



REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

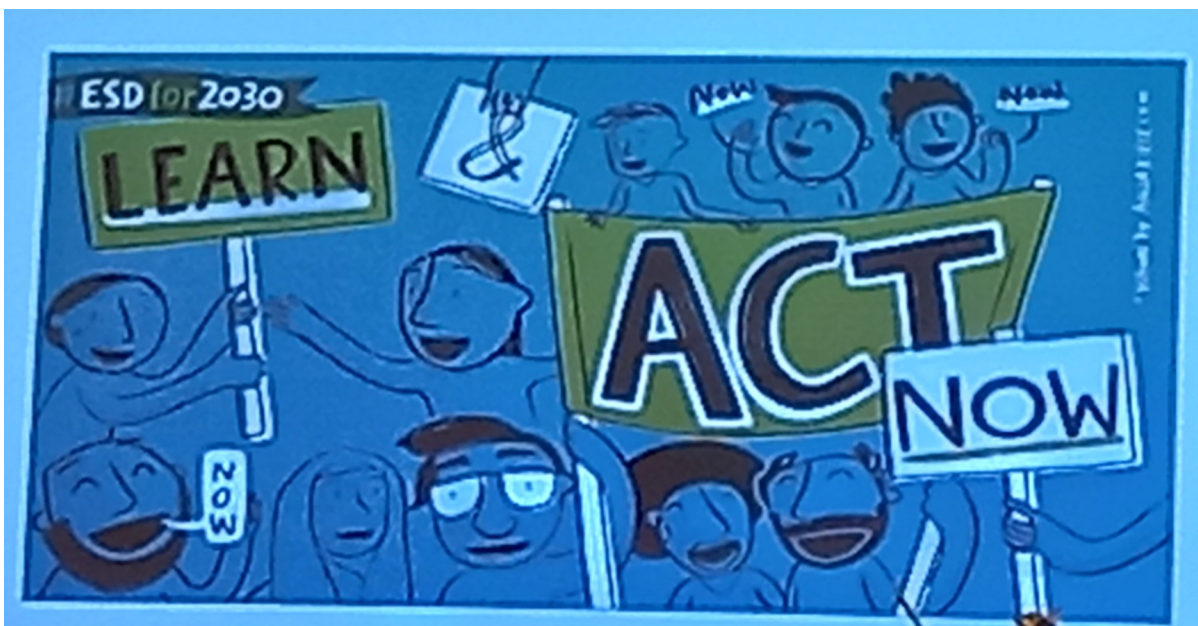
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UNITED NATIONS  
UNIVERSITY

‘Catalysing a movement for change  
through learning for sustainability’

Gathering for inspiration



UNESCO

30 August 2023

## About this report

This report contains a synthesis of the 'round table' gathering held on 30 August 2023 at the Moray House School of Education and Sport, University of Edinburgh. This was facilitated by Learning for Sustainability Scotland: Scotland's UN University-recognised Regional Centre of Expertise in Education for Sustainable Development.

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**Acknowledgements:** We are very grateful to the participants whose time, experience and generosity were critical in the creation of this document. Particular thanks goes to Professor Graham Donaldson, Helena Good, Mike Robinson and Lang Banks for their input to the 'Perspectives' outlined in Section 7. Details of all contributors can be found in Appendix 1.

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# Context and overview

The ‘Target 2030: a movement for people, planet and prosperity’ Action Plan on Learning for Sustainability, was published by the Scottish Government in June 2023. Its subsequent ‘Call to Action’ is now imminent.

It calls on education to ‘catalyse a movement for change so every 3-18 years place of education becomes a Sustainable Learning Setting by 2030’.

In August 2023, Learning for Sustainability Scotland hosted a creative yet critical gathering; with participants from government, agencies, academia, NGOs and educational practice.

This document synthesises key points raised, and is intended to inspire and support those in Scotland and beyond to help catalyse this ‘movement for change’.

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# Summary

**There is reason to hope, despite the global challenges that we face from climate and nature crises and social vulnerabilities. Stories of success illustrate that the time is right for a movement for change.**

‘Sustainable development’ is a concept that recognises the rights of all humans to have their needs met whilst respecting the rights of nature. Education is essential to achieve this more sustainable world.

Learning for Sustainability (LFS) weaves sustainability learning across all subject areas, employs innovative pedagogies, and supports knowledge, skills and competencies. Whilst LFS occurs within educational settings, it also occurs in the community, in workplaces and through life-long learning.

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**Key features of Movements for Change** were identified as: building on ‘windows of opportunity’ to enact system change; creating a critical mass; supporting collective action based on shared beliefs; building on grassroots activity; encouraging participation and embracing flexibility; supporting collaborative action, and focusing on a common cause.

Movements often take place against existing structures, and aim to bring about fundamental and difficult changes. This can be uncomfortable at times. Developing coalitions and partnerships between existing Movements can support change. Common challenges, in an educational context, can emerge from policy conflicts, lack of educator autonomy, rigid curricula, insufficient resource, unclear language and meaning, and system resistance.

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**A successful Movement for Change** is *contextualised*; based on an ambitious and inspiring vision supported by strong ambitious coherent policies and with clear design principles and pragmatic, measurable plans.

Questions were raised and explored during this event, and there will be an ongoing need for many more such opportunities. The need for change is urgent and we need to do it now. We all have both a responsibility and a right to be involved in this Movement.

The timing is excellent in Scotland; coming at a time of educational review, reform and possibility.

### **In this context, a Movement for Change will require:**

- **Leadership at all levels**
- **Recognition of the many different starting points** of those involved in taking action
- **Well-designed communication and engagement**
- A focus on **collaboration and partnership**
- **Developing and strengthening existing communities of practice**
- **Performance indicators** that demonstrate inclusion and meaningful participation
- **Celebrating progress**, including small successes and important milestones.

**We all must now consider the roles that we can play, and Learning for Sustainability Scotland looks forward to working in partnership on the journey ahead.**

# 1. Introduction

The Scottish Government released an ambitious Action Plan on Learning for Sustainability (Lfs) in June 2023; calling for education in early years, schools, colleges, and communities to ‘catalyse a movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030’.

In order to inform, critique and facilitate its aim ‘to make Lfs central to Scottish education’, **Learning for Sustainability Scotland, Scotland’s United Nations University-recognized Regional Centre of Expertise in Education for Sustainable Development**, hosted a gathering in August 2023.

This brought together a diverse group working within this space; as well as others who were associated in different ways with education, social movements or sustainability.

The invited participants included representation from Scottish Government, agencies, academia, NGOs and educational practice, with extensive experience in sustainability and or/educational theory, governance or action. (Appendix 1).

We examined the history, intention and content of the Scottish Government’s plans for Learning for Sustainability.

We captured reflections on the meanings and context of a ‘Movement for Change’; addressed wider questions around scale, engagement, leadership and philosophy; explored diverse short perspectives on challenges and possibilities; and, finally, suggested next steps.

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

Scotland’s Learning for Sustainability  
Action Plan 2023-2030



Supporting the:



**This document is a synthesis of some of the key points raised.**

**It is intended to provoke, inspire and support those in Scotland and beyond who can help to catalyse this ‘movement for change’.**

## 2. Setting the scene

The news suggests that we are living in an apocalyptic world; where common experiences of fires, floods, storms and seasonal changes, are evidenced by scientific reports and indigenous people's narratives.

We mourn the disappearance of yet more species, forests are cleared, seas and rivers are polluted, and the earth is scarred by resource extraction. These impacts are felt most keenly by the vulnerable in our societies, who can be forced to cease cultural practices and even flee disasters. Exacerbated social inequalities influence power dynamics.

However, despite these real challenges, there is reason to hope.

Stories of success illustrate new ways of producing and sharing food, restoring land and regenerating communities. Circular and sharing economies, intercultural exchanges and human rights are being promoted and celebrated in many parts of the world. People are gathering and taking action.

The time is right for a movement for change.



Sustainable development is a concept in which social justice is upheld whilst people live within the carrying capacity of the planet.

Whilst the concept has been defined in different ways, at its core it recognises the rights of all humans to have their needs met whilst respecting the rights of nature. It demands that we think to the future whilst learning from the past.

**The UN Sustainable Development Goals 2015 – 2030 (SDGs) articulate the aspiration of a world in which no-one is left behind, and nature and societies are prosperous.**

**Whilst not perfect, the scope and interactivity of the SDGs create a shared framework and common strategy for action across nations, sectors and communities.**

# The importance of education and learning

**Education is a life-long process that is essential to catalyse a movement for change towards a more sustainable world. It supports learners to achieve their potential and can create transformative learning opportunities.**

Through formal, informal and non-formal education, learners garner knowledge, skills and competencies for the future.

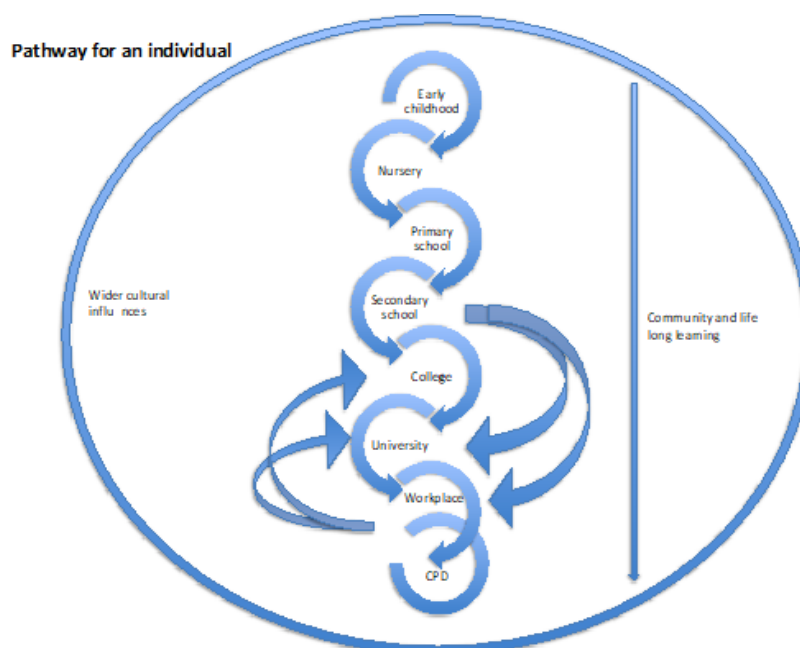
Such learning supports people to know themselves, to develop ways of thinking and to be able to act with respect, understanding and innovation.

Learning for Sustainability includes weaving an ethos of 'sustainability'-related learning across all subject areas, including and beyond the scope of the SDGs; employing innovative pedagogies and the support of knowledge, skills and competencies to enable learners to become change agents for a more sustainable future.

**This ethos is reinforced by action in every aspect of learning and is at its most effective when delivered as a whole-setting approach.**

*"Education is the most powerful weapon which you can use to change the world."*

*Nelson Mandela, 16<sup>th</sup> July 2003*



Whilst Learning for Sustainability occurs within educational settings, it also occurs in the community, in workplaces and through life-long learning.

Scotland has a rich tradition of excellent education and of learning for sustainability.

Connection with nature and culture, outdoor learning and global citizenship and the influences of individuals such as the 19<sup>th</sup> Century polymath Patrick Geddes through 'heart, hands and head', 'act local, think global' and 'place-work-folk', have supported our considerable ongoing progress in this area.

### 3. A movement for people, planet and prosperity

At a time when global crises are increasingly manifesting in local contexts, the Scottish Government launched '[Target 2030: a movement for people, planet and prosperity](#)'<sup>1</sup>: Scotland's refreshed Learning for Sustainability Action Plan, in June 2023.

- all learners receive their entitlement to learning for sustainability,
- every educator demonstrates learning for sustainability in their practice and
- 'every 3 to 18 place of education becomes a sustainable learning setting by 2030'.

It aims to build an inspiring movement for change so that:

This refreshed and much-strengthened Action Plan has cross-party support, based on the original five strategic goals accepted by Scottish Government Ministers in 2013 and the subsequent, [Vision 2030+: Concluding report of the Learning for Sustainability National Implementation Group \(2016\)](#).

**Key themes in the Plan are:**

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

**The Plan contains 25 actions; including the creation and introduction of:**

- A new Learning for Sustainability portal 'covering all themes and aspects of LfS'
- A mentoring support network
- National LfS Children and Young People Leadership Groups
- LfS-related qualifications and pathways.

1. [www.gov.scot/publications/target-2030-movement-people-planet-prosperity/](http://www.gov.scot/publications/target-2030-movement-people-planet-prosperity/)

2. [www.education.gov.scot/media/ulodcmfl/res1-vision-2030.pdf](http://www.education.gov.scot/media/ulodcmfl/res1-vision-2030.pdf)



## 4. A time of opportunity

This Plan comes at a time of global realisation of the need for a step-change in education for a more sustainable world.

*“Teaching should be further professionalised as a collaborative endeavour where teachers are recognised for their work as knowledge producers and key figures in educational and social transformation.”*

*“Curricula should emphasise ecological, intercultural and interdisciplinary learning that supports students to access and produce knowledge while also developing their capacity to critique and apply it.”*

*“Schools should be protected educational sites because of the inclusion, equity and individual and collective well-being they support. and also reimagined to better promote the transformation of the world towards more just, equitable and sustainable futures.”*

[UNESCO Futures of Education overview<sup>3</sup>](#)

In Scotland, there are currently 705,874 learners and approximately 90,000 practitioners in 3-18 settings, so the challenge is significant.

We will need a step-change to be able to deliver what is required. There are questions around how we support a ‘Movement for Change’ and harness the passion and action needed.

This Movement, supported by the Scottish Government, calls for more activism and action, and recognises the role of young people in leadership for change, supporting Article 29 of the UN Convention on the Rights of the Child.

The Plan has also been launched in the context of educational reform and system change in Scotland.

While creating uncertainty, this also offers a potentially ground-breaking opportunity to support the values, skills and knowledge that are required for learners to thrive in an increasingly complex and interdependent world.

*“You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment”.*

**Article 29, UN Convention on the Rights of the Child**

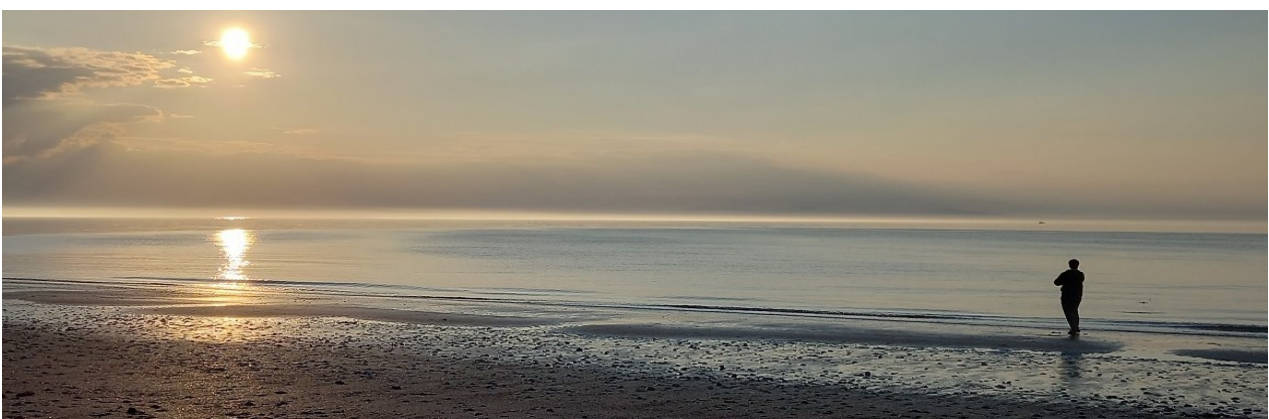
## 5. How to catalyse a movement - and the change needed

Participants explored three questions around a movement for change.

Here follows a summary of some of the discussion. Much of this discussion generated additional questions on which to reflect, and identified paradoxical or challenging aspects.

### 5.1 What is a movement for change?

- Supporting *collective action based on shared belief*. To start one, we need to find a common cause.
- **Do we need to start one?** Surely the movement has already begun? In which case, we need to *join and support those already enacting change*. Many educators and activists have been leading the way for some time.
- Dynamic and overlap – we may be seeking *a coalition of multiple movements* in relation to education and sustainability.
- Comes from an honest reflection of *where we are now*, and be an *aspiration* with an ambitious and inspiring vision, yet also be a *pragmatic plan*
- Something which *often emerge against existing structures and policies* . This one is unusual in being sparked *together* with the Scottish Government
- Needs to have a mechanism for *monitoring and evaluating* ‘progress’ yet paradoxically also needs to be *flexible* and shaped by those who join
- How big is a movement for change? It can start small and connect new and existing movements, but to enact real change it will need to gather people up and *create a critical mass*
- *Collaborative*; bringing people together under a shared aspiration
- *Contextualised*, relevant to people and can even strengthen a sense of culture and place. Existing green social movements in Scotland -such as the concept of *‘dualchas’* - already engage people in meaningful ways. We can work together with such ideas and groups.

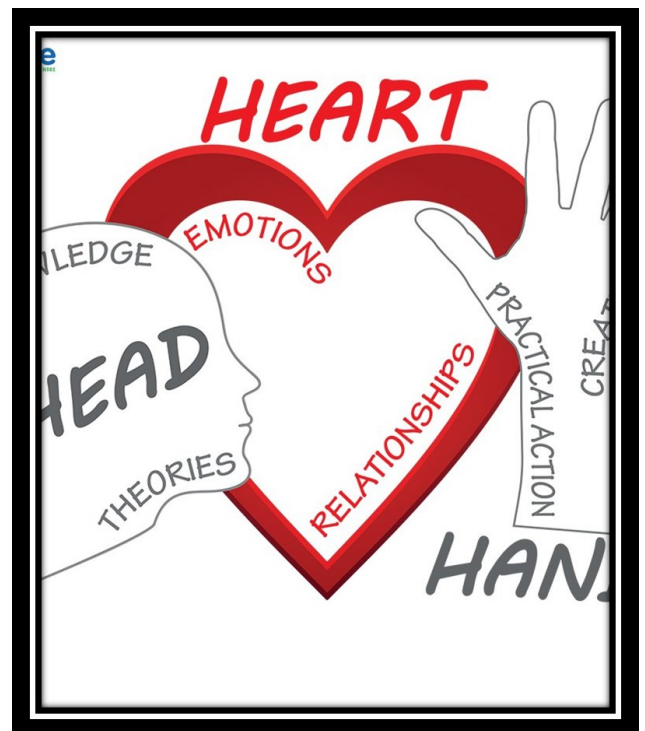


- This movement for change is about both *educational paradigms* and *achieving sustainability*, but these areas may require different actions for change. Influences on and by policy will need to include both curriculum reform and implementing the SDGs through the National Performance Framework.
- Will lead to *fundamental*, and sometimes difficult changes. For example, there will need to be a pedagogical shift in power from educator to learner to give them a sense of agency to allow them to lead.

There is currently a window of opportunity due to ongoing educational reform in Scotland. *Design principles* for new educational agencies, processes and practice should include sustainability.

## 5.2 What are key success factors?

- What is success and how do we measure it? Is success about *inclusion and participation*, or *educational outcomes*, or *sustainability impacts*?
- Important to *celebrate small successes and milestones* along the way; not only those relating to the 'Target 2030' Action Plan and its implementation, but in other activities and policies.
- *Communication and engagement* are critical. *Emotional connection* is essential; *creative* communication is needed; a simple idea can engage people; and a *good social media hashtag* can help, such as #MeToo or #BlackLivesMatter - but at the same time there will be different ideas and groups involved and *required communication segmentation*.
- A successful movement needs a *balance between structure and the flexibility* for people to co-create and generate organic growth in the movement.
- *Collaboration and partnership* will mean breaking down silos, and developing *shared language and structures*. We will need to *strengthen cross-sectoral approaches*; for example, between formal and informal education, between secondary schools and higher education, and with the wider community.



Royal Scottish Geographical Society

- **Leadership** may involve a *charismatic leader*, or *distributed leadership*, or both
- A change movement needs a *systemic approach* and will grow until it reaches a system tipping point; we need to keep hope in the difficult early stages.
- We need to *support agency*, inclusion, passion whilst recognising *identity*.
- We must *strengthen communities of practice*, enable practitioner autonomy, work with active organisations and agencies, and learn from existing pioneers and champions e.g. excellent primary school-community partnerships
- **Strong, ambitious policy** is required, that regulates change along with provision of incentives and practitioner support; and the movement has to engage with opportunities for policy reform
- If we are to be ambitious, we may need to be *prepared to be uncomfortable at times*, otherwise we may not be challenging ourselves.
- A *whole-system approach* is required, as well as a whole-setting approach.
- We must *recognise people's different starting points*, contexts, priorities and interests. Climate change is not the only entry point. Nature, social justice, the sharing economy, the celebration of indigenous/traditional knowledge, or other topics should be included - and encouraged. #nowrongjourneyforLfs.



City of Edinburgh Council

## 5.3 What are common challenges?

- **Policy** - if there is policy conflict, lack of policy enforcement, unintended consequences or lack of policy clarity.
- **People**— if they are antagonistic to the change.
- **Lack of educator autonomy**— if educators are not empowered, trained, and enabled.
- **Curriculum**— if post-education destinations persist in demanding particular quantitative outputs, if there is insufficient space for innovation, if expectations are very rigid, if community engagement is limited.
- **Resource**— if there is insufficient funding, time or equipment to enable engagement,
- **Language and meaning**— if communication cannot gather people under a common banner.
- **System resistance** - if the wider system is resistant to change, structures are too rigid, or key leverage points cannot be pushed or tipping points reached.

## 6. Co-designing a Learning for Sustainability movement

Participants took part in an Open Space session and were invited to choose a suggested topic – or propose one of their own - and discuss it. Here are some of the questions and ideas that emerged, providing useful starting points for future co-design.

### 6.1 Learning System and Scale

How do we create and maintain a ‘learning system’; both within and between individuals and settings?

- ***A learning system is life-long and life-wide, connecting schools and formal education with communities.***
- How do we create a learning system from the education system?
- We harness what is already there; coalescing and pulling together with a common sense of purpose. Young people, learners, teachers, janitors, policy makers and influencers and more.
- We also need to reach out to communities, to use the opportunity of many older people and to independent companies and agencies working in places where there are learning for sustainability opportunities.
- But the system implies a different form of learning: ***‘world-centred education’*** that focuses on ‘learner-centred learning’. We need to create value in community collaboration, not in exam grades.
- Why is the focus on ‘learning setting’? *Should we also focus on ‘place’?* In this way, we can support a sense of community and connection to nature and culture.
- Some people will be uncomfortable or alienated by some of this debate. How do we work with them whilst retaining our vision?



Vecteezy

## 6.2 Voluntary versus compulsory change

How do we balance voluntary and compulsory change; integrating regulations and standards with enthusiasm and champions?

### Policy, regulations and standards:

- Bring coherence and cohesion
- Can enable passion to become action
- Provide an **important framework** for those who do not have passion for this vision
- Need to be resourced to fulfil their ambitions
- Are essential right now to support professional learning for educators; and could capitalise on the important role of qualifications at secondary level

### Passion, enthusiasm and champions

- Passion means energy, and can allow us to build on what is already happening in each organisation
- We need to **inspire passion in others** – can influencers and motivators play a role?
- Releasing passion through educator agency will enable flexibility and inclusion
- We should provide **incentives and support** for those who are already passionate e.g. GTC Scotland Professional Recognition
- If we make sustainability more accessible, everyone can be enthused

## 6.3 Leadership and collaborative partnership

What is the role of leadership in catalysing a movement for change?

### Who could lead?

- **Leadership can occur at all levels:** learners, educators, setting leaders, parents, community members, NGOs, businesses, and local, national and international government/agencies
- Leadership should be joined up beyond the education sector with other interested parties
- We need more focus on learners as leaders; enabling learner voice and agency

### How can leadership work?

- ‘Head, heart, hand’ is a cycle of engagement. People will be motivated by different aspects
- **Connect throughout the learning system**, with the community, state and private sectors
- Connection to place is important. Collective leadership can create better places to thrive
- Leadership through **development of collective vision** can create and share new perspectives.

## 6.4 Meaning and understanding and including all voices

How do we create a shared understanding of LfS and change the culture in a setting? How do we engage everyone and make sure all voices are heard?

### Who do we engage?

- We need to **engage everyone**, in the education sector but also out of it
- Wide engagement means also **listening to different voices** from internal and external audiences, even if this is challenging
- Who is doing the engaging? The **model of collective leadership** will require engagement by learners, young people and parents as well as educator, agency and policy maker leadership

### How do we engage?

- The role of educators needs to be seen as facilitators of learning, rather than merely transmitting knowledge; we thus need to allow autonomy, **professional learning** and creativity for educators
- Creativity and curriculum flexibility will be needed to support and highlight relevance in every curricular area and to enable learner progression
- Provision of **resources, networks and collaborative partners** will catalyse sharing of ideas and practices
- Avoiding jargon, working across discipline boundaries and engaging with other agendas will demonstrate the benefits of Learning for Sustainability in terms of transformative competencies, global citizenship and other areas.



## 7. Perspectives on the 'Movement for Change'

We asked four participants from different backgrounds (Professor Graham Donaldson, Helena Good, Mike Robinson and Lang Banks) to reflect on their experiences and how we might catalyse a movement for change in and through Learning for Sustainability.

### Initial reflections

"Why is it that we feel, despite all of the evidence that we have, that the inertia, the resistance in the system, means that we need a 'movement'?"

"There has never been a time when the past, the present, and the future are colliding the way they are just now."

"The curriculum reform now creates an opportunity. We need to think quite carefully and be very agile in responding to what I think over the next few months is likely to be quite a febrile policy landscape."

"The culture [has been] the notion that success in education can be measured in terms of a whole range of metrics. We have had an obsession with effectiveness; without necessarily asking whether we are becoming better and better at doing things that are less and less relevant."

"So the challenge is to capture the imagination in a way that doesn't frighten people. The movement we're talking about has to somehow or other give hope."

"These young people in our schools ... are the leaders who are going to have to deal with and solve all of these problems. We need inspiration, we need hope, and we need champions."



## How do we make it happen?

“We (build a Movement for Change) by taking a what, and a why, and building a how.”

“No matter how much we care about a movement, no matter how much we know we have to change, if I don't feel good in myself how can I take care of the planet? “

“Converting the passion into action... try and remind people why they joined that profession in the first place. What was it that drove them to that? How can we really light that fire to give them a new sense of purpose or engage in this movement? “

“A ‘movement’ is the coming together of people around a shared agenda.... you've got to bring people around with the same issue and share a vision, share a sense of direction. “

“We know already that the science isn't enough; nor is legislation enough. Nor is featuring in the curriculum – without delivery. It's back to the head, the heart, and the hands.”

“Inform people, not belittle them; empower people not badger them; but tailor the information that we present. We've got to help people start a journey in a realistic way.”

“We need to be talking about solutions as much as possible, especially with young people.”

“Shared purpose... “

“Organisation.... clear strategy; resource. “

“Align your values... Define it but don't be perfect about it- just get on with it. We don't have time.”

“Leadership - collective leadership “

“When you work with project-based learning or interdisciplinary learning, assessment wrings the joy out of any kind of teaching .”

“It's impossible if you cannot connect with people and win their hearts and minds and heads. It's about how you motivate people and engage them...the framing is important, and understanding the motivations of others- especially if they are going to be different from yours. “

“Sustaining the momentum- it's really driven by energy and ability as opposed to inspiring leaders. The most successful movements for change that I've seen have been the grassroots ones that have been built at a local level.... a sense of collective action.”

“Momentum is: mass x velocity. The mass, in this case, is the number of people you need to build a movement. The velocity, in this case, is the energy and passion.”

“How about ... every single teacher by 2025? If we haven't taught the teachers we can't teach the kids.”

“Relationships. Building trust and collaboration...new networks will come along;, how do you harness the ones we already have? “

**“To quote Nelson Mandela: it always seems impossible, until it is done.”**

## 8. What next?

*".. our vision is not only for a better Scotland: it is a vision for a better world. We are part of a global family of nations working to deliver the UN SDGs commitments by 2030. As we seek to drive towards our goal we must look outwards and forwards and work hand-in-hand with other nations – by demonstrating leadership where we can, but also by collaborating and learning from others. **This vision and Action Plan is not just for a few, it is for everyone.**"*

*Target 2030: a vision for people, planet and prosperity*

**It's over ten years since the initial vision for Learning for Sustainability became part of the Scottish educational landscape. Now, in 2023, we have an opportunity like never before to embed Learning for Sustainability across learning and education systems reform.**

The 'Call to Action' associated with Scotland's strengthened Learning for Sustainability Action Plan 2023 – 2030 comes at the half-way point to the deadline set for achieving the UN Sustainable Development Goals.

The time is right for this 'Movement for Change' in Scotland; supporting and enabling learners, educators and the communities around them to create meaningful, real-life learning experiences that develop and enhance the skills, knowledge, confidence and values needed to thrive in an increasingly complex and challenging world.



**This Movement will require input from everyone if it is to succeed, creating change, through hope and pragmatic action; working together at this time of opportunity.**

## **EVERYONE**

We all have a responsibility and a right to be involved in this movement: learners, educators, government, agencies, communities, employers and more.

- **Local and national decision makers:** to provide brave and coherent, clear context.
- **Agencies and organisations:** to identify ways to work with learning settings to support them to develop the confidence, skills and knowledge they need.
- **Educators:** to be creative and facilitate learners to meet their potential.
- **Learners:** to follow your passion and be the change agents of the future.
- **Employers:** to seek employees with vision: critical thinkers who can work with others for a values-based future.
- **Educational leaders, administrators and support staff:** to build the learning settings that will inspire and enable.
- **Community members, parents and carers:** to engage with educational settings and collectively create sense of place and connection and individual, collective and ecological wellbeing.

## **CHANGE**

- We need a movement for change: the need for change is urgent and we need to do it now.

## **HOPE**

- The message needs to be simple, inspiring and engage the heart through emotion as well as enabling action and intellectually rigorous process

## **PRAGMATIC**

- We need practical support through effective and coherent policy, capacity release and resources.

## **TOGETHER**

- We can work collaboratively to achieve change, learning with each other.

## **OPPORTUNITY**

- The timing is excellent during this period of educational review, reform and possibility.

**We must all now consider the roles that we can play and Learning for Sustainability Scotland looks forward to working in partnership on the journey ahead.**

## Appendix 1

### Participants

<b>Suzy</b>	<b>Aldous</b>	<b>General Teaching Council for Scotland</b>
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<b>Jacqui</b>	<b>Church</b>	<b>Glasgow City Council</b>
<b>Mary</b>	<b>Collacott</b>	<b>Edinburgh Futures Institute</b>
<b>Fiona</b>	<b>Craig</b>	<b>Scottish Qualifications Authority</b>
<b>Laura</b>	<b>Curtis-Moss</b>	<b>2050 Climate Group</b>
<b>Hazel</b>	<b>Dalgard</b>	<b>Scottish Funding Council</b>
<b>Graham</b>	<b>Donaldson</b>	<b>Goodison Group in Scotland</b>
<b>Helena</b>	<b>Good</b>	<b>Daydream Believers</b>
<b>Colin</b>	<b>Graham</b>	<b>Royal Society of Edinburgh</b>
<b>Liz</b>	<b>Green</b>	<b>YouthLink Scotland</b>
<b>Frances</b>	<b>Guy</b>	<b>Scotland's International Development Alliance</b>
<b>Jennifer</b>	<b>Haggarty</b>	<b>Learning for Sustainability Scotland</b>
<b>Michael</b>	<b>Heffernan</b>	<b>Teach the Future Scotland</b>
<b>Pete</b>	<b>Higgins</b>	<b>University of Edinburgh and Learning for Sustainability Scotland</b>
<b>Betsy</b>	<b>King</b>	<b>Learning for Sustainability Scotland</b>
<b>Kirsten</b>	<b>Leask</b>	<b>Learning for Sustainability Scotland</b>
<b>Greg</b>	<b>Mannion</b>	<b>University of Stirling</b>
<b>Debbie</b>	<b>Matthewson</b>	<b>Educator</b>
<b>Ian</b>	<b>Menzies</b>	<b>Education Scotland</b>
<b>Kathrin</b>	<b>Mobius</b>	<b>EAUC Scotland</b>
<b>Ea</b>	<b>O'Neill</b>	<b>Greener Kirkcaldy</b>
<b>Pete</b>	<b>Rawcliffe</b>	<b>NatureScot</b>
<b>Pete</b>	<b>Ritchie</b>	<b>Nourish Scotland</b>
<b>Mike</b>	<b>Robinson</b>	<b>Royal Scottish Geographical Society</b>
<b>Matt</b>	<b>Robinson</b>	<b>Learning through Landscapes</b>
<b>Sara</b>	<b>Smith</b>	<b>RHET</b>
<b>Alan</b>	<b>Smith</b>	<b>Cairngorms National Park Authority</b>
<b>Nicola</b>	<b>Smith</b>	<b>Scottish Credit and Qualifications Framework</b>
<b>Jo</b>	<b>Turbitt</b>	<b>College Development Network</b>
<b>Rehema</b>	<b>White</b>	<b>University of St Andrews and Learning for Sustainability Scotland</b>