

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

Round Table event

Tuesday 5th September
10:00 – 11:30



Collation of responses from the group discussions; captured on this [Jamboard](#)

Q1. What are your initial reactions to the Action Plan, from a youth work perspective?

- No explicit reference to residential outdoor learning – need to include ‘softer skills’ that residential outdoor learning would bring
- Helpful for youth participation and voice agenda
- Good to see outdoor learning referenced
- Need to reference to CLD values, ethics and competencies (equivalent to GTSC Standards)
- Variety of young people included in the research e.g. from rural areas
- Lack of narrative to how this responds to lifelong learning
- Call for action should include the role of youth work and value of having challenging conversations
- Sustainability viewed as environmental approach rather than social justice
- Lack of understanding of synergy of pedagogies between LfS and youth work
- The government needs to lead by example in their actions
- Need to include How Good is Our CLD (HGIOCLD) framework
- Important not to get too hung up on individual settings or types of settings or we will get the balance and focus of funding wrong
- Ambitious plans but needs to be backed up by funding
- Includes a lot of what youth workers are already doing/contributing to
- Concerned that the portal might use valuable resources that might be better directed towards giving children and young people more agency
- Stronger focus needed on community connections and giving young people more agency in the process
- Links with Hayward Review
- Secondary schools rely on having a champion/advocate for LfS, but ELC and primary connections seem to work better

Q2. What are the opportunities for youth work organisations to get involved?

- CLD workers are doing LfS every day – on different levels of the community (local, national and international)
- Using Scotland’s wonderful landscape and other contexts e.g. dining halls as a learning context, especially in terms of changing the dynamic between learner and educator
- Youth work is vital in providing young people with this learning opportunity
- Working in partnership with education to accredit young people from their learning
- Schools can learn from youth work – educational process beyond the classroom are important
- Groups and networks are vital
- More joined up thinking required - being part of a collective response
- Significant cultural shift required
- Making sure young people are listened to and have their voices heard – they must be at the centre
- Being more creative e.g. using the arts
- There is more freedom within the youth work sector to cover what young people want to know about vs within formal education settings
- A just transition and social justice needs to be at the forefront of LfS
- We must celebrate the small wins that are going on
- Think about the quick and easy wins
- Participatory Budgeting funding
- Fitting in the green flag award
- Utilising the Youth Work Outcomes and Skills to measure the impact
- Green jobs and employability for young people
- Family learning

Q3. Are there any perceived challenges?

- Youth work budgets have been cut, lack of resources, funding and capacity
- Small scale challenges effect the bigger picture e.g. logistical challenges such as not being able to drive a mini bus can be limiting
- Access to schools, for partnership organisations
- How do we measure success and increase understanding? How will youth workers be judged?
- Getting support and buy in from families, communities etc.
- Case studies often feel out of reach and unachievable
- Working in silos
- Danger of overpromising to young people and letting them down if we do not succeed
- Understanding of the terminology of LfS
- Facilities are governed by facility management teams so it can be hard for local authorities to enforce change
- 2030 timeline not that far away
- Will LfS be an enforced requirement?
- Third sector organisations getting into schools can be difficult

- Where does LfS sit within initial youth work training? (Youth Work NOS)
- Action plan is constantly updated and reviewed to reflect new challenges that arise

Q4. What support will be needed?

- Resources, funding and staff capacity
- Upskilling of the youth work sector and greater expansion of toolkits
- A case study to show what a sustainable learning centre look like
- A professional learning plan alongside a resource to support this
- More time to engage with other practitioners, share ideas and learning
- Building in LfS progression
- Moving beyond party politics
- Enhanced CLD professional education so everyone understands obligations
- Regular communication between organisations to avoid replication of efforts
- Access to portal not via Glow
- Development of partnerships
- Realism about what we can do within limited time