



Learning for Sustainability Scotland
Ag Ionnachadh airson Seasmhachd Alba



Sustaining the human spirit through renewal and solidarity in learning



Members' Annual General Meeting
and Gathering

15th January 2026



Housekeeping

PLEASE...

- Mute your audio and switch off your video
- Put any questions or comments in the chat box
- We will be recording the main session but not the group discussions.





Welcome and introductions



Rehema White

Chair, Learning for Sustainability Scotland



Welcome from LfS Scotland

Rehema White, Chair
Sara Smith, Vice-Chair
Beth Christie, Director



Programme for today

15:00

Welcome and introductions

Rehema White, Chair, Learning for Sustainability Scotland

Ice-breaker: The climate emotions wheel

Alyson MacKay, Youth Coordinator, Learning for Sustainability Scotland

15:15

Overview of Learning for Sustainability Scotland in 2025

Rehema White, Chair; Beth Christie, Director; Cecilia Mañosa Nyblon, Development Manager, all LfS Scotland;
Presentation, followed by Q&A

15:35

Members' story share: 'Sustaining the human spirit through renewal and solidarity in learning':

Introduced by Sara Smith, Vice-Chair, LfS Scotland:

1. **Gratitude: Systems-Thinking Approaches:** Gordon Branston, REHIS
2. **Hope: The Application of Outdoor Journeys Initiative:** Gary Reid, Loretto School.
3. **Empowerment: The Zero Waste Schools Initiative:** Mary Michel, Ostrero
4. **Empathy: The Scottish Roots Initiative:** Eve Armstrong, Royal Botanic Gardens Edinburgh
5. **Inspiration and Interest: Educators for Peace:** Jehan Al-Azzawi and Mark Langdon, Educators for Peace

16:05

Comfort break – video interlude

Programme for today

16:10	<p>'Sustaining the human spirit through renewal and solidarity in learning': Group discussions</p> <ul style="list-style-type: none">- <i>What inspiration do you draw from these shared approaches, and other approaches based on your own experience?</i>- <i>What are the challenges and opportunities when it comes to sustaining the human spirit through renewal and solidarity in learning?</i> <p>Feedback</p>
16:35	<p><i>Reasons for hope: individual and collective</i></p> <p>Rehema White, LfS Scotland and University of St Andrews</p>
16:50	<p>Summary and looking ahead</p> <p>Sara Smith, Vice-Chair, LfS Scotland</p>
17:00	<p>Close and farewell</p>

Who are we?

Learning for Sustainability (LfS) Scotland is a UN University-recognised Regional Centre of Expertise (RCE) in Education for Sustainable Development.

We are an open network in which members and partners come together to undertake collaborative projects, research and advocacy that advance and embed Learning for Sustainability practice and policy in Scotland.



What we do

1. We **weave connections across sectors** within Scotland and with our international partners
2. We **co-produce, pioneer and practise new knowledge** and approaches and **curate materials and resources** with and for educators, organisations and communities
3. We **advocate and provide strategic advice** for effective learning for sustainability policy
4. We **lead, monitor and evaluate projects** and programmes locally and internationally, often in partnership



How we do it

- Membership – 1,348 subscribers (of which 1,134 are members)
- Steering Group – 8 members (elected in 2025)
- Secretariat – changes in personnel
- Action Groups 2025
- Projects and events
- Policy support
- Partners

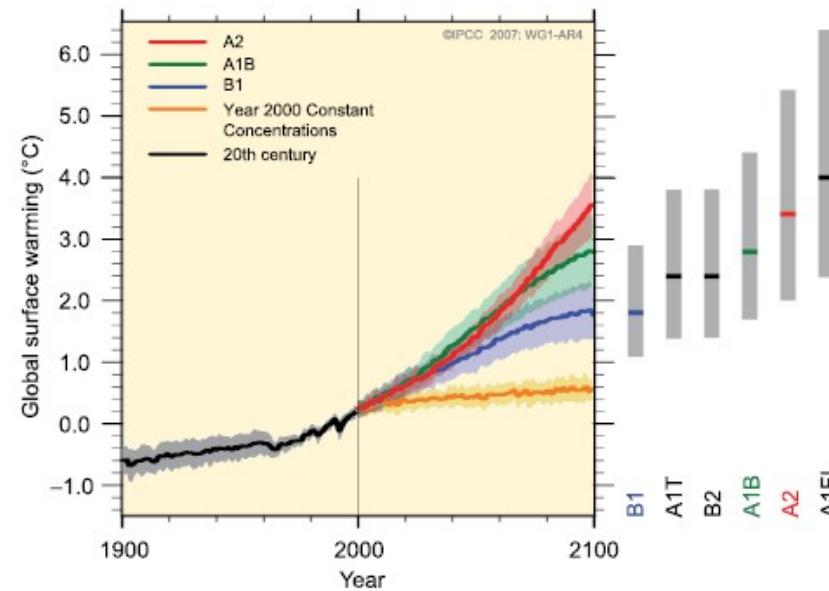
See our 2025 Annual Report at:

www.learningforsustainabilityscotland.org/our-work

Interconnected global challenges - despair

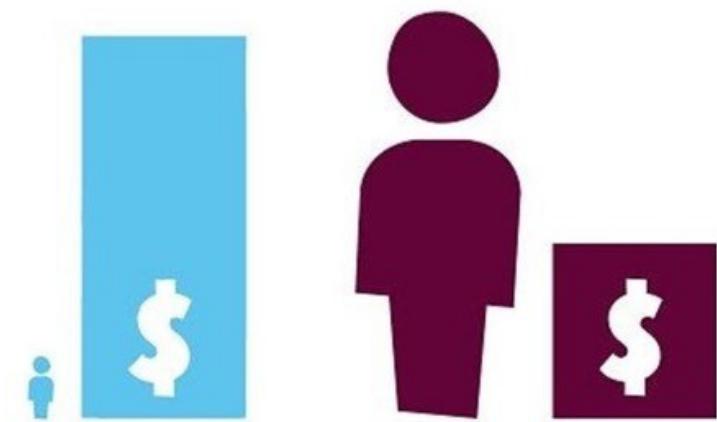


<https://www.theguardian.com/environment/2022/dec/06/the-biodiversity-crisis-in-numbers-a-visual-guide-aoe>

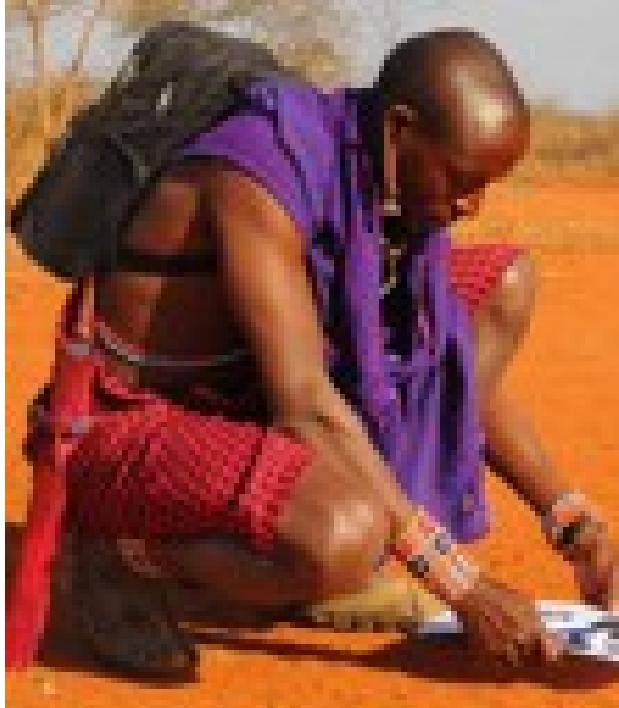


https://archive.ipcc.ch/publications_and_data/ar4/wg1/en/SPMSPM-projections-of.html

The world's **RICHEST 1%** have more than twice as much wealth as **6.9 BILLION PEOPLE**.



<https://www.weforum.org/agenda/2020/01/5-shocking-facts-about-inequality-according-to-oxfam-s-latest-report/>



*Sustaining
the
human
spirit*



The climate emotions wheel



Alyson MacKay

Youth Coordinator, Learning for Sustainability Scotland

Climate Emotions Wheel

Menti link:

<https://www.menti.com/algkxps2yq94>

Menti code: 2850 8534



Climate Emotions Wheel © 2024



Overview of Learning for Sustainability Scotland in 2025



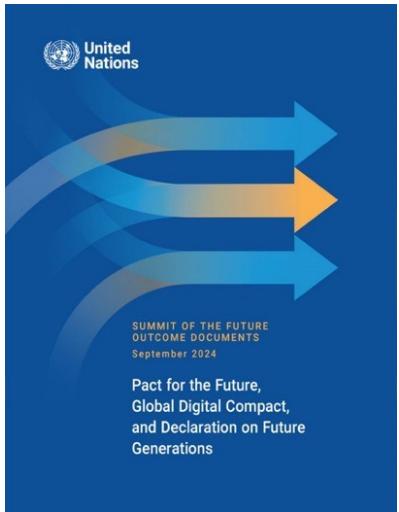
Beth Christie Director,
Cecilia Mañosa Nyblon, Development Manager
Learning for Sustainability Scotland

1. Learning for Sustainability in 2025:

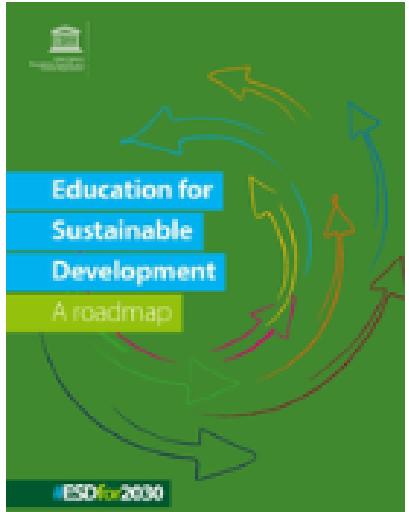
- The global context
- LfSS: Making global connections



The global context in 2025



Regional Centre of
Expertise on Education for
Sustainable Development



PISA



Technical Paper

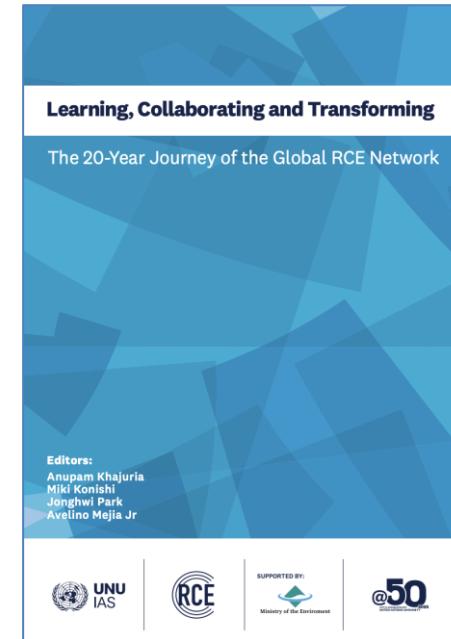
**Education for Human
Flourishing**
A Conceptual Framework



LfS Scotland: making global connections



Regional Centre of
Expertise on Education for
Sustainable Development



2. Learning for Sustainability in Scotland in 2025:

- The policy context in 2025
- LfSS: partnerships connecting policy and practice



The policy context for 2025

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

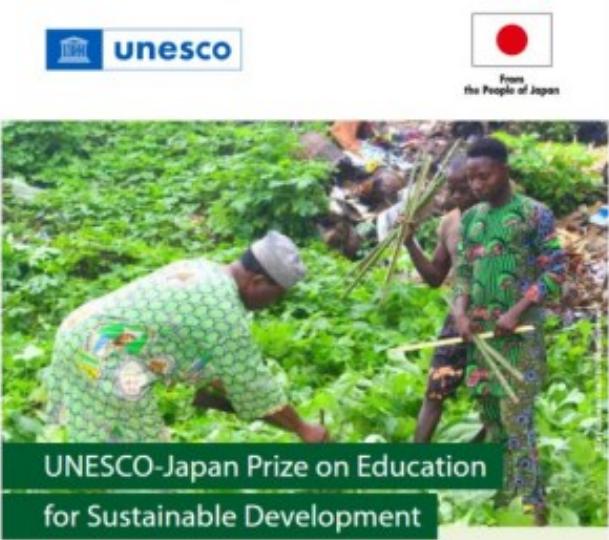
Scotland's Learning for Sustainability
Action Plan 2023-2030



LfSS: Partnerships connecting policy & practice



Highlights



Schools Connect

COP30 Climate Negotiation Simulation

Icons in the grid include: two children, graduation cap, diverse students, speech bubbles, two people, heart, thumbs up, flag, lightning bolt, person, person writing, person with a starburst, person with a book, lightbulb, and a pencil.



**Perspectives and Practices
of Education for Sustainable
Development**

A Critical Guide for Higher Education

Edited by Rehema M. White, Simon Kemp,
Elizabeth A. C. Price and James W. S. Longhurst





Members' story share



Sara Smith

Vice-Chair, Learning for Sustainability Scotland



Members' story share

1. Gratitude

Systems-thinking approaches

Gordon Branston
REHIS



Gratitude and Systems Thinking for Sustainability Nexus

Visual Lenses for Inner Awakening and Transformation

On

“The Pale Blue Dot”

For

Inspiration-Reflection-Meditation-Imagination-Wisdom

Presentation

by

Gordon Branston

Learning for Sustainability AGM 15 01 2026

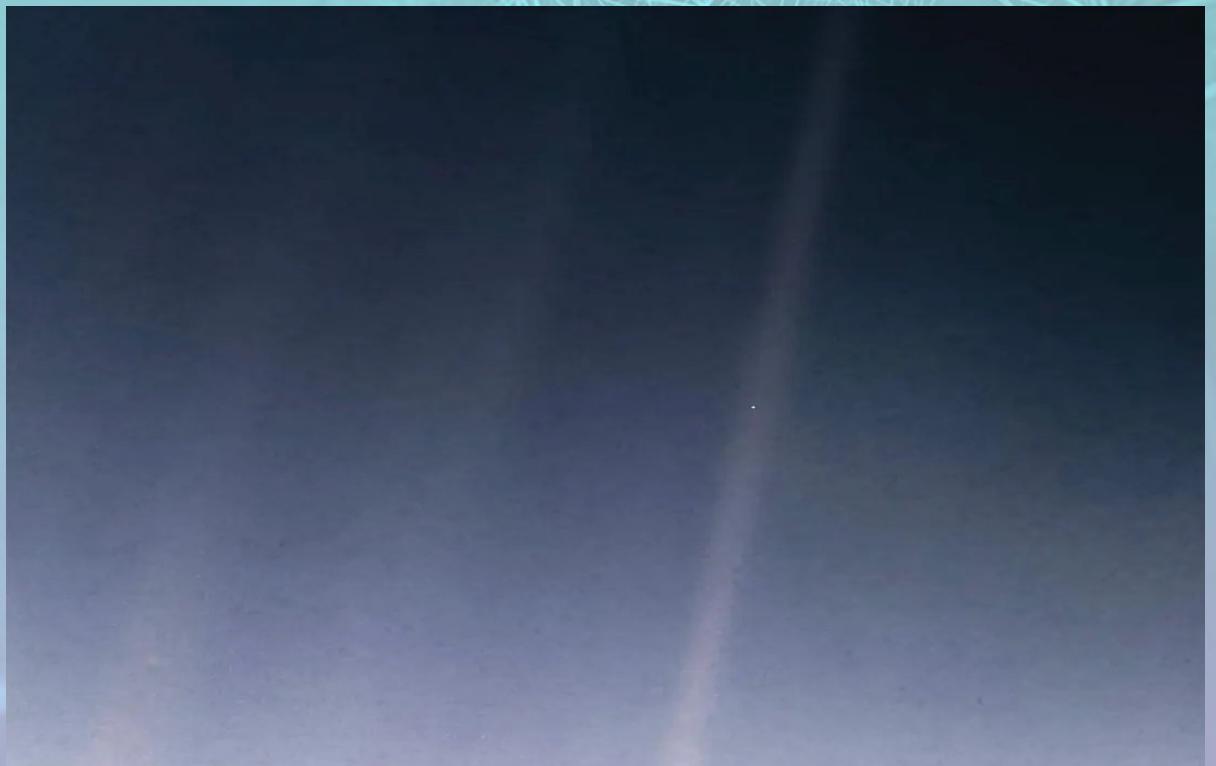
Earth Rising



The iconic Earthrise photograph was taken on December 24, 1968.

The Earthrise transcended its status as a mere picture to become a powerful symbol of environmental awareness and global unity. This spontaneous photograph, using a **High-Quality Lens**, shaped societal discourses and inspired a multitude of environmental and social movements in various sectors.

The Pale Blue Dot



The Pale Blue Dot is a photograph of Earth taken on Valentines Day Feb. 14, 1990, by NASA's Voyager 1 at a distance of 3.7 billion miles (6 billion kilometers) from the Sun. [Photo courtesy of NASA](#)

A video clip of Ann Druyan, Carl Sagan's co-author and widow, discussing the pale blue dot titled "Reflections on the Pale Blue Dot" courtesy of NASA Jet Propulsion Laboratory: Youtube Share Weblink: <https://youtu.be/d7aL0ZGjoeg?si=H4AnjnFhCOcX--rj>

The expanded video clip titled "Carl Sagan - Pale Blue Dot" of celebrated scientist and astronomer Carl Sagan is available on Youtube Share Weblink: <https://www.youtube.com/watch?v=GO5FwsblpT8>

Connecting-The-Dots

How the Pale Blue Dot Photo Can Inspire Present and Future Generations

The "Pale Blue Dot" image and Carl Sagan's reflections on it can inspire present and future generations in several profound ways.

Perspective on Earth's Fragility

The image vividly illustrates Earth's small size and vulnerability in the vast cosmos, encouraging a sense of responsibility for environmental stewardship and conservation.

Unity of Humanity

By showing Earth as a tiny speck, the image emphasizes our shared home and interconnectedness, potentially fostering greater cooperation and understanding among different cultures and nations.

Scientific Curiosity

The technological achievement behind capturing this image can inspire future generations to pursue scientific and space exploration endeavors, pushing the boundaries of human knowledge.

Humility and Cosmic Context

The image challenges notions of human self-importance, encouraging a more humble and considerate approach to our existence and actions on a cosmic scale.

"LOOK AGAIN AT THAT DOT. THAT'S HERE. THAT'S HOME. THAT'S US." Carl Sagan

Connecting-The-Dots

Systems Thinking for Sustainability

Systems thinking is an approach to understanding how various components interact within a whole system to produce a specific pattern of behaviour. For sustainability, it means moving from an "ego-systems" awareness (short-term self-interest) to an "eco-systems" awareness, recognizing that human systems are deeply interdependent with the natural environment.

Holistic View: It allows us to see the deep interconnections between economic, social, and environmental challenges, rather than addressing them in isolation.

Identifying Leverage Points: By understanding these interconnections, systems thinking helps identify where small actions can lead to transformative changes in the system (e.g., policy changes, technological innovation).

Avoiding Unintended Consequences: A systems approach helps anticipate and avoid negative secondary impacts of actions by considering the whole picture and the feedback loops within the system.

Connecting-The-Dots

The Combined Impact: Gratitude and Systems Thinking Action

The intersection of these two concepts creates a compelling case for environmental stewardship.

Inspiring Gratitude: The cosmic perspective evoked by the Pale Blue Dot picture can inspire awe and a deep sense of gratitude for our planet as a unique and precious oasis of life. This appreciation helps shift mindsets away from exploitation and towards preservation.

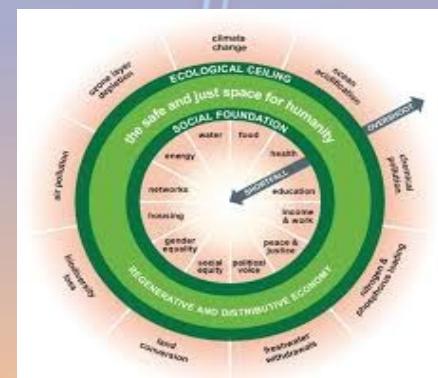
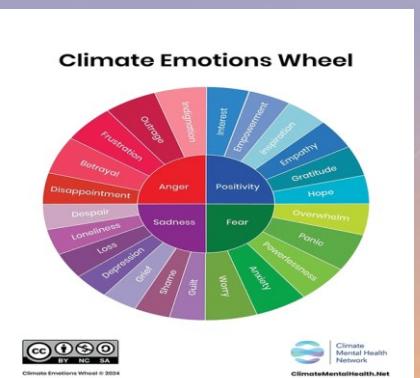
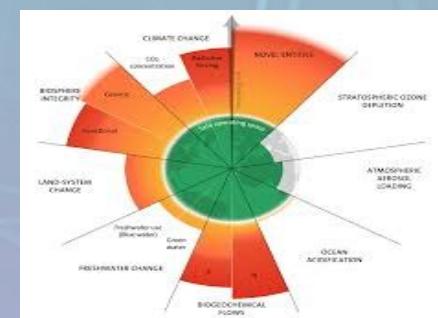
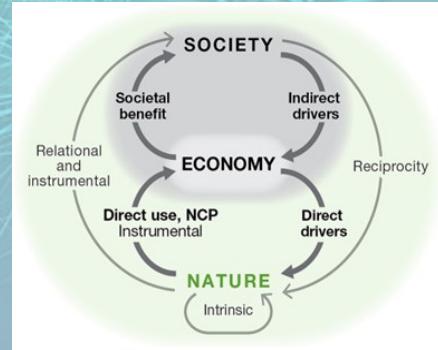
Motivating Action: This profound gratitude, combined with the holistic understanding provided by systems thinking, transforms abstract environmental concerns into a concrete, personal imperative. It moves individuals and organizations to adopt sustainable practices, fostering global citizenship and a shared responsibility for our collective future.

Fostering Long-Term Systems Thinking: The perspective encourages prioritizing long-term planetary thriving over short-term gains, a core tenet of sustainability.

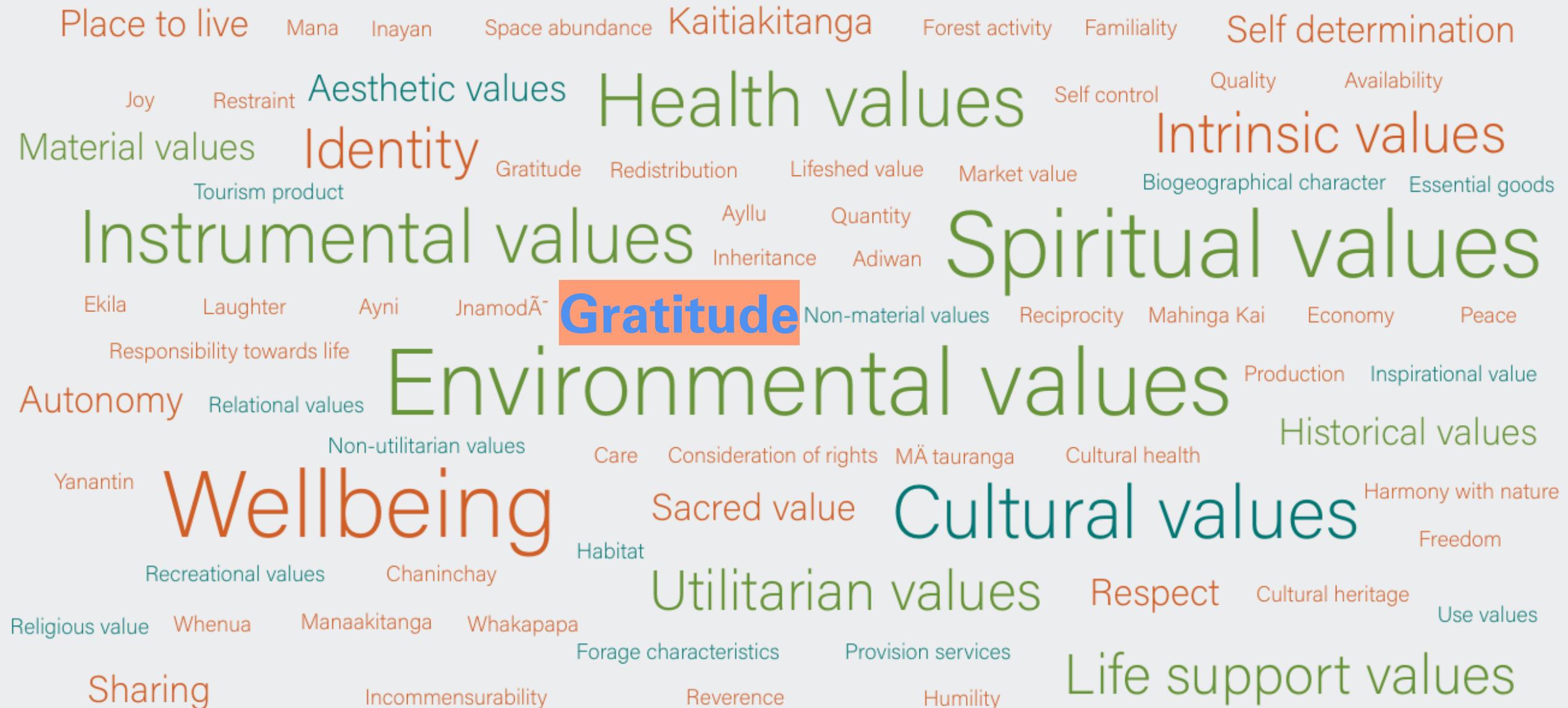
In essence, the Pale Blue Dot provides the "why" — a powerful emotional and philosophical motivation — while systems thinking provides the "how" — the practical framework for developing effective and interconnected solutions for a sustainable future.

Together creating a powerful cosmic cycle, driving systemic understanding fueled by a deep gratitude for the one-of-a-kind, life-sustaining planet we ALL inhabit together.

Systems Thinking Lenses



Gratitude Nexus Approach



Systems Thinking Flight Path Resources

Free Open University Applied Systems Thinking in Practice Resources - Resources available online and Advanced Post Graduate Academic Courses and Degree(s):

- Badged Open Course
- Diagramming Tutorials
- Short introductory material on Systems thinking
- Introducing Systems teaching and case studies
- Sample course material from Postgraduate modules on Systems Thinking in Practice
- Sample course resources from core STiP module TB871 Making strategy with systems thinking in practice;
- Sample course resources from core STiP module TB872 Managing change with systems thinking in practice
- Introduction and two sample chapters (ch.10 Jay Forrester and ch.14 Russell Ackoff) from third supplement reader: Ramage, M. and Shipp, K. (2020). Systems Thinkers (2nd Edn). London: Open University/Springer-Verlag.
- OU UK Webpage: <https://university.open.ac.uk/stem/engineering-and-innovation/teaching/systems-thinking-practice/astip-resources>

Gratitude to LfS Scotland

Learning for
Sustainability
SCOTLAND

Ag Ionnachadh airson
Seasmhachd ALBA

Scotland's Regional Centre of Expertise on
Education for Sustainable Development



The following related Academic Post Grad. Essays authored by G. Branston are available on request:

A proposed transformative reflexive (T-REX) whole primary school and community co-learning approach to learning for sustainability by using plastic dinosaurs to introduce systems thinking and sustainable development goals – University of Gothenburg, Sweden (2018).

A Brief Synthesis Review: The critical importance of Citizen Science and Earth Observations new sources of data contributions for accelerating progress to successfully achieve the 2030 Agenda – University of Edinburgh (2021).

Gordon Branston
REHIS Trustee and Committee Member
MREHIS; CertIOSH; AFOH BOHS; HPCSA
B. Technology (Hons.) Environmental Health ;
MSc Environmental Biotechnology

Email: gbranston@btinternet.com
LinkedIn: <https://www.linkedin.com/in/gordon-branston-46257818/>





Members' story share

2. Hope



The application of the Outdoor Journeys Initiative

Gary Reid

Loretto School

Outdoor Journeys

Gary Reid - Teacher of PE, Biology and LfS Coordinator



https://d-maps.com/carte.php?num_car=148429&lang=en
<https://www.printableworldmap.net/preview/Scotland>
<https://themummeducates.com/world-map-blank-printable/>

Background

- The Outdoor Journeys approach was established by Dr Simon Beames, Dr Beth Christie and June Murray at the University of Edinburgh.
- The approach was specifically designed to address critiques of outdoor learning practice, while demonstrating that teachers' perceived barriers to taking pupils outdoors can effectively be overcome.
- Outdoor Journey's can facilitate regular, low cost, meaningful, cross-curricula outdoor learning within the constraints of conventional schooling without expert staff and transport costs.

<https://www.outdoorjourneys.org.uk/>

What and Why

- "Outdoor Journeys enable pupils to learn about the people and place in which they live. By planning and undertaking local journeys, pupils are able to learn across the curriculum in a manner that is active, holistic and contextualised." Dr Simon Beames Edinburgh University
- Teachers can use the Outdoor Journeys framework and resources as a means of 'bringing curricula alive' by taking learning outdoors. It involves three phases that can be repeated over and over:

Questioning



Researching



Sharing



Application

Level	Subject	Topic	Outdoor Journey	Pupil's Questions	Level of engagement	Level of attainment
Age 12-13	Sustainability – Eco schools award-	Biodiversity Project – build a sustainable birdfeeder	<p>Location: School grounds</p> <p>Structure: x3, 50min lessons – each lesson minimum of 20 mins outdoors.</p> <p>Lesson 1 – Introduction to term biodiversity and bird feeders and Question generation.</p> <p>Lesson 2 – Research your question and develop your feeder design.</p> <p>Lesson 3 - Build and install your birdfeeder and monitor use.</p>	<p>Why do we need to feed birds in winter?</p> <p>What birds do we get at school?</p> <p>How do we build a sustainable squirrel proof bird feeder?</p>	<p>Pupils found the question stage challenging at first but with some examples and coaching I observed them start to apply basic critical thinking.</p> <p>Pupils were enthusiastic to go outdoors and learn each lesson often asking when can we go.</p>	<p>Success criteria:</p> <ol style="list-style-type: none"> 1. Apply critical thinking within your context. 2. Work independently and with others on a local sustainability project.

Application

Level	Subject	Topic	Outdoor Journey	Pupil's Questions	Level of engagement	Level of attainment
Age 16-17	Higher PE	Respiratory system - health impacts when exercising in urban environments.	<p>Location: School grounds</p> <p>Structure: x3, 50min lessons – each lesson minimum of 20 mins outdoors.</p> <p>Lesson 1 – Respiratory system structure, exercise run around school, Questioning practice Lesson 2 – Research and develop your question.</p> <p>Lesson 3 - Present your question and answer in the context e.g. walking presentation /tour highlighting pollution areas near the school</p>	<p>What are the effects of air pollution on athletic performance ?</p> <p>Are human lungs the same as other species?</p>	<p>Most pupils found the question stage challenging at first but with some examples and coaching I observed them start to apply basic critical thinking.</p> <p>Pupils were enthusiastic to go outdoors and learn each lesson.</p>	<p>Success criteria:</p> <ol style="list-style-type: none"> 1. Apply critical thinking within context. 2. Work independently and with others to answer pupil led question on the topic using local context.

Associated Benefits

- Pupils' physical and mental wellbeing, motivation, attainment and community connection all appeared to improve.
- Teacher's physical and mental wellbeing, motivation, attainment and community connection all appeared to improve.
- Inclusive pedagogy – Indoor and outdoor learning settings and styles both valued
- Improved circadian rhythm reported- exposure to daylight and sunlight.

Fenwick, A.J. (2021) *A practice focused study of outdoor learning in five Scottish secondary schools 2011–2019*. PhD thesis. University of Strathclyde

Jucker, R. and von Au, J. (2022) *High-quality outdoor learning: Evidence-based education outside the classroom for children, teachers and society*. Cham: Springer Nature.

Future – linked to recent MEd studies

Next steps:

- Continue to explore with pupils and colleagues how best to embed outdoor journeys at my school e.g. IDL, local ecological restoration projects mapped to curricula.
- Collaborate and critique outdoor learning pedagogies with local and international educators.

e.g. In Switzerland, Jucker & Au Von (2022) call for a system to capture data on types and volumes of OL activities to establish a set of baseline data for the sector. ‘Two-way’ schools, where Indigenous knowledge and values are taught alongside the Australian curriculum (Michie et al., 2023).

Future - linked to recent MEd studies

- Advocate for outdoor learning to be better embedded within the inspection process of Scottish secondary schools - recent inspection questionnaires completed by pupils, teachers, parents and school partners did not include the following terms: outdoor learning, learning for sustainability or nature.
- Refine and deliver Outdoor Learning workshop as delivered at recent school in-service days.

Hope

The growing presence of outdoor learning in policy and practice within our education systems gives me hope in these uncertain times.

I believe outdoor learning offers schools and communities the opportunity to reconnect, reconcile and restore through common projects that will develop the values and skills our young people need now and for a sustainable future.

Thanks for listening

Please share any Questions, thoughts, feedback??

Contact information

Garyreid272@gmail.com



Members' story share

3. Empowerment

The Zero-Waste Schools Initiative

Mary Michel
Ostrero





Ostrero_Scot

lfsscotland.org



Making Circles



REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



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Zero Waste Schools Pilot



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Embedding Circularity





Empowering Young People in the Face of Climate Anxiety



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EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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Junior Leadership Team



REGIONAL CENTRE OF
EDUCATION FOR
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ACKNOWLEDGED BY

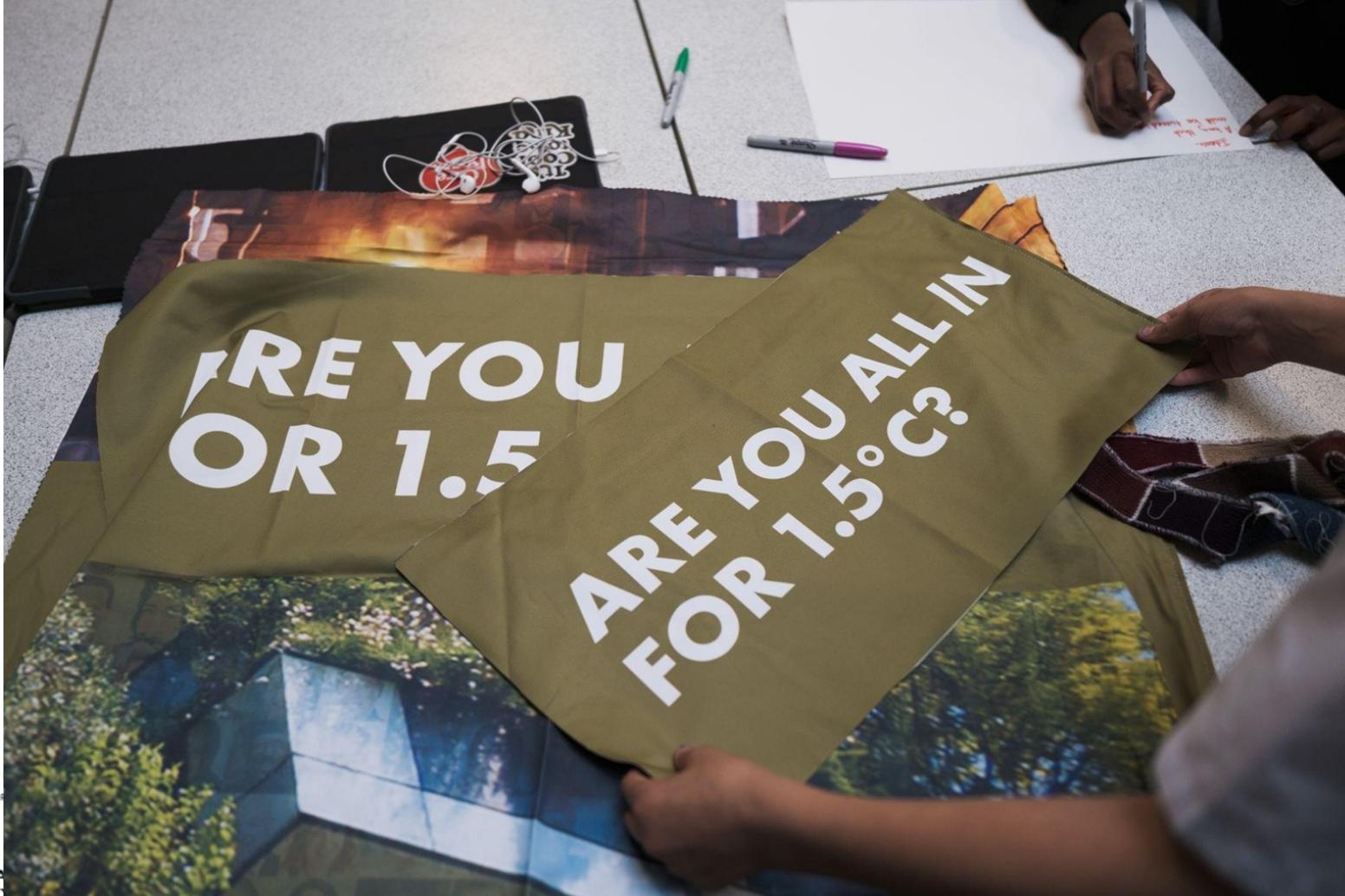


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ifsscotland.org



Simple Tweaks





Celebration Event - 4th June



Thank
you!



mary@ostrero.com



Ostrero_Scot

lffscotland.org



Members' story share

4. Empathy

The Scottish Roots Initiative

Eve Armstrong

Royal Botanic Gardens, Edinburgh



ROYAL
BOTANIC
GARDEN
EDINBURGH



SCOTTISH ROOTS

Made possible with



Heritage
Fund

Plant Connection Stories



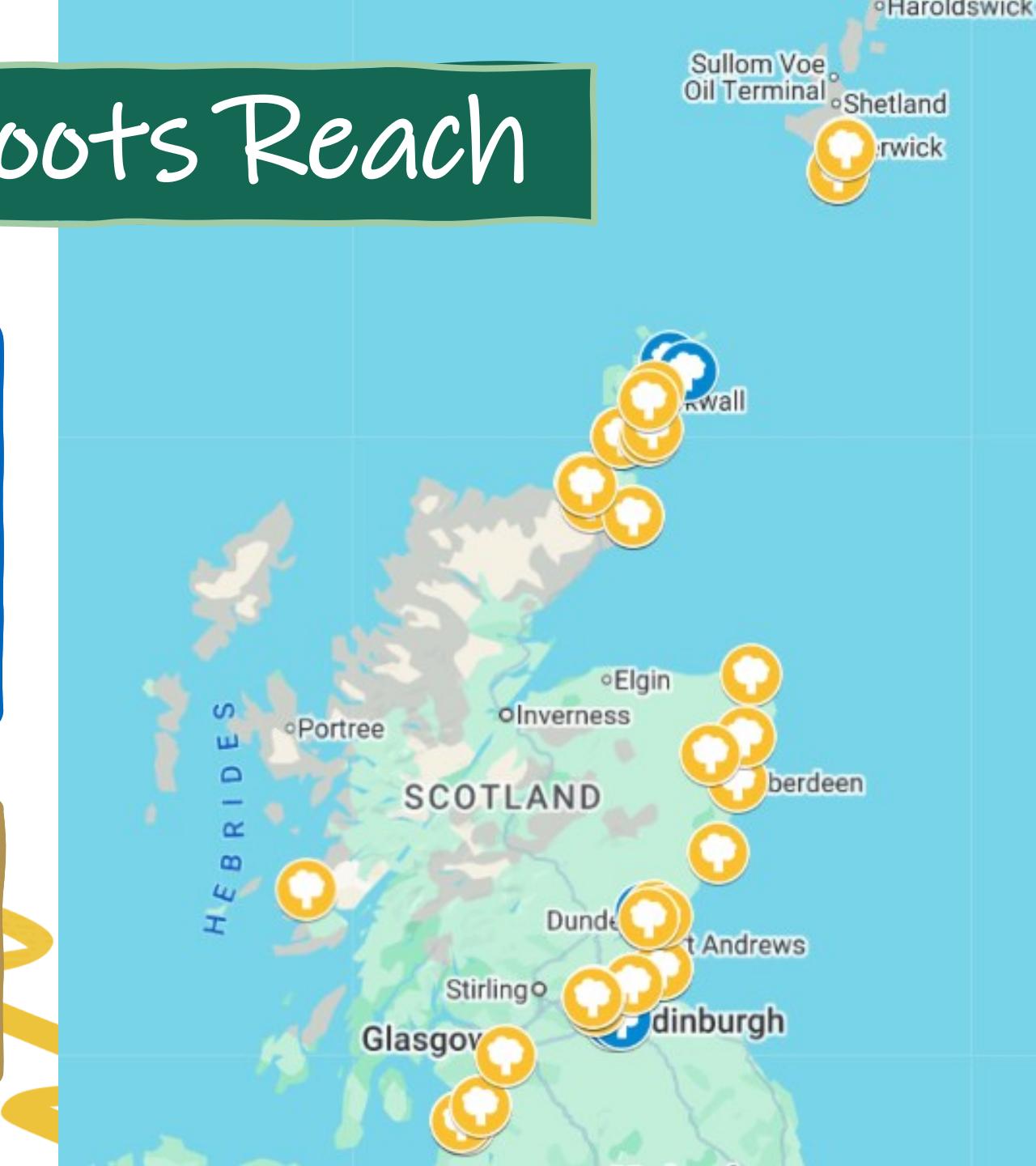
Scottish Roots Reach

Upper Primary Workshop

- 14 schools
- 509 plant connection stories written by pupils

Lower Primary Workshop

- 31 schools



My Name: Beth

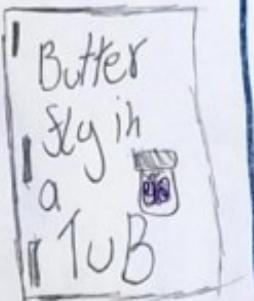
My Age: 12 P7

Draw your plant here



Write your connection to this plant here!

Every summer the butter flies come in the thousands! and when I was little I wrote a book about them!



Name or description of your plant

Buddleia
insectivorous

My Name: Shae

My Age: 10

Draw your plant here



Write your connection to this plant here!

I love Strawberrys because me, mum and granny grow them and me, my brother and my peedie cusuns eat them.

Name or description of your plant

Strawberrys

My Name: Niamh

My Age: 10

Draw your plant here

Write your connection to this plant here!

im connected to leaves because when there new me i think of my Great GrannY.



Name or description of your plant

leaves

My Name: IGRA

My Age: 10

Draw your plant here

Write your connection to this plant here!

I like rose's because in my country Afghanistan there were lots of beautiful rose's and other fresh plant



Name or description of your plant

Rose's

Plant Drawings







Feedback



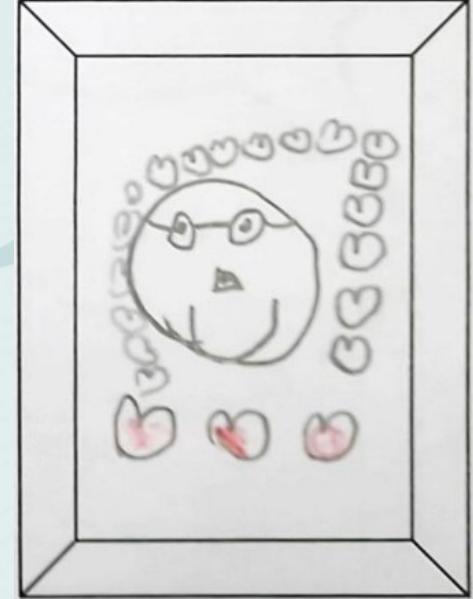
"We should keep plants alive as they keep us alive too"

zack

plants make me feel calm

How did this workshop make you feel about plants?

'It made me think how many different plants there are!'



Reading the stories made me realise how colourful and beautiful plants are, Honey

It is so important in this age of phones and computers to bring our children closer to nature and feel attached to plants

They enjoyed making the pages for their class book and also looking at other schools books that they had made.

This is a brilliant resource and helped my young learners to identify types of plant and taking care of our planet.

ROYAL
BOTANIC
GARDEN
EDINBURGH



SCOTTISH ROOTS

earmstrong@rbge.org.uk





Members' story share

5. Inspiration and Interest

Educators for Peace

Jehan Al-Azzawi

City of Edinburgh Council

Mark Langdon

University of the West of Scotland



Learning for Sustainability

Scotland AGM Story Share

Jehan Al-Azzawi and Mark Langdon,
Educators for Peace



Part 1: Inspiration (Schools)

- 1 Inspiration as a catalyst for transformative teaching and learning in schools
- 2 Founding Educators for Peace – born from classroom realities
- 3 Empowering teachers to teach the 'difficult now'.
- 4 Showing educators that Learning for Sustainability means more than eco actions
- 5 Building teacher solidarity across Scotland.
- 6 Schools as sites of courage, not fear.
- 7 Inspiration that multiplies.



Part 2: Interest (Higher Education)

- 1 Addressing a culture of silence in HE around militarisation and climate justice.
- 2 Platforming and amplifying the work of the many organisations dedicated to challenging the military industrial complex such as World Beyond War, Demilitarise Education and the International Campaign Against Nuclear Weapons (ICAN).
- 3 Working with LFS Scotland to highlight the importance of SDG 16 Peace Justice & Strong Institutions
- 4 Working with Scottish Peace Platform to hold an event highlighting scholasticide in Gaza.
- 5 Creating a foundation for further work to address militarisation in UK society and the criminality of sacrificing current and future generations to enable the profit of armaments manufacturers.





Comfort break

‘People’

Ella Higgins





Group discussion

**Sustaining the human spirit through renewal and
solidarity in learning**

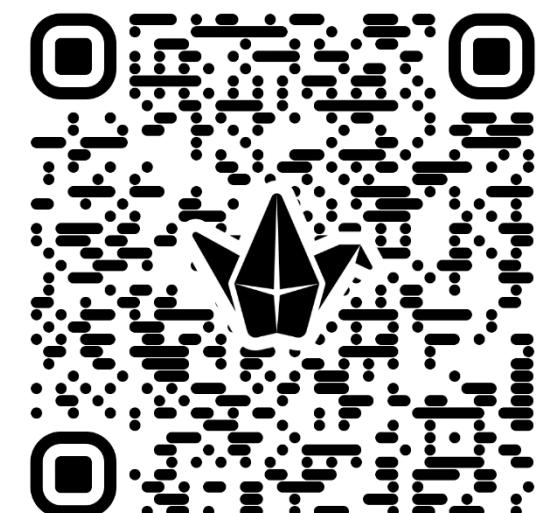
All participants

Breakout rooms

Group discussion questions

- *What inspiration do you draw from these shared approaches, and other approaches based on your own experience?*
- *What are the challenges and opportunities when it comes to sustaining the human spirit through renewal and solidarity in learning?*

[Use our Padlet to capture your thoughts:](#)





Reasons for hope: individual and collective



Rehema White

Chair, Learning for Sustainability Scotland

Reformist and radical sustainability solutions



Compassion over commodification



Distributed leadership models

Bottom-up

Top-down

Middle-out

Transformational

Transactional

Radical

Diversity

Distributed

Compassionate

Democratisation and digitalisation of knowledge



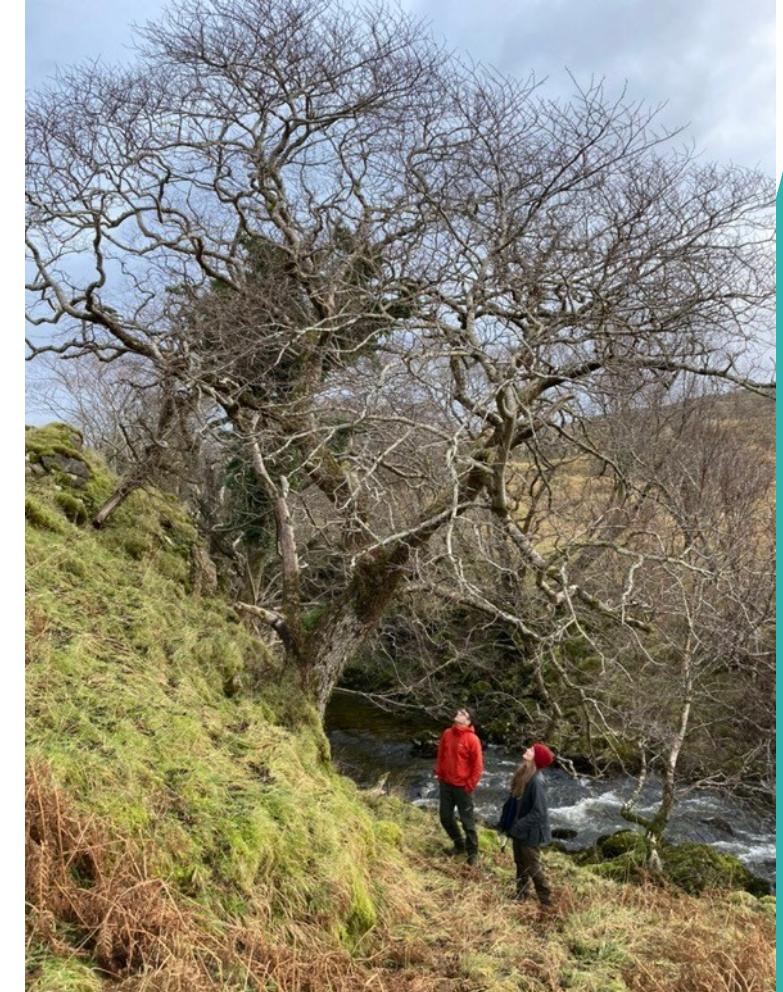
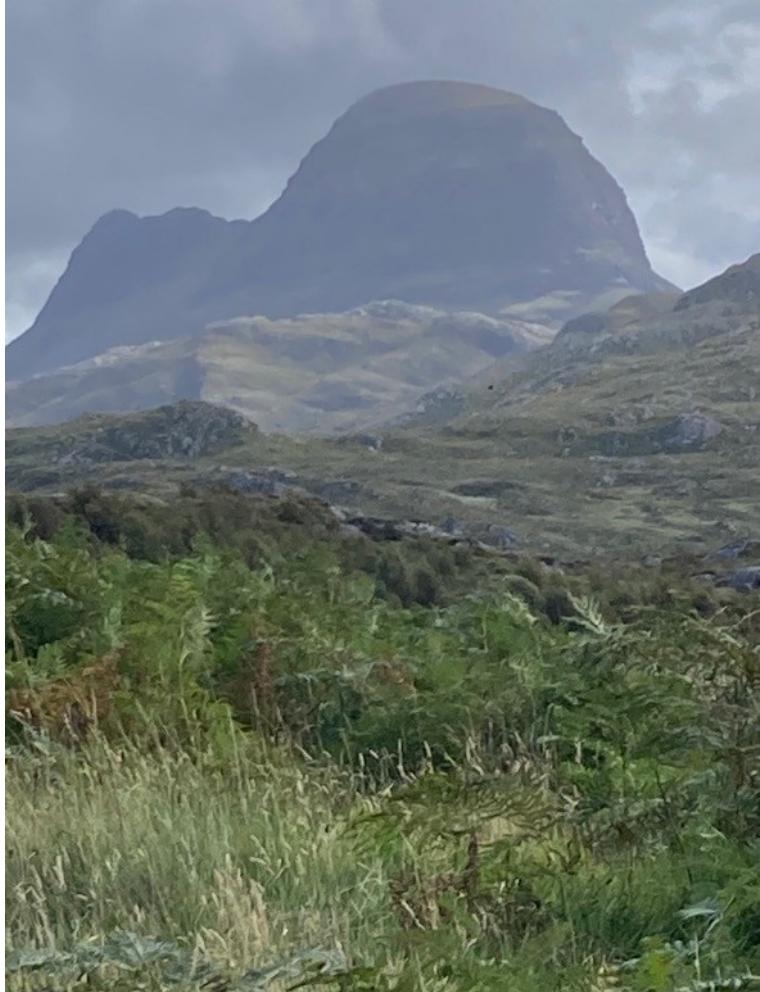
Plurality, inclusion and wellbeing



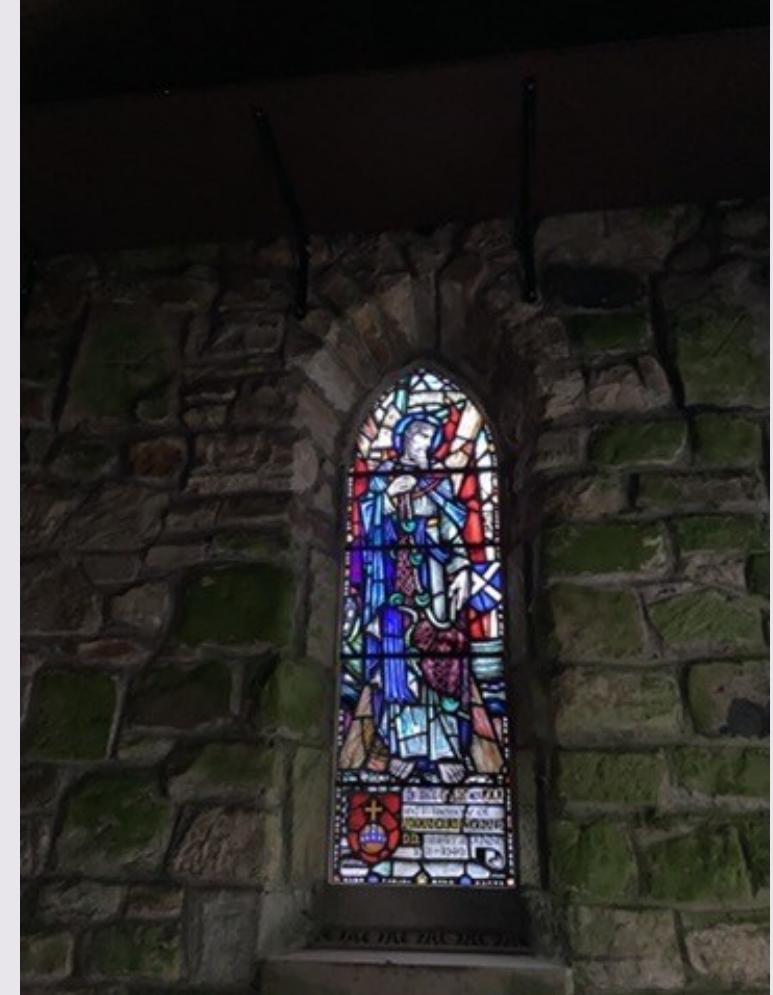
Resilience, but also transformation



StoryMap of Wych elms in Assynt



Connect with self, others and nature



Hope – and Systems

Threading the system back together



SD4110 class, University of St Andrews, 2025

Conclusions





Summary and looking ahead...



Sara Smith

Vice-Chair, Learning for Sustainability Scotland

“The top environmental problems are selfishness, greed and apathy.

To deal with these we need a spiritual and cultural transformation.”

James Gustave Speth, scientist and environmental activist, Chairman of the Council on Environmental Quality, Administrator of the United Nations Development Programme

Ethical qualities of the human mind are drivers of socio-ecological transformations to sustainability



Qualities and virtues for inner change

love compassion equanimity generosity
empathy reflexivity flow hope
humility mindfulness gratitude
imagination identity
self-awareness humor
care self-efficacy
self-transcendence
sympathetic_joy devotion
honesty non-violence
patience justice sense_of_coherence
loving_kindness wisdom

- Understand → Connect → Practise → Inspire
- A continuous circle of learning, action, and renewal.

‘cultivate a spirit of hopefulness about the capacity of individuals to change’ ([hooks, 2003](#)).

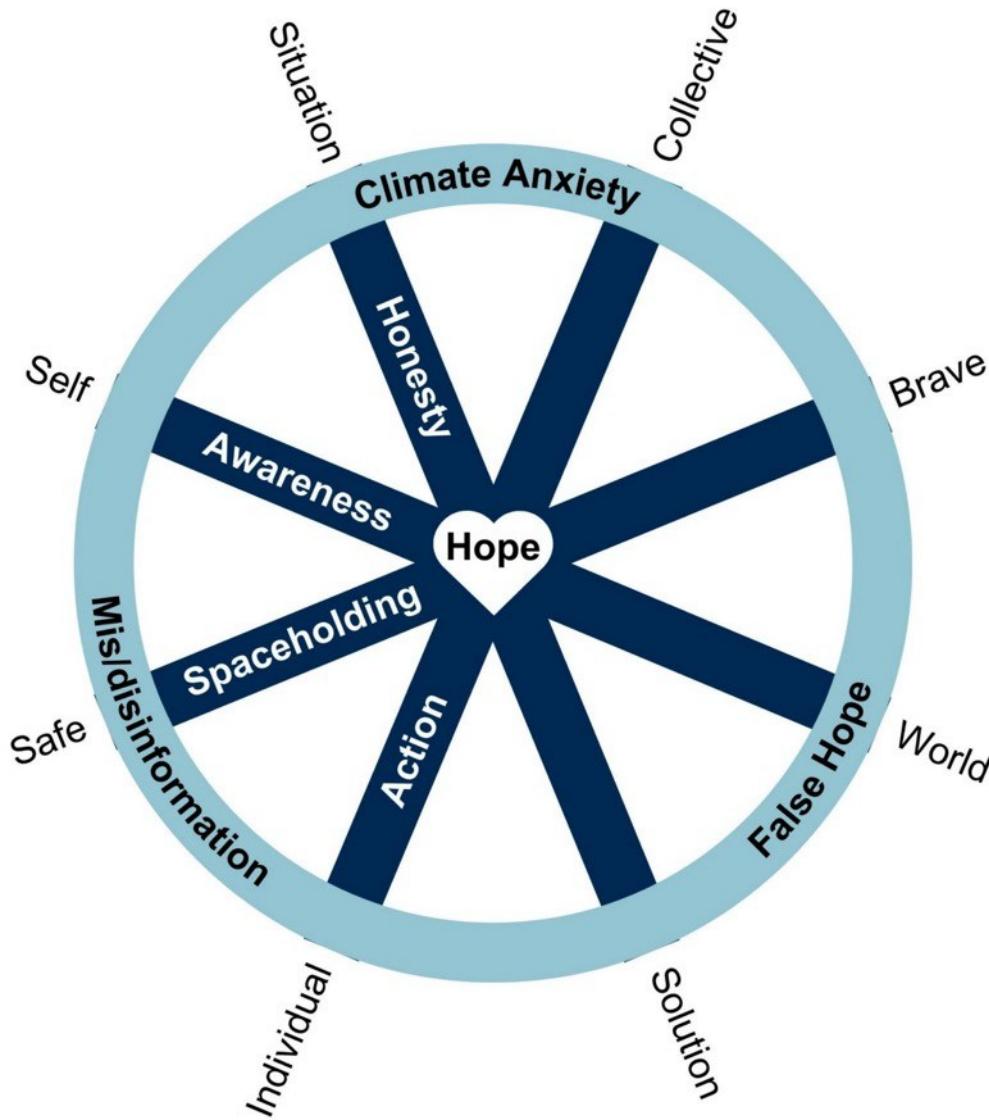


The Hope Wheel

Pedagogies of hope
in Climate Change

Education

Handrails
Guardrails



Lenses

 Complexity

 Justice

 Perspectives

 Creativity

 Empathy

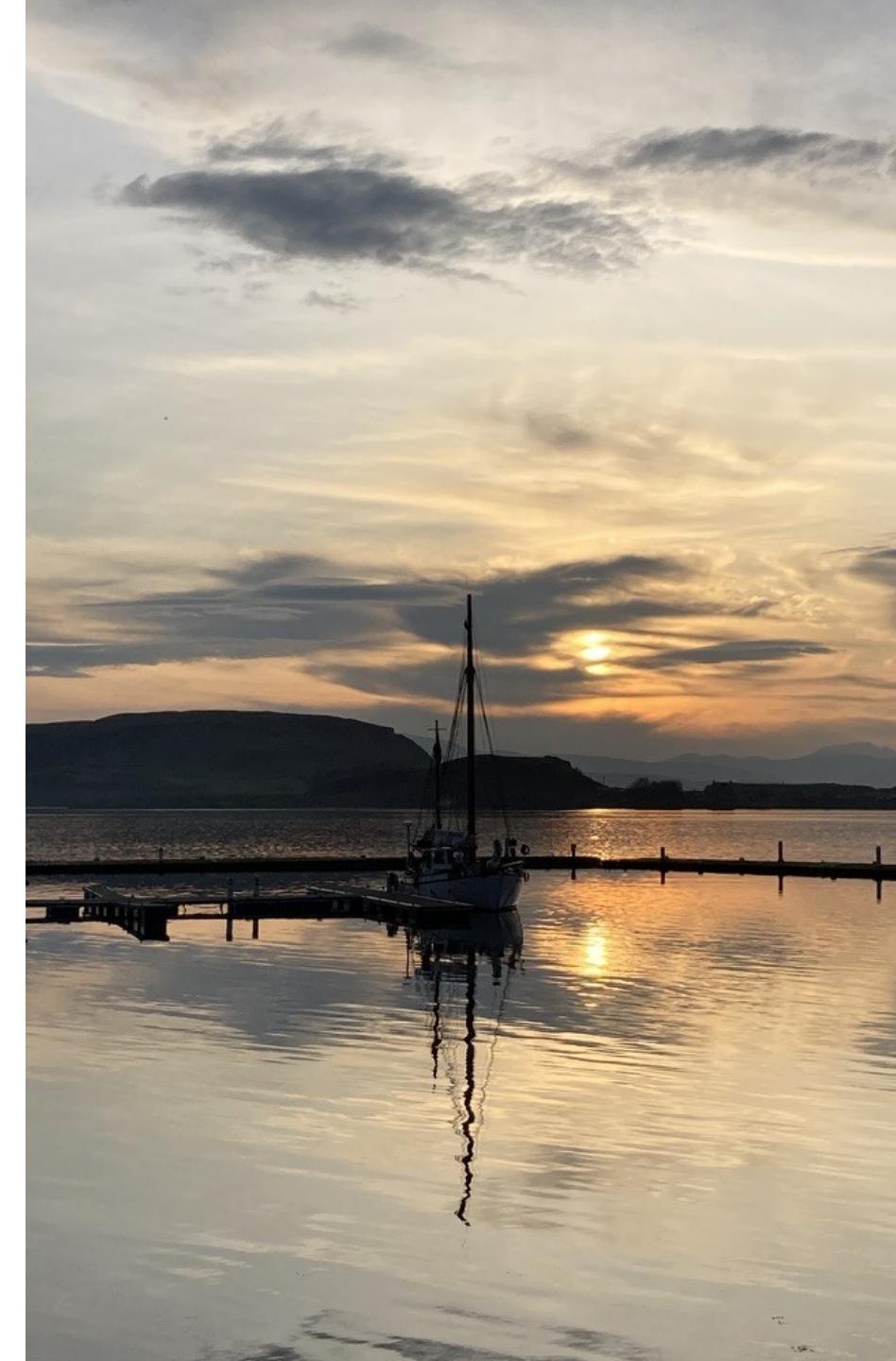
Your final reflections

“Hope is not passive, hope is not blah, blah, blah...hope is telling the truth and taking action.” ([Thunberg, 2021](#)).

‘Which approaches to sustaining the human spirit through renewal and solidarity in learning will I explore personally or professionally in 2025?’

Menti link: <https://www.menti.com/algkxps2yq94>

Menti code: 2850 8534



Next steps

Please look out for:

- Our 2026 Members' Survey;
- A Critical Sustainability Conversation with Mairi McFadyen and others;
- [EAUC Community of Practice for ESD webinar on compassionate pedagogies 27th January.](#)

Share YOUR LfS story on our website at:

[Members - Learning for Sustainability Scotland](#)





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Thank you for participating!

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