

Youth Work and Scotland's refreshed Learning for Sustainability Action Plan

5 September 2023



1. Welcome and introduction

Betsy King

Learning for Sustainability Scotland

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Welcome!

- **Please introduce yourself in the chat box**
- **Mute your audio**
- **Put any questions in the chat box**
- **We will be recording the main webinar but not group discussions**

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Learning for Sustainability Scotland & YouthLink Scotland

Aims of today's session:

- Promote understanding of the context and content of the refreshed Scottish Government LfS Action Plan and its relevance to youth work
- Consider how youth work organisations can engage with the LfS Action Plan's Target 2030 'Call to Action'
- Share relevant planned activities and strategies addressing the needs of young people

Session overview

10:00 Welcome and introduction

10:05 Setting the Scene:

- ‘What young people said about Learning for Sustainability’ *Kumara Ward and Tanya MacDonald, University of Dundee*
- [“Target 2030: a movement for people, planet and prosperity”](#) – a Call to Action

10:25 Learning for Sustainability and Youth Work

- ‘Taking Action: LfS and youth work’ – opportunities for engagement *Julie Beckett, Education Scotland*

10:40 Group conversations

11:15 Plenary and next steps

11:30 Close

2. Setting the Scene

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‘What young people said about Learning for Sustainability’

Kumara Ward and Tanya MacDonal University of Dundee



One of the world's top 250 universities (*Times Higher Education 2019*)



University
of Dundee

Learning for Sustainability

Young People Perspectives

Kumara Ward

Presentation overview

Survey

Statistical overview of findings related to Young People

Young People

Themes and findings

Conclusions

Summary of conclusions in the report and recommendations





Methodology



Mixed Methods

Scoping survey

World Café events

3 Horizons focus groups

Sampling

6 RICs

8 Local Authorities with geographical representativeness

SMID representation

Gaelic medium representation

Analysis

Reflexive Thematic Analysis



Survey Section 3: Practitioners said learners I work with...

Agreed or Strongly Agreed

84.7%

... are **encouraged by me** to learn and engage in sustainable practices

76.1%

...are **encouraged within our educational setting** to learn and engage in sustainable practices

60%

...talk about sustainable actions

64.5%

...are **encouraged and have opportunities to encounter LfS** through a multitude of contexts.

53.3%

...are **aware of sustainable practices** across our educational community

45.6%

...are empowered and **involved in the development of our educational setting's approach** to LfS

Survey Section 3: Involvement while Developing a Whole Setting Approach

Disagreed or Strongly Disagreed

56.5%

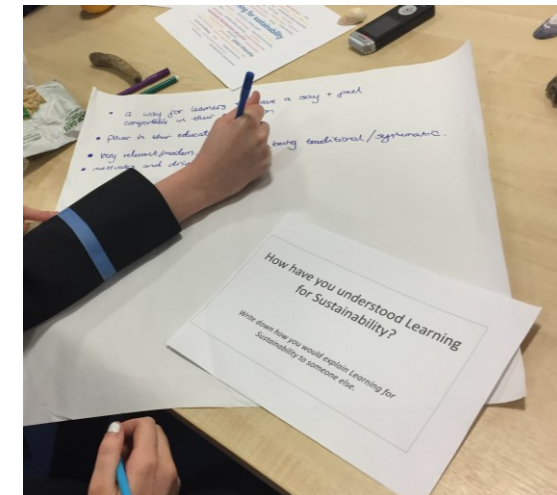
Young People

have been involved while developing a whole-school or setting approach



World Café and focus groups: Participation and Demographics

LA	Geography demographics	SIMD 2020v2 vigintile	SIMD 2020v2 decile	SIMD 2020v2 quintile	Young People	Practitioners
LA 1	Islands	13	7	4	8	9
LA 2	Rural/ East	4	2	1	11	8
LA 3	Urban/ Central	7	4	2	8	4
LA 4	Rural / South / West	17	9	5	6	10
LA 5	Rural/ North / West	14	7	4	24	5
LA 6	Urban / Central / East	12	6	3	11	6
LA 7	Rural / Central	20	10	5	8	7
LA 8	Urban / Central / West	8	4	2	11	6
					87	55



Young People





Young People's Questions Explored



1. How have you understood LfS?



2. Where have you experienced or learned about LfS?
Which experiences have been most effective in helping your understanding of LfS?



3. In what ways have you been involved in school/community projects related to LfS?



4. What practical examples do you see in your school/community related to LfS?



5. How would you like to see LfS promoted in your school/community?



Young people's understanding and learning about sustainability

- Language and understanding – the LfS term was not well known and for some unknown
 - ‘Climate Change’ and/or ‘Environmental Science’ were terms that resonated more.
- Climate Change was a familiar term but felt divorced from in their home context.
- Curriculum engagement:
 - The most common subject areas where LfS took place were biology, geography, and modern studies.
- Reusing, reducing, and recycling of materials
 - Comments highlighted the schools’ initiatives particularly the ‘big blue bags’ for paper recycling. As well as making paper, buying second-hand clothing, reducing fast fashion, reusable water bottles, and removing plastic wrappings in canteens.
- Linking additional learning to LfS
 - Human and children’s rights as well as environmental aspects. Self-learning due to own interest through different youth or specialist groups at school and following prominent people such as Greta Thunberg.





Successes and best practice in LfS in secondary schools

Outdoor learning
Field Trips

Sustainability or Eco Club
and projects

School classes:
Biology/Geography Nat 4-5;
Modern Studies, Home
Economics
Personal
and Social Education

Partnerships and
community engagement
through schools and CLDs:

Attending COP26 online
and schools engaging
through resources

DoE Awards

Memories of LfS activities in
primary school: litter picks,
recycling, eco green flag
awards



Successes and best practice in LFS in community

Community projects:
Upcycling/reuse
collections and
community gardens /
forest school activities

Litter picking in local
areas, beach cleans or
school campus

Online Conferences
provided through LA or
national organisations

Personal and lived
experiences –
Community
renewables/growing
hubs

Beat the Street
activities across local
community areas

Climate Ambassador
Groups/Youth
Forums/Clubs

DoE Award/John Muir
Award

Fire Skills



Barriers to effective Lfs

- Confusing terminology
- Limited opportunities for field trips: the need to be outdoors, correlate academic elements of learning about LfS with the embodied experience of being in the natural environment.
- Lack of creativity: LfS can be taught through drama, fashion drives, arts and outdoor experiences
- Limited examples of sustainability practice in school/community grounds
- Funding for projects, partnership projects, conference learning.



Young people's suggestions for promoting LfS

More direct teaching and learning about LfS

Information dissemination on social and sustainability issues

Outdoor learning/creative learning

Raising the profile of targeted LfS clubs

Environment, buildings and social justice



Young people's perspectives and aspirations

Integrate

- Integrate LfS as a key priority for schools, communities and LAs

Act

- Act through initiatives that connect schools and communities

Make

- Make LfS available to all young people and age groups

Join up

- Join up learning and action so schools and communities are examples of sustainable practice

Understand

- Understand diversity and combat discrimination, address social justice issues

Support

- Support independence to allow Scotland to manage its own sustainability

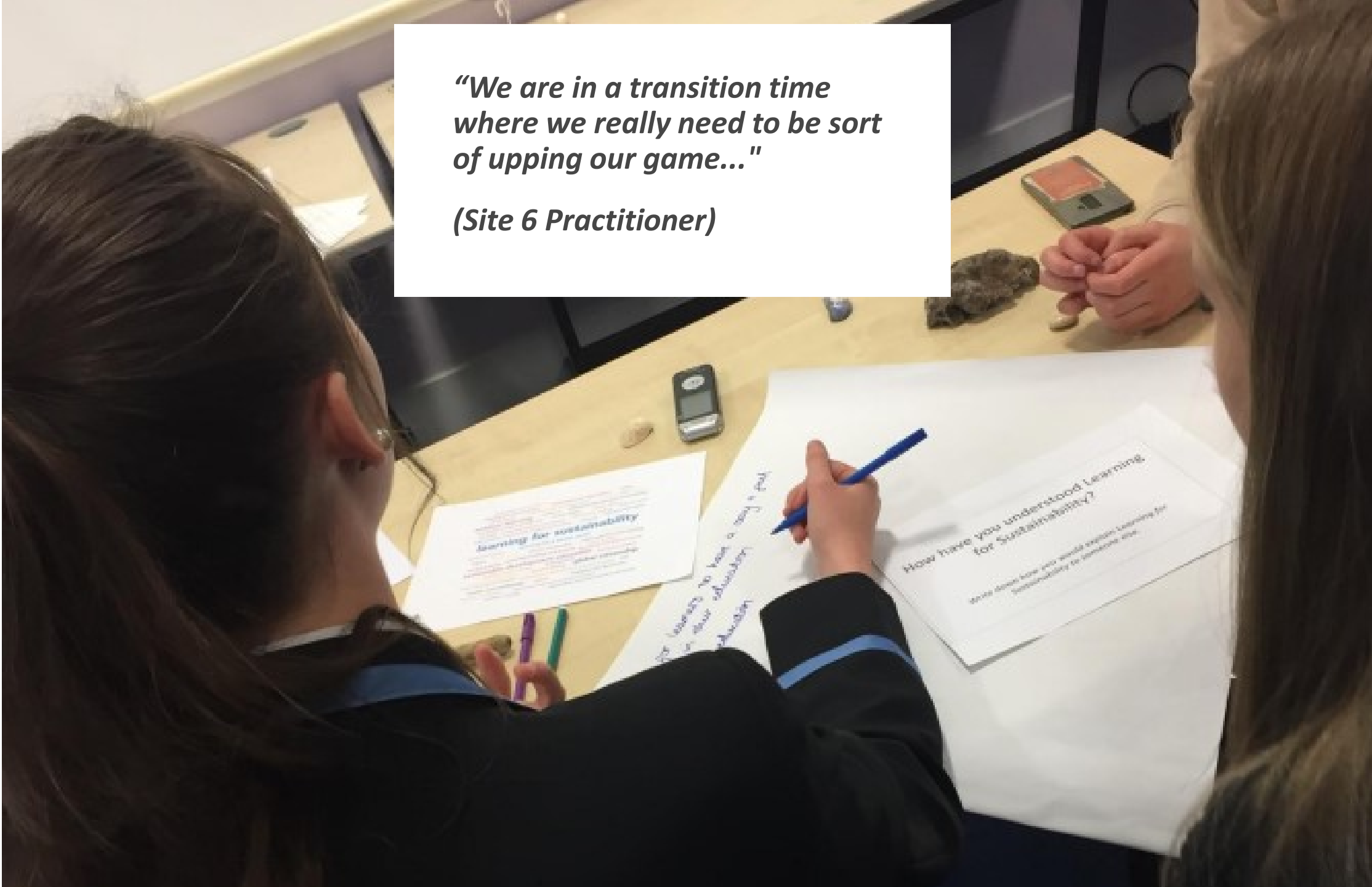
Take

- Take LfS outdoors, be creative and use the arts, focus on health and wellbeing

Conclusions

*"We are in a transition time
where we really need to be sort
of upping our game..."*

(Site 6 Practitioner)





Conclusions and recommendations:

1: Learners should have an entitlement for learning for sustainability



1. Standardise terminology and ensure it is used throughout the curriculum to ameliorate confusion and make content about sustainability more explicitly, recognisable and accessible.



2. Integrate LfS throughout the school curriculum and CLD programs to promote a living awareness of sustainability issues in all contexts and render it a meaningful part of the lives of young people.



3. Enhance opportunities for outdoor learning so they are broader in scope and made more frequent.



4. Provide meaningful and genuine opportunities for young people to exercise agency in contributing to LfS in their communities.



Conclusions and recommendations:

2: In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice



5. Integrate LfS into policy at school, CLD and LA level to guide practice and support stakeholders to identify potential practice and related outcomes.



6. Provide time and training for practitioners to integrate LfS content into their respective areas of teaching and engagement.



7. Appoint LfS leads in every school to ensure policy is disseminated, practitioners are aware of and enact good practice locally and regionally and that LfS activities are mapped across school and CLD settings.



Conclusions and recommendations:

3: Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels



8. Appoint LfS leads in LAs and at school/CLD level.



9. Create steering groups with LfS leads and rotating membership for family, community, school practitioners and young people for ongoing planning, monitoring and evaluation of LfS initiatives.



Conclusions and recommendations:

4: All school buildings, grounds and policies should support learning for sustainability



10. Develop policy to support LfS at all levels. Ensure it includes LfS as a core school value for schools and CLDs.



11. Upgrade school and CLD grounds and buildings to incorporate renewable energy generation where possible, development of school/community gardens with robust plans for engagement and maintenance, places where young people and practitioners can enjoy being outdoors with elements of the natural world present and potentially where habitat for local species is supported.



Conclusions and recommendations:

5: A strategic national approach to supporting learning for sustainability should be established:



12. Redevelop the existing strategic national plan to overcome the barriers identified in this study and to support the refreshment of the Vision 2030 Action Plan for LfS.



This plan needs to incorporate the UN Sustainable Development Goals; National Performance Framework; Scottish Attainment Challenge; Developing the Young Workforce; STEM Education Strategy; and Getting it Right for Every Child.



It also needs to incorporate principles for living a sustainable life as identified by the United Nations, The Paris Agreement (Framework Convention on Climate Change , 2015), COP26 and COP27.



Conclusions and recommendations:

5: A strategic national approach to supporting learning for sustainability should be established:



13. Provide additional opportunities for representative stakeholder groups, and in particular young people, to participate in their respective communities in the refreshed plan.



14. Task local authorities with implementation of the national plan and evaluation of its regional implementation. Include regional stakeholder groups with evaluation of the plan against pre-established performance indicators.



15. Identify LfS as a core principle in education for young people and communities and the pathways required to implement regionally adaptable LfS such as curriculum options, funding, infrastructure, training and support for practitioners.



“Target 2030” A movement for people, planet and prosperity

Thank you!

Kumara Ward

KWard001@dundee.ac.uk

Scotland’s Learning for Sustainability
Action Plan 2023-2030



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‘Target 2030: a movement for people, planet and prosperity’ – a Call to Action



- ✓ All learners to receive LfS entitlement by 2030.
- ✓ Every 3-18 school and setting to be sustainable by 2030.

**Target
2030**



<https://bit.ly/LfSActionPlan>

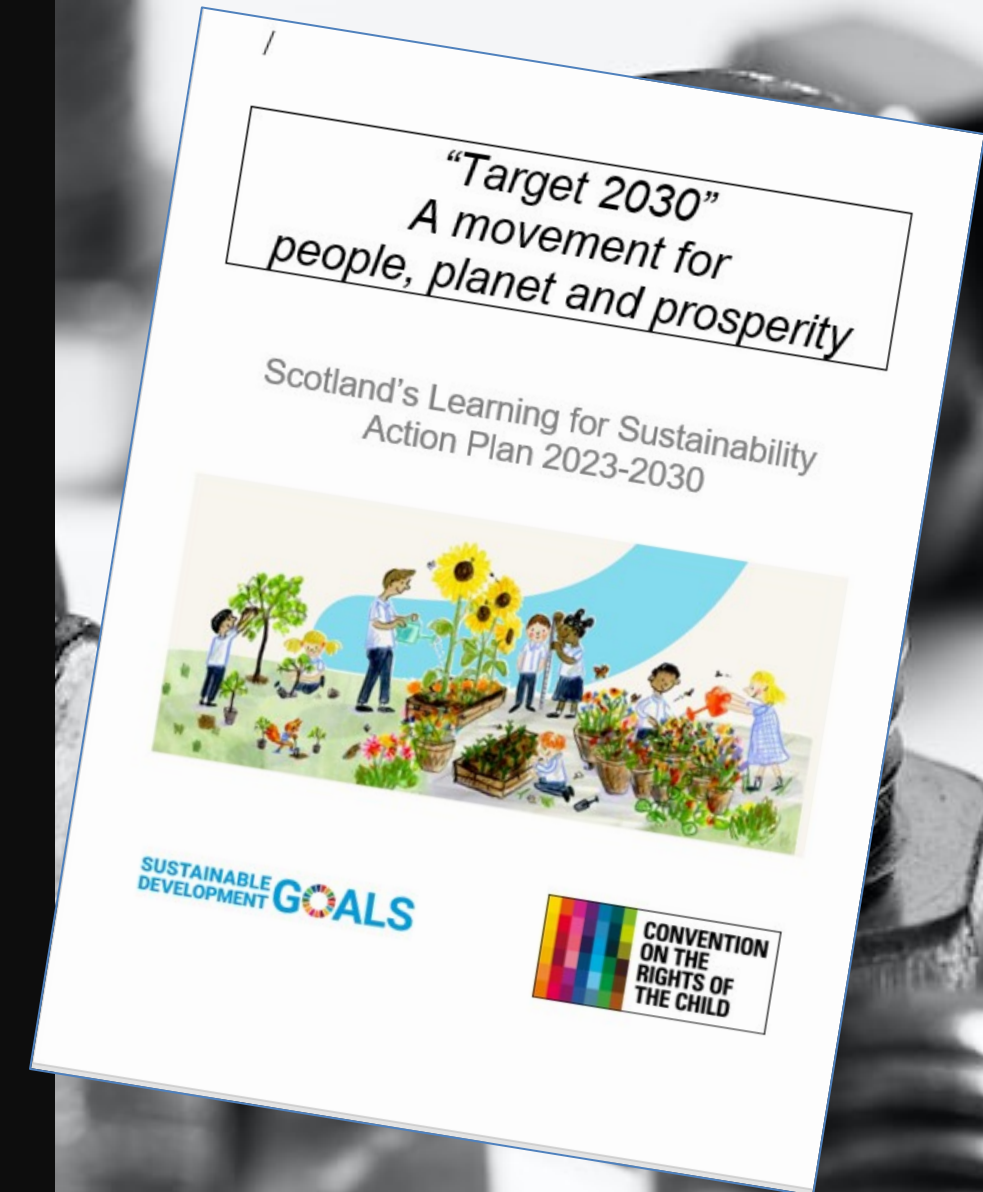
Target 2030: A movement for people, planet and prosperity

Ambition: To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.

Key themes

- Leadership and Collaborative Partnership
- Learning, Teaching, Curriculum and Assessment
- Learning Environment and Resources
- Learner Voice, Choice and Action
- Meaning and Understanding

Actions: 25





High impact new actions

LfS Portal



Learning for Sustainability Mentor Network





Children and young people Leadership Groups

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3. The LfS Action Plan and Youth Work



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Taking Action: LfS and youth work – opportunities for engagement

Julie Beckett, Education Scotland



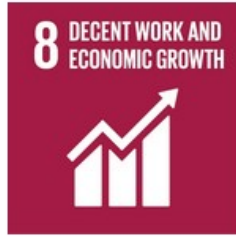
developing political literacy
embedded in the curriculum
values-based
outdoor learning
sustainable energy and water use
fair trade
links between environment, society and economy
international education
ethos
understanding interdependence
protecting biodiversity
resilience
addressing discrimination and prejudice
local to global
human rights
children's rights
skills for work
eradicating poverty and inequity
contact with nature
creativity

learning for sustainability

peace and conflict
respect
social justice
sustainable development education
tackling climate change
community partnerships
social and cultural diversity
health and wellbeing
equality and fairness
problem solving
learning for a better world
ethical issues
identity and heritage
sustainable buildings and grounds
growing food
systems thinking
cooperative, collaborative and active learning
culture
improving attainment and achievement
critical thinking
waste reduction and recycling
school linking
discussing controversial issues
learners as leaders
global citizenship
play
engaging with democracy
responsible use of our planet's resources

Learning for Sustainability and CLD *'joining the dots'*





4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

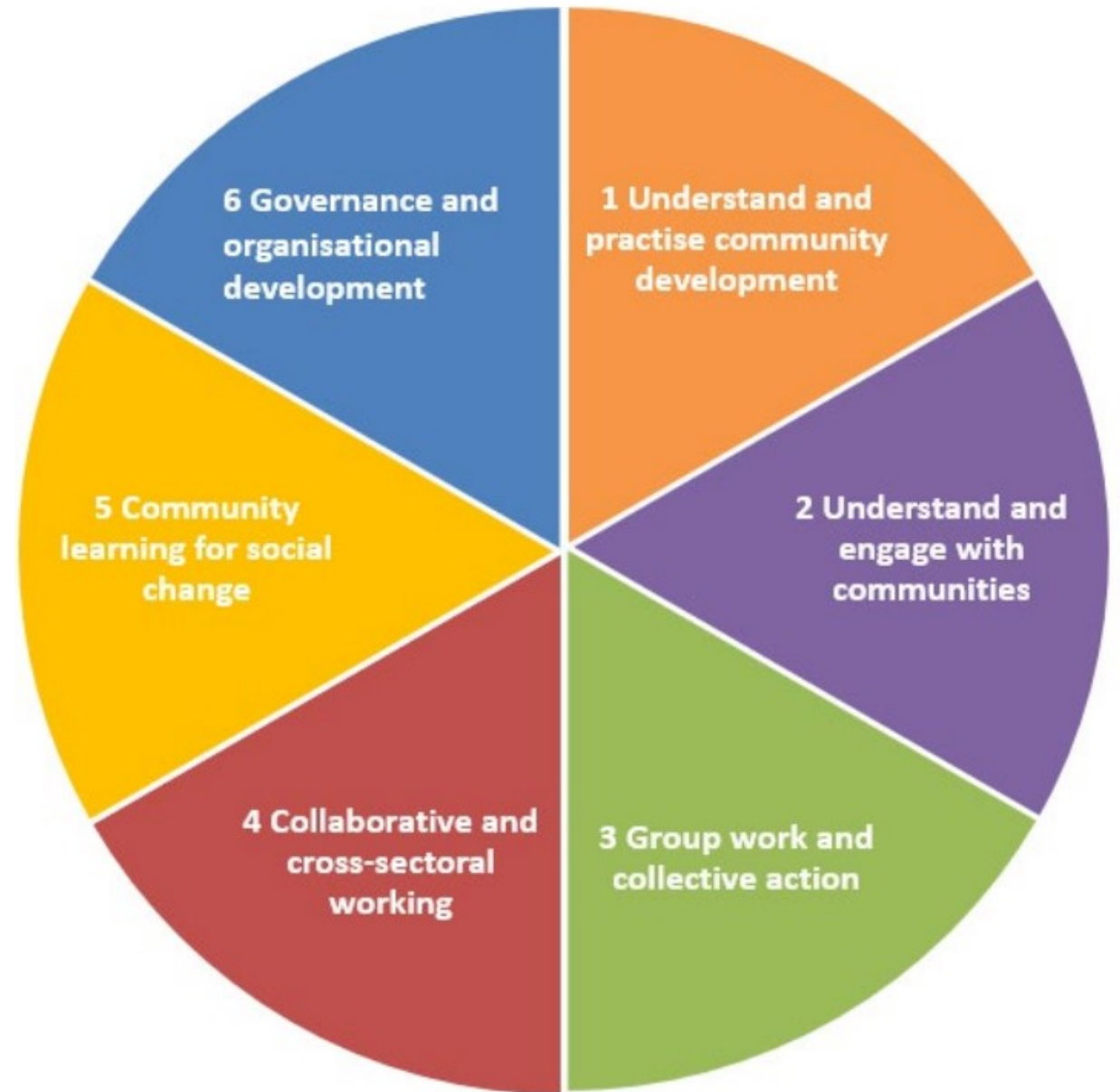


CLD Standards Council

Competent Practitioner Framework

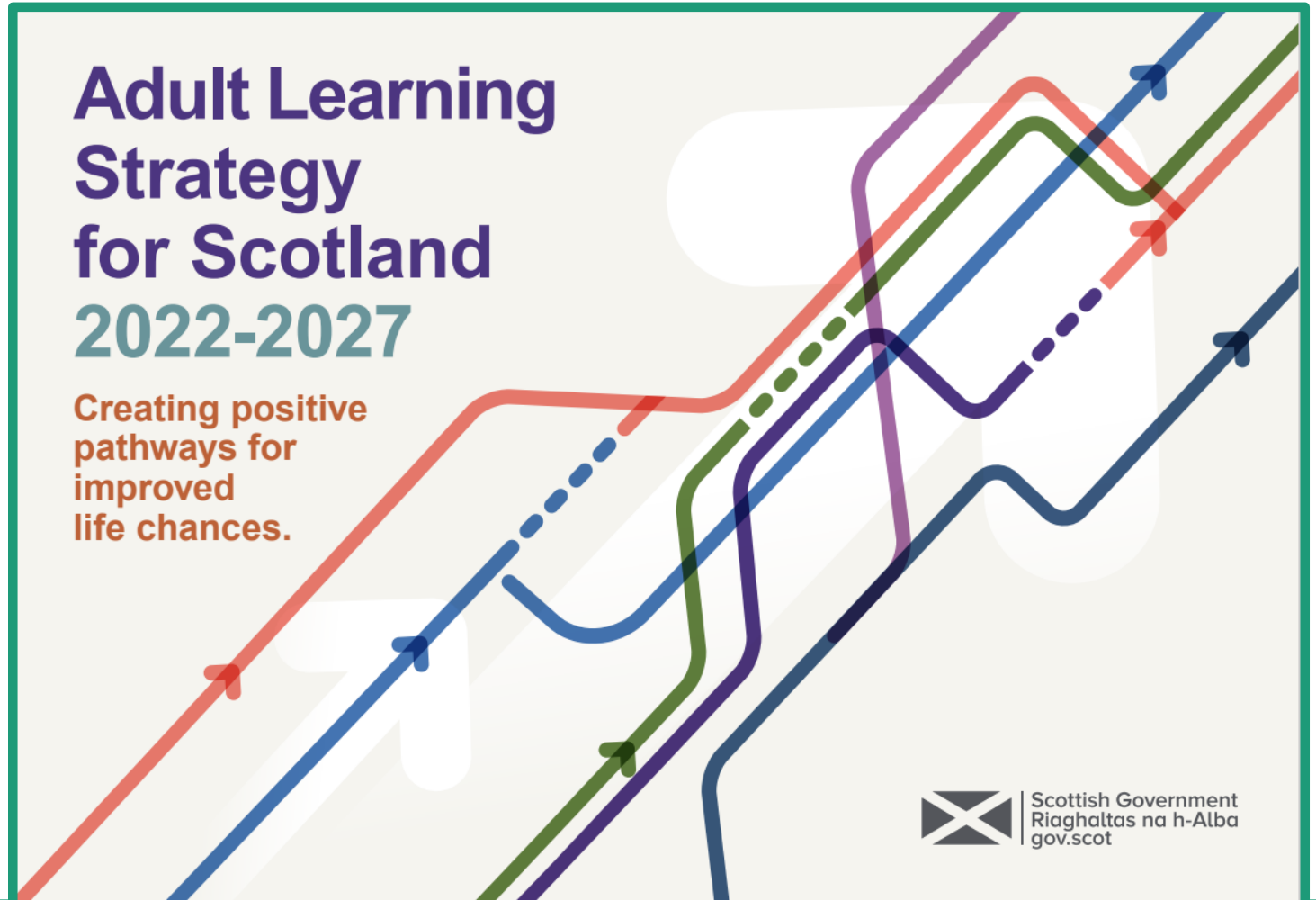
Community Development National Occupational Standards 2023

Community development enables people to work collectively together in a structured and co-ordinated way to bring about positive social change to achieve equality, social justice, climate justice and human rights. It is underpinned by a clear set of values and ethical principles.



Adult Learning Strategy for Scotland

“We want more opportunities for adult learners to develop knowledge and influence change in areas such as community-led climate change and human rights.”



“Target 2030”

A movement for people,
planet and prosperity

Accelerating progress

to achieve Scotland’s Vision 2030 goals for
Learning for Sustainability

Achieving our ambition

to make Learning for Sustainability central
to Scottish education

“Target 2030”

A movement for
people, planet and prosperity

Scotland’s Learning for Sustainability
Action Plan 2023-2030



Supporting the:

SUSTAINABLE DEVELOPMENT GOALS



LfS “Target 2030” – Sustainable Learning Settings

To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.

Sustainable Learning Settings - The concept

Curriculum - Learning, teaching, assessment, pedagogy

Culture - Learner voice, UNCRC, ethos, relationships

Community - Place, partnerships, families, local action

Campus - Buildings, grounds, transport, energy & water use

Call to Action

September 2023



Action 1: The Scottish Government and Education Scotland will formally launch its “Target 2030” Sustainable Learning Settings programme in September 2023, by issuing a Call to Action to all children and young people, educators, education leaders, national bodies, local authorities and regional bodies.

The Call to Action will invite all organisations to integrate the 2030 commitment into their improvement plans, strategic plans, curriculum frameworks, corporate plans and activities.

Learning for Sustainability Action Plan

Action 3: A New LfS Mentor Network

In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with key partners on the LfS Leadership Group to design and implement a new programme to create an LfS mutual mentoring support network. The mentor role, which will take account of existing leadership programmes, will create appropriate networks across early learning and childcare, school education and community learning and development.

Learning for Sustainability Action Plan

Action 5: LfS in National Plans, Standards and Programmes

5 b) Scottish Government and Education Scotland will work with all partner organisations, including all relevant third sector organisations funded by government, to ensure that LfS is reflected within their respective principles, standards, programmes and corporate plans. As an initial first step, by end 2023, the Scottish Government and Education Scotland will complete a “stock take” of current coverage of LfS within relevant organisations/plans etc.

Any organisation with a link into LfS will be encouraged and supported to join the movement for change and help to support this plan.

Learning for Sustainability Action Plan

How Good Is Our Community Learning and Development?

Action 7: Every setting should have a whole setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.



How good is our community
learning and development?
4th edition



How Good Is Our Community Learning and Development?

Qi 2.2 – Challenge Question 9

How well do our learning programmes enable participants to understand and engage in local, national and international programmes such as those relating to Learning for Sustainability?

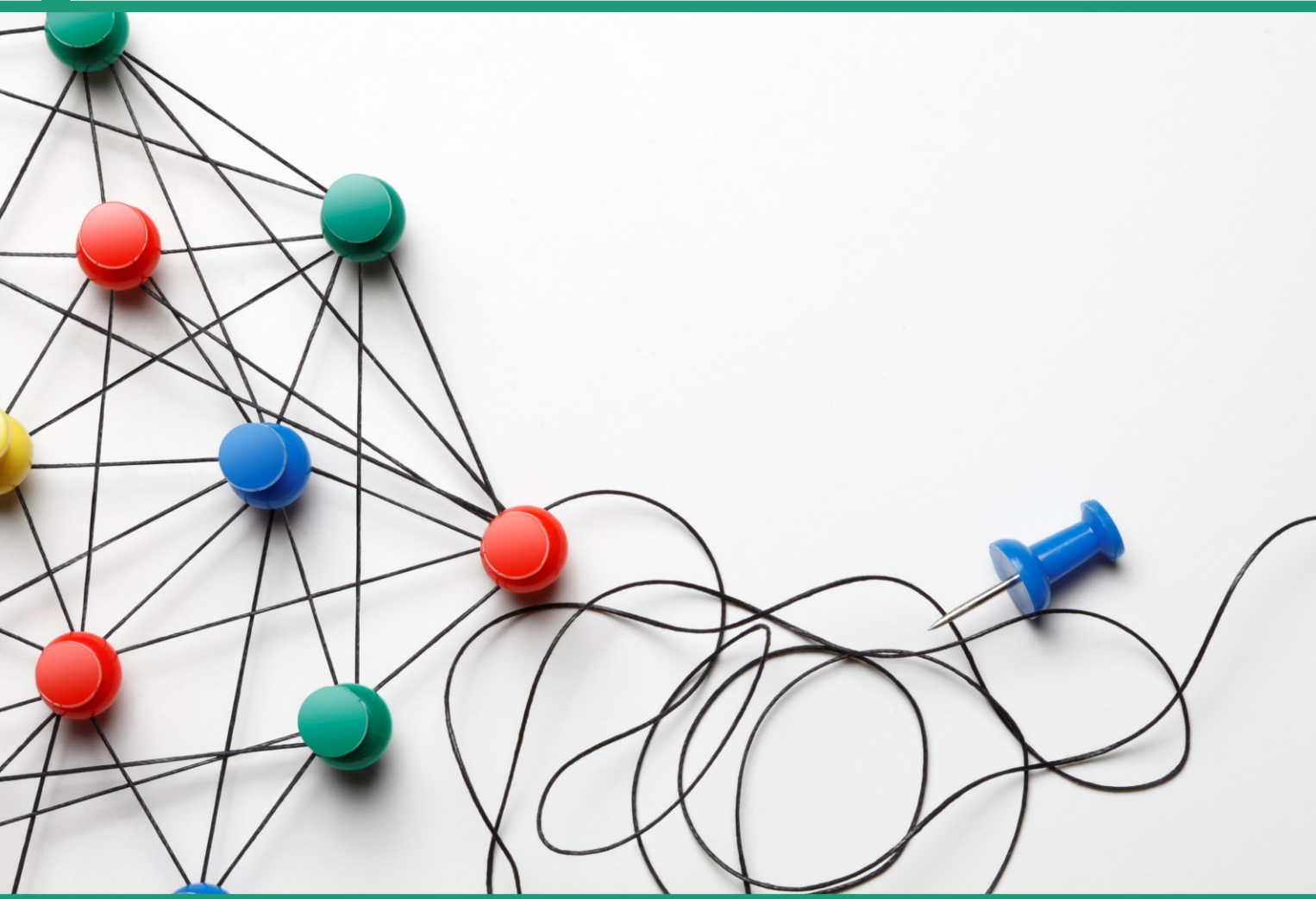
Qi 3.1 – Challenge Question 2

How well do our operational plans align to national priorities such as the UNCRC, Learning for Sustainability and national planning for Gaelic?

Qi 4.1 – Challenge Question 6

To what extent are we building the resilience and preparedness of our communities to engage in learning and actions relating to climate justice, the protection of biodiversity and the transition to a net-zero society to realise the ambitions of the United Nations Sustainable Development Goals?

Learning for Sustainability Action Plan



Action 8: Policy
Coherence for LfS in
support of “Target 2030”
Sustainable Learning
Settings.

Learning for Sustainability Action Plan

Action 20: Creation of LfS Portal

In support of “Target 2030” Sustainable Learning Settings, Education Scotland, with funding from Scottish Government, will commission the development of a LfS Portal covering all themes and aspects of LfS.

- Learners
- Families and Communities
- Practitioners
- Senior Leaders
- National & Strategic Leaders

“Target 2030”
A movement for
people, planet and prosperity

Scotland’s Learning for Sustainability
Action Plan 2023-2030



Supporting the:

SUSTAINABLE DEVELOPMENT GOALS



Learning for Sustainability & Community Learning and Development

This collection includes links to resources, professional learning, practice examples, pre-recorded webinars and key national policies and documents for the CLD sector.

W Wakelet



Learning for Sustainability - Resources

This collection includes links to resources, professional learning, practice examples, pre-recorded

W Wakelet



Professional Learning Opportunities



W Wakelet



National Policies, Reading and Research



Presenter Q&A

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3. Group Discussions:

- Initial reactions to the Action Plan, from a youth work perspective
- What are the opportunities for youth work organisations to get involved?
- Are there any perceived challenges? What support will be needed?

Over to you...

- **Go to the page that corresponds to your group number**
- **Please unmute yourself when you arrive in your group**
- **Discuss the questions**
- **Facilitator will record your thoughts using the 'sticky note' function.**
- **Two minute feedback to share with everyone.**

4. Plenary

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5. Summary and next steps

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Thank you and goodbye

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