Learning for Sustainability SCOTLAND
Ag Ionnsachadh airson Seasmhachd ALBA

RCE Regional Centre of Expertise on Education for Sustainable Development

Developing creative approaches to address controversial sustainability issues

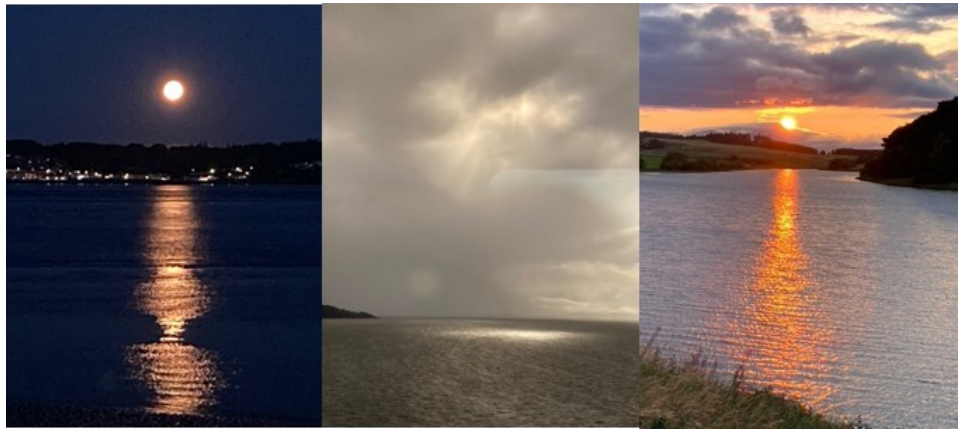
Members' Annual General Meeting and Gathering

9th January 2025

Welcome, introductions, and overview

Rehema White Chair, Learning for Sustainability Scotland

Housekeeping



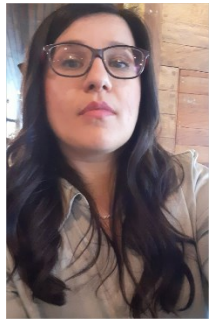
PLEASE…

- 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 from LfS Scotland

Rehema White, Chair

Beth Christie, Director



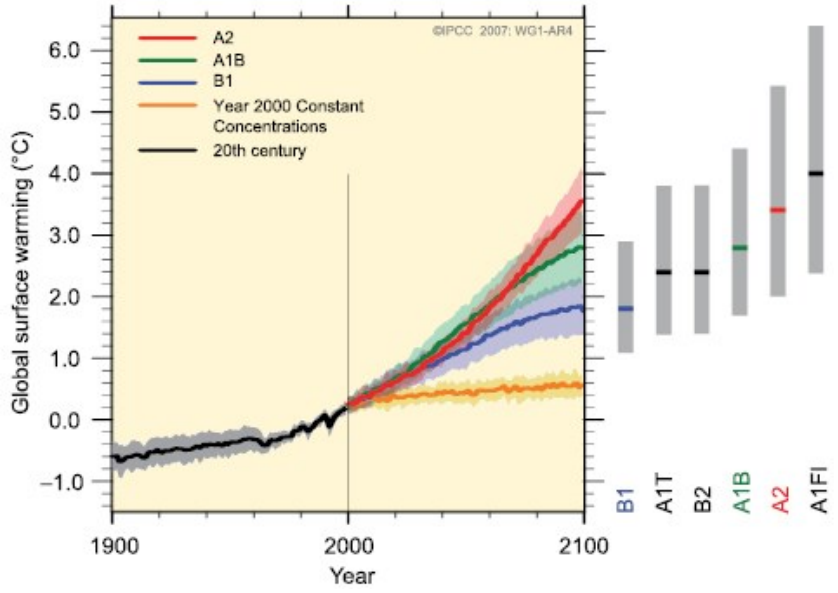
Programme for today

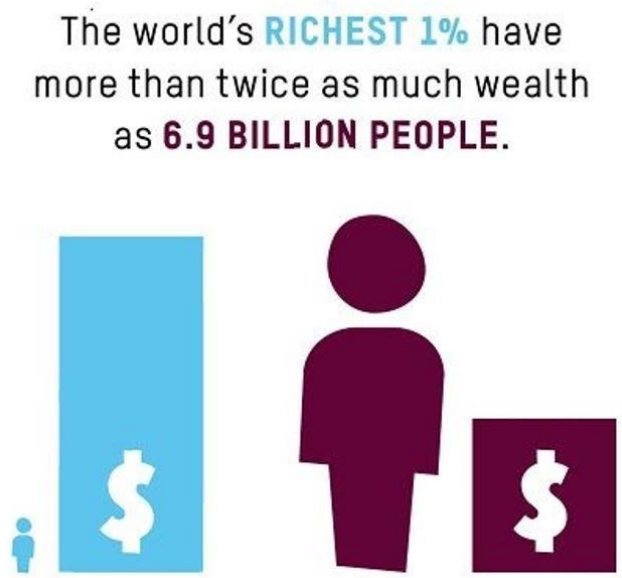
10:00	**Welcome, introductions and overview** Rehema White, Chair, Learning for Sustainability Scotland
10:15	**Overview of Learning for Sustainability Scotland in 2024** Rehema White, Chair, LfS Scotland Brief presentation, followed by Q&A **Steering Group Election results** Betsy King, LfS Scotland
10.35	**Members' story share: 'Creative approaches to address controversial sustainability issues':** • **How Green is my School?** Julia Romer, PhD researcher, Glasgow School of Art, • **Positive Imaginings and Future Influencers** Lucy Power, Co-Director, Rowanbank Environmental Arts & Education • **Crafting Approaches to Needs-Led Innovation** Ronald Macintyre, Roughbounds Consulting • **Under the Scissors** Kerry McInnes, Research Fellow, Just Transition team, UHI Moray
11:15	**Comfort break**

Programme for today

11:20	**Developing creative approaches to address controversial sustainability issues: Group discussions** - What inspiration do you draw from these shared approaches, and other approaches based on your own experience? - What are the challenges and opportunities in using creative teaching and learning approaches to address controversial sustainability issues? **Feedback**
11:45	**Keynote Speaker: Lewis Hou, Director, Science Ceilidh** **'Exploring sustainability through transdisciplinary creative teaching and community-led research'** **Lewis' speech will be followed by a Q&A**
12:15	**Summary and looking ahead** Rehema White, Chair, LfS Scotland
12:30	**Close and farewell**

Theme: Developing creative approaches to address controversial sustainability issues





Theme: Developing **creative approaches** to address controversial sustainability issues

Creativity includes novelty and usefulness

Teaching *with* and teaching *for* creativity

Henriksen et al 2017; Patston et al 2021

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 – 1,212 subscribers, 1,034 members
- Steering Group – 8 members (elected in 2023)
- Secretariat – changes in personnel
- Action Groups 2024
- Projects and events
- Policy support
- Partners

See our 2024 Annual Report at:
www.learningforsustainabilityscotland.org

Overview of Learning for Sustainability Scotland in 2024

Rehema White

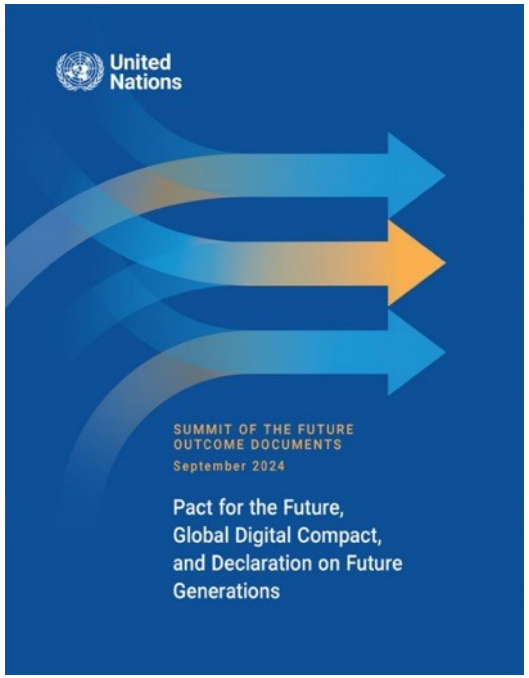
Chair

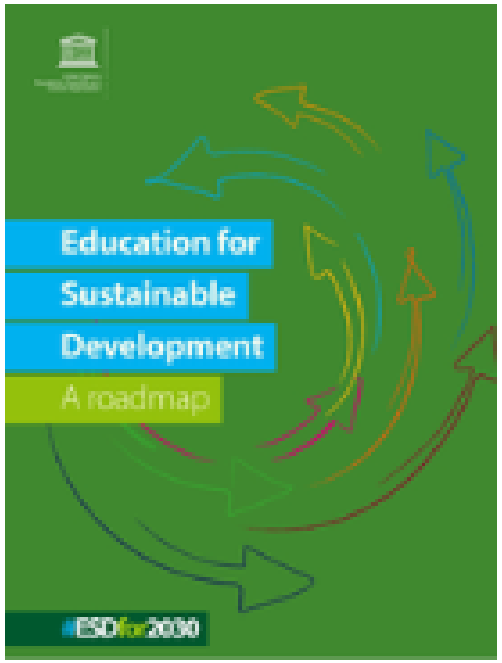
Learning for Sustainability Scotland

1. Learning for Sustainability in 2024:

- **The global context**
- **LfSS: Making global connections**

The global context in 2024





RCE
Regional Centre of Expertise on Education for Sustainable Development

- Schools
- Curriculum
- Teacher training
- Communities

PISA

OECD

LfS Scotland: making global connections

RCE
Regional Centre of Expertise on Education for Sustainable Development

Earth Charter®

RCEs in europe

TEESNet
Teacher Education for Equity and Sustainability

2. Learning for Sustainability in Scotland:

- The policy context in 2024
- LfSS: partnerships connecting policy & practice

The policy context for 2024

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

Scotland's Learning for Sustainability Action Plan 2023-2030

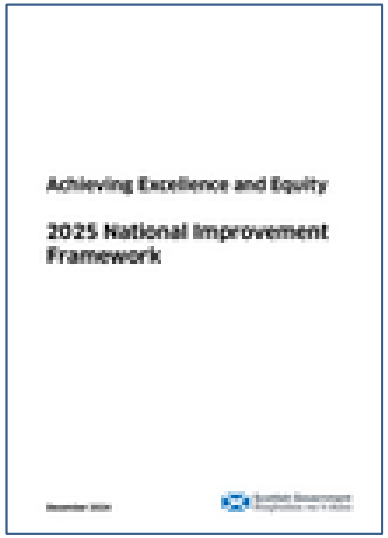
Supporting the:

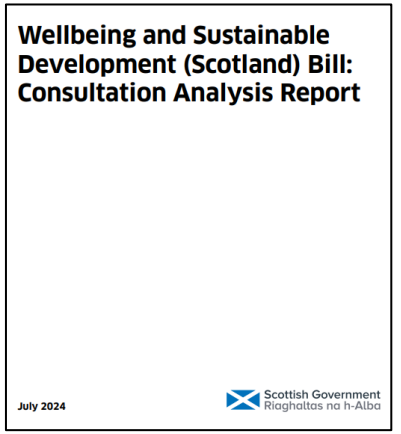
SUSTAINABLE DEVELOPMENT GOALS

CONVENTION ON THE RIGHTS OF THE CHILD

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Tertiary Quality Enhancement Framework





LfSS: Partnerships connecting policy & practice

Learning for Sustainability Hub

gtc Scotland

STEM Nation

Education Scotland Foghlam Alba

The University of Edinburgh

Learning for Sustainability Scotland

Social Responsibility and Sustainability

Scotland eauc The Alliance for Sustainability Leadership in Education

YouthLink Scotland

Scottish Government Riaghaltas na h-Alba

NOURISH Scotland

British Council

SCDE

Education Scotland Foghlam Alba

STEM Sustainability Festival Fife

SDG Network Scotland

cdn College Development Network

SOS Students Organising for Sustainability United Kingdom

Edinburgh The City of Edinburgh Council

Highlights

RCE AWARDS 2024

YouthLink Scotland

Scotland eauc
The Alliance for Sustainability Leadership in Education

Steering Group election results

Rehema White

Betsy King

Learning for Sustainability Scotland

A huge thank you to…

Pete Higgins, former Director

Betsy King, former Development Manager

Warmest thanks to our 2023-2025 Steering Group

- **Alan Bainbridge** *Queen Margaret University*
- **Fiona Craig** *Scottish Qualifications Authority*
- **Laura Curtis-Moss** *2050 Climate Group*
- **Eirini Gallou** *University of Strathclyde*
- **Jim Milton** *Webster's High School, Kirriemuir*
- **Rebecca Petford** *Greener Kirkcaldy*
- **Sara Smith** *Royal Highland Education Trust*
- **Rehema White** *University of St Andrews*

A warm welcome to our 2025-2027 Steering Group

- **Fiona Craig** *Scottish Qualifications Authority*
- **Katie Gerardot** *Clifton Hall School*
- **Carolyn McFarlane** *Thrive Outdoors, Inspiring Scotland*
- **Louise Mitchell** *SRUC*
- **Rebecca Petford** *Greener Kirkcaldy*
- **Sara Smith** *Royal Highland Education Trust*
- **Sam Thomson** *West College Scotland*
- **Rehema White** *University of St Andrews*

Members' story share

'How green is my school?'

Julia Römer

Glasgow School of Art

“How 'green' is my school?”

Co-researching sustainability education through diary and creative engagement

Julia Römer

THE GLASGOW SCHOOL OF ART

PhD Researcher
Email: j.romer1@student.gsa.ac.uk

Members' story share

Positive imaginings and future influencers

Lucy Power

Rowanbank Environmental Arts and Education

Members' story share

Crafting approaches to needs-led innovation

Ronald Macintyre

Roughbounds Consulting

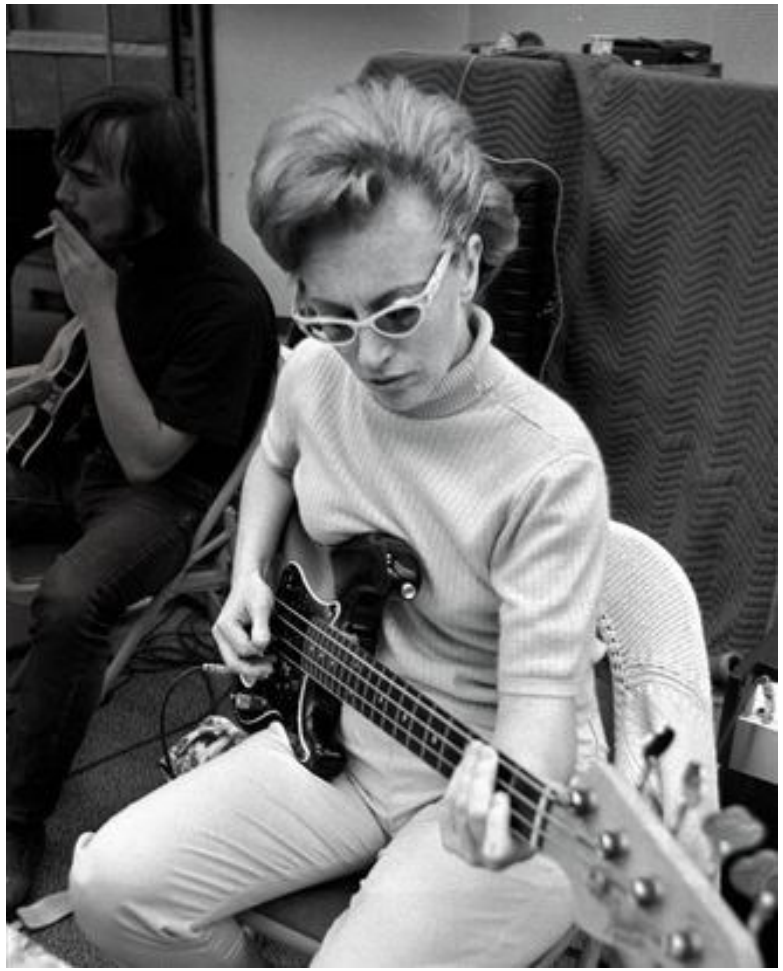
Crafting Approaches to Needs-Led Innovation

OR Learning Design and Sustainability

Ronald Macintyre

@roughbounds

About me and Design Work



Carol Kaye GAB Archive, Getty Images, https://www.vulture.com/2016/04/carol-kaye-sets-record-straight.html , Fair Use

- Started in systems and print media
- Live in the West Highlands of Scotland
- Design Strategy Design Innovation running Public Sector Programmes (e.g. Needs Led Innovation for Research Ireland)
- Circa 20 years in design including designing online learning (HE, Public, Third and Private)
- Focus mainly on “how experts know” and folding “publics” [and their needs] into the design process
- Ghost helps organisations a designer is a facilitator of others

Back to Basics
Design Work is Speculative Work

Uhura and Beyond, 2016, Anon, https://www.pastemagazine.com/articles/2016/09/the-forgotten-history-of-the-women-who-shaped-star.html, Fair Use

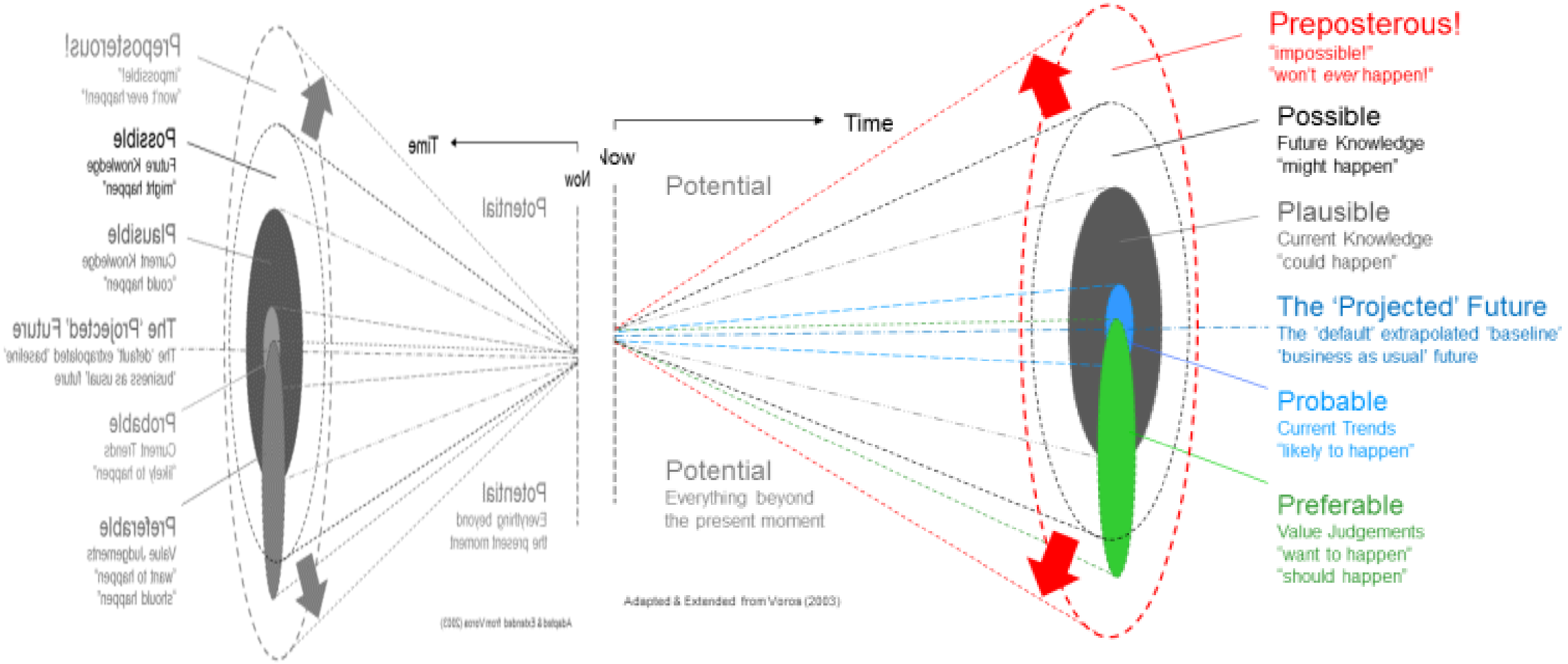
Start with Needs

- What is the **problem**
- You need to include all affected –**population**
- You need to start at the end – with the **outcome**

The Outcome is hard, so accept the uncertainty

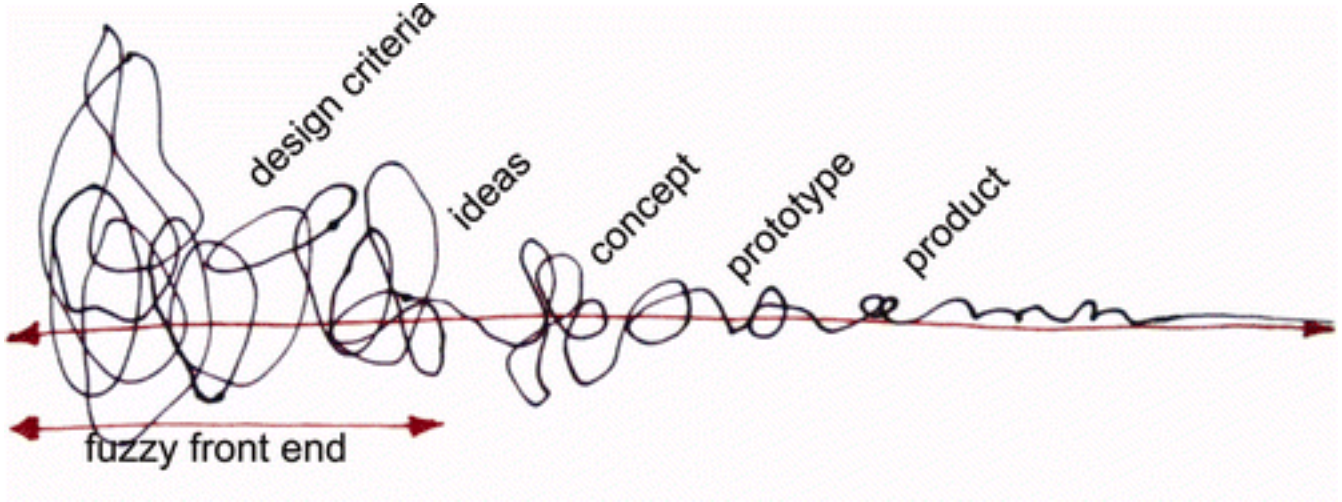
- throwing yourself into an imagined future;
- using those imagined futures to make decisions in the present.

What if … likelihood



The Future Scope, J Voros, 2015, https://thevoroscope.com/2015/12/28/on-examining-preposterous-futures/ Fair Use

Evidence-Based Needs and Design Innovation



Sanders and Stapper 2008 Co Creation and The New Landscapes of Design Fair Use

Start with the future you want to create. Start with needs

- You gather to define **problems**, **populations**, and **outcomes**.
- However, as you define one you change the others, they circle each other, you loop back.
- As you seek to create something new you need to listen, and fold “publics” into the design process but also lead

PIVOT

“what if”

Speculations are not predictions

- Speculation about a future set of events, however implausible, good or bad can shape our actions in the present
- Our Speculations about the future are conditioned by the present and indeed our past
- We can make them happen

Piccadilly Circus Water Lillies, 2010, R Graves and D Madoc-Jones, http://www.london-futures.com/2010/08/10/piccadilly-circus-water-lilies-fish-and-wind-turbines/ Fair Use
Lunes of Light Mark, Aho T and Niittyvirta P, 2018, https://www.designboom.com/art/lines-pekka-niittyvirta-timo-aho-03-04-2019/ Fair Use

Dilemmas for Learning Design

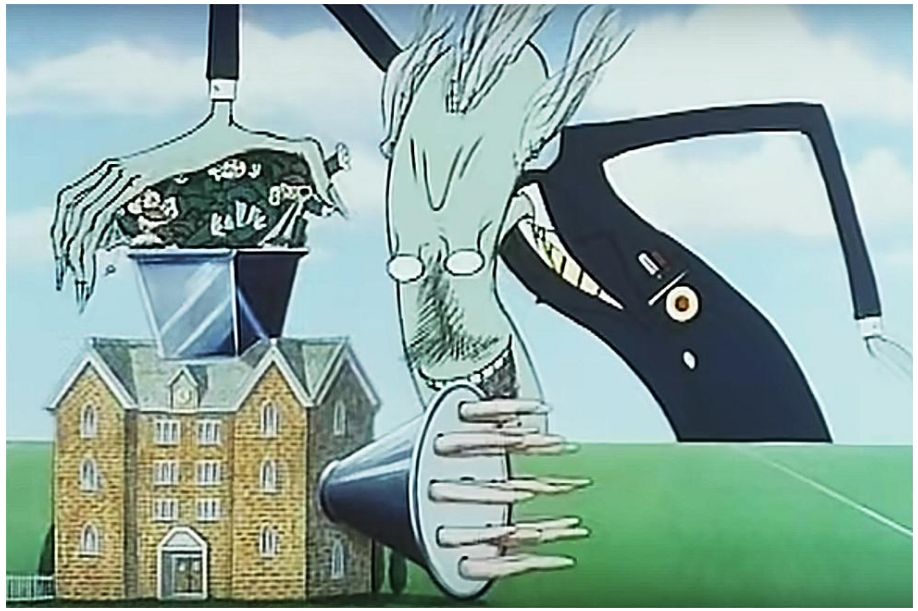


Image not attributed, undated, "Another brick in the wall", https://ultimateclassicrock.com/pink-floyd-another-brick-in-the-wall-part-ii/Fair Use

- Curriculum is control, carefully structured measured and scrutinised (Apple 1995), how to make it **needs led;**
- Who is affected and how to explore and develop in a participatory way at pace under "public" scrutiny;
- How to develop a shared sense of an ideal **outcome** and for whom [glibly is it the learner, the provider, the planet]
- Getting the balance between listening and leading

Getting Started with Learning Design

Text Added, Image not attributed, 2015, "I wouldn't start from here", https://politicsatsurrey.ideasoneurope.eu/2015/04/02/wouldnt-start-eus-next-steps/ Fair Use

Start at the End

What is it a learner will be able to know/do/act at the end that they could not do at the start (speculative and critical design, e.g. Malpass 2013; Sanders and Stapper 2014, Bjorgvinsson et al. 2012)

Lots of questions arise from this:

- What will they need or want to do to get there (critical pedagogies, see Apple 1995 and critical perspective on activity theory see Nicolini 2012;
- What is it that YOU expect them to do at the end and along the way (strengths approach to pedagogy, see Brown 2013; Bensuade-Vincent 2009)
- How will the learner or you know they are on the right path and know when they can now do it, emphasising participatory approaches (Kemmis 2006; Sanders and Stapper 2008; 2014.

Sensitising Concepts

- Affective labour is the labour that goes into affecting emotions (Hardt 1999. We need to recognise the affective labour of change.
- Learning is about change, and creating affective atmospheres is essential for effective change.
- It is hard, [NOTE to self, especially in ESD] , and we need to take care. Care is intra/inter actor (including non-human actants) and structured.

Pérez de Rozas (1970) Restoration of the Picasso work ***Science and Charity*** the Palau Nacional. Barcelona, https://www.blogmuseupicassobcn.org/2020/03/luxury-protection-for-science-and-charity/?lang=en. Fair Use

We all walk uncertainly in the learners footprints

Just like needs-led innovation, learning design means anticipating (see Cross 2006)

Accept that while we have assumptions, we don't have shared assumptions about the **problems**, who is affected [**population**] and the **outcomes.**

+

To know how the learner will get to the end, we need to work together to "anticipate" all the "legs up", "short cuts", slips, trips, falls, joy and pains you need to get to know the learner and care for them.

=

Questions

Members' story share

'Under the Scissors'

Kerry McInnes

UHI Moray

Under the Scissors

A student-led climate conversation project

Learning for Sustainability Scotland

AGM 9th January 2025

Dr Kerry J McInnes

Just Transition Research Fellow

UHI | MORAY MOIREIBH

Context and Aims

- Collaboration between UHI Moray and SAMS
- Funded by the Scottish Government's Climate Engagement Fund
- Pilot project with three primary goals:
    1. To empower students to initiate and lead climate conversations.
    2. To increase public understanding of local climate issues.
    3. To inspire tangible positive changes in behaviour to mitigate climate change impacts.

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The Under the Scissors Project

- Inspired by “a brush with climate” an initiative by Paloma hair salon in Sydney
- Several studies using a salon or barbershop environment to convey messaging on various issues, primarily health and wellbeing.
- Prof Denise Baden at Southampton University specifically studies sustainability messaging via hairdressers.

What is a Climate Conversation?

- A climate conversation is a peer-to-peer chat about our changing world. There are no experts involved: it is a friendly discussion about the impacts of climate change and possible solutions.
- It can be difficult to have a conversation about climate change.
- Many people find it a big, confusing or anxiety-causing topic.
- However, just one climate conversation can help people feel less alone and feel more knowledgeable and hopeful about the future.

LET'S TALK HAIR BEAUTY CLIMATE CHANGE

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The “Trusted Messenger” Model

- At the heart of "Under the Scissors" is the “trusted messenger” model.
- Many of our students work in public-facing industries such as hairdressing, beauty, and hospitality.
- These professions naturally foster connections, creating a space for open dialogue.
- Our innovation was to equip students with the knowledge and confidence to integrate climate discussions into these interactions.

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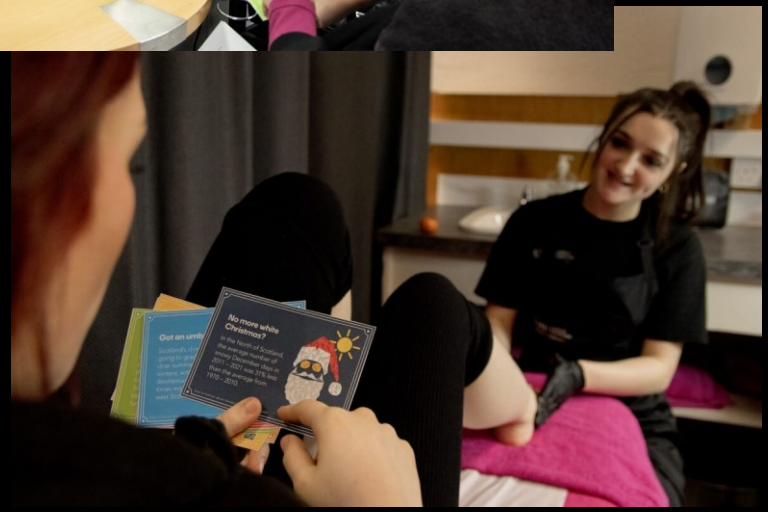
What did we do?

- 2 interdisciplinary workshops.
- Student-led two-way learning of climate change information and communicating in public facing environments.
- Designed flashcards explaining in simple terms what is happening around Scotland because of climate change.
- Keeping things local helps people relate more easily to how climate change might be affecting their everyday lives.
- Evaluation of the project

Climate Conversations

- Hair and Beauty students had climate conversations with their clients using the flashcards as conversation starters.
- Clients then returned for a second appointment in 6 – 8 weeks.
- Client's knowledge was tested pre- and post-appointment via a questionnaire.
- Measurement of wider impact via assessing any direct action or multiplier effect.



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The results spoke for themselves

Before the climate conversations:

- **58%** of clients said action against climate change was “important”
- On average, the clients reported an “average” understanding about climate change
- 33% of clients mentioned a personal interest in local news stories about climate change
- The majority of clients described "climate change" as changes to weather, seasons, and temperatures. Only 16% of clients mentioned the links to human activity

After the climate conversations:

- **100%** of clients said action against climate change was “important”
- On average, the clients reported a “good” understanding about climate change
- 66% of clients mentioned a personal interest in local news stories about climate change.
- 100% of clients agreed the salon was an appropriate place for a climate conversation
- Clients mentioned speaking to at least 14 people about the climate conversations they’d had, as well as an unspecified amount of family members, work colleagues, neighbours, and friends

I spoke about the project to my new neighbours

I have started taking the bus and walking more

The flash cards are good to learn new facts

I learned about ways I can help with climate change

I have paid more attention to climate change stories in the news

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Coclusions & Why this Project Matters

- Climate conversations don’t have to happen in lecture halls or conferences; they can occur over a haircut, a manicure, or a casual chat in a shop.
- By tapping into everyday interactions, we can make climate action personal, approachable, and impactful.
- Moreover, this project prioritises inclusivity. It gives a platform to voices often underrepresented in climate discussions, particularly young people and those in vocational roles.

What's Next?

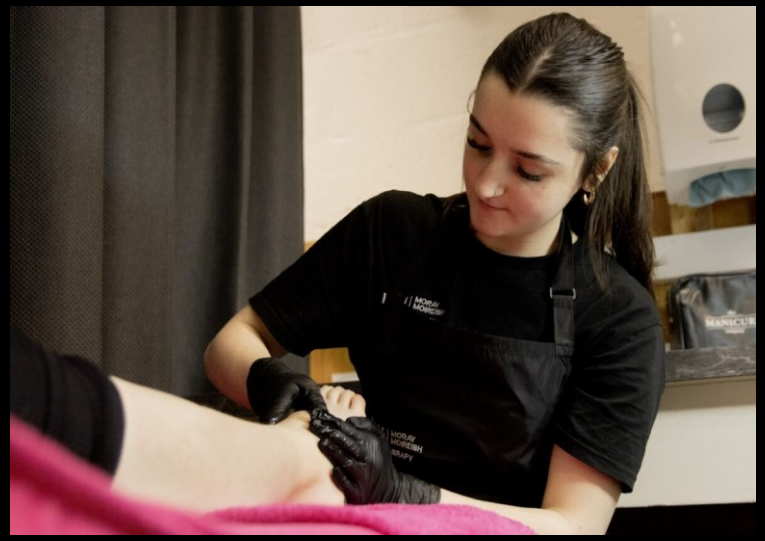
- Lots of buzz about project locally and nationally!
- Partnering with Wella to disseminate the project further.
- A plan for roll-out across other Hair and Beauty departments in the UHI partnership as well as to other public-facing students e.g. sport and fitness, hospitality.
- Paper submitted to the Journal of Environmental Education
- More funding!

UHI | MORAY MOIREIBH

Thank you!

UHI | MORAY MOIREIBH

Thank you!



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Any Questions?

- Kerry McInnes kerry.mcinnes.moray@uhi.ac.uk

Net Zero Scotland
Scottish Government

LET'S DO NET ZERO

UHI | MORAY MOIREIBH

Comfort break

‘Planet’

Ella Higgins

Group discussion

Developing creative approaches to address controversial sustainability issues

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** in using creative teaching and learning approaches to address controversial sustainability issues?

Appoint a note-taker in your Group.

Use the Padlet to capture your thoughts:

Group discussion - developing creative approaches to address controversial sustainability challenges

Keynote address

‘Exploring sustainability through transdisciplinary creative teaching and community-led research’

Lewis Hou

Science Ceilidh

Who are we at Science Ceilidh?

We support a **Scotland where everyone's creativity, curiosity and wellbeing are valued -** supporting **cultural & knowledge democracy**

Interdisciplinary Learning & Resources

Practitioner networks and training

Youthwork and Adult Community programmes

Community-led research, funding and policy

Exploring Sustainability Through Transdisciplinary Creative Teaching and Community-Led Research

Annual General Meeting and Networking event

Lewis Hou, Science Ceilidh

@science_ceilidh @fiddlebrain

science ceilidh
creativity curiosity
equity wellbeing

Learning for Sustainability SCOTLAND
Ag Ionnsachadh airson Seasmhachd ALBA

RCE
Regional Centre of Expertise on Education for Sustainable Development

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits – Article 27 of The Universal Declaration of Human Rights

Developing a transdisciplinary pedagogy for the curriculum

Introduce a theme or topic → Explore the science understanding (with researchers sometimes) → Explore the expressive arts and cultural elements → Work in teams to process the topic into steps or narrative

↓

Participants then explore different creative ways to explain this → Work as a group to bring this all together into a creative model → Practice and rehearse it, scaffolding more details → Critically analyse the model

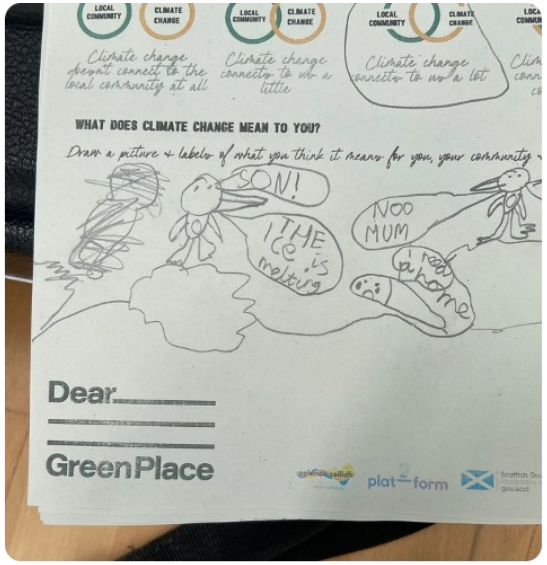
↓

Focus on how you can communicate the creative piece → Share this at a wider school or community event → Develop resources and training for educators

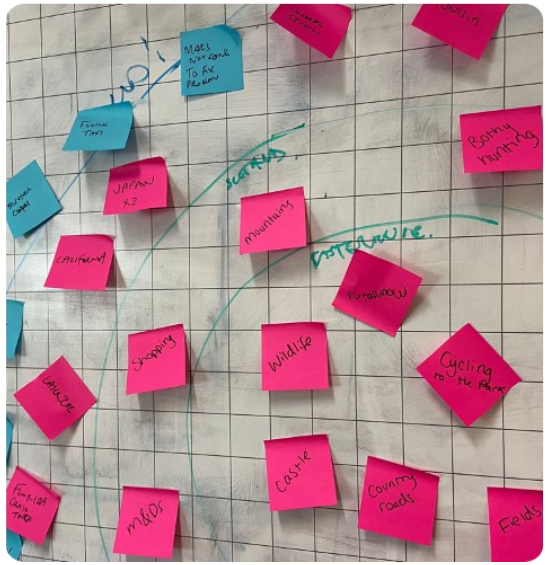
How do we broaden who gets involved in conversations and action around sustainability?

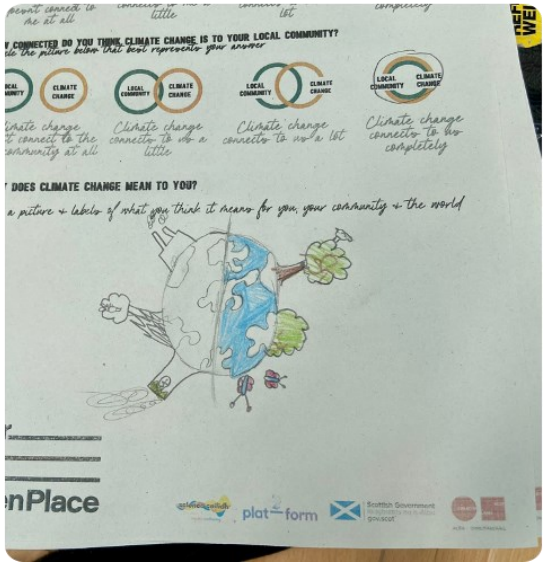
Dear_____GreenPlace

Interdisciplinary Workshops & Community Ceilidhs exploring Climate Change for COP26

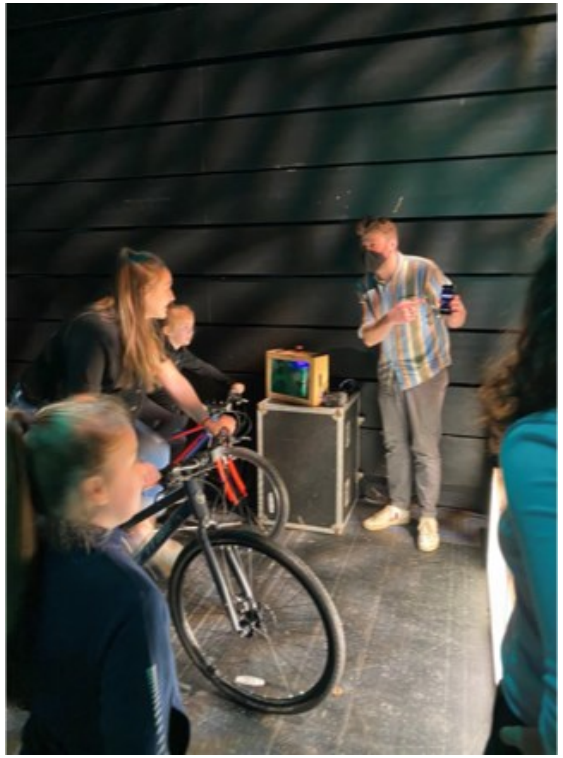


- School programme designed to engage with the wider community around COP26 in Easterhouse in partnership with Platform
- Taking an interdisciplinary STEM and expressive arts-based approach along with a place-based focus to explore what climate change means to this community.



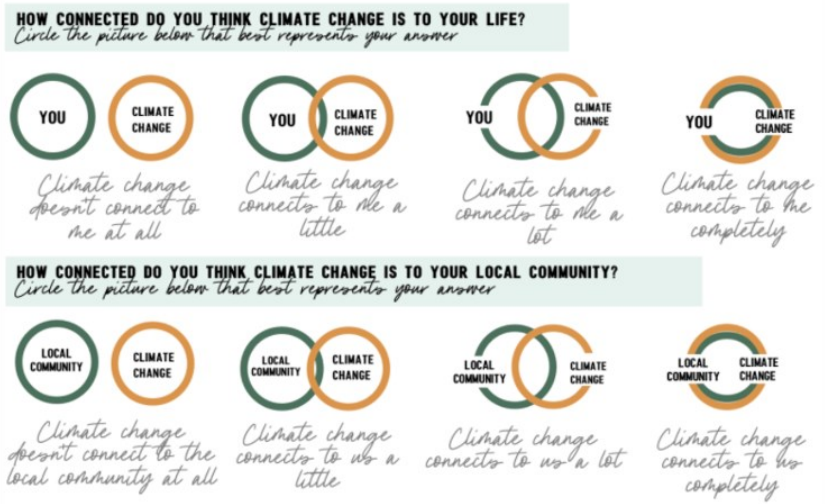


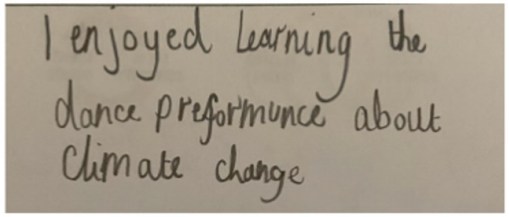
Dear Green Place

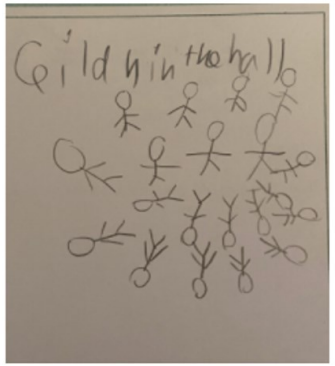


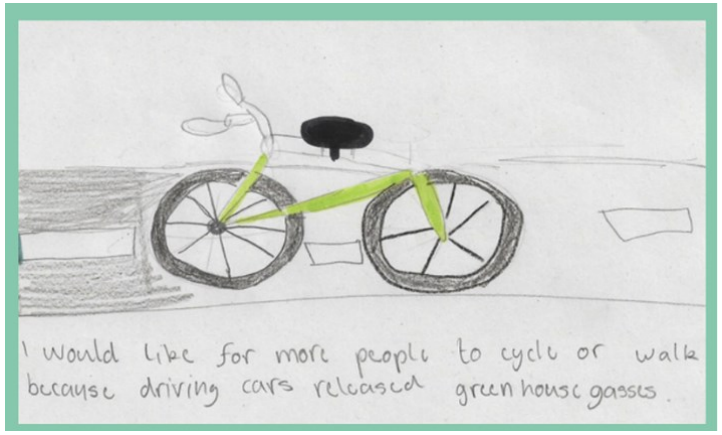
Dear Green Place

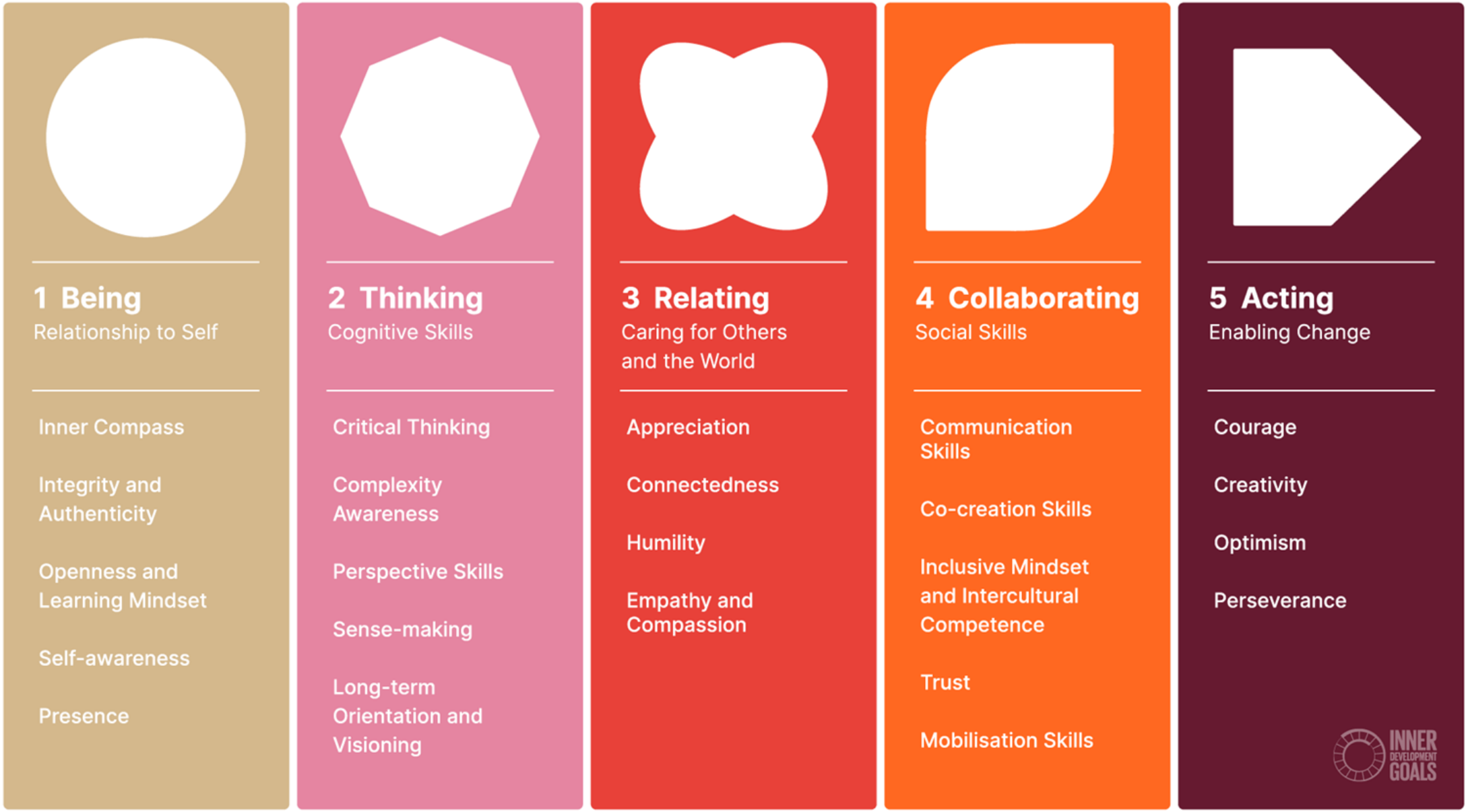
"I've never really thought about climate change until I seen the children's show"





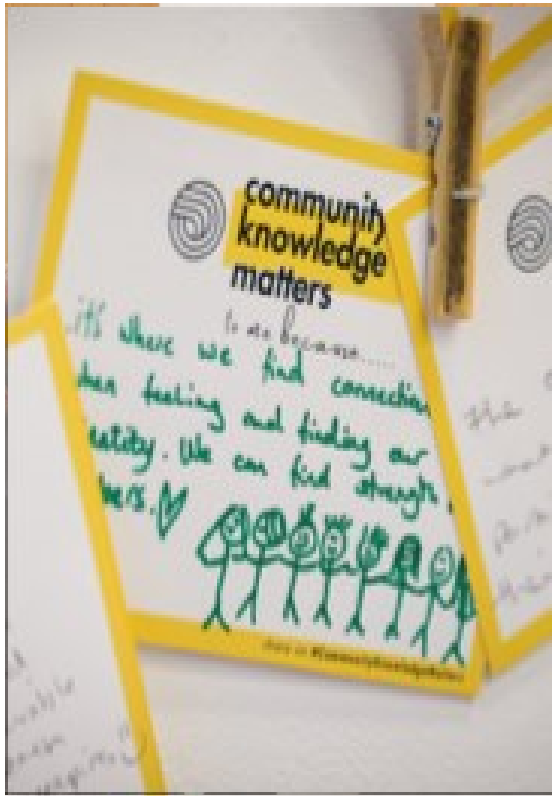





1 Being
Relationship to Self
Inner Compass
Integrity and Authenticity
Openness and Learning Mindset
Self-awareness
Presence
2 Thinking
Cognitive Skills
Critical Thinking
Complexity Awareness
Perspective Skills
Sense-making
Long-term Orientation and Visioning
3 Relating
Caring for Others and the World
Appreciation
Connectedness
Humility
Empathy and Compassion
4 Collaborating
Social Skills
Communication Skills
Co-creation Skills
Inclusive Mindset and Intercultural Competence
Trust
Mobilisation Skills
5 Acting
Enabling Change
Courage
Creativity
Optimism
Perseverance
INNER DEVELOPMENT GOALS

The role of traditional arts and cultures across the world to support shared learning and understanding

Four Colour Theorem. *Art form: Kalbelia folk dance (Photo: Souvik Mandal)*



How do we value different perspectives and knowledge to enable more sustainable futures?

community knowledge matters
A HIGHLANDS & ISLANDS NETWORK
FOR COMMUNITY-LED RESEARCH

Highlands & Islands Community Climate Change Grants

- Focused on changing how knowledge is valued, and whose voices are amplified
- Funding went directly to communities in the Highlands & Islands to explore a climate change issue through research, leading an equitable partnership with a researcher
- Specific focus on bringing and building capacity of “New Voices” - including those explicitly those who are new to climate action and funding - and taking an intersectional approach around race, socio-economic class and marginalised languages.

Highlands & Islands Community Climate Change Grants

Reusable cup trial set to deliver environmental boost in Helensburgh

Published: 13 Apr 2023 Share:

Buying a cup of coffee is an everyday routine but how much environmental damage does it cause?

It's a question few will ask as they hand over their money but a new community-led research project, supported by academics from Heriot-Watt University and the University of York, aims to challenge this.

Key Learning

- The vital importance of place-based local knowledge in research
- Acknowledging that a process driven, co-productive and a reflective approach is challenging – especially in the current climate.
- However, it's critical to have time, support and time to build trust, connections and capacity to enable collective social dreaming

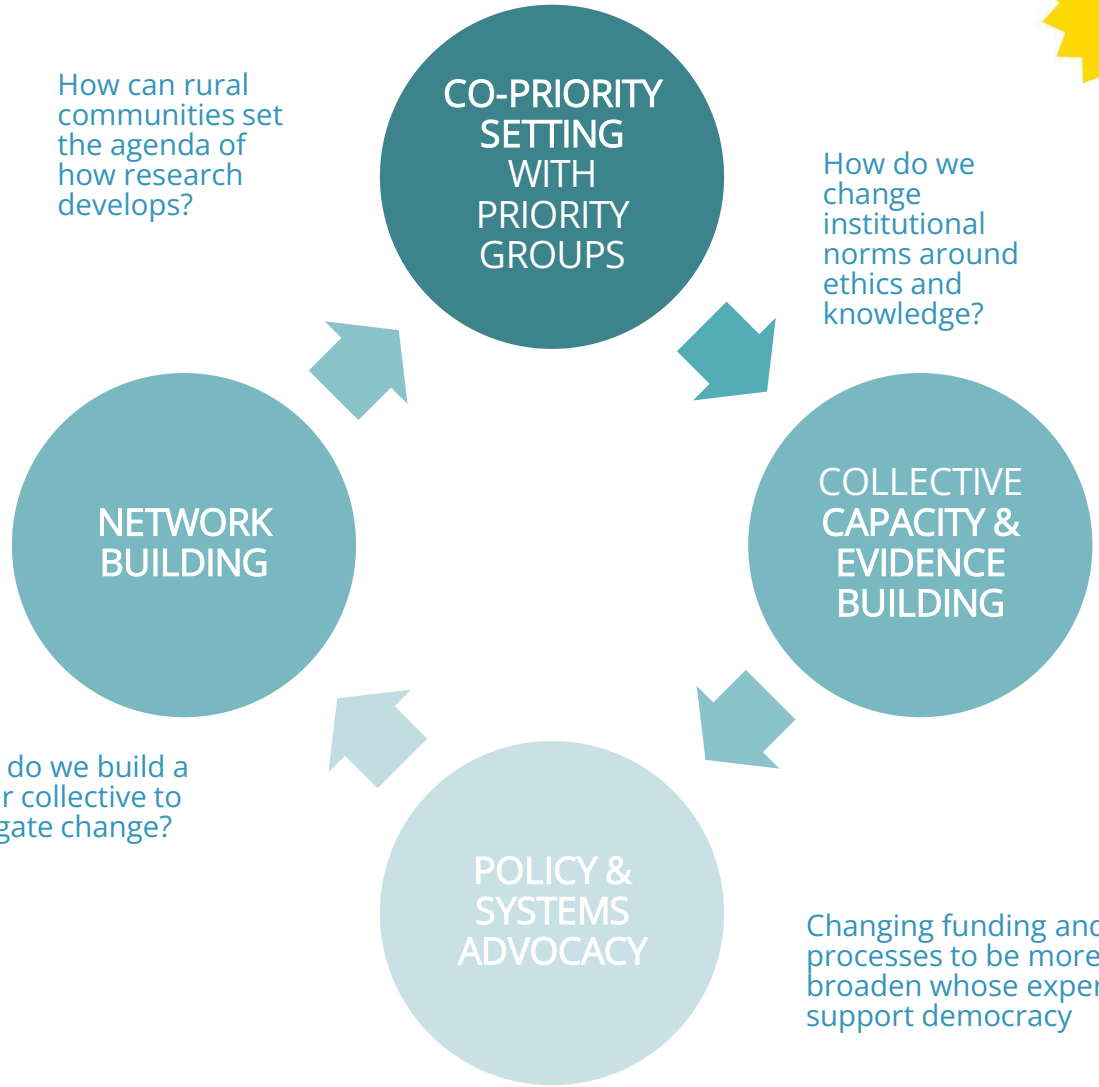
- There is always a need to reflect on power constantly
- Reflect on the language used and framing. Who is this for? What assumptions & norms does this uphold?
- Shared values and working relationally are critically important for partnership
- Need for time and space for scaling this work and bringing policy partners on board

science ceilidh creativity curiosity equity wellbeing Lewis Hou

the ideas fund

How can we scale this impact and work on a systems level to enable sustainability?

What (infra) structures needs to change to enable wider impact?



community knowledge matters

A HIGHLANDS & ISLANDS NETWORK FOR COMMUNITY-LED RESEARCH

UHI University of the Highlands and Islands Oilthigh na Gàidhealtachd agus nan Eilean · YouthLink Scotland The national agency for youth work · Public Health Scotland · scdc scottish community development centre · SPRE · ScotPEN

Thank You/Mòran Taing

How can we meaningfully broaden who is involved in conversations about sustainability? How do we value different perspectives and knowledges? And how do we scale to develop wider structures to enable more sustainability on a systems-level?

Any Reflections & Questions?

Community Knowledge Matters Network for community-led research

communityknowledgematters.com

Curiosity In Action Network for youthwork, STEM and wellbeing

and our wider resources scienceceilidh.com

Keep in touch with us! @science_ceilidh lewis@scienceceilidh.com

Your final reflections

‘Which creative approaches will I explore personally or professionally in 2025?’

- **Click on the Mentimeter link and add your thoughts:**
- LfSS AGM 2024 - final reflections – Mentimeter
- **Code is 3336 7513**

Summary and looking ahead…

Rehema White

Chair, Learning for Sustainability Scotland

Thank you for participating!

www.learningforsustainabilityscotland.org

Learning for Sustainability SCOTLAND
Ag Ionnsachadh airson Seasmhachd ALBA

RCE Regional Centre of Expertise on Education for Sustainable Development

SUSTAINABLE DEVELOPMENT GOALS