



REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT
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How to Learn for a Better Future through School - Youth Work Partnerships

Welcome!

February 25th 2021

PLEASE

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



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Welcome

Betsy King

Learning for Sustainability Scotland

Jenni Snell

YouthLink Scotland



Purpose of today's session

- **Explore** LfS in Scottish education and the role of school-youth work partnerships
- **Consider** how to build effective school – youth work partnerships supporting LfS
- **Inspire** new thinking and approaches for engaging young people
- **Share and celebrate** examples from around Scotland
- **Help you find the support** you need to take action

Programme

How to Learn for a Better Future through Youth Work - School partnerships	
1600	Welcome and Introduction <u>YouthLink</u> Scotland and Learning for Sustainability Scotland
1610	LfS in schools: the role of school-youth work partnerships An interactive panel session featuring a panel of contributors from Education Scotland, School and Youth Work practitioners <i>What is Learning for Sustainability and its place in schools? What does youth work bring to this?</i>
1635	LfS in Action in School - Youth Work Partnerships Sharing three examples of practice
17.00	Building effective school – youth work partnerships supporting Learning for Sustainability Small Group Conversations <ul style="list-style-type: none"> • <i>What are the key enablers and barriers?</i> • <i>What support is needed to enable you to take action?</i>
17:20 1730 end	Ways forward

LfS in schools: the role of school-youth work partnerships

Panel Discussion:

Julie Beckett, Education Scotland

Kate Allen, Scotdec

Lesley Kettles, St Modan's High School, Stirling

How to Learn for a Better Future through youth work and school partnerships

Julie Beckett

CLD Development Officer

julie.beckett@educationscotland.gov.scot

For Scotland's learners, with Scotland's educators

A word cloud of concepts related to sustainability education. The words are arranged in a circular pattern around a central point, with varying font sizes and colors. The colors include shades of blue, green, yellow, orange, red, and purple. The words are: embedded in the curriculum, international education, ethos, equality and fairness, values-based, understanding interdependence, improving attainment and achievement, outdoor learning, resilience, critical thinking, health and wellbeing, sustainable energy and water use, local to global, eradicating poverty and inequity, responsible use of our planet's resources, play, children's rights, skills for work, links between environment, society and economy, creativity, contact with nature, problem solving, school linking, fair trade, respect, peace and conflict, identity and heritage, social justice, engaging with democracy, human rights, addressing discrimination and prejudice, sustainable buildings and grounds, discussing controversial issues, sustainable development education, learners as leaders, protecting biodiversity, developing political literacy, tackling climate change, growing food, global citizenship, ethical issues, culture, community partnerships, systems thinking, social and cultural diversity, cooperative, collaborative and active learning, waste reduction and recycling.

embedded in the curriculum international education ethos

equality and fairness values-based understanding interdependence improving attainment and achievement

outdoor learning resilience critical thinking health and wellbeing

sustainable energy and water use local to global eradicating poverty and inequity

responsible use of our planet's resources play children's rights skills for work

links between environment, society and economy creativity contact with nature

problem solving school linking

fair trade respect

peace and conflict identity and heritage

social justice engaging with democracy human rights addressing discrimination and prejudice

sustainable buildings and grounds discussing controversial issues

sustainable development education learners as leaders protecting biodiversity

developing political literacy tackling climate change growing food global citizenship ethical issues

culture community partnerships systems thinking social and cultural diversity cooperative, collaborative and active learning waste reduction and recycling

LFS VISION 2030+

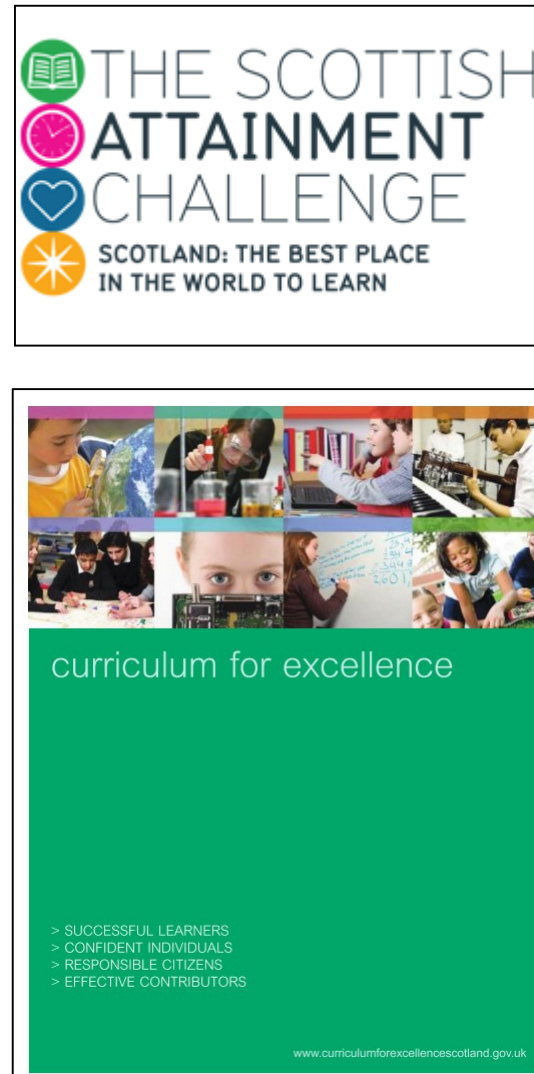
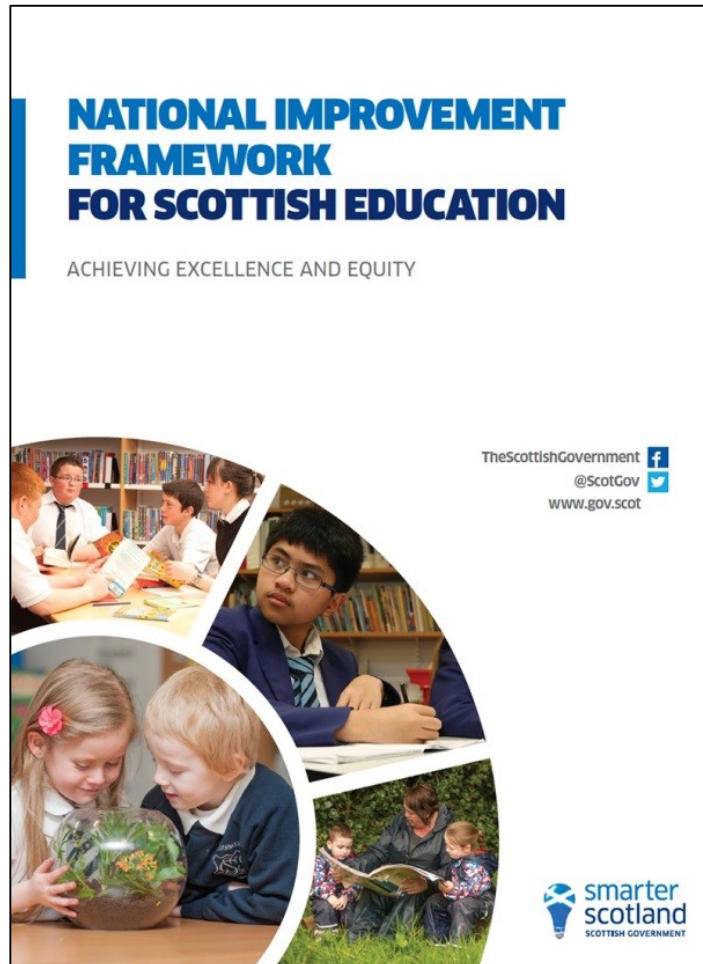
Vision 2030+

Concluding report from Learning for
Sustainability National Implementation Group
March 2016



“Above all we want to celebrate the passion, leadership and professional values and actions of practitioners and school leaders across Scotland. Their commitment to embedding LfS in the curriculum is helping to nurture a generation of children and young people who know and value the natural world. They are also committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of our planet.”

Current educational context



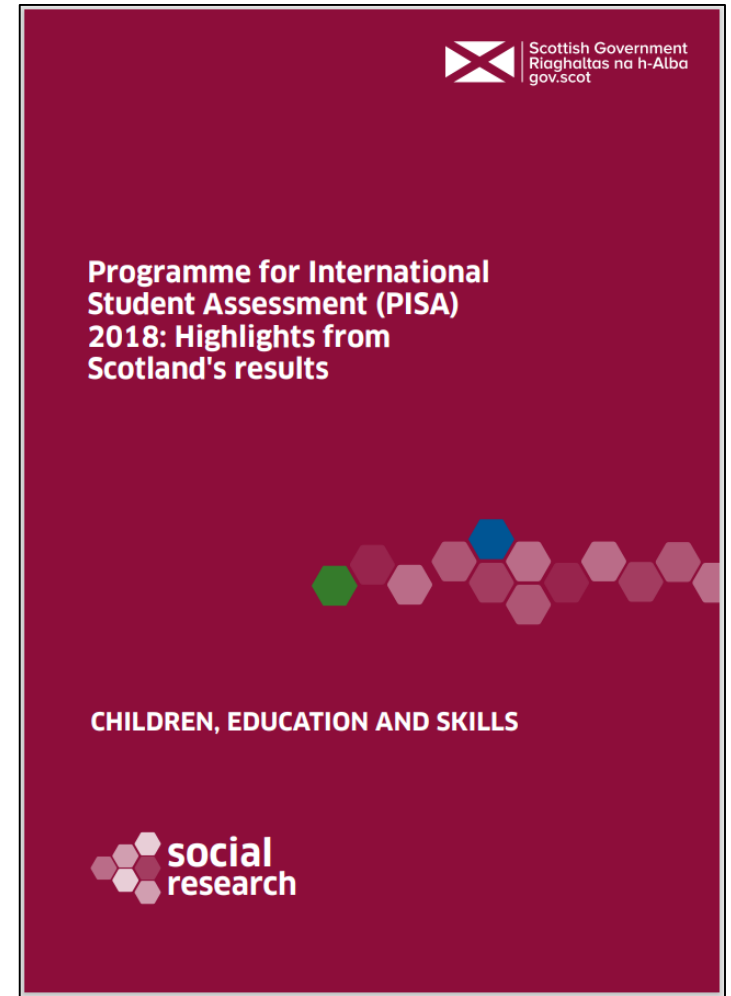
Raising Attainment



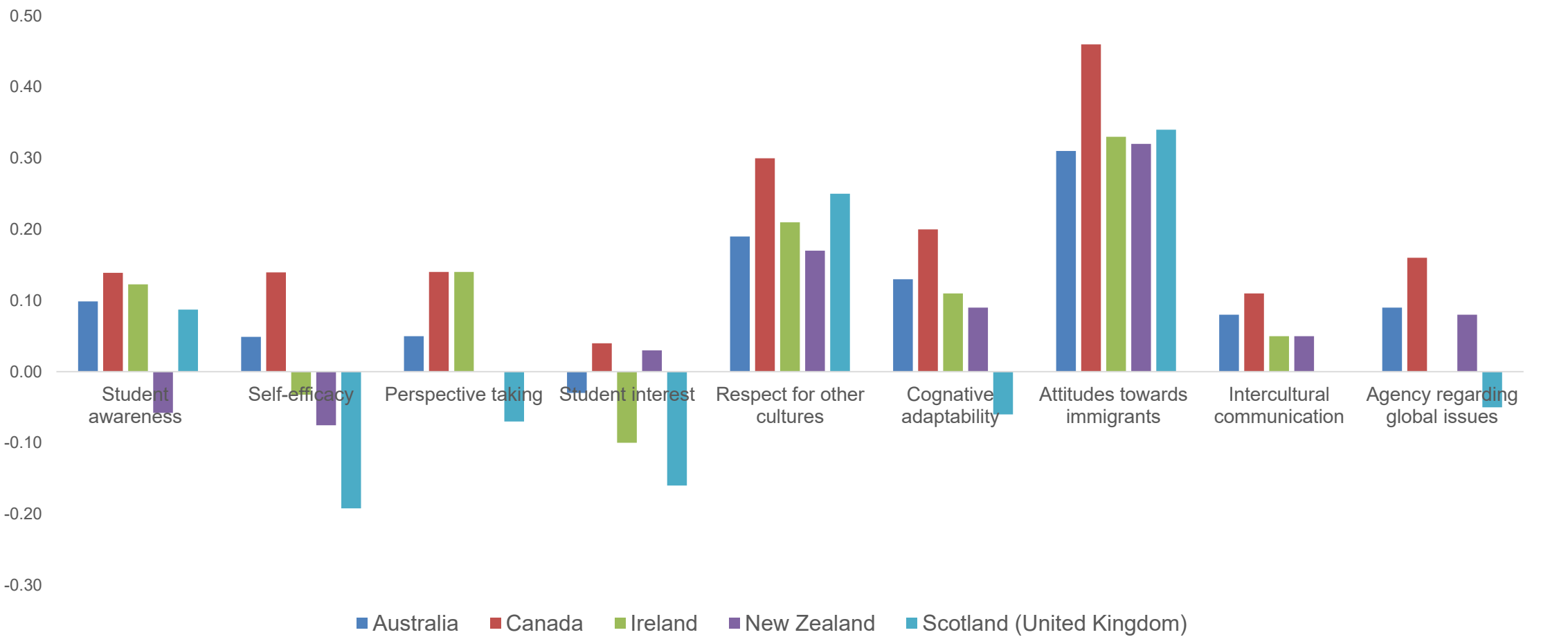
- Non-negotiable high expectations for all
- Zero tolerance of underperformance
- Relentless optimism
- Poverty and performance should not be linked
- Constantly talking about standards
- Forensic focus on children's progress: keep shining the spotlight on this
- Celebrating achievement, challenging underachievement

PISA 2018

Snapshot of Scotland's results
from the Global Competence assessment



English speaking countries



Takeaway thoughts

- PISA data showed young people having high levels of respect for other cultures, but a below average interest in learning about them. How do we encourage such curiosity?
- It appears that knowledge of global issues and positive attitudes aren't translating into student action. How can youth work and schools partnerships encourage greater participation?
- This survey was undertaken 2018 – how much will the climate strikes of 2019 and the pandemic of 2020 have changed pupil experiences?



Education Scotland

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For Scotland's learners, with Scotland's educators

LfS in schools: the role of school-youth work partnerships

Kate Allen, Global Education Adviser,
Scotdec

Where's this place?

There are big forests.
They have large roads.
They have beautiful coins.
They have very tall mountains.

There are lots of old things.
They have a nice climate.
There are many shops.
It has a large population.
The people speak a beautiful language.

They eat frogs and
snakes.
There are no pickpockets.
There are no black people.
Guns come from there.

Their policemen wear red and black.
They live in flats.
There are many factories.
There are lots of churches and hospitals.

LfS in schools: the role of school-youth work partnerships

Lesley Kettles, St Modan's High and Stirling Council



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Up On the Roof

ST MODAN'S, STIRLING COUNCIL AND THE CONSERVATION VOLUNTEERS

L KETTLES

How this project came about?

- ▶ Conversations with pupils about the tired, unused and unloved roof top garden at St Modan's High School.
- ▶ The name came from the drifters song!



When this old world starts getting
me down
And people are just too much for
me to face
I climb way up to the top of the
stairs
And all my cares just drift right into
space
On the roof, it's peaceful as can
be
And there the world below can't
bother me

Aims of the project

- ▶ Transform the roof top garden into a useable, green space for all the community. A well-being garden!
- ▶ Provide outdoor learning opportunities for pupils who are at most risk from disengaging in school, improving achievement and self-esteem.
- ▶ Increased opportunities for young people to build upon their skills, for learning life and work.

How the partnership came about?

- ▶ Stirling Council previously worked with TCV with the Ready for Work Programme (alternative school programme)
- ▶ Ready for Work Team were looking for a new project
- ▶ Funding opportunity came up with Covid Recovery Grant.
- ▶ The partnership was born!

Why is youth work important in school?

- ▶ Enhances education provision
- ▶ Expert guidance in outdoor learning
- ▶ A different way of engaging – new adult/new faces
- ▶ Pupils also have a choice whether or not they participate – (hoping therefore engagement/attendance will improve)

LfS in Action in School - Youth Work Partnerships

Gill Gracie, YouthLink Scotland



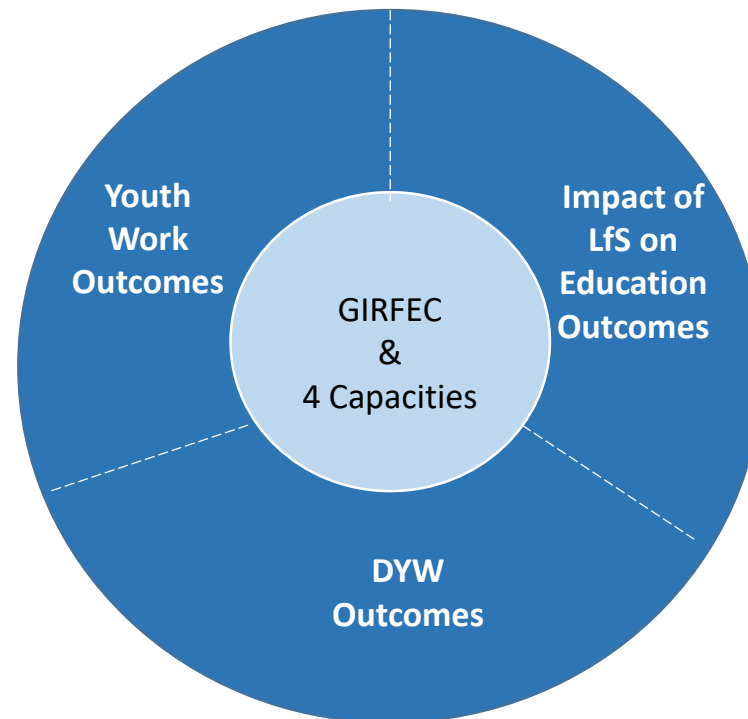
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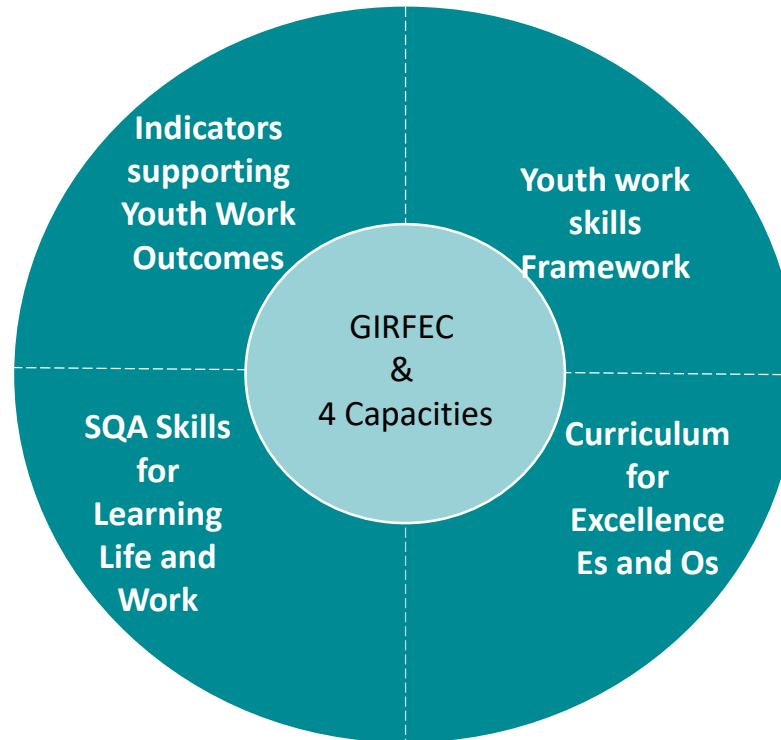


Partnerships in Practice

Outcomes



Skills Development





Learning for Sustainability will...

Develop leadership and change-making skills	Improve learner engagement	Improve connection with/ appreciation of nature
<ul style="list-style-type: none">• Understanding impact on and place within communities and wider society.• Taking social action• Representing views of young people• Building awareness of issues in the local community• Challenging prejudice and discrimination• Understanding political systems• Influencing decision making• Motivating others• Shaping activities of group• Supporting others• Building ideas with others• Acting with integrity	<ul style="list-style-type: none">• Consistently accessing learning opportunities• Identifying personal goals• Connecting personally with issues• Planning to achieve goals• Starting and finishing tasks• Achieving goals• Supporting others in learning• Gaining accreditation	<ul style="list-style-type: none">• Taking notice of nature and wildlife• Enjoying the sights and sounds of nature• Regularly choosing to spend time outdoors• Noticing how being in nature impacts positively on own mood• Taking care of plants, animals and the natural landscape• Considering the impact of own actions on the natural world• Feeling connected to other living things



Learning for Sustainability will...



Support Health and Wellbeing		Develop life skills
Emotional and Mental	Physical	
<ul style="list-style-type: none">• Identifying positive goals and working towards these• Demonstrating self awareness• Managing emotions and behavior• Expressing thoughts, feelings and opinions• Willing to step out of comfort zone – try new things• Building strong relationships with others• Asking for help when needed• Learning from mistakes• Being optimistic when things get difficult• Engaging with the wider community	<ul style="list-style-type: none">• Engaging in regular outdoor activity• Developing and sticking to fitness routines, including sport• Working effectively in a team• Taking responsibility for actions and consequences• Assessing and managing personal risk• Assessing and managing risks to others• Demonstrating a knowledge of how food contributes to health and well being• Applying food safety principles to preparing and consuming food	<ul style="list-style-type: none">• Meeting new people• Making friends• Supporting and empathising with others• Working cooperatively with others on a shared task or goal• Critically assessing information• Prioritising tasks• Identifying problems and generating creative solutions• Managing conflict• Making decisions• Keeping track of resources• Working to a deadline• Representing others' views• Giving and receiving feedback• Identifying new ways of working



Why Partner with Youth Work?



Community-based

Youth-led

Active learning

Outdoor learning

Personal Agency

LfS in Action in School - Youth Work Partnerships

Fare Scotland and St Mungo's Primary School

Pauline Wilson



LfS in Action in School - Youth Work Partnerships

The Outward Bound Trust

David Exeter, Head of Loch Eil Centre





THE
OUTWARD
BOUND TRUST

OUTWARD BOUND

25th Feb 2021

David J Exeter, Head of Centre

A group of people, mostly wearing white helmets and outdoor gear, are gathered on a rocky, mountainous trail. The landscape is rugged with brownish vegetation and snow-capped peaks in the distance under a cloudy sky.

OUR

MISSION

To inspire young people to defy their limitations so they become strong, resilient and curious, ready for the challenges of life.

LOCH EIL CENTRE

2021



LOCH EIL CENTRE

Our Staff



LOCH EIL CENTRE

Our Staff



2020

The journey back to working with young people:

- May 2020 – one page offer made to Highland Council Schools, via Highland Council.
- Support from our local councillor to make introductions.
- Fundraising campaign May-Aug 2020
- Unfurloughed Instructors in late July for Covid Secure training and planning for in school work.
- Launched the “local schools” programme from Aug-Dec 2020.



THE
OUTWARD
BOUND TR

WHAT DID WE DO

In School

- Initially four schools local to our centre nr Fort William.
- Started with 12 Instructors, four days per week embedded into the schools.
- Working in partnership with Head Teachers, curriculum leads and individual teachers.
- Supported the recovery curriculum in Highland through outdoor learning.
- From October, moved offsite to with visits to our centre and increased adventure.
- High School programme for eight weeks in Nov & Dec 2020 for S3.



WHAT NEXT

Objectives for 2021

- A return to working with young people when possible in our local schools and further afield as soon as restrictions allow.
- Providing adventure days locally during holidays.
- A return to full Outward Bound and residential outdoor education from August 2021.
- Supporting & promoting the “Vision for Young People 2021-2031, that looks to guarantee all young people in Scotland a residential experience.



TOGETHER WE ARE OUTWARD BOUND

“

We are all better than we know. If only we can be brought to realise this, we may never again be prepared to settle for anything less.

Kurt Hahn

”



LfS in Action in School - Youth Work Partnerships

TCV and St Modan's High School

Julia Duncan and Lesley Kettles





Up on the Roof

TCV Scotland and St Modan's High School

Learning for Sustainability Scotland
Webinar. 25.2.21



► The Conservation Volunteers – what do we do?

Purpose of partnership for “Up on the Roof”:



- ▶ To work together to use the creation of a roof top garden to improve the learning, skills, employability and well being of pupils at risk of disengaging.
- ▶ Enhanced space
- ▶ Improved employability
- ▶ Alternative learning
- ▶ Improved well being



Key Ingredients to successful partnership:

- agreed programme outcomes
- agreed and defined roles /working to strengths
- agreed work plan and regular reviews on progress

Up on the Roof Outcomes



Enhanced greenspace/garden for nature/biodiversity and/or food growing



Engaged confident young people with new skills and improved employability



Enhanced well being and fitness through learning outdoors



Improved behaviour through achievement and making a lasting difference and alternative accredited learning

Roles: TCV Scotland

- ▶ Planning /evaluation- Business development staff for funding bid
- ▶ Delivery - Expertise in practical and action-based outdoor learning using food growing, planting, conservation and biodiversity related tasks to engage and enthuse young people
- ▶ Use nature-based learning to grow the skills and confidence of young people to achieve



St Modan's

Pupils/Young people at risk of disengaging from classroom based learning

Consultation - young people can choose whether to be involved and lead design and delivery

Outdoor space(s)

Timetabling outdoor learning

Pupil led programme evaluation



Plans going forward...

- ▶ Up on the Roof has led to:
- ▶ Plans to develop the Tiny Farm for the Autism Provision (30 pupils) and food growing area
- ▶ Plans for a wider Green Action programme across high schools and ASN schools across Central belt and income generation to support a wider programme (TCV)



Julia Duncan
j.duncan@tcv.org.uk
www.tcv.org.uk/scotland

Building effective school – youth work partnerships supporting Learning for Sustainability

Small group conversations

What are the key enablers and barriers for LfS and youth work partnerships in schools?

What support is needed to enable you to take action?

In your group please:

- Unmute yourself
- Identify a facilitator and a notetaker (notes in Googledocs)

https://docs.google.com/document/d/1B1MP1xayV71_CKMRNLFcV6fr00BXroEW--kOkLQRZ1A/edit



Ways Forward



Mentimeter

- Go to www.menti.com
- Type in the code:
- Answer the question

Words to describe how you are feeling after this webinar

What next

Contact us:

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Send us ideas: for further webinars