'Learning for a better world'

An introduction to Learning for Sustainability in Youth Work

19 June 2024





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1. Welcome and introduction

Betsy King Learning for Sustainability Scotland





Welcome!

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- 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

Learning for Sustainability Scotland & YouthLink Scotland

Aims of today's session are to:

- Explore what is meant by 'Learning for Sustainability'
- Examine the aspirations of Scotland's national Learning for Sustainability Action Plan
- Highlight the benefits and opportunities of Learning for Sustainability for young people and practitioners
- Share examples of good practice
- Discuss future support needs for youth workers

Session overview

- 16:00 Welcome and introductions
- 16:05 Setting the Scene: Learning for Sustainability in Youthwork why, what and how?

 Kirsten Leask, Project Manager, Learning for Sustainability Scotland

 Liz Green, Workforce & Practice Manager, YouthLink Scotland
- 16:25 Learning for Sustainability in Action through youthwork: case studies

The Natural Leaders Programme Gill Gracie, Development Officer, Youthlink Scotland Helping Young People Engage (HYPE) Paul Roden, CLD Youth Services, West Lothian Council

- 16.45 **Group conversations**
- 17:00 Taking it Forward

 Julie Beckett, CLD Development Officer, Education Scotland
- 17:10 **Summary and** 17:15 **close**

2. Setting the Scene -1-

Kirsten Leask Learning for Sustainability Scotland

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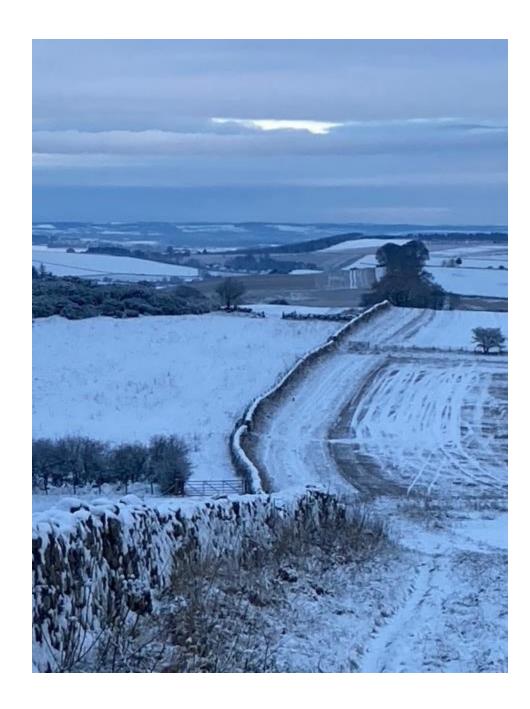


Learning for Sustainability...

'...empowers learners to take informed decisions and responsible actions for **environmental integrity, economic viability and a just society;** for present and future generations, while respecting cultural diversity.

It is about lifelong learning, and is an integral part of quality education. It is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment.

It achieves its purpose by transforming society.'



A vision for Scotland

<u>'Target 2030: a movement for people, planet and prosperity':</u>
Scotland's refreshed national Learning for Sustainability action plan

"Target 2030"
A movement for
people, planet and prosperity

Scotland's Learning for Sustainability
Action Plan 2023-2030

SUSTAINABLE COALS

SUSTAINABLE COALS

SUSTAINABLE COALS

SUSTAINABLE COALS

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

"A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community, and how they reach out to the wider world."

Culture Curriculum

Campus Community

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

Informed by the voices of children and young people – part 1

Part 2. Children's Calls to Action

"I am excited to be a part of this project because I can actually do something now"

MCP, age 12, Inverciyde

At the end of our Investigation, the 12 Investigators came together to share their visions for Learning for Sustainability in the future. Together, they developed nine key Calls to Action. These should inform the upcoming Learning for Sustainability Action Plan to be developed by Scottish Government in Autumn 2022.

Outdoor learning

- All children should have the chance to learn outdoors throughout the school year.
- Children should be able to regularly learn about climate change and sustainability outside in nature.
- Being able to learn outdoors should not depend on where your school is based: every school in Scotland should have outdoor spaces to learn and play in.
- All children should have the opportunity to go to an annual outdoors school camp.
- Outdoor learning should be part of every school subject.
- Teachers should plan outdoor learning into all their subjects at the start of each term.

Sustainable Development / Climate Emergency

- Adults in school and adults who decide what we learn, need to learn about the climate emergency too.
- Training should be planned into every school year so that all adults in school are aware of the climate emergency and can help children learn about it.
- Adult decision makers should also receive regular training on the climate-emergency.
- Children are passionate about climate change; their views, ideas and opinions should be included in how and what they learn about this subject.
- Scottish Government should take urgent action to protect and respect trees and the natural environment.
- When building and maintaining school buildings and grounds, care should be taken to respect nature
- Children and adults should have opportunities to work together on children's rights, climate change and sustainability.
- Scottish Government should help to set up groups to tackle the climate emergency that include children and adults. These groups should have regular opportunities to influence decision making.

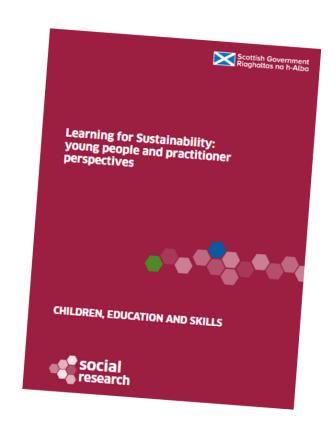




<u>Learning for Sustainability -</u>
<u>Children's Parliament</u>
(childrensparliament.org.uk)

Informed by the voices of children and young people – part 2

- Integrate LfS as a key priority for schools, communities and Local authorities
- Act through initiatives that connect schools and communities
- Make LfS available to all young people and age groups
- Join up learning and action so schools and communities are examples of sustainable practice
- Understand diversity and combat discrimination, address social justice issues
- Support independence to allow Scotland to manage its own sustainability
- Take LfS outdoors, be creative and use the arts, focus on health and wellbeing



2. Setting the Scene -2-

Liz Green
Workforce and Practice Manager
Youthlink Scotland



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National Youth Work Outcomes and Skills Framework

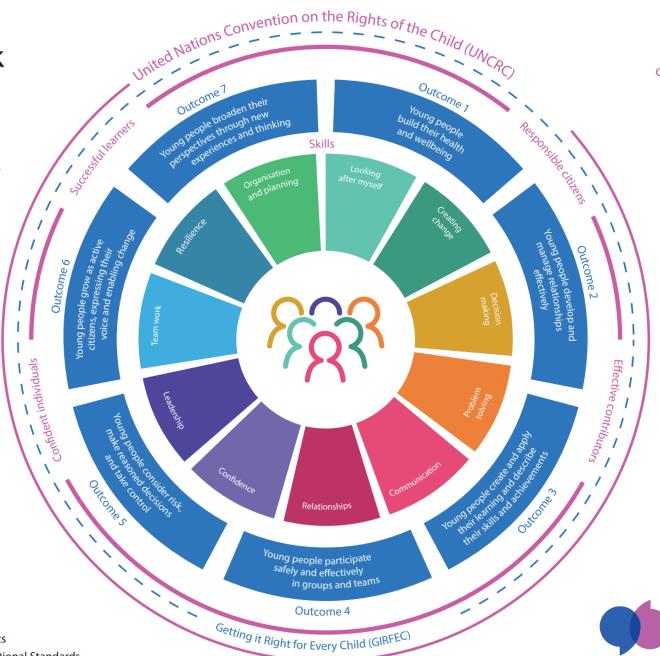
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- •The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People

We grow up loved, safe and respected so that we realise our full potential

Education

We are well educated, skilled and able to contribute to society

YouthLink

Scotland

Health

We are healthy and active







CLD Competences

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice



Youth Work National Occupational Standards

- YW06 Explore the concept of values and beliefs with young people
- YW09 Support young people to become responsible citizens through active involvement with youth work
- YW10 Advocate with and on behalf of young people so that their interests are represented
- YW14 Assist young people to recognise, realise and defend their rights
- YW19 Develop a culture and ethos that promotes inclusion and values diversity



2. Group Discussions

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Connecting with sustainability issues







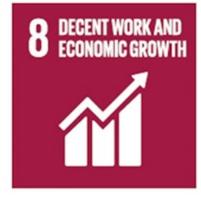
































2. Group Discussions -1-

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Where are there/could there be links between your youth work activities and:

 The global/local sustainability themes addressed in the UN Sustainable Development Goals?

Please share your suggestions in the chat box



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3. Learning for Sustainability in action through youth work





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The Natural Leaders Programme

Gill Gracie
Development Officer
Youthlink Scotland







Natural Leaders Logo Designed by Charlie McKeirnan, Primary 7 from St Timothy's Primary School, Coatbridge, North Lanarkshire



The national agency for youth work

Gill Gracie
Senior Development Officer

Covid-19 Outdoor Education Recovery Fund Report

"Alongside schools, youth work improves the wellbeing, readiness to learn and educational outcomes of children and young people"

Pupil Equity Funding – National Operational Guidance 2023

Outdoor Education Recovery Fund

- 87% of participating young people experienced in physical health and wellbeing
- 95% of participating young people developed their skills
- 83% of participating young people were more engaged in learning
- 100% of young people made progress in related Curriculum for Excellence areas and subjects
- 83% of participating young people had a stronger sense of connection with, and appreciation of, nature and place
- The impact of the work rippled positively into families

The 'Why'

'values, attitudes, knowledge and skills to be significantly strengthened [across the education system] in the context of Learning for Sustainability'.

'Putting Learners at the Centre – Towards a Vision for Scottish Education', 2023







A Systemic Approach

To strengthen local networks to support Learning for Sustainability in a range of different ways:

- Using a youth work approach to co-design engaging learning experiences that build connections to nature and an understanding of local natural heritage.
- Building the skills and confidence of natural heritage partners to engage young people using a genuinely youth-led youth work approach that starts from where young people are.
- Enabling young people to inform new approaches to youth participation in natural heritage.











West Lothian Council

Education & Cultural Services













A Collaboration

- YouthLink Scotland
- 3 youth work teams
- RSPB
- John Muir Trust
- Local heritage partners
- Learning for Sustainability Scotland
- 3 funders



Co-Design and Delivery – Year 1

- 3 communities: Dedridge, Coupar Angus, Coatbridge
- 3 local green spaces
- 4 schools
- 48 young people
- Natural heritage partners (local and national)

Phase 1:

Building connections to nature

Phase 2:

Action planning for local green space

Phase 3:

Making it happen





Youth workers bring....

- Their engaging, relational approach starting from where young people are
- Knowledge of their communities and their local green spaces
- (Some) experience of facilitating outdoor learning
- Flexibility, creativity, fun shaping learning experiences that followed the interests of young people
- Curiosity and a willingness to collaborate with new partners





Challenges

"I've got to be honest, I panicked when this first landed on my desk. I thought you wanted us to fill young people up with facts and knowledge".

"I thought we'd need to be experts in natural heritage ourselves".

- Demystifying heritage expertise.
- The role of natural heritage partners.
- The importance of learning exchange.





Year 1

"Just a few hours in nature each week — it's good."

"We learned different things — it was fun learning."

"Walking in the woods and learning is so different from being stuck in the classroom."

"We learned in new places: the island on Loch Clunie, the forest, on the water."

"I loved this so much, I'm sad it had to end."

"Keep the pond-dipping."

"Keep being in the park."

"Keep everything."

"More time in the woods."

"More exploring."

"I'd like to go to more places."



National Youth Work Outcomes and Skills Framework

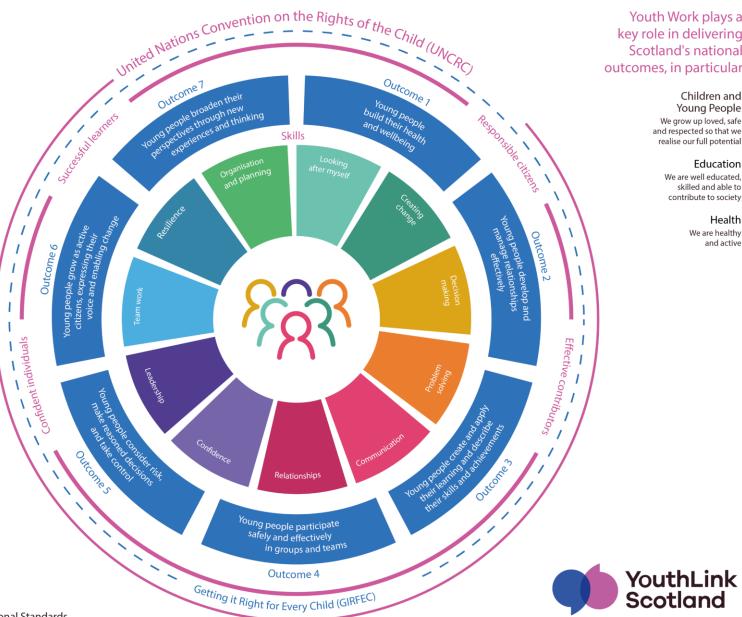
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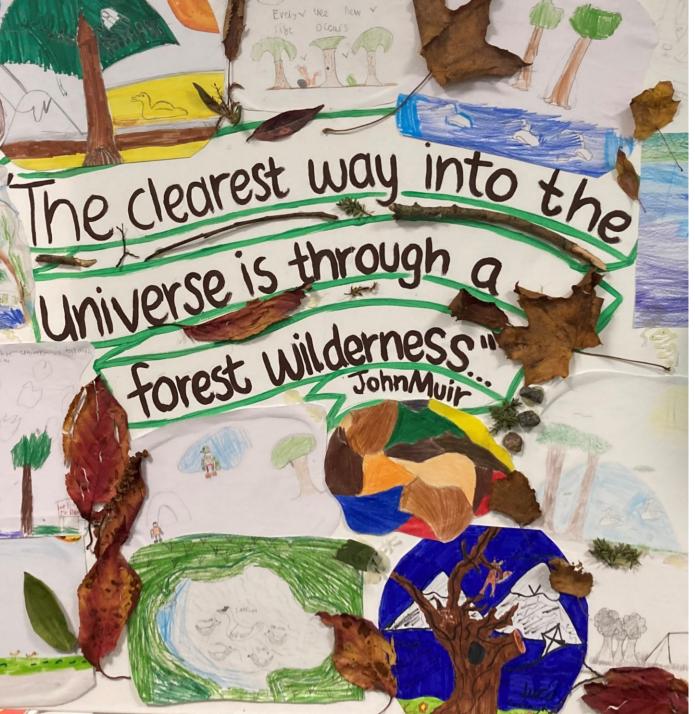
Health

We are healthy and active

Youth Work Outcomes	Skills	Indicators
Young people build their health and wellbeing Young people participate safely and effectively in groups and teams Young people grow as active citizens, expressing their voice and enabling change Young people broaden their perspectives through new experiences and thinking	Confidence Resilience Building relationships Communication Organising and planning Team work Leadership	I can build positive relationships with people outside my friendship group I can ask for help if I need it I can participate in new learning opportunities and experiences I can show determination to achieve my goals I can speak in groups and share my opinions I can listen to other people's opinions I can plan and prioritise tasks I can share my learning and skills with others I can take action on issues that are important to me I can play an active role in delivering change in my community I can contribute to creative solutions I can try again even if I don't succeed the first time
Scottish Attainment Challenge Outcomes Young people are overcoming barriers to learning Young people are engaging in learning Young people have improved health and wellbeing	Creating Change Readiness to Learn / Engagement in Learning	Young person is regularly attending youth work activities Young person's attendance in school has improved Young person is participating in youth work activities Young person is better able to regulate behaviour/emotions in a group setting Young person is participating more in the classroom
Young people have improved attendance Natural Heritage Outcomes	Knowledge and understanding of natural heritage	Young people are demonstrating their knowledge of natural heritage Young people are motivated to look after local green spaces

Evaluation Focus





Impact

Young people tell us they built confidence to:

- Participate in new learning opportunities and experiences.
- Communicate more effectively: speaking in groups, sharing opinions and feeling able to ask for help when they need it.
- Plan and organise activities: showing determination to achieve goals.
- Be resilient: being willing to give things another go and keeping going when things get difficult.
- Influence change: coming up with ideas, following through on actions in their communities and sharing learning with others.

"I have been more active ever since I did this".

"I felt happy coming here".

"This project has made me look forward to school".

"This helped me get interested in going back to school".

Natural Leaders entry to the John Muir Trust's 'Creative Freedom Campaign'



Impact

"The pupils involved have been able to have the confidence to improve the way in which they communicate with both adults and peers."

"The pupils have shown that with support they can transition to and become comfortable in a new environment."

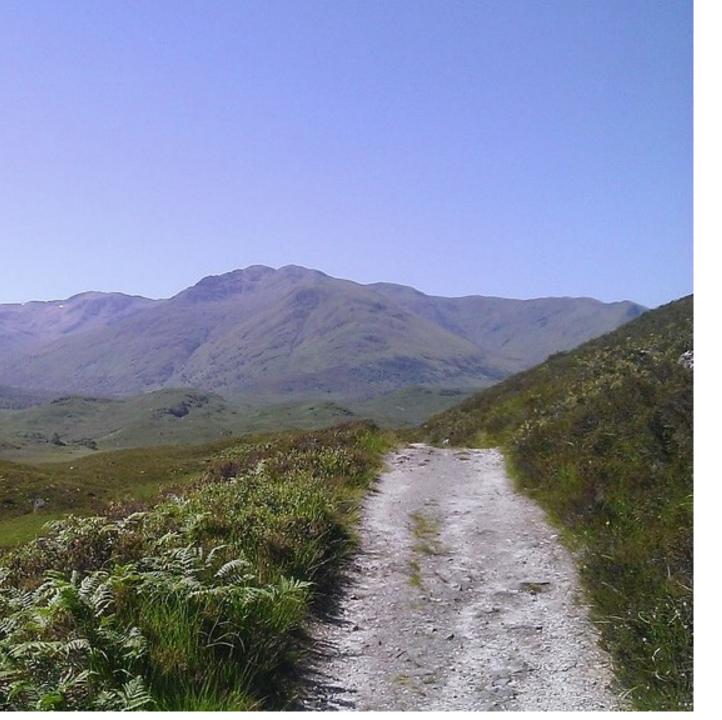
"The pupils showed that they could take on a new level of responsibility and encouraged each other to participate."

"The project helped some of these children get through the week and engaged them in their learning."

"On return they would talk positively about their experiences, and it was good to see them engaged in it each week."

"Pupils have shown an increased level of engagement with the activities themselves and with other aspects of school life."





Year 2 – And Beyond?!

- Confidence
- A focus on building connections to nature support from RSPB with this – resources, training, reserve visits
- Youth work teams developing ideas with young people over time – rather than a co-design event
- Professional 'learning exchange' events between RSPB, youth workers local heritage partners.
- How do we build from here?



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Helping Young People Engage (HYPE)

Paul Roden
CLD Youth Services
West Lothian Council





HYPE

(Helping Young People Engage) Paul Roden







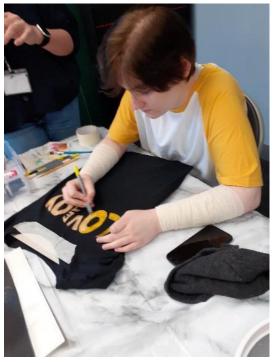
What is HYPE?

- HYPE is an employability programme for young people age 16- 24 who face barriers to finding employment or further learning.
- Barriers include:
 poverty, Anxiety poor
 mental health, social
 isolation, additional
 support needs or issues
 relating to gender
 identity



HYPE Learning







- There are a range of programmes on offer at HYPE, each exploring the core skills for employment such as confidence, timekeeping, communication, engagement and teamwork etc
- HYPE takes a youth work approach to learning and these values are embedded in every course.

HYPE Outdoor Learning

- A variety of programmes on offer to young people embeding outdoor learning skills such as:
 - Horticulture
 - Landscaping
 - Woodland management
 - Environmental projects
 - Sustainability
 - Animal Care

HYPE Diggin'-It Group

- Partnership with West Lothian Foodbank
- CyreniansLinburnWalledGarden



HYPE Diggin'-It Group West Lothian Foodbank HQ Gardens



HYPE Diggin'-It Group West Lothian Foodbank HQ Gardens





HYPE Diggin'-It Group West Lothian Foodbank HQ Gardens





HYPE Diggin'-It Group At West Lothian Foodbank HQ Gardens



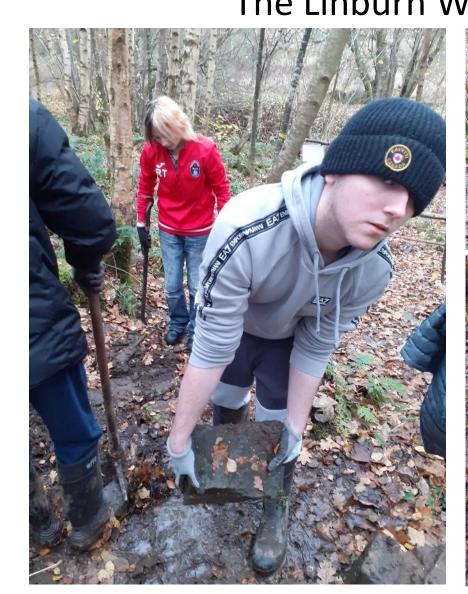


HYPE Diggin'-It Group

Linburn Walled Garden (Veteran Therapy Hub)



HYPE Diggin'-It Group The Linburn Walled Garden





HYPE Diggin'-It Group The Linburn Walled Garden





HYPE Diggin'-It Group The Linburn Walled Garden





HYPE Diggin'-It - The benefits

- Employability Skills
- Improved mental health
- Socialisation
- Volunteering in the Community
- Giving back to the Community
- Feeling of Worth/ Being Useful/ Making an Impact
- A greater understanding of environmental issues
- Accreditation

Thank You





Questions welcome

Presenter Q&A

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4. Group Discussions -2-

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What further support do you need to connect your youth work practice and Learning for Sustainability?





Over to you...

- Discuss the question
 - What further support do you need to connect your youth work practice and Learning for Sustainability?
- Record your thoughts using the 'sticky note' function on the Jamboard.

LfS and Youthwork 19 June 2024 - Google Jamboard

5. Taking it Forward

Julie Beckett CLD Development Officer Education Scotland





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Taking it forward Action Plan update

"Target 2030"
A movement for people, planet and prosperity

Scotland's Learning for Sustainability
Action Plan 2023-2030









As our children and young people grow and develop they will enjoy a wide variety of inspirational learning experiences through Learning for Sustainability. These experiences will help them to flourish and thrive in the 21st century and will empower them to lead positive change in their communities, society and the wider world.

Target 2030

Let's build a movement for change to ensure all learners receive their entitlement to Learning for Sustainability and to help every school and setting become sustainable by 2030.





Supports the Sustainable Development Goals



Action: LfS Peer Mentors



Action: LfS Portal

Hosted on corporate website

- Sharing practice
- Advice and guidance
- Professional learning

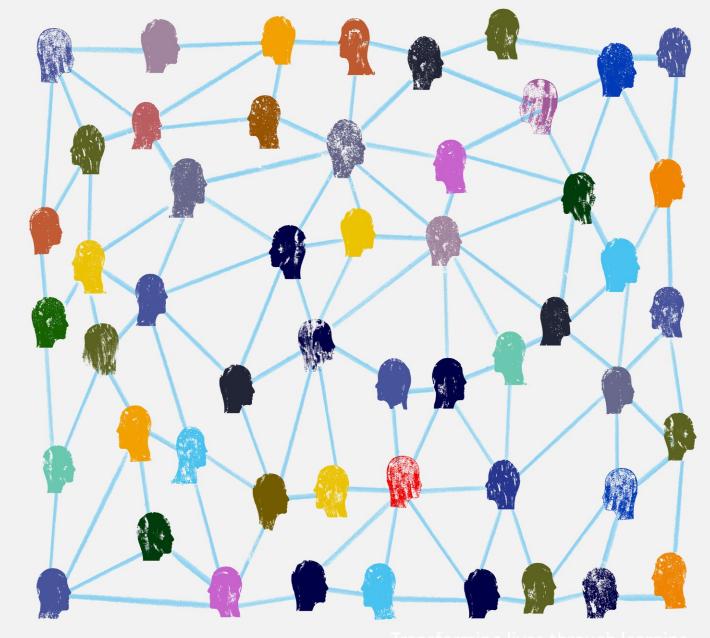


Actions: LfS Networks

LfS Peer Mentor Network

LfS Partnership Network

Local Authority Leads Networks



Transforming lives through learning

Sharing Resources

Learning for Sustainability and CLD Wakelet

https://wakelet.com/wake/Eu-ozo85uhldcJCpiY61Q

Education Scotland LfS Resources Page

https://education.gov.scot/resources/a-summary-of-learning-for-sustainability-resources/

Podcasts CLD Talks



Education Scotland



Independent Review of CLD

Aims to offer independent advice and recommendations on the delivery of CLD services in the context of a reformed education and skills system.



Keep in touch!

<u>Julie.beckett@educationscotland.gov.scot</u> @EdScotCLD

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Twitter/X @EdScotLfS #Target2030 #LfSforAll
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email: LearningforSustainability@gov.scot

6. Summary and next steps

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Thank you and goodbye

Keep in touch:

www.learningforsustainabilityscotland.org www.youthlinkscotland.org/lfs

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