

Group 1

1. Do the existing Outcomes reflect the kind of Scotland you would want to see?

Language could be seen as 'dated' - needs a refresh to ensure alignment with current policy landscape.

Involvement of young people in initial NPF creation - ensure we have this in the new iteration (Lesley was in our group - mindful of this and how we ensure a diversity of voices.

2. What, if anything, would you want to change? Why would you want to make these changes (if any)?

Need to ensure interconnectedness of themes e.g. access to education in rural areas/transport issues & - approaching the NPF as a holistic whole, rather than separate

Think about NPF from perspective of people and their needs/journey through life and what they need.

3. With Learning for Sustainability in mind, are there any obstacles and barriers to implementing the National Outcomes?

Align all of the Outcomes more strongly to nature connectedness. A holistic approach.

National outcomes for education seem very youth-focused - can there be a stronger emphasis on community/lifelong learning?

Need to ensure our international ambitions are still strongly articulated despite current political constraints

Need to promote the NPF more widely - are people aware of it???

Group 2

1. Do the existing Outcomes reflect the kind of Scotland you would want to see?

Want more joined up thinking with an integrated plan - less gets forgotten

Gap around flooding - going to become more of an issue going forward. More link to adaptation on NPF. 'Climate change' language means people miss the issue, use 'flooding'

2. What, if anything, would you want to change? Why would you want to make these changes (if any)?

Use more clear language around flooding, don't just talk about impacts of climate change

More solutions-focused rather than issues-focused

'Communities' always discussed negatively, lets focus on the connection in communities rather than loneliness, like 'happiness index' & 'wellbeing' to focus on positive connotations

Alternative industries (social enterprise, moving away from oil and gas, forestry regeneration) not got enough focus

Wellbeing initiatives and Community Wealth Building missing

No mention of Scottish 10 year social enterprise plan or the SE academy initiative or the circular economy. Needs to be integrated in the economy or fair work & business sections

Forestry: how clear cutting = flooding. Requires a renewed planning for effective forest regeneration, and cutting practices.

3. With Learning for Sustainability in mind, are there any obstacles and barriers to implementing the National Outcomes?

More sustainability in formal education - support teachers to embed - need CPD

Curricula fragmented and sustainability not embedded - brief mention. Take out what doesn't work any more.

Example: No links between sustainability policies in Scotland (e.g. circular economy) and D&T education, learning outdated skills and that resources are plentiful

Group 3

1. Do the existing Outcomes reflect the kind of Scotland you would want to see?

2. What, if anything, would you want to change? Why would you want to make these changes (if any)?

3. With Learning for Sustainability in mind, are there any obstacles and barriers to implementing the National Outcomes?

social values are integrated - but not environmental ones!

"seems a bit behind the sky"

the growth of the economy is limited by the environment - all goals in the NPF are limited by planetary boundaries

stronger link between education and environment

Environment is separate from everything on this - bit it needs to be included in everything!

Big barrier is that LfS is not written into curriculum! If not an interest of head teacher, it barely gets integrated. Leads to unequally equipped young people to deal with climate change

What is it that we have to be doing in schools? The guidance is not clear!

There is the entitlement - but it's too loose

It doesn't mention how sustainability fits into businesses

business option is very idealistic - what does quality job mean? Some people are happy to just have a job and then go home. Not everybody is ambitious!

economic growth at the centre seen as problematic - inclusive, but what about sustainable?

NPF should integrate sustainability across the outcomes

Focus more strongly on children - but young people have really been hit by economic changes. Refer to children and young people instead

Culture of competition - but what we need is collaboration!

Students want and need good grades/pass

Knowledge base underpins education and needs to be balanced with skills and values we teach within LfS

seems very high level and impractical - how do you get businesses to get on board?

NPF is too broad

Would like to see it link more to existing educational agendas and requirements

Not linking to NIF, educational outcomes we already have!

pressure to prepare students for exams - the outcomes within our system are very knowledge based

(businesses are competing with other businesses, even on outcomes we should all strive for)

the statements are great - but they are disconnected from practice (intent vs practice)

Group 4

1. Do the existing Outcomes reflect the kind of Scotland you would want to see?

Yes ... and no

So much IN community - framework works on paper but do the people on the ground see themselves in it?

Fantastic to see aspirational words like 'compassion' and 'love' - something to celebrate

Complex, intersecting identities

Language - emphasis on global facing perspectives. Needs equal focus on LOCAL

Needs ADVOCACY - action focused

Important that values are front and centre - chime with organisational values and best practice

Looks at a broad range of SDGs rather than just one

2. What, if anything, would you want to change? Why would you want to make these changes (if any)?

Issue of charitable organisations and funding - objectives from funders needs to match indicators

Language is problematic - lots of different ways of saying the same things

Needs to be more precise - e.g. 'mental health' is very broad!

Different terminology makes it challenging to measure - are we all comparing the same thing?

Not always clear what ACTION is required to achieve a specific indicator

How do we join up? To achieve different indicators

Does it make sense to other people who are using this?

Relevant - e.g. 'well-educated' means something different to different people at different times depending on their needs. Potentially this terminology can exclude people

What is the awareness within communities of the SDGs?

Metaskills

3. With Learning for Sustainability in mind, are there any obstacles and barriers to implementing the National Outcomes?

Lack of awareness of SDGs

Avoid overemphasis on some SDGs rather than others - they are all interlinked

Social justice - needs to focus on things like 'just transition' and social issues as well as biodiversity loss and the climate crisis

Need to make the SDGs relevant

EMBEDDED rather than an ADD-ON

Some sectors are very focused on SDGs whereas others aren't

Group 5

1. Do the existing Outcomes reflect the kind of Scotland you would want to see?

like the outcomes about diversity and plurality

include entrepreneurship and social enterprise aspects. Many people do not have aspirational careers. Need to state that we develop business skills

communities advertising 'swap sales' etc - sometimes get a hard time from local businesses

make people aware of the national outcomes! not everyone knows about them

include circular economy - be careful of language

include responsible consumption - SDG12 almost absent - address ddegrowth possibilities

include Rights of the Child more and also rights and disability access - be more explicit about engagement with these groups

need to engage with international people overseas as well as to talking about them being here as visitors - aid, cultural exchange etc

voice of young people less represented

2. What, if anything, would you want to change? Why would you want to make these changes (if any)?

is there enough about meaningful participation eg climate assemblies, young people?

systems thinking perspective / holistic

add specific interests to SDG aspects of life on land, life in water and climate - nature crisis could be enhanced in focus

link health and food

more explicit links being made to natural environment e.g. outcomes around nature connectedness, climate, biodiversity ...

volunteering + youth social action

and public transport is expensive - buses not free for over 22s!

3. With Learning for Sustainability in mind, are there any obstacles and barriers to implementing the National Outcomes?

National outcomes on education and children - inclusive spaces play a role in physical wellbeing but also mental wellbeing and learning

focus on play and outdoor pedagogies as well as attainment in education; and on wider experiences. Extra curricular implies it is an add on rather than core aspect

where are meta skills and competencies in the national outcomes? increased focus on this now

terminology - comes across like a sausage factory of attainment and progress and less about fulfilling the individual and the wider learning picture

