Feeling the Pressure: Planetary health, participatory democracy and you

Members’ Annual General Meeting

January 10th 2020
Welcome!

Rehema White, Chair, Learning for Sustainability Scotland
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.
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
Meeting new members

Share

Who you are?

One of your Learning for Sustainability intentions for 2020?
<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Speakers/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>LfS Scotland- an update</td>
<td>Rehema White, Pete Higgins and Betsy King</td>
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<td></td>
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<td>Round table discussions</td>
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<tr>
<td>11.30</td>
<td>Shaping the next generation of global citizens</td>
<td>..at Muthill Primary <strong>Keri Reid &amp; learners</strong></td>
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<tr>
<td>11.45</td>
<td>Skills for Engagement</td>
<td>Chose two from three workshops:</td>
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<td></td>
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<td>Engaging communities (<strong>Eurig Scandrett</strong>); Eco-Anxiety (<strong>Adele Clarke</strong>); <strong>COP26</strong> (<strong>Caroline Rance</strong>)</td>
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<tr>
<td>13.00</td>
<td>NETWORKING LUNCH- Levenmouth Academy learners</td>
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<td>13.45</td>
<td>Responsible Debate for a Sustainable Future</td>
<td><strong>Alice Konig and Peter McColl</strong></td>
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<td>14.30</td>
<td>Feedback and Feed future</td>
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<tr>
<td>15.30</td>
<td>Finish</td>
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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)

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

Guardian graphic. Source: Living Planet Index, WWF/IZSL. Note: shaded areas show the statistical uncertainty surrounding the trend

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

An 89% total drop - Giant otters and spider monkeys are among the species most affected

Fact checking Labour from CD/IC

Follow the latest election news - BBC

factcheckUK

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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

UN SDGs 2015 - 2030

PISA global competencies 2019

lfsscotland.org
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 settings

- An entitlement for all learners
- Every practitioner, setting and education leader to demonstrate it in 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.

Scottish Government Action Plan and LfS Network launched June 2019

lfsscotland.org
Learning for Sustainability in Scotland
In Schools

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

lfsscotland.org
Learning for Sustainability in Scotland

In Further Education

College Outcome Agreement Guidance 2020-21

Scottish Funding Council
Comhairle Maoineachaidh na-h Alba

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

lfsscotland.org
Supporting teacher educators to embed LfS in Initial Teacher Education 2019-21
Learning for Sustainability in Scotland

In Communities

LfS, Heritage and Culture (Cait McCullagh 2019)

Alette Willis, Storytelling about Sustainability
LfS Scotland in 2019
see Annual Report at www.LfSScotland.org

• Membership
• Steering Group
• Task Groups
• Secretariat
• Project and event staff
• Partnerships
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
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)
LfS Scotland – income 2019
see Report at www.LfSScotland.org

• University of Edinburgh
• British Council
• Scottish Government
• University of Edinburgh (International Foundation Programme course April/May 2019
• Events
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**
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
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?
Shaping the next generation of global citizens

Keri Reid and learners, Muthill Primary School

lfsscotland.org
## Skills for Engagement Workshops

**Your choice: two 35 minute workshops**

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<thead>
<tr>
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<tr>
<td>Engaging communities in environmental and social justice</td>
<td>Eurig Scandrett Queen Margaret University</td>
<td>Room 1.26</td>
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<tr>
<td>Preparing for COP 26</td>
<td>Caroline Rance Friends of the Earth Scotland</td>
<td>Main Room</td>
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<td>Dealing with Eco-anxiety</td>
<td>Adele Clarke Nature Culture Network</td>
<td>Outdoors</td>
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Networking lunch

Meet learners from Levenmouth Academy and hear about their Rewilding project
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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Steering Group members January 2018-2020

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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
Ullrich Kockel, Heriot Watt University
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<tr>
<td>Ron Mackay</td>
<td>Retired FE lecturer</td>
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<tr>
<td>Rebecca Petford</td>
<td>Scotland Programme Manager (on maternity leave until March 2021), EAUC</td>
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<td>Sara Smith</td>
<td>Learning and Development Coordinator, Royal Highland Education Trust</td>
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## Steering Group elected January 2020-22

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Feedback and feed future

• Comments
• Individual reflections
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
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