | 2.2 | The Scottish Qualifications Authority (SQA), working in partnership with Education Scotland and other organisations, will ensure that the inclusion of LFS-related   | Recommendations 13, 14                | • SQA   |

**Scottish  
Government Action  
Plan and Lfs  
Network launched  
June 2019**

[fsscotland.org](http://fsscotland.org)

# Learning for Sustainability in Scotland

## In Schools



**SCOTLAND'S CURRICULUM FOR EXCELLENCE**  
Putting learners at the heart of education

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**Scotland's Approach**  
What Matters?  
How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



### CONNECTING CLASSROOMS

### Discover the power of Learning for Sustainability

Supporting collaboration across local and global learning communities

[www.britishcouncil.org/connectingclassrooms](http://www.britishcouncil.org/connectingclassrooms)

In collaboration with:



# Learning for Sustainability in Scotland

## In Further Education

College Outcome Agreement Guidance 2020-21



Scottish Funding Council  
Comhairle Maoineachaidh na-h Alba



College Learning  
for Sustainability  
**CHAMPION**



DUNDEE AND ANGUS  
COLLEGE



College Development Network

### College Lecturers Professional Standards

***Sustainability in learning and teaching: Themes of sustainability and the impacts of course relevant decisions on people and the environment, should permeate teaching practice, inform it, and be made explicit to learners.***

College Development Network December 2018

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# Learning for Sustainability in Scotland

## In Higher Education



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### Education for Sustainable Development

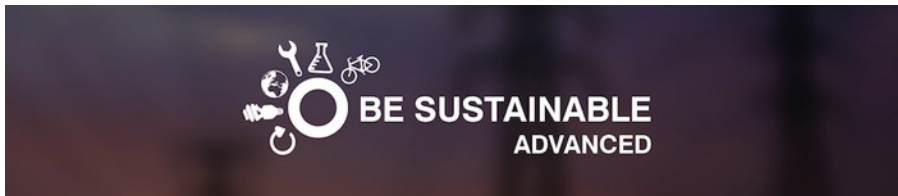
#### Background

Through the integration of sustainable development into all aspects of a students education and learning Education for Sustainable Development aims to help individuals develop the attitudes, skills and knowledge they need 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.

These EAUC TSNs are run in association with Learning for Sustainability Scotland and their corresponding Higher and Further Education Task Groups.



### Supporting teacher educators to embed LfS in Initial Teacher Education 2019-21



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# Learning for Sustainability in Scotland

## In Communities

Scottish  
Food  
Coalition



Alette Willis, Storytelling about Sustainability

LfS, Heritage and Culture  
(Cait McCullagh 2019)



# LfS Scotland in 2019

see Annual Report at [www.LfSScotland.org](http://www.LfSScotland.org)

- Membership
- Steering Group
- Task Groups
- Secretariat
- Project and event staff
- Partnerships



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# THANKS

## Steering Group members January 2018-2020

Andy Samuel, Abertay University

Kate Campbell, consultant, (co-Vice Chair)

Kirsten Leask, Education Scotland/LfSS, (co-Vice Chair)

Laura Curtis-Moss, Science Festival, (co-Youth Co-ordinator)

Rebecca Petford, EAUC Scotland (co-Youth Co-ordinator)

Rehema White, University of St Andrews (Chair)

Ron MacKay, Edinburgh College

Ullrich Kockel, Heriot Watt University



ACKNOWLEDGED BY



# THANKS

## Task Group Co-ordinators 2019

Communications (Sarah Ford-Hutchinson)

Further and Higher Education (Rebecca Petford)

Communities (Rehema White)

Heritage for sustainable communities (Ullrich Kockel)

Connection to Nature (Lesley Totten)



ACKNOWLEDGED BY



# LfS Scotland – income 2019

see Report at [www.LfSScotland.org](http://www.LfSScotland.org)

- University of Edinburgh
- British Council
- Scottish Government
- University of Edinburgh (International Foundation Programme course April/May 2019)
- Events



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# Strategic priorities 2015-2020

- Building on community development models for **communities**
- Focusing on **areas with less progress**, e.g. early years and HE, and develop closer links with business and mainstream media
- Working **with local authorities** to influence sustainability action
- Ensuring the **long-term future of Learning for Sustainability Scotland**
- Contributing to the **conceptualisation as well as practice** of this field



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# LfS Scotland's Priorities 2020

- **Supporting** existing **members** and engage new ones
- **Advocating change** at international, UK and national levels
- Delivering **professional learning** in partnership
- Increasing **sector focus** on community, culture and heritage
- **Enhancing communications** via Bulletin and Website
- Increasing **knowledge exchange and training** events
- **Research:** briefings, papers and reports
- **Resourcing** to ensuring LfSS's long term future



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# Discussion- LfS Scotland Task Groups

## Purpose

Identify work that you feel should be undertaken by LfS Scotland and that you, the members, wish to collectively pursue.

## Questions:

1. Could you contribute to an existing Task Group?
2. Would you like to propose and contribute to a different Task Group? What would be the aim? Who would be involved?



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# Shaping the next generation of global citizens

Keri Reid and learners, Muthill Primary School



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# Skills for Engagement Workshops

Your choice: two 35 minute workshops

| What   | Who with  | Where     |
|--|---|-----------|
| Engaging communities in environmental and social justice | Eurig Scandrett<br>Queen Margaret University    | Room 1.26 |
| Preparing for COP 26                                     | Caroline Rance<br>Friends of the Earth Scotland | Main Room |
| Dealing with Eco-anxiety                                 | Adele Clarke<br>Nature Culture Network          | Outdoors  |



**COP 26 GLASGOW**



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CLIMATE CHANGE  
CONFERENCE

**NOVEMBER 2020**



# Networking lunch



Meet learners from  
Levenmouth Academy  
and hear about their  
Rewilding project

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# Responsible debate for a Sustainable Future

From the RSE Young Academy of Scotland:  
Alice Konig, University of St Andrews and  
Peter McColl, We are Snook



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# THANKS

## Steering Group members January 2018-2020

Andy Samuel, Abertay University

Kate Campbell, consultant, (co-Vice Chair)

Kirsten Leask, Education Scotland, (co-Vice Chair)

Laura Curtis-Moss, Science Festival, (co-Youth Co-ordinator)

Rebecca Petford, EAUC Scotland (co-Youth Co-ordinator)

Rehema White, University of St Andrews (Chair)

Ron MacKay, Edinburgh College

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# THANKS

## Steering Group nominees January 2020-22

|                          |   |
|--------------------------|---|
| <b>Andrew Samuel</b>     | Lecturer in Sociology, University of Abertay                              |
| <b>Dee Bird</b>          | Assistant Director (Head of Learning & Quality), Scottish Funding Council |
| <b>Duncan Zuill</b>      | Teacher, Levenmouth Academy   |
| <b>Fritha Gilbert</b>    | Teacher of Social Subjects/ASN, Fife Pupil Support Services               |
| <b>Kate Campbell</b>     | Independent Consultant  |
| <b>Laura Curtis-Moss</b> | Worldwide Programme Manager, Edinburgh Science                            |
| <b>Rehema White</b>      | Academic, University of St Andrews  |
| <b>Ron Mackay</b>        | Retired FE lecturer   |
| <b>Rebecca Petford</b>   | Scotland Programme Manager (on maternity leave until March 2021), EAUC    |
| <b>Sara Smith</b>        | Learning and Development Coordinator, Royal Highland Education Trust      |
| <b>Ullrich Kockel</b>    | Professor of Cultural Ecology and Sustainability, Heriot-Watt University  |

# Steering Group elected January 2020-22

|                          |   |
|--------------------------|---|
| <b>Andrew Samuel</b>     | Lecturer in Sociology, University of Abertay                              |
| <b>Dee Bird</b>          | Assistant Director (Head of Learning & Quality), Scottish Funding Council |
| <b>Duncan Zuill</b>      | Teacher, Levenmouth Academy   |
| <b>Fritha Gilbert</b>    | Teacher of Social Subjects/ASN, Fife Pupil Support Services               |
| <b>Laura Curtis-Moss</b> | Worldwide Programme Manager, Edinburgh Science                            |
| <b>Rehema White</b>      | Academic, University of St Andrews  |
| <b>Sara Smith</b>        | Learning and Development Coordinator, Royal Highland Education Trust      |
| <b>Ullrich Kockel</b>    | Professor of Cultural Ecology and Sustainability, Heriot-Watt University  |

# Feedback and feed future

- Comments
- Individual reflections



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# Key points from the day and looking ahead

- LfS Scotland is a MEMBERSHIP organization!
- How can we engage more members?
- Task Groups within and across sectors....
- Learning is fundamental to develop competencies for a more sustainable future
- Are we facilitating change in young people or are they inspiring and driving us?
- Need to engage at global, national, community and personal levels



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***Remind ourselves:***

The art of questioning  
and permitting youthful  
enthusiasm

Nurturing connection  
with self, others, nature

Finding our gift - to  
enable us to contribute  
locally and globally

Supporting participative  
democracy

# Close and networking



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