

LEARNING FOR OUR FUTURE:

SCOTLAND'S FIRST ACTION PLAN FOR THE
UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT



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UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Introduction/Executive Summary

Choosing our Future: Scotland's Sustainable Development Strategy, which was published in December 2005, identified learning to make Scotland sustainable as a major strand of our approach to sustainable development. As the Strategy notes, the scale of the challenge is such that it cannot be achieved unless people have the necessary knowledge, awareness, understanding and skills to play a part. Facing up to the challenges of sustainable development means changing the way we live and work and has implications for how we develop as individuals and, ultimately, globally. It requires us to learn new approaches and attitudes for improved use of our planet's limited resources and get much better at thinking about, and acting on, the long-term consequences of our actions as well as local, national and global consequences.

Sustainable development education is an approach which aims to deliver knowledge and understanding of these issues and how to act on them. It informs people's values through an exploration of the fundamental principles of the way we live our lives now and the impact our lifestyles have on the environment and society.

Choosing our Future set out the main aims of our approach to learning for sustainable development which we have followed in this Action Plan. The Action Plan explains the actions which the Scottish Executive and our partners are taking to achieve those ends. We want to see a Scotland where:

- Learning for sustainable development is a core function of the formal education system
- There are lifelong opportunities to learn
- The sustainable development message is clearly understood

This Action Plan explains the first wave of actions we will be taking over the next five years in support of the global programme to integrate the principles, values, and practices of sustainable development into all aspects of education and learning – the UN Decade of Education for Sustainable Development – and elaborates on the principles in our Strategy.

Key Action Points

Learning for sustainable development within the formal education system: schools

School Education in Scotland is undergoing a process of reform and **the Scottish Executive Education Department will take account of sustainable development in the *Ambitious, Excellent Schools* programme**. The review of the curriculum which will take place in that context presents a major opportunity to strengthen the contribution that education for sustainable development can make and **the Executive will liaise with the Sustainable Development Education Liaison Group (SDELG) on options for taking this forward**.

The Executive will continue to support the development of the Eco Schools Programme in Scotland with funding of £350,000 provided on an annual basis up to 2008-09 and then reviewed. In addition, the Executive will explore with SDELG and Eco Schools Scotland ways to enhance active participation by secondary schools.

The Executive is keen to raise the profile and uptake of outdoor education as a whole school approach which can effectively knit together many of the strands of sustainable development in a rich learning environment. **SNH are preparing a web-based directory of sites and Learning and Teaching Scotland (LTS) have appointed a national development officer to identify and disseminate good practice and encourage authorities to review and enhance provision.**

We recognise that teachers and educators need access to good-quality materials, advice and support. The Executive is working with LTS and other stakeholders and in **2006-07 a joint project along with LTS and SNH will identify sources and materials that can be made available to teaching staff.**

Further and Higher Education

Universities clearly have a key role in developing knowledge, understanding and professional skills among learners and the wider community. **The Funding Council will work with institutions and national bodies to identify how sustainable skills, attitudes and behaviours can influence the development of courses.**

The Council will assess the progress made by Scotland's universities and colleges and report to the Executive annually and will review the sector's progress in following sustainable principles in capital projects.

The Council will also consider how sustainable development research capacity can be developed.

Lifelong Learning

We recognise that there is still much work to be done to develop routes for learning about, and engaging with, sustainable development outside the formal education system. As a first step in developing new ideas and approaches in this area **the Executive will host a conference on 'involving people in sustainable development' by March 2007.**

Building on, and developing, people's growing awareness and concern is very important. The ecological footprint is a useful tool in developing our understanding of unsustainable consumption and learning how to make more sustainable choices. **The Executive will continue to support the work of WWF and partner organisations to roll out the footprint approach to local authorities and schools across Scotland. We will work more widely to encourage informed public debate around the social and environmental consequences of our consumption habits.**

Voluntary Sector

The voluntary sector including NGOs already play an important role in the stewardship of natural resources, engagement of volunteers, awareness raising and policy development advice. **The Executive will work with the sector to develop their own learning for sustainable development and we are supporting a joint project with BTCV Scotland to explore the benefits of environmental volunteering in Scotland.**

Communities

We want to support the strong tradition of community action involvement in Scotland by developing learning and engagement in sustainable development at community level. **The Executive will provide funding of £100,000 for the next three years to develop, support and evaluate community initiatives in this area.**

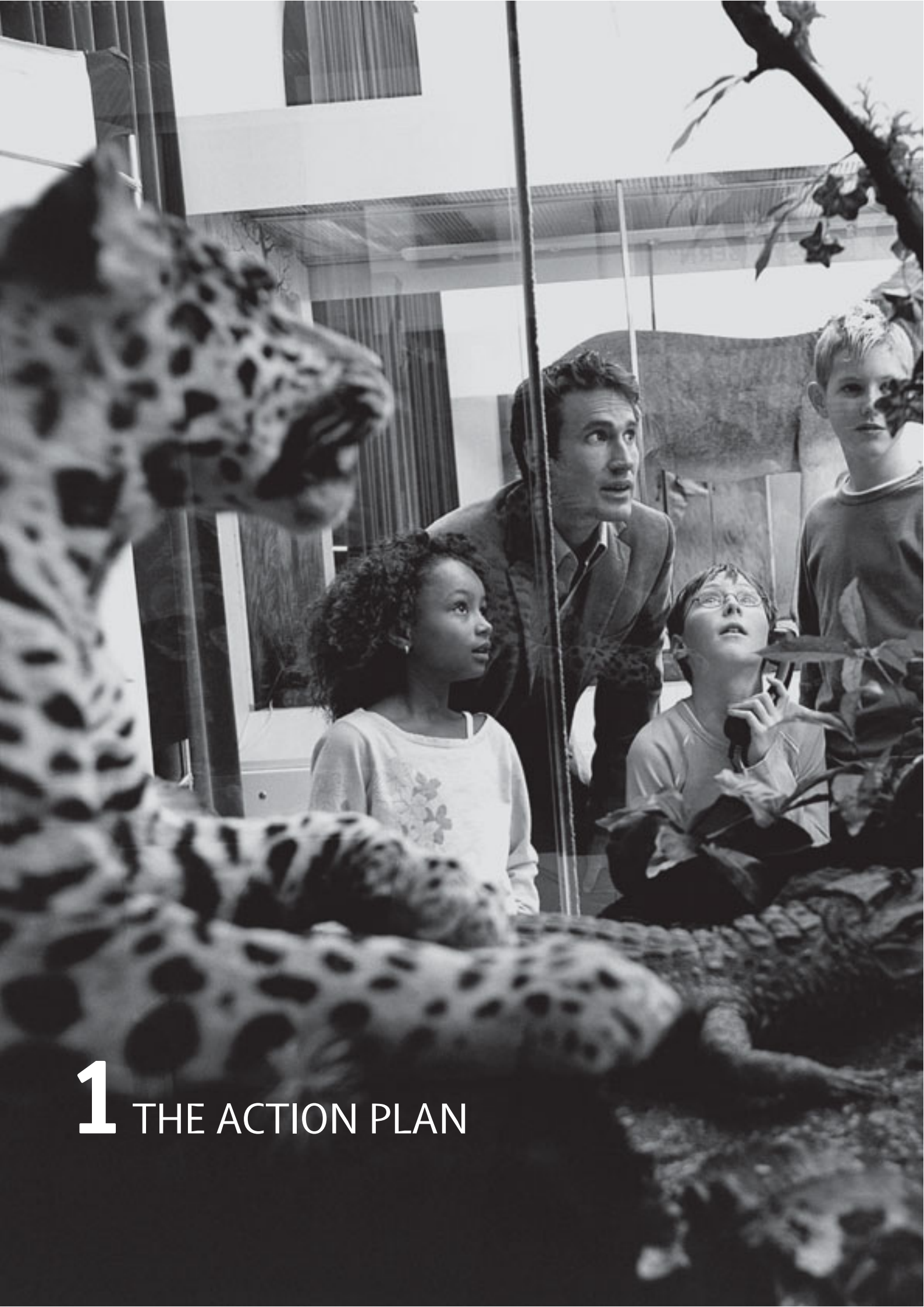
Communicating sustainable development

The Executive will set out proposals to meet the commitment in the UK Sustainable development Framework 'to promote a clear understanding of and commitment to sustainable development...' in a communications plan that will support *Choosing Our Future*. We are developing a new learning programme to mainstream skills for sustainable development within our own organisation.

Working in Partnership

The Action Plan reflects the breadth of organisations and interests involved in the delivery of a sustainable Scotland. **We will work with stakeholders to develop the most appropriate mechanisms for co-ordinating activity and sharing experience. We will publicise statements and examples of the contributions that organisations are making on the Scottish Executive website.**

Finally, **we will develop a monitoring and evaluation framework to support the delivery of this Plan. The Action Plan itself will be reviewed in 2009 as part of the wider review of the sustainable development strategy.**



1 THE ACTION PLAN

The Action Plan

1. Countries across the world are taking action to support learning for a more sustainable planet. This Plan sets out the actions we will take in Scotland in support of that global programme: the UN Decade of Education for Sustainable Development. It describes the first stage of actions that we will take over the next five years (to 2010-11). A second action plan covering the period 2010-14 will be published in 2010.

Our aim is that by 2014 people in Scotland will have developed the knowledge, understanding, skills and values to live more sustainable lives.

2. In this Plan we set out what we will do to ensure that:
 - Learning for sustainable development is fully integrated into the formal education system
 - There are lifelong opportunities to learn
 - The sustainable development message is clear and easily understood
 - We share our skills, expertise and resources through strong networks and partnerships
3. It covers education and learning in its broadest sense including school education, further and higher education, all aspects of lifelong learning, community learning, and other types of informal education, recognising the roles of the public, private, voluntary and community sectors.
4. The Executive recognises that much of the knowledge, experience and expertise in this area rests with a wide range of partners and stakeholders. A priority for the period ahead will be to learn from these experts, exchange best practice and encourage more effective partnership working.
5. As a consequence, the plan is not going to be set in stone. We recognise that many areas of existing and planned work will not have been captured here – and also that new ideas and opportunities will emerge as we start to implement this plan – not least through bringing people together to share ideas and practice.

We welcome this dynamic approach and **will review and update the plan on an annual basis to ensure new developments are taken into account.**

6. **The Executive will establish a small steering group to oversee the roll out of the programme, representing interests from the formal education sector (schools, colleges and universities), voluntary and community sectors, NGOs and civic society.**

What is sustainable development?

7. The aim of sustainable development is *'to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life without compromising the quality of life of future generations'*.

8. In Scotland we are working towards four broad objectives within this overarching aim. These are described in more detail in the Scottish Executive's sustainable development strategy, *Choosing Our Future*. The four goals are as follows:

The well-being of Scotland's people, through

- increased economic opportunities for all
- an environment that provides the conditions for health and well-being
- a focus on the promotion of good mental health and well-being

Thriving communities, so we are a nation that

- has well-connected places
- regenerates local environments
- puts people at the heart of change

Scotland's natural heritage and resources are protected, so that

- biodiversity loss has been halted
- natural resources are managed sustainably
- the environment is protected effectively

A fairer global contribution, so we are a country that

- has reduced its own greenhouse gas emissions
- is reducing its ecological impact
- is contributing to the Millennium Development Goals

The learning challenge

'There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on.'

'As people we seek positive change for ourselves, our children and grandchildren; we must do it in ways that respect the right of all to do so. To do this we must learn constantly – about ourselves, our potential, our limitations, our relationships, our society, our environment, our world. Education for sustainable development is a life-wide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone.' UNESCO

9. Sustainable development challenges us to think about and act upon some very big issues. At the global level, we need to face up to the threat of unsustainable development, development that is causing damage to such an extent that the planet cannot sustain human life, leading to a world where future generations would no longer have the resources to meet their needs.
10. Facing up to these challenges means changing the way that we live and develop as individuals, as communities, as a nation, and as part of a global society. It means learning and embracing new approaches to the way we go about things. It means learning how to:
 - respect the limits of the planet's environment, resources and biodiversity
 - use resources as efficiently as possible – including reducing the need for them in the first place
 - get much better at thinking about the long-term consequences of our actions, and their global as well as national or local consequences

- plan and work towards a positive vision of the kind of community, country or world that we want to live in
- develop a much more integrated approach to tackling problems and identifying solutions.

11. This can seem like a daunting agenda. That is why we will we focus over the next few years on **working together** to:

- bring initiatives together rather than adding to confusion and overload
- pool experience, skills, ideas and expertise
- develop shared approaches and a common language
- provide support to people working in the field
- spot new opportunities
- highlight and celebrate the good work that is already going on
- learn from each other.

The principles of sustainable development education

12. Sustainable development education is an approach that not only delivers knowledge and understanding but also enables learners to act on this information to change their behaviour. The importance of values is central to this: people are more likely to change their behaviour if they **value** the benefits that a more sustainable way of living might bring.
13. Learning about sustainable development includes an exploration of some fundamental **principles** of the way we live our lives:

Interdependence: understanding the connections and links between all aspects of our lives and the links between people, other living things and places at a local and global level

Diversity: understanding the importance and value of diversity in peoples' lives and that our lives, our economy and our well-being are impoverished without it

Carrying capacity: understanding that there are limits to the world's resources and the ways in which the world can develop and that the consequences of unmanaged and unsustainable growth are increased poverty and hardship, and the degradation of the environment, to the disadvantage of us all

Rights and responsibilities: understanding the need to lead lives that consider the rights and needs of others and recognising that what we do now has implications for what life might be like in the future

Equity and justice: understanding the underlying causes of inequity and recognising that for any development to be sustainable it must benefit people in an equitable way

Uncertainty and precaution: understanding that our actions may have unforeseen consequences and recognise that there are limits to human knowledge and encouraging a cautious approach to the welfare of our planet

14. Learners – at all ages and stages – also need the opportunity to acquire new **skills** through action learning, learning through participation in 'real' activities. Three key skills have been identified as integral to learning for sustainable development:

Joined-up thinking: the ability to identify and understand links between the issues being addressed and other relevant issues

Participative working: involvement in decision making, setting priorities and action plans

Reflective practice: being able to look back, identify lessons learned and apply them in the future

15. The purpose of sustainable development education is not to tell people what is important and what they should do, but to enable them to decide what is important to them, decide what they want to do about it, and equip them with the skills they need to do it.

What are the benefits of sustainable development education?

16. Learning to live more sustainable lives can bring some surprising benefits. The case studies and examples included in this Plan highlight some of the following benefits:

Sustainable development education can help:

- teachers deliver the objectives of the new curriculum
- children and young people develop as responsible citizens

A whole school approach to sustainable development can foster:

- a good learning atmosphere
- a wide sense of achievement

Learning outdoors and real-world learning is associated with:

- enhanced emotional development in school children
- reduced stress levels for teachers

Learning to make better use of resources delivers:

- more efficient government
- direct financial savings to Scottish businesses

Building sustainable development into policy making supports:

- more joined-up government
- agendas on health promotion, social inclusion, community well-being



Learning for sustainable development within the formal education system

Learning for sustainable development within the formal education system

Schools

17. We want to see a Scotland where:
- Education for sustainable development, in the context of the school curriculum, clearly helps young people to become responsible citizens
 - Classroom learning is set within a whole school approach that promotes the same values
 - Schools are modernised and improved based on sustainable design
 - Schools have access to the highest quality materials, advice and support on sustainable development education
 - Learning and teaching in sustainable development is of the highest quality
 - Schools are making the best possible use of our natural heritage as a classroom for learning

Ambitious, Excellent Schools

18. School education is in the process of reform under the umbrella of the *Ambitious, Excellent Schools* programme. We need to explore the opportunities to ensure that sustainable development education forms an important part of this process in a way which is neither onerous nor tokenistic – but is meaningful and adds value. Opportunities should be explored in relation to leadership, initial teacher education, continuing professional development, school-college partnerships and out-of-hours partnerships. **The Education Department will take account of sustainable development in the *Ambitious, Excellent Schools* programme.**

The school curriculum

19. The Executive has recently set out – for the first time – a set of clear statements about the purposes of education in Scotland. Principles of sustainability such as those set out in paragraphs 10-15 above are at the heart of the vision for future education set out in *A Curriculum for Excellence*. The aim is for young people to be:

- Successful learners, enabled to make reasoned evaluations and link and apply learning in new situations
 - Confident individuals, who can develop and communicate their own views of the world and their place in it
 - Effective contributors, clear thinking and articulate with problem solving skills and ‘can do’ attitudes to life
 - Responsible citizens, who can develop knowledge and understanding of the world and Scotland’s place in it, evaluate environmental, scientific and technological issues, enabling them to develop informed, ethical views of complex issues
20. This is an ambitious agenda, shifting the balance of the curriculum from a primarily content-based system to one which concentrates more on outcomes for young people. It also identifies very clearly the potential contribution young people can make to debate and action on global and local issues. In short, we are giving greater emphasis to preparing young people to be citizens of the modern world.
21. **A key purpose of the curriculum review will be to unify the curriculum providing improved and more coherent opportunities for teachers to use cross-cutting elements such as education for citizenship, environmental education, outdoor education, international education and education for the global perspective, as vehicles for learning across curricular areas and subjects.**
22. The curriculum review is currently being undertaken: new guidance should start to come into place from 2007-08, and implementation will follow over forward years. Schools and others with an interest in curricular development in these areas will have an opportunity to engage with the curriculum review, and can register their interest in doing so on www.acurriculumforexcellencescotland.gov.uk.

23. The review of the curriculum presents a major opportunity to strengthen the contribution that education for sustainable development can make in Scotland's schools. A key task is to identify outcomes and experiences for young people that will enable them to experience effective, high quality education for sustainable development. The Executive will liaise with the **Sustainable Development Education Liaison Group on options for taking this forward.**
24. There are also opportunities to develop stronger connections between sustainable development and education for citizenship and informal learning through both youth work and learning in the wider community. Further research may be required into the role of informal education through youth work and learning in the wider community, as noted above, in outcomes for children and young people.

Whole school approach

25. Classroom learning should be set within a whole school approach, encouraging participation, joint decision making and learning by all including teachers, non-teaching staff, parents and the local community as well as pupils. This is an approach that encourages teamwork and helps to create a shared understanding of what it takes to run a school in a way that respects and enhances the environment.
26. Scotland is leading the way in this whole school approach. Scotland has the highest percentage of schools in Europe who are involved in the Eco Schools Programme. At present over 70% of schools are registered Eco Schools. The target is to have 80% of all schools registered on the Eco Schools Programme by January 2008.
27. The Executive provides financial support for the programme, from environment and education budgets. **Funding of £350,000 will be provided on an annual basis up to 2008-09 and then reviewed.**
28. The Eco Schools Programme will continue to develop to provide additional challenge and interest for schools who have already gained Green Flag status. Stronger linkages also need to be made with secondary school education. **The Executive will work with the Sustainable Development Education Liaison Group (SDELG) and the Eco Schools Programme to identify those aspects of the current programme that can be enhanced to encourage active participation by secondary schools in a manner consistent with A Curriculum for Excellence.** This might include different forms of participation and involvement that are more interesting and engaging for an older audience, and more challenging issues for example around Fair Trade, climate change, health, poverty, Millennium Development Goals and global dimensions. The Executive will provide additional funding of £75,000 in 2006-07 and 2007-08 to support the development of this work.
29. Development of the whole school approach should include building and maintaining connections with the wider community. This could be taken forward through partnerships with organisations such as the British Trust for Conservation Volunteers (BTCV) who have many years' experience working with communities on social, economic and environmental improvements to a local area. The SDELG will explore these options with BTCV (and other community based organisations) and report back to the Executive.
30. The value of this whole school approach can and should be reinforced through the school inspection process. HMIE will ensure that the outcomes and experiences for young people, including those that enable education for sustainable development, are fully reflected in the inspection process.
31. Whole school initiatives have also been developed in support of other cross-cutting issues. All schools are expected to be health promoting by 2007 and are required to take a whole school approach to health promotion which includes the physical, social, spiritual, mental and emotional well-being of everyone in the school. This ensures not only that health education is integral to the curriculum but also that school ethos, policies, services and extra-curricular activities foster well-being and healthy development.

32. There are close connections between these two approaches and they can add value to each other by connecting up:
- health benefits of walking/cycling with environmental benefits of travel choices and travel planning as a skill for life
 - designing the estate for environmental impact and health promotion
 - linking healthy eating with sustainable food procurement
 - prioritising places to play and enjoy quiet time over car parking
 - outdoor education – mental and physical health benefits, learning about the environment.
33. Linkages are being made to draw these and other whole school approaches together. The developing Integrated Children's Services Agenda will ensure that there is a more cohesive approach to partnership working in support of the whole school approach. There is close collaboration between Health Promoting Schools, Eco Schools, Sustrans and Outdoor Connections and with an increased emphasis on cross-curricular themes other collaborations are likely. The experiential learning that these whole school approaches offer will help enliven subjects and assist with the four capacities identified in the new curriculum: confident individuals, successful learners, effective contributors, and responsible citizens.
34. One of the main priorities for sustainable development in schools will be to strengthen these linkages and continue to build a more cohesive approach. The SDELG is already examining how schools can bring together their curricular work, their whole school initiatives and the management of their school to create a whole school approach to sustainable development. An approach that has been generating interest in this area is the 'Pathways' framework developed by WWF UK. Two Local Authorities are currently using this framework to develop a joint understanding among staff, join up different initiatives and embed sustainable development in all aspects of the school.

Outdoor education

35. Making the most of learning outdoors can be a very effective way of developing a whole school approach. It can link and strengthen different strands of what can seem like competing agendas.
36. Outdoor education is a whole school approach which forms a valuable component of a rounded and rich educational experience. It provides a very important setting for young people to discover more about themselves, to develop environmental awareness and to engage in the sustainability debate. Young people benefit from regular opportunities to learn in a natural setting, to build up familiarity with a natural place close to home and to relate theory to reality on the ground.
SNH is preparing a web-based site directory of places for schools to visit for learning across Scotland to make this easier.
37. The Executive is keen to raise the profile of outdoor education in Scotland by developing outdoor education for all young people. It is recognised that education in the outdoors can contribute to the delivery of the four key purposes of education, in particular developing citizenship through sustainable environmental studies and national heritage awareness. **Learning and Teaching Scotland are taking forward this work with a new development programme Outdoor Connections and have appointed a national development officer to identify and disseminate good practice and encourage authorities to review and enhance provision.** Some examples of what can be achieved by learning outdoors are included in the annex.

The school estate: sustainable design

38. The management of the school estate should reflect the values and principles of sustainable development. Schools should set an example to those who work and learn in schools. The way schools are managed should model the sustainable development principles that are part of the curriculum. Congruence between what is taught and what is practiced is important for effective learning: without it, good teaching can be badly undermined.

39. One of the Scottish Executive's key priorities is to modernise the school estate. Investments in renewing school buildings across Scotland now exceed £2.3 billion and this will have significant environmental impacts. Sustainable school buildings should be designed for a long life, serving their communities for many years. A key issue is to take into account whole-life costs, not just the initial capital cost of design and construction.

40. A joint Scottish Executive and CoSLA strategy (*Building Our Future: Scotland's School Estate*) sets out the vision for well-designed, well-built and well-managed schools. The Executive has published additional School estate guidance on School Design published in 2003 which provides a checklist of key design issues that need to be addressed including points on sustainable design such as:

- Demonstrating a genuine commitment at all stages in the process to designing and building schools along environmentally and ecologically sound principles
- Conserving the use of energy, water and other resources
- Utilising the natural character of the site, including any changes in levels and orientation to maximise passive solar and wind gains and minimise energy loss
- Using materials which are non toxic, non polluting and selected from certifiable sustainable sources
- Designing the school grounds and the building to promote biodiversity
- Integrating the school within wider transport plans, taking account of issues such as accessibility and travel to school

41. Further guidance on these and other relevant issues is provided in the school estate guidance on sustainability, published in 2004. The Executive has also recently commissioned two publications on the Design and Construction of Sustainable Schools which provide sustainable lessons learned from two study trips focusing on recently constructed school buildings in Norway and Sweden. Work will continue to ensure full consideration of sustainable issues in the commissioning of school buildings.

42. There is also a key learning point here: children up and down the country are getting involved in the designs for their new classrooms, and learning about the relationship between design and the daily management of waste, energy and other resources – in short, putting sustainable development education into immediate practice. Sustainable design therefore has an important role not just in shaping healthy and ecologically-sensitive school environments but also demonstrating to pupils an awareness of the need for all of us to develop more sustainable ways of living.

Materials, advice and support

43. The Executive is working with Learning and Teaching Scotland (LTS) and other stakeholders to improve the range of and access to good material on education for sustainable development. This work is set firmly within the contexts of the wider citizenship agenda and the purposes of the curriculum as set out in A Curriculum for Excellence. A development officer has been appointed to take this forward.

44. We are aware that there is a wealth of high quality material already in existence, including materials produced by environmental and other NGOs. But we also know that the range and priority of sources is potentially confusing to teachers and schools. The priority is to make it easier for teachers (and others supporting the learning of school-age children) to access the material, including signposting the relevance of material to curricular topics.

45. This work is being taken forward through the Sustainable Development Education Liaison Group, with current priorities including:

- new framework to deliver a more joined-up approach
- new website to make it easier for schools and teachers to access materials

46. New materials have also been produced including:

- New module on biodiversity (launched September 2005)
- New module on global citizenship

47. **A joint project will be run in 2006-07 to identify sources of advice, support, good practice examples and resources that can be made accessible to teaching staff. This will be taken forward by LTS, SNH and the Scottish Executive.**

Highest quality teaching and learning

48. One of the aims of the Decade internationally is to foster the increased quality of teaching and learning in education for sustainable development. The key action in Scotland will be to integrate it into the new curriculum, as set out above, and to enable a more engaging and interesting experience for young people.
49. The school inspectorate (HMIE) will look at the extent to which the outcomes of *A Curriculum for Excellence* are influencing the direction of curricular innovation and improvements in learning and teaching.
50. Learning for sustainable development presents a challenge and opportunity for Initial Teacher Education (ITE) in Scotland. The Scottish Executive recently undertook a review of ITE and the response was published in May 2005. The review acknowledged that the one-year ITE courses, which provide the bulk of provision, could not cover in depth all areas which new entrants to teaching would eventually be expected to master. Instead, the role of the one-year course was to provide a sound basis for professional practice. The knowledge and experience base of new teachers would then grow during the one-year induction programme, and in the 2-3 years beyond, and it was the totality of this professional development which would provide the professional development new teachers needed.
51. It is clearly important that the knowledge, skills and values of sustainable development and related matters have a key profile in this ongoing process of professional development. There is also now an additional opportunity to achieve this goal, in the development of the new curriculum, *A Curriculum for Excellence*. **Inevitably elements of existing ITE content will need to be redrawn to reflect new curricular priorities. This will provide opportunities to further reflect the concept of sustainable development in Initial Teacher Education.**

Further and Higher Education

52. We want to see a Scotland where:
- Our universities and colleges play a key role in developing knowledge and understanding of sustainable development
 - Estates developments embody the principles of sustainable development and encourage learners and staff to act sustainably
 - Education for sustainable development is integrated into curricula
 - The whole experience offered to learners contributes to the development of their sustainability literacy and citizenship skills, attitudes and behaviours
 - Universities and colleges have access to the highest quality materials, advice and support to enable them to embed education for sustainable development into their courses and the wider student experience
 - The value of sustainability skills is understood and articulated by institutions, learners and employers

Learning and Teaching

53. Universities and colleges will play a key role in developing knowledge and understanding of sustainable development amongst learners and the wider community, by supporting research that leads to more sustainable technologies and by introducing education for sustainable development into curricula.
54. Sustainable development requires people to be able to make connections between diverse sources of knowledge. The Funding Council will work with institutions and bodies like the Higher Education Academy to encourage the development of generic cross-disciplinary modules in sustainable development and trans-disciplinary approaches to learning and teaching.
55. The Council will establish the value and relevance of national educational resources to support staff in embedding sustainable development into courses and will identify appropriate professional development opportunities for staff.

- 56. In further education, the council will work with SQA to incorporate sustainable development perspectives within its normal processes of curriculum design and review.
- 57. Demand from employers and professional bodies for sustainable skills, attitudes and behaviours will be a key driver influencing the content of courses. **The Council will work with institutions and national bodies to identify and articulate the value of such attributes. This will require research on how career choices and learner opportunities are influenced by sustainable development, in order to establish a 'business case' for institutions, employers and learners.**
- 58. The Council will explore the scope for developing self-audit tools to support institutions in assessing their own position and development needs in relation to sustainable development.
- 59. **The Council will assess the progress made by Scotland's universities and colleges and report annually to the Executive, drawing on a wide range of information compiled at the subject and institutional levels.**

Estates

- 60. Universities and colleges will increasingly embrace sustainable development principles in the management of their estates. The Funding Council has developed new guidance on sustainable development. **It will also incorporate it into its forthcoming estates strategy guidance and this will encourage institutions to embed sustainable development in their estates and business operations in a creative and holistic way.** This will include encouraging good and innovative practice around principles of resource procurement, energy efficiency and waste management, as well as links to the learning and teaching strategies to reflect the role of the campus, culture and policies in promoting values around global citizenship.
- 61. The Funding Council, through regular seminars for universities and colleges promotes the sharing of best practice in relation to principles and issues of sustainable development. The Funding Council is also **working with the Environmental Association of Universities and Colleges – Scotland, who encourage and support sustainable development throughout the tertiary education sector in Scotland to provide a 'one-stop shop'** for guidance and advice on embedding sustainability issues into institutional practices in Scotland.
- 62. The Funding Council has capital grant budgets of £0.4 billion over the three years 2005-08. Through its capital programmes, the Funding Council is encouraging colleges and universities to embrace the principles of sustainable development throughout the delivery of major capital projects, not just the final product, either a new or a refurbished facility, but through the procurement, construction and occupation phases. During the appraisal of business cases for capital funding, the sustainable development elements of projects are specifically considered, and the Funding Council has a standard condition of grant which requires reporting on the progress of the delivery of the sustainable development items identified in the capital project.
- 63. The Funding Council will keep track of the sectors' progress with sustainability issues. **It will review the current estate management data** with a view to incorporating data on waste management as well as developing relevant key Performance Indicators on sustainability and is working with the Scottish Universities and Colleges setting appropriate sustainability benchmarks for the sector, through the UK-wide estates statistics tools EMS and eMandate.

Research

64. The Council is supporting the development of more sustainable development research capacity by investing in new university research centres around issues like carbon storage and environmental sustainability, and feasibility studies into marine science and hydrogen-based systems. Staff involved in such research have the skills and knowledge to make significant contributions to embedding sustainable development in postgraduate and undergraduate courses. **The Council will consider ways in which links between learning and sustainability and environment-related research capacity can be improved.**

Communities

65. Scotland's universities and colleges make a major contribution to their local communities, in providing learning opportunities, facilities and cultural resources, and as large employers and purchasers of local goods and services. They can also act as drivers for change within their local communities, encouraging progress on ethical purchasing and other aspects of sustainable development. Colleges contribute to the social and economic sustainability of communities by helping unemployed people and redundant workers back to work and through targeted support for those with low skills or learning disabilities in locally-based community learning centres. Students contribute to local cultural diversity and – through activities like volunteering – make a major contribution to the well-being of local communities and community groups.
66. The Council will support the development of estates which contribute to the cultural capital of local communities and encourage procurement practices which support sustainable development at the local and global level. Universities and colleges will continue their long-standing civic activities and their role in community planning and will develop further as beacons of good practice to their local communities. Building on the 'Studentification' report, institutions will continue to work in partnership with their community to ensure that learners are increasingly ambassadors for positive change.

Funding Council

67. The Funding Council will aim to conduct its business in a sustainable way and in line with its organisational environmental policy. **The Scottish Executive will work with the Council to develop jointly staff capacity, skills and knowledge in sustainable development in order to take forward its new duties. This might include commissioning research and training materials as required.**



There are lifelong opportunities to learn

There are lifelong opportunities to learn

68. Learning for sustainable development is for everyone, at whatever stage of life they find themselves. This is a key priority if we are to learn to:
- understand the consequences of our actions in terms of sustainable development
 - identify what we can do to achieve better outcomes
 - know how these changes can be made
69. We need to stimulate activity and create opportunities in all the places where learning takes place. This is clearly not limited to the formal education sector. In the sections below we set out the actions we will take to provide opportunities for individuals to get involved in activity, in debate and in learning.
70. Experience shows that, when given the opportunity, people are very motivated to play their part in change – especially when it contributes to improved quality of life, financial savings, protection of the environment or global peace and justice.
71. We recognise that there is still much work to be done to develop routes for learning about and engaging with sustainable development outside the formal education system. The action plan for the second half of the Decade will need to give greater emphasis to engagement across all walks of life in Scotland.
Developing new suggestions, ideas and approaches will be therefore be a priority for all stakeholders over the next five years. As a first step, the Executive will host a conference on ‘involving people in sustainable development’ by March 2007.

Consumer awareness

72. We need to build on people’s growing awareness of social and environmental concerns and the influence they have as citizens and consumers. One example would be the Fair Trade movement. Another approach is to use the ecological footprint as a tool for increasing understanding of unsustainable consumption and learning how to make more sustainable choices. **The Executive will continue to support the work of WWF and partner organisations to roll out this footprint approach to local authorities and schools across Scotland.**

73. **The Executive will also work with the UK Government, retailers, NGOs and others to encourage informed public debate around the environmental and social consequences of the goods and services consumers buy, supporting initiatives such as Environment Direct, a proposed new consumer information service, which is expected to be launched across the UK in late 2006.**
74. Transport Scotland is the new national transport agency for Scotland. Its purpose is to support delivery of the Scottish Executive’s vision for sustainable transport in Scotland, making a real difference for people and businesses using the national rail and road systems. Transport Scotland is working closely with the transport industry and other stakeholders to make this happen. Through the National Transport Strategy which is due to be published towards the end of 2006, and working in partnership with the Scottish Executive, we aim to deliver this vision.

The business community

75. Making the business case for sustainable development can be a key mechanism in increasing understanding and engagement. There are many examples of innovation that have led to major economic as well as social and environmental benefits for businesses in Scotland.
76. Working with the business community to improve understanding, develop skills and celebrate success will be a priority for the communication plan for the new sustainable development strategy, as well as this action plan.
77. Support, information and advice needs to be accessible and business-friendly. It is recognised that although there are many valuable sources of advice the co-ordination of their services could be improved in order to provide a ‘one-stop shop’ service to businesses. **This is being taken forward through a review of advice and support to businesses on resource efficiency.**

Civic society

78. Developing capacity within civic society can help us become a more sustainable nation. The Executive is committed to this approach in Scotland and will

encourage participation and engagement in policy development and implementation.

79. There is already a broad network of individuals, groups and organisations who are actively involved in the sustainable development agenda. The Executive will continue to support the Scottish Sustainable Development Forum to facilitate debate, encourage participation, raise awareness and understanding, promote good practice and recommend action in the pursuit of a more sustainable Scotland.
80. **The Executive will also support the new SUS IT OUT programme with core funding for the next three years.** The Future Scotland partnership has been working since 2001 to promote awareness of sustainable development amongst civic society organisations and to encourage the Executive to take a participatory approach to the development of sustainable development policy. The partnership has developed SUS IT OUT to support these objectives. The programme will include a tailor-made awareness raising tool, training and development for organisations across Scotland and annual pledges of activity in support of sustainable development.

Voluntary sector

81. The voluntary sector including NGOs already play an important role in the stewardship of natural resources, engagement of volunteers, awareness raising and policy development advice. They often pioneer new approaches and can provide learning opportunities for young people outside school settings and practical ways for people and communities to become involved through volunteering. They operate most effectively as an independent force, capable of entering into partnership with government where their experience and skills can bring benefits. The Executive is committed to developing the relationship with the voluntary sector and we will continue to support constructive endeavours by the voluntary sector to assist sustainable development learning.

82. **The Executive will work with the voluntary sector to support their own learning for sustainable development, looking to identify practical ways to support their work and build on their skills and experience including:**
- **ways of identifying and evaluating sustainable development objectives**
 - **training needs analysis and support**
 - **new guidance and toolkits**
83. Natural heritage volunteering provides opportunities for people to engage with the natural world and to understand the part it plays in supporting our emotional and physical well-being. **The Executive is supporting a joint project with BTCV Scotland to explore the benefits of environmental volunteering in Scotland, reporting by the end of 2006.**

Communities

84. Scotland has a strong tradition of community action and involvement. There is a very real opportunity for Scotland to be a leader in supporting community learning and engagement in sustainable development by looking creatively at ways of building on existing activity and making the connections with sustainable development.
85. The Executive is driving support for the growing role of communities through its guidance on community learning and development, *Working and Learning Together to Build Stronger Communities*. It emphasises the importance of building learning in communities around issues of real and immediate concern, and linking it to support for action by communities to influence these. Linking learning and action in communities in this way has a key role in sustainable development.
86. Community Planning Partnerships have an important part to play in strengthening connections between local activity and sustainable development. Recent guidance to Community Planning Partnerships on community learning reinforced that environment and the natural heritage can be a key issue for communities. The

communications work will support this agenda through proactive PR relations and working with local media, etc. to share best practice (leading by examples/ localising issues to make them relevant to that community).

87. There are many examples of programmes in Scotland that are supporting individuals and communities to learn by doing, linking training and development packages with practical conservation and environmental improvement programmes. We want to build on the success of this type of initiative, extend the coverage (but with a particular focus on deprived neighbourhoods) and identify critical success factors for any future programmes. **The Executive will provide funding of £100,000 for the next three years to develop, support and evaluate this initiative.**
88. Forward Scotland are committed to fostering a culture of sustainable development within Scotland and will be working to develop a network of champions for sustainable development across Scotland, helping them to achieve consensus on priority issues of sustainable development and enabling members of local communities to take a pioneering or visionary approach to sustainable development.
89. Learning within communities can often depend on having somewhere to meet. Learning will be easier when there are accessible 'hubs' like schools or community halls. This is also an efficient way of using existing resources. Other resources and forms of support are also important including childcare and accessible transport. Communities across rural Scotland have been supported to develop community facilities which have the capacity to be multi-functional and appeal to a wide age group. Such hubs have the potential to be self-sustaining and communities are being encouraged to consider how to make them so. Some of our newer halls have been designed on sustainable development principles, incorporating efficient energy use and waste minimisation.

Skills and training

90. Training in sustainable development needs to be embedded into all types of professional and business education, so that there is the widest understanding of how to achieve greater sustainability in all fields of commercial practice. As technology advances against a background of rapid change, global competition and rising expectations of choice, the skills of our people and their continuing development are ever more important.
91. We are keen to work with the relevant bodies to develop the existing skills base and support the development of necessary new skills. The *green jobs strategy* sets out a range of support actions in this area, including:
- work with the Funding Council to raise awareness of the importance of sustainable development in higher and further education institutions
 - work on skills in the waste and renewables sectors
 - taking forward the recommendations of the FREDS Skills Sub-Group
 - working with Energy and Utility Skills on their functional and occupational mapping of the waste and renewable energy sectors, and on their labour market investigation of the waste management sector
 - working closely with Futureskills Scotland
 - careers Scotland will highlight emerging opportunities within the labour market when supporting individuals in planning their careers
 - working with Transport Group and Transport Scotland to further public knowledge, use and opportunities for sustainable transport.



The sustainable development message is clear and easily understood

The sustainable development message is clear and easily understood

Communications plan

92. The new UK Framework challenges governments to 'promote a clear understanding of and commitment to sustainable development so that all people can contribute to the overall goal through their individual decisions'.
93. We recognise that this is a major challenge and will:
- continue to explore the most effective mechanisms for communication and engagement
 - work in partnership with key stakeholders
 - develop a coherent framework for communicating key messages on climate change, waste, energy efficiency, travel and biodiversity
94. **Proposals for taking this new approach forward will be set out in the communications plan that will support *Choosing our Future*.** Implementation of that communications plan will need to go hand in hand with work to take forward the actions for learning.
95. A priority for the communications plan will be to develop and deploy common branding (images, straplines, shared language) to help 'link up' educational and communication initiatives across sectors, age ranges and topics. This will support and reinforce partnership working. It will also make it easier for individuals to make the connections between issues.

Raising awareness – building capacity

96. The Scottish sustainable development strategy *Choosing our Future* sets in train a comprehensive programme of action across all sectors of Scottish life. We recognise that there is a need to build awareness, understanding, skills and capacity in order to deliver the programme successfully and to ensure that it is more than the sum of its parts. We also recognise the importance of learning from the practical experience of implementation – what works, what doesn't, how to transfer skills and expertise, how to share best practice, learning the lessons from

ideas that don't work and capturing the inspiration from those that do. **The Executive will ensure that each workstream in the implementation plan for *Choosing our Future* includes an analysis of relevant learning requirements or opportunities.**

97. Training and awareness are needed so that policy makers have the skills, knowledge and understanding to promote sustainable development. This includes learning how to overcome institutional and cultural barriers to more 'joined-up working' with a focus on the outcomes we are collectively trying to achieve rather than the delivery of individual programmes.
98. This is an important learning agenda for the Executive and **a new programme will be introduced to promote skills for sustainable development within the organisation.** This will include a one-day programme for senior managers, training and support for a network of 'environmental guardians', awareness raising seminars and the integration of sustainable development issues within Better Policy Making. Competencies will be driven by the requirements for spending proposals to be subject to pre-expenditure assessments to identify social, economic and environmental impact; the application of Strategic Environmental Assessment to all policies, programmes and plans; and the need for all proposals for legislation to be accompanied by a sustainable development commentary to inform parliamentary scrutiny.
99. There are many ways in which continuing professional development can improve understanding and raise awareness of sustainable development objectives. Organisations like Forward Scotland have been developing partnership models with public sector organisations; joint training programmes have been piloted on a partnership basis through some of Scotland's major public bodies through the SENCE group.¹

¹ Scottish Enterprise, Highlands and Islands Enterprise, Communities Scotland, SNH, SEPA and Scottish Enterprise

100. The underlying principle is to build on the existing skill set of participants and encourage them to 'link their thinking' and look at what they do differently. Within the Scottish Executive for example, policy makers will be encouraged to explore connections between their areas and search for the sustainable development 'wins'. At a more hands-on level, youth and outdoor workers involved with John Muir Trust recognise that they already spend a lot of time working outdoors but are not necessarily making the most of the learning opportunities that natural classroom presents. Making connections between programmes – building in skills or employability to conservation work; looking at environmental issues as part of outdoor education programmes – can build skills and capacity, strengthen partnership working, and engender commitment and enthusiasm among participants.



Strong networks and partnerships

Strong networks and partnerships

101. This plan reflects contributions and commitments from a wide range of Scottish Executive departments, agencies and public bodies. A list of partners and stakeholders is included in the annex.

102. **The Executive will explore with these and other partners the most appropriate mechanisms to pull contributions together, including for example:**

- **national and local co-ordinating groups**
- **an annual conference to share experience and celebrate success. The first annual conference will take place by the end of 2006**
- **regular updates to re-enforce and empower the networks via email or other channels**
- **stronger branding of the learning agenda within overall communication strategy**
- **use of ICT to exchange information and best practice**
- **dedicated website for UN Decade in Scotland and linkages to other websites**
- **mechanisms to share ideas and practice across educational sectors (websites, newsletters)**

103. We are keen to build on and consolidate this collaborative working and pull in the positive contributions that all sectors can make to this agenda. **Summary statements of the contributions that organisations are making will be pulled together and publicised on the Scottish Executive website.** Some early examples are included in the annex.

104. The Sustainable Development Commission (SDC) in Scotland has a role to play in encouraging a climate of opinion, promoting wider public debate and shared learning and developing partnerships with key organisations and sectors. The SDC can contribute to partnerships for learning through:

- Access to case studies of schools and programmes across the UK
- Links to UK networks of organisations working with and for young people

- Information on projects and programmes (such as a self-evaluation tool for schools)

Monitoring and evaluation

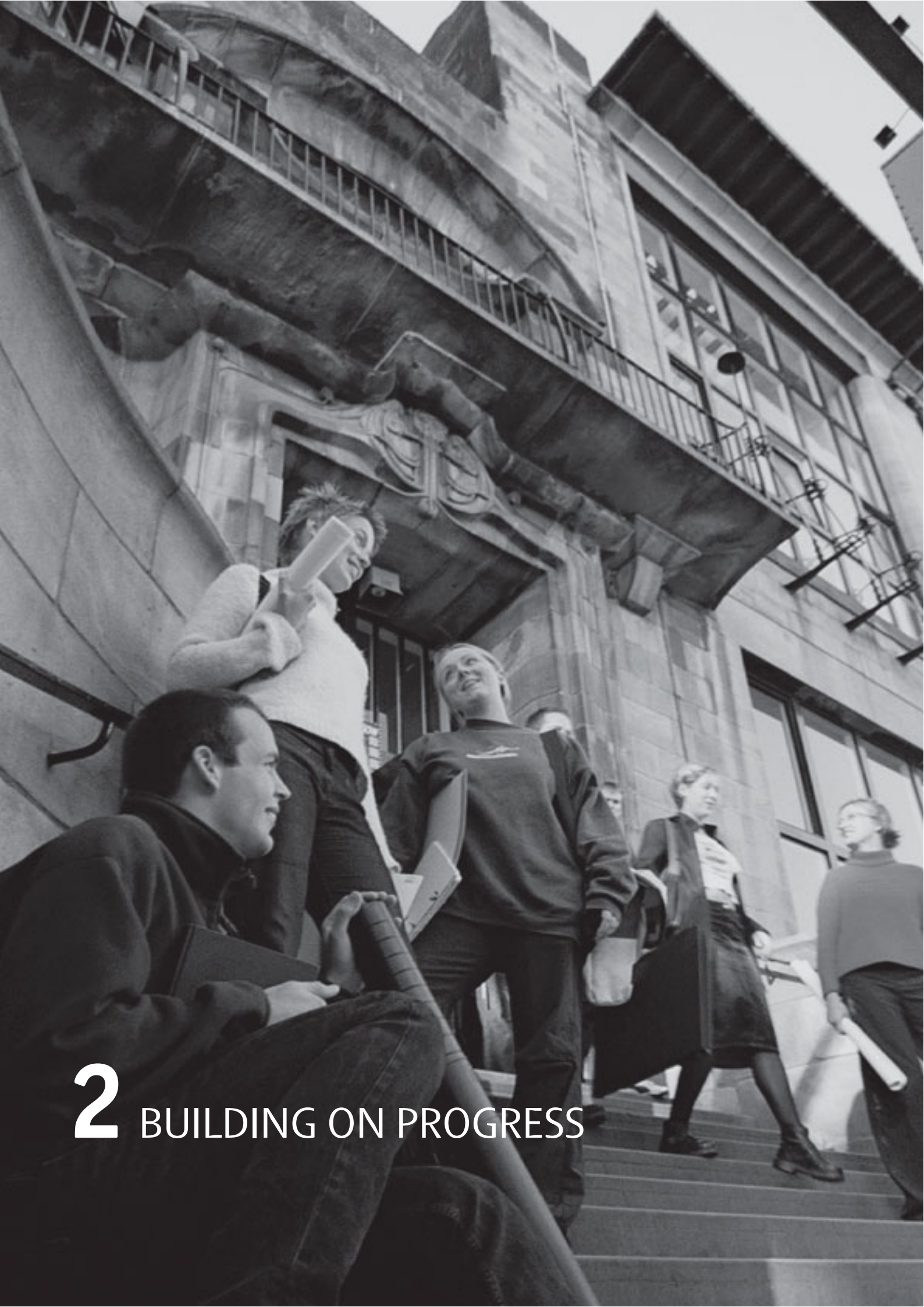
105. **The Executive will develop a monitoring and evaluation framework to support delivery of this plan. The plan will be put in place by the end of 2006.** It will draw out links with:

- monitoring and reporting arrangements for the Sustainable Development strategy
- the new sustainable development indicator set
- Defra work on an education indicator 'to be developed to monitor the impact of formal learning on knowledge and awareness of sustainable development'
- international work through UNESCO on evaluation of the Decade's impact
- SDELG comparative study of sustainable development education across Europe.

Reporting framework

106. Monitoring of this plan, including progress on commitments and achievements of outcomes, will be included within the reporting arrangements for *Choosing our Future*, Scotland's sustainable development strategy.

107. **The plan will be reviewed in 2009 as part of the wider review of the sustainable development strategy.** This will provide a useful opportunity to take stock of progress against objectives and to assess the extent to which the outcomes are being achieved. **A new action plan for the second half of the Decade (2010-14) will be put in place alongside the second sustainable development strategy, due for publication in 2010.**



2 BUILDING ON PROGRESS

Building on progress

Part 2 of this report highlights some of the work that is already going on in support of sustainable development education in Scotland.

Schools

Curriculum resources

Support is available on a wide range of issues within the spectrum of education for sustainable development, including programmes on health, waste, energy efficiency, climate change, biodiversity and global issues. Current arrangements include:

- Development education: the IDEAS network of development education practitioners in Scotland supports teachers with resources and training to bring a global dimension to their work
- Health: health promoting schools programme, supported by health promoting schools unit
- Biodiversity: The Scottish Biodiversity Strategy identifies communication and education about the value of biodiversity as a key priority. The Scottish Executive has funded the production of an Eco schools module on biodiversity
- Historic environment: Historic Scotland delivers an outreach programme to schools which raises awareness in the classrooms of their surrounding historic environment and its role in sustainability. The opening to the public of Stanley Mills, near Perth, in 2007 will offer extensive educational opportunities to learn about renewable energy resources
- Woodlands: publication of *Woods for Learning Education Strategy* by Forestry Commission Scotland (FCS) which encourages the use of forests in education
- Climate change: a climate change website for Scottish schools was launched in 2002 (www.ltscotland.org.uk/climatechange) aimed at young people aged between 9 and 14. The aim of the site is to inform and raise awareness of some of the key issues surrounding climate change and the effect on Scotland.

- Energy efficiency: Support is provided through the Energy Savings Trust and local advice centres. The forthcoming energy efficiency strategy will set out future actions on energy efficiency education
- Waste: funding is provided through the Strategic Waste Fund to support Eco Schools. There are also waste education officers in some local authorities. SEPA co-ordinate a network providing advice and access to resources for waste education practitioners (www.sepa.org.uk/nws/thenetwork/database/index.aspx/)
- Natural heritage: educational support programmes run by SNH, including school grounds grants and the Biodiversity at the Chalkface training event for student teachers

Learning about footprint

Schools in Scotland are starting to explore the potential of the 'ecological footprint' as a tool for increasing understanding of unsustainable consumption and learning how to make more sustainable choices. Scotland's Global Footprint Education Project aims to explore ways in which schools can examine, measure and reduce their impact on the environment. The project is being developed in conjunction with Eco Schools Scotland and the materials which have been piloted in 19 schools in the north-east of Scotland will be rolled out in time for the 2006-07 school session. Materials will include a Footprint calculator, teaching materials and training which will provide an interactive method for upper-primary and lower-secondary schools throughout Scotland to calculate their footprint at a whole school level, and go on to help schools develop strategies to reduce it.

International development strategy

One of the aims of the Executive's international development strategy is to encourage active consideration of the positive impact of our policies on the developing world. This policy strand aims both to raise awareness of international development issues amongst children and the wider population and to ensure that the Scottish Executive policy is generally consistent with international development aims.

There are many individual projects already in place which provide support from Scottish schools to schools in the developing world, and enable the schools to learn more about each other. These include school twinning projects and teacher exchanges. There could be benefits from providing some level of central support and education for such projects and this will be investigated further.

Education is a priority for the Executive's International Development Policy and the Executive, through its International Development Fund, will consider applications for projects that support that priority. Education projects have been supported in the first round of the International Development Fund (announced in November 2005). This includes support for UNICEF to adapt its Global Enterprising Citizen course (already running in Scotland) for implementation in Malawi. The aim of the course is to implement a coherent programme in schools which encourages children to develop enterprising instincts and behaviour in an ethical and sustainable way.

IDEAS is taking forward the Scottish strand of the 'Enabling Effective Support of the Global Dimension' initiative, supported by DfID. This will be matched by funding and in-kind support from NGOs such as Christian Aid, Oxfam and Save the Children Fund and the six Development Education Centres around Scotland.

Whole school

Sustrans, the sustainable transport charity, works on practical projects to encourage people to walk, cycle and use public transport for health, safety and environmental reasons. Its aim is to create a Safe Route to school for every child in the UK. The initiative:

- encourages more people to walk and cycle to school safely
- improves road safety and reduces child casualties
- improves children's health and development
- reduces traffic congestion and pollution
- supports the network of School Travel and Active School coordinators and provides information and training

The Scottish Executive's School Travel Advisory Group report (2003) recommends that all schools should prepare a school travel plan. This should be the responsibility of the school travel team. It should contain short- and long-term targets to achieve modal shift on the school run and should be subject to constant review. Sustrans have developed extensive guidance for the development of school travel plans and the promotion of sustainable travel.

In addition, the Executive has made funding available for the provision of school travel co-ordinators. Each Scottish local authority now has its own co-ordinator who works with schools to develop and deliver their school travel plan.

The Scottish Health Promoting Schools Unit provides leadership, support and guidance to local authorities in delivering health promoting schools. The Unit's partner organisations NHS Health Scotland and LTS work to provide underpinning support and resources.

Learning outdoors

The Forestry Commission for Scotland is developing a Local Woods for Learning Programme that makes it easier for schools to access their local woodlands and encourages learning in the outdoors. This can cover education across the curriculum (art, science, drama) and is particularly suitable for primary school education. The programme is also available for secondary schools and the Commission are developing vocational programmes around rural skills. The first stage of the programme is to support those 8% of schools that are under 1km from a Forestry Commission site; it will then roll out to the 90% of schools that are within 1km of some woodland (subject to access and safety considerations). Other programmes supported by the Forestry Commission include 'Forest School' – learning through regular visits to the same wood over an extended period – and Active Schools in Woods – encouraging the use of woods both for active outdoor learning and safe routes to school.

SNH is developing a web-based directory of places where schools can undertake curriculum-based learning at all stages 3-18 in a natural setting. Teachers will be able to find out where to go in their local area, what they can do there to meet the current agenda for schools and who to contact to support

their visit. It is intended that schools will be able to visit some of these places regularly, because they will be close to their school. The website will include a range of types of site, including National Nature Reserves, Local Nature Reserves, Country Parks, or local footpath networks, and partnerships will be built with initiatives such as Local Woods for Learning and Forest Schools, and with the BBC initiative Breathing Places. SNH has also piloted the teaching of Standard Grade Biology units outdoors, at Tentsmuir National Nature Reserve.

Grounds for Learning is the charity which promotes and facilitates the development of school grounds for learning. SNH runs a grant scheme to assist schools in meeting their aspirations for their school grounds. School grounds offer the opportunity for all school children to experience the natural world daily and with easy access. Developmental work by Grounds for Learning has also made links to the Health Promoting Schools programme and Local Action Plans. It is essential that new schools are designed in such a way that these opportunities are maximised.

Historic Scotland encourages outdoor education with a focus on sustainability and the historic environment. The Agency is currently working with its rangers services to use woodlands around historic properties as a resource for learning. It is also developing use of a historical site and its grounds near Dundee as a learning centre for children with behavioural needs.

RSPB Scotland provides field teaching for school pupils at 10 sites throughout Scotland, from Sumburgh Head in Shetland to Mershead on the Solway. These programmes offer pupils an inspiring learning experience, often in some of our most spectacular natural environments. The network is being extended with plans to double participation over the decade.

Further and higher education

College estates and campuses

Colleges who are currently developing new campus projects are considering their 'public face' and are keen to offer a 'greener' environment for their communities and are providing landscaped areas.

The Funding Council is providing additional funds to two pilot projects to achieve BREAM excellent ratings. The projects at John Wheatley College and Lauder College are addressing a range of environmental and sustainability features. Key elements included in the colleges' projects are: biomass boiler; solar energy system; water harvesting and passive ventilation systems.

The Lauder project also incorporates sustainable and environmentally-friendly measures in the construction including the use of sustainable materials and local contractors and suppliers.

Queen Margaret University College is relocating to a new purpose-built facility, which also incorporates sustainability elements, many similar to those mentioned above with a further aim to improve its carbon footprint. The University of Aberdeen is involved with local partners in the largest CHP (combined heat and power) project in Scotland. The outcome from these projects will be used to demonstrate to the sectors what can be achieved.

Sustainable development in curricula

There are a number of courses and modules in Scotland that have sustainable development as the principal subject matter. The University of St Andrews has recently introduced an MA/BSc honours degree in sustainable development. Some universities run first-year cross-disciplinary modules open to all students, including 'Sustainability, Society and the Environment' at the University of Edinburgh, and 'Sustainability: ensuring our common future' at St Andrews.

At Lauder College, students and staff were engaged in their sustainable building project to procure a new construction training centre. Future students of the college will be learning about sustainable construction in an exemplar sustainable building.

In FE there are a number of separate generic units which have sustainable development as the main focus – for instance Stow College developed SQA units in 'promoting sustainability' which are available for inclusion in the programmes of a number of awards.

At least five universities have specialist-taught MSc Programmes in which sustainable development provides the central element. These are Aberdeen (Sustainable Rural Development), UHI Millennium Institute (Sustainable mountain and rural development), Edinburgh (Environmental sustainability), Strathclyde (Pollution Studies and Sustainable Development) and Stirling (Sustainable Development).

Lifelong opportunities to learn

Young People: Project Scotland

Project Scotland offers high-quality, full-time, volunteering opportunities for young people aged 16-25. One feature is a ground-breaking portal through which young people will access hundreds of full-time volunteering opportunities, in the environment, new media and the arts, education, sports or health, giving young people the chance to get involved, contribute to the community and help them to make the key choices in their lives. Over 100 organisations are involved in offering volunteering opportunities through Project Scotland, including the British Trust for Conservation Volunteers (BTCV), the UK's biggest practical conservation charity; the Craigenclat Ecology Centre, Scotland's Garden Trust and A Rare Breed which aims to encourage and educate through farming and food awareness the importance of conservation, respect for animals, the countryside and rural life.

Young People: World Youth Congress

Working in partnership with Peace Child International, the Scottish Youth Parliament, the Scottish Council for Voluntary Organisations and a wide range of other statutory and voluntary organisations, the Scottish Executive played host in August 2005 to the 3rd World Youth Congress in Stirling. A total of 543 of the world's most dynamic young people, from 115 countries, joined nearly a hundred VIP speakers and facilitators to share and develop their experience of youth-led sustainable development. Over a 10-day period, delegates completed 40 locally-inspired and funded action projects in communities across Scotland, wrote a policy document which was presented to the First Minister in a ceremony at the Scottish Parliament, and which subsequently informed the UN Millennium Development Goals (MDG) Review, and contributed their knowledge of delivering successful projects into an Action Toolkit, which has now been distributed to

other young activists around the world. The Toolkit is part of a package including a DVD and CD-ROM telling the story of the Congress, introducing the delegates, recording their personal pledges for future action, and showcasing community projects across Scotland.

Feedback has been overwhelmingly positive. Independent delegate evaluation confirms that:

- 82% of delegates rated the organisation of the Congress as good or excellent
- 85% of delegates said the themes and issues which were discussed during the congress were relevant or very relevant
- 62% of delegates learned more than they expected to from the 3-day projects and 60% said the projects inspired them to take similar or other actions
- 92% said the Congress provided excellent opportunities for networking

Delegates completed Personal Action Plans setting out activity they planned to undertake and the related Change '05 initiative generated a further 35,000 personal action pledges from some 7,000 young people in Scotland.

In addition, SCVO and Lloyds TSB set up a \$50,000 international fund to support 40 to 50 youth-led development projects proposed by delegates at the Congress, allowing immediate implementation of post-Congress action projects.

Finally, planned post-Congress policy activity aims to:

- help the Scottish Youth Parliament to adapt the aspirations of the MDGs to a format which is more immediately meaningful and challenging for young people in Scotland
- develop Ministers' regular dialogue with Scottish WYC delegates and thereby support the integrated development of the youthwork strategy and related WYC-inspired programmes
- structure outcomes into a coherent delivery and communications strategy which prepares a group of Scottish delegates for WCY4/Quebec 2008

Support for business

The Business Environment Partnership (BEP) supports workplace learning for small and medium-sized businesses throughout Scotland. The Partnership involves over 40 public and private sector organisations and provides free assistance on environmental management issues. The Partnership runs the Environmental Placement Programme, placing undergraduate students from Scottish universities into companies for 8 weeks at a time to assist with the practical implementation of environmental management. Since 1998 351 students have been placed in participating companies, resulting in the identification of over £4.4m in cost savings, as well as the associated educational benefits to both the students and the companies.

The Vision in Business for the Environment in Scotland (VIBES) award scheme recognises businesses who go beyond legislation and achieve economic benefit from incorporating sustainable development principles into the company ethos. The VIBES award is the only Scottish feeder for the European Environment Awards and of the 12 UK companies who were nominated for European Environment Awards this year, three were VIBES winners.

Business innovation

The East of Scotland Waste Minimisation project worked with a total of 42 companies to minimise the consumption of resources and to use them as effectively as possible. By the end of the project, the combined savings of participating companies totalled £2.3m per annum with reductions in consumption of water (20.3%); effluent discharge (36.8%); waste (22.3%); emissions (31.3%); and energy (23.9%).

Through a supply chain model of intervention, Dunbartonshire Environmental Management Initiative (DEMI) achieved savings on company turnover through resource efficiencies of 1.0%; reducing the quantity of solid waste sent to landfill by 5.7%; reduced the amount of water used by 20.5%; reduced the amount of energy consumed by 6.9%; and helped companies achieve total savings of £228,000 per annum.

The Resource Efficiency Action Project (REAP) ran from 1999-2003. Through workshops and one-to-one assistance REAP achieved £4m combined annual savings for 25 companies in Edinburgh and the Lothians and reduced waste and energy

by 5% per annum and an effective training manual was produced to expand the REAP message across Scotland.

The Business Wins programme took the successful supply chain model developed by REAP and DEMI and applied it to businesses in the north of Scotland. Again, those companies participating in the programme of workshops, audits and one-to-one meetings achieved combined savings of £4m per year and an average of 5% reductions in waste, energy and water usage.

Communities

Community learning

Learning Connections, within Communities Scotland, which has responsibility for Community Learning and Development (CLD) within the Executive, and Scottish Natural Heritage are currently developing a project to identify successful mechanisms for integrating the natural heritage into CLD programmes and inform the preparation of information and guidance for practitioners. The project will include work to determine where and how the natural heritage has become a focus for community learning and development projects and programmes and share effective practice across the country. It will also provide case studies of good practice and will show how involvement in the natural heritage can contribute to health and well-being.

Community engagement

Projects to manage or improve the natural environment, or greenspace, close to communities, have a long track record in providing a focus for community engagement. The SNH/CS project mentioned above forms the first stage in work to promote and facilitate the use of the natural heritage as a focus for community learning and development. The role of the natural heritage and greenspace in promoting well-being is also well documented. SNH and Community Learning Scotland have carried out work in the past with communities to conduct a sustainability audit of their local place, again as a focus for community learning and development. A more recent project from SNH and the Scottish Adult Learning Partnership used exploration of the local heritage, including cultural and natural heritage as a focus.

Loch Lomond and the Trossachs National Park, working in partnership with local authorities, SNH, the Forestry Commission Scotland (FCS) and the Local Enterprise network, have resourced

and supported the Community Futures Programme. Through a structured community capacity building process, this has supported local people to develop Action Plans for their own communities, which have not only provided a focus for influencing agencies, but have enabled the formation of local Development Trusts, through which many communities in the Park area are playing a leading role in shaping their own futures.

Agencies and public bodies can build learning opportunities into their engagement with communities and local people. FCS for example is actively developing new methods of engagement, ranging from informal arrangements with community councils when planning forestry activities to ambitious business partnerships sharing forest management. A new dimension was added in 2005 with the launch of the National Forest Land Scheme which gives communities the right – subject to certain conditions – to buy land on the national forest estate.

BTCV Scotland supports the Community Local Action Network (CLAN). CLAN provides a communication and sharing network for groups and communities who want to improve their physical environment. It also provides members with discounted insurance, training, access to expertise, tools, plant materials and grants.

Scotland's community webnet is co-ordinated by Forward Scotland. It provides a valuable resource for communities carrying out projects to improve their environment and quality of life. It also provides an interactive space to exchange ideas and best practice with other groups, and an opportunity to learn from over 350 project case studies across Scotland.

Building community assets

Scotland is pioneering an assets-based approach to community regeneration in the highlands and islands. A partnership of Highlands and Islands Enterprise, the Scottish Land Fund, the Community Land Unit and the Highlands and Islands Community Energy Company is supporting community-based organisations and the voluntary sector to build assets and provide services, providing advice and support for the acquisition and management of land and marine resources for community benefit, enabling communities to harness the area's renewable energy, and bringing integrated and innovative approaches to regeneration and asset management,

including housing and other infrastructure. Communities are acquiring not just assets but also skills, capacity and confidence: a model from which other communities – and national programmes – should borrow and learn. The Executive, through Communities Scotland, is exploring how this may work in urban areas and will work with the Big Lottery Fund, which is also exploring the development of communities owning and managing facilities and services Scotland-wide.

The social economy – those voluntary and community organisations which trade and deliver public services – has an important role in the delivery of sustainable development, including through recycling and other environmental projects and working with young people, often facing disadvantage. The Scottish Executive and Communities Scotland are supporting such organisations through the Futurebuilders Scotland programme and the development of a Social Enterprise Strategy.

Building community capacity

Involving local people in the changes that are happening in their area can bring a range of benefits, both producing improvements in the local environment in which people have a stake, and building confidence and valuable transferable skills in those who get involved.

In order to strengthen the role of communities, particularly those that have been most excluded, it is important both to support communities to build their own capacity, and to improve the practice of agencies in engaging with communities. The Executive, and Learning Connections – Communities Scotland in particular, is focusing on both these aspects.

One of the three national priorities for community learning and development set out in 'Working and Learning Together to Build Stronger Communities' is 'achievement through building community capacity'. Learning Connections is delivering a programme of support for implementation of the national priorities, and working specifically on strengthening the capacity building role of community learning and development.

Learning Connections is supporting both Community Planning Partnerships and their Community Learning and Development Partnerships to make best use of the National Standards for Community Engagement to help them improve the quality of community engagement practice.

Communities Scotland is working to help communities and the agencies working with them to identify their skills needs and ways of filling these through its Skills Framework for Community Regeneration. It has also established the Community Voices Network. This will support people to engage effectively in the regeneration of their communities by building their knowledge, sharing information and learning from each other about what works in community regeneration and by providing a mechanism to enable communities to influence national policy and practice.

Skills and training

Historic Scotland runs a Fellowship and Internship Programme to train in traditional skills. The use of local resources, traditional materials and skills all contributes to a sustainable future and can help to reduce the impact of transportation. The Agency is currently investigating a way to bring this into the education system at an earlier stage. Career days focusing on traditional skills are also being organised.

BTCV will shortly be launching a 'Natural Talent' programme. The Heritage Lottery Fund Natural Talent Bursary Training Scheme will use an apprenticeship system, offered in Northern Ireland and Scotland, to develop 20 highly-skilled individuals with specialisms within the natural heritage field.

Apprenticeships will be offered in specialist skills in the fields of:

- Study and recording of invertebrates, lower plants and fungi
- Conservation management of specialist wildlife habitats

The scope for the Apprenticeships has been determined by the priorities recognised by key wildlife conservation bodies in Northern Ireland and Scotland. Apprentices will be given a living 'wage' and will be drawn from a variety of backgrounds. Although the scheme is relatively limited in scope it will have a major impact on the availability of greatly lacking skills within the sector and will achieve a real conservation benefit.

Engagement

Recreation

Forestry Commission Scotland (FCS) supports a range of visitor centres and informal recreation programmes which encourage learning about, for example, the woodland environment, biodiversity and forestry as a sustainable industry.

The experience of visiting National Parks can be a key factor in engaging with issues to do with the environment. Scotland, richly blessed with impressive and beautiful landscapes, can offer this experience to its own citizens and countless visitors from abroad. Provision for education and awareness raising is a key component of National Park investment in Scotland.

John Muir Award

The John Muir Award aims to encourage people of all ages and backgrounds to discover, enjoy and conserve the planet's wild places, through a structured yet adaptable scheme. It was launched in 1997 by the John Muir Trust, which was formed in 1983 to safeguard and conserve wild places in the United Kingdom, and to increase awareness and understanding of the value of such places. The John Muir Award is the main educational initiative of the Trust.

The aims of the John Muir Award are to:

- Increase and enhance awareness of wild places
- Encourage people to take responsibility for wild places
- Encourage individuals and society to value wild places
- Promote educational, social and personal development of young people and the wider community
- Encourage an environmental agenda within youth organisations, and a youthwork agenda within environmental organisations
- Ensure that social circumstances don't exclude people from opportunities to experience wild places
- Raise awareness of John Muir and the John Muir Trust

Partners and Stakeholders

National Agencies

Scottish Enterprise
Highlands and Islands Enterprise
Scottish Natural Heritage
SEPA
Communities Scotland
Forestry Commission Scotland
Historic Scotland
Learning and Teaching Scotland
Funding Council
Scottish Further Education Unit
Community Learning and Development Managers Scotland
Youthlink Scotland
Scottish Adult Learning Partnership
Learning Link Scotland
VisitScotland

Local authorities

Community Planning Partnerships

Institutions: schools, universities, colleges, businesses

Voluntary and community sector

Environmental and international development NGOs
Voluntary sector organisations
Community sector

Umbrella bodies

SCVO
Environment LINK
IDEAS

Sustainable Development organisations

Sustainable Development Commission
Sustainable Scotland Network
Scottish Sustainable Development Forum
Forward Scotland

Scottish Partnerships

The Sustainable Development Education Liaison Group (SDELG)

The Sustainable Development Education Policy Network (and linked Action Network) brings together a range of practitioners engaged in and working on sustainable development education in Scotland.

What organisations can do

SEPA

SEPA has been active in environmental and sustainable development education for many years. This role is reflected in the organisation's corporate plan and business plans. SEPA's contribution includes work as:

A partner in policy and action networks, and in projects and programmes including waste/resource use education

A provider of advice and guidance, for example providing guidance on waste management and waste minimisation to the education and business sectors

A provider of information, for example through the Scottish Pollutant Release Inventory

A commissioner, supporter and influencer of research policy and programmes

An example of good practice in organisational management

Historic Scotland

The principles of sustainability are central to the conservation and management of the historic environment. Maintaining and using existing resources and the re-use of buildings and materials are vital to ensure that we minimise the impact of our actions. Historic Scotland published its policy on sustainability *Passed to the Future* in 2002. The Agency has built on this and, along with the creation of an Education Unit, has developed a wide range of educational activities with sustainability in mind. Projects such as the Outreach Programme in schools to the ongoing work at Stanley Mills and the programme for fellowships and internships ensure that future generations will be able to understand, appreciate and benefit from the historic environment. Additionally, through a programme of building repair grants, Historic Scotland encourages the public and private sectors and voluntary organisations to secure a sustainable future for the historic environment. The criteria for awarding grants takes account of wider benefits such as contribution to community life and projects which promote quality and develop knowledge and skills. Promoting these wider benefits of caring for our historic environment helps ensure the sustainable use of indigenous building materials and recognises the educational value of the historic environment.



3 Learning in practice

Learning in practice

What's going on? Scottish case studies

A wide sense of achievement

A comprehensive school serving rural communities in the Highlands of Scotland (Fortrose Academy) formulated a clear and challenging vision statement: 'all pupils leaving the school and all staff in it will be active global citizens'.

The staff recognised that in order for Global Citizenship to be sustainable, it had to be embedded in the normal work of all subject departments and an integral part of the School Development plan – not as a separate item but as part of raising achievement and improving teaching and learning. A senior member of staff has been given formal responsibility for the global dimension whilst all staff, pupils, parents and the wider community have been given the opportunity to contribute. Staff have been given time to do extra planning, money to buy resources and opportunities for CPD. They also discuss and share developments of this aspect of their work at regular lunchtime sessions over a free buffet lunch and cakes.

One example of Global Citizenship in the curriculum is English lessons for S3, in which pupils learn about child labour through creative writing and oral work. In one instance they researched the problem, and then became so enthusiastic that they exceeded the requirements of the course and proceeded to write to MSPs and multinational companies. They presented their findings to an assembly attended by Jack McConnell, Scotland's First Minister.

Beyond the formal curriculum, pupils are involved in the management of a vending machine that supplies fair trade, organic and healthy snack options; a Fair Trade tuck shop; and a Fair Trade website. The school is also part of an EU Comenius project together with schools in Poland and Italy. All S2 pupils study 'Life in Malawi' using materials developed from links with schools in that country.

The deputy head observes that 'Global citizenship helps create a good learning atmosphere and gives pupils a wide sense of achievement'.

With thanks to Oxfam

St John Bosco Eco School: Focus on energy

St John Bosco Primary School is a large suburban primary school located in Erskine.

The school has done much work on energy with primary 7 pupils studying renewable and non-renewable energy sources. This led pupils to look into the possibility of the school having its own renewable energy device installed and in 2005 they eventually managed to get a 2.5kW wind turbine erected on the hill behind the playground. It supplies the school with electricity and provides an interactive learning resource for pupils in the area. This turbine is expected to reduce electricity costs at the school by around 14% and is the first of its kind in Renfrewshire. It is an excellent example of 'thinking globally, acting locally' and will allow pupils to see the benefits of renewable energy at first hand.

Primary 6 and 7 pupils worked on a global citizenship project which focused on the knowledge and understanding of social justice and equality and of diversity in the world and for the need to respect our environment and a commitment to sustainable development. A 'Sweatshop' workshop was part of the project run by UNICEF.

The school is very much part of the wider community having displayed information about the Eco Schools work in the local communities of Erskine and Bishopton. They have enjoyed inviting people in from the community to help them celebrate successes.

With thanks to Eco Schools Scotland

Ayrshire coalfields

The Ayrshire coalfields are an area of high unemployment and social deprivation in need of regeneration. An RSPB project was based around the former mining towns of Auchinleck and Cumnock, East Ayrshire, where the upland areas surrounding the populated valleys are rich in biodiversity. There is a strong tradition of recreational use of the uplands but little local knowledge of their national importance for wildlife.

The project worked with 4,436 pupils at 15 primary schools and two secondary schools to:

increase teachers' confidence in dealing with environmental issues;

encourage greater use of the local environment as a teaching resource; and

provide locally-relevant teaching materials.

The secondary schools element of the project dealt with sustainable development using three local issues:

deep and opencast mining;

agriculture; and

energy generation.

With thanks to RSPB

Learning to work together

Historic Scotland has funded a two-year community development officer post in the North West Resource Centre in Lincluden, Dumfries and Galloway. The post was identified as a step change in the Agency's approach to dealing with the continuing issues of vandalism and anti-social behaviour at the site. The development officer was recruited from the area and has taken the community through a community planning exercise, which has involved them in shaping their views and Historic Scotland's plans for the site. The community has set up the Culture and Heritage Committee Active Volunteers to take forward their plans. In 2005 this group hosted Abbey Antics. Attracting a huge local crowd this event has marked a real turning point in the community's relationship with its local monument, with it becoming the focal point of bringing the community together.

With thanks to Historic Scotland

Highland Youth Environment Heritage Programme

BTCV's Highland Youth Environment Heritage Programme provides support for young people who may have been struggling academically at school or college. The programme gives young people aged 14-25 hands-on experience of practical environmental skills through a one day a week, 6-week placement alongside the North Scotland Conservation volunteer team. In addition to the practical environmental projects there is specialist training in skills such as drystone walling and cobbling.

The project focuses on giving the young people an enjoyable and rewarding experience while learning traditional conservation skills. The 'learning while doing' approach gives young people the ability to carry out their own community projects. It also enables them to see why conservation is important and that it offers a rewarding career prospect.

The outcomes of the programme are that the young people become more confident, have positive relationships with the communities they have worked with, stretched their social skills and engaged in an outdoor activity that is good for both their physical and mental health and well-being.

With thanks to BTCV Scotland

Summary of action points

Para	Action point	Lead Body
5	Review the plan on an annual basis	ERAD
6	Establish a national steering group	ERAD
18	Take account of sustainable development in 'Ambitious, Excellent, Schools' programme	ED
21	Integrate sustainable development into <i>A Curriculum for Excellence</i> , helping young people to become responsible citizens	ED
23	Identify outcomes and experiences that will enable young people to experience high-quality education for sustainable development	ED, SDELG
27	Continue to support Eco Schools in Scotland	ERAD/ED
28	Provide additional support to develop secondary schools programme	ERAD/ED
29	Explore options to strengthen community dimension to whole school approach	SDELG, ERAD, ED
30	Ensure outcomes and experiences including education for sustainable development are reflected in school inspection process	HMIE
36	Prepare web-based directory of places for schools to visit	SNH
37	Run Outdoor Connections programme	LTS
41	Continue to encourage full consideration of sustainability issues in the commissioning of school buildings	ED
48	Run project to identify sources of advice, support, resources for teachers	LTS/SNH, ERAD
52	Reflect sustainable development within ITE as part of curriculum review	ED
58	Research on career choices, etc.	Funding Council
60	Annual report on progress by colleges and universities	Funding Council
61	Sustainable development in guidance on estate	Funding Council
62	One-stop shop advice and support for colleges and universities	Funding Council
64	Review current estate management data	Funding Council
65	Explore links with research agenda	Funding Council
68	Develop capacity within Funding Council	Funding Council/ ERAD

Summary of action points (continued)

Para	Action point	Lead Body
72	Run conference on 'involving people' in Sustainable Development by March 2007	ERAD + stakeholders
73	Support work on footprint (CoF)	ERAD
74	Support Environment Direct (CoF)	ERAD
77	Review of support for business on business resource efficiency (CoF and green jobs)	ETLLD
80	Support Sus It Out (CoF)	ERAD
82	Build capacity in voluntary sector (CoF)	ERAD
83	Project to explore benefits of environmental volunteering	ERAD
87	Learning by doing communities project (CoF)	ERAD
94	Communications plan (CoF)	ERAD
96	CoF implementation plan to set out learning dimension	ERAD
98	Skills programme within SE (CoF)	ERAD
102	Explore options for partnership working	ERAD
102	Run annual conference	ERAD
103	Include information on what organisations do on website	ERAD
105	Monitoring and evaluation framework	ERAD
106	Report within reporting framework for CoF	ERAD
107	Review plan in 2009-10	ERAD/ED

Some action points have already been announced in the Sustainable Development Strategy *Choosing our Future* (CoF)



SCOTTISH EXECUTIVE

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