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Introduction



Scotland is aspiring to achieve the overarching goal of the UN Decade of Education for Sustainable Development 2005-2014, 'to integrate the principles, values and practices of sustainable development into all aspects of education and learning'. The stated goal of sustainable development is that all people throughout the world satisfy their basic needs and enjoy a better quality of life without compromising the quality of life of future generations.

In 2006 Scotland's first Action Plan for the UN Decade, 'Learning for our Future' was published. This was complemented in 2010 by a second Action Plan 'Learning for Change', which reported on progress

and set out future directions. In particular Community Learning and Development (CLD) was highlighted as an area which has a key contribution to make that has yet to be fully developed, and as a result the Cabinet Secretary asked for a short-life working group to be set up to drive progress forward.

This report from the working group outlines delivery around the CLD aspects of the *Learning for Change* Action Plan¹ to date and recommends actions to further progress in the context of the revision of the CLD Strategy announced in the pre-legislative paper *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education*.

April 2012

¹ Table Appendix 1

Section 1:

Learning for Change: An Action Plan for Communities

1.1 Learning for Change recognises the role of community learning and development (CLD) in promoting lifelong learning and in developing a Scotland where:

- *learning for sustainable development supports action for change*
- *young people learn about sustainable development through all aspects of their lives - in and out of school*
- *communities have opportunities to learn more about the sustainable development issues that concern them*
- *communities use their learning about sustainable development to help them shape their future*

1.2 In July 2010 the Cabinet Secretary Michael Russell wrote to key stakeholders in community learning and development (CLD) about the need for CLD to play a more significant and prominent part in the second half of the UN Decade of Education for Sustainable Development. Following the Cabinet Secretary's letter and in response to Learning for Change a working group was formed², reflecting key organisations working within CLD and within education for sustainable development (ESD).



² See Appendix 2

Section 2:

Learning for Change: CLD Working Group

2.1 The group met for the first time in August 2010 and held five subsequent meetings until October 2011 with subgroups meeting between times to take work forward. Initial meetings scoped and mapped what was already known in relation to ESD and CLD work in Scotland to increase understanding of practice in each respective area and the overall impact of community-based ESD.

2.2 To gain a snapshot of current activity around ESD in communities an online survey³ was jointly devised by members and circulated widely through their networks to provide both a baseline of activity, identify needs and stimulate interest in developing a combined area of practice. The networks included those working directly on education for sustainable development (ESD) and those working in the diverse range of activities included within community learning and development.



³ See Appendix 3

Section 3:

Action Plan Progress

- 3.1 *Learning for Change* identifies five areas of work for community learning and development to strengthen its role in education for sustainable development. These are: building community capacity; strengthening links between ESD and youthwork; improving communications and networks; upskilling of the CLD workforce in ESD; and that HMI will support the development of ESD through self evaluation.
- 3.2 The working group has acted to build community capacity to help the move towards sustainable living through developing Case Studies reflecting ESD which have been included in the [Capacity for Change](#) resource on the Education Scotland website. It supported the Scottish Community Development Centre (SCDC) in the production of [Community Action for a Sustainable Scotland](#) which provides Scottish examples illustrating sustainable working practice in community groups or organisations. The working group with Workers Educational Association Scotland (WEA) created a DVD entitled *Patrick Geddes: a Living Legacy*. This resource has application for adult and community learning and also school use. SCDC, Scottish Natural Heritage (SNH) and Education Scotland undertook joint work on action research and the subsequent publication of [People and nature: learning through doing](#).
- 3.3 Stronger links between education for sustainable development (ESD) and youth work have been developed through *Trailblazers*⁴ a short study to identify, review, and trial a range of ESD resources within a general youth work setting. This was undertaken by working group members Youth Scotland with YouthLink Scotland.
- 3.4 The Curriculum for Excellence (CfE) provides an excellent framework for partnership working between those promoting ESD within schools and within communities. Youth Scotland worked closely with Eco-Schools Scotland to develop materials to enable young people to gain individual [Dynamic Youth Awards through involvement in Eco-schools](#). This recognises the personal achievement of the learner in the context of the collective achievement of the school.



⁴ Appendix 4

- 3.5 Outdoor learning is an integral part of CfE which enables young people to learn about ESD through engagement with the outdoors. Members of the working group provided input on youth awards and CLD as part of an Outdoor Learning CPD Residential programme for teaching staff.
- 3.6 The working group has developed as a positive forum to bring together key players across the CLD and ESD sectors in Scotland as well as encouraging networking through attendance and input to conferences and events. Stronger links with Education Scotland's Developing Global Citizens team and related partners have developed.
- 3.7 Working group members, CLD Standards Council and BTCV Scotland⁵ cooperated to ensure [good practice standards](#) in the development of the [Sustainable Communities Mentorship Programme](#). The group explored issues around workforce development and identified areas for further development and the potential of building a learning element into sustainable development capital projects.
- 3.8 Joint business planning within Education Scotland will enable HMI, the Communities team and others to work together effectively to drive forward this area of practice.



⁵ On the first of May 2012 BTCV changed its name to The Conservation Volunteers (TCV). The Conservation Volunteers is a social enterprise group enabling people to make a difference in their lives and improve their environment.

Section 4:

Conclusions

- 4.1 Communities are identified throughout ESD literature as key players in creating a Sustainable Scotland but this can only be achieved through developing greater understanding between those who work with, and for, communities to build their capacity, and those promoting sustainable development. Education has a key role to play here.
- 4.2 Those already working in ESD recognise the need for community involvement and that they must engage with communities but may not have the experience or expertise in this area. There are high expectations that the Community Learning and Development sector will impact on a range of key national and local outcomes and ESD may not be seen by employers as a high priority.
- 4.3 In that context, how can we ensure that communities have access to the support they need? We need to broaden understanding, and share skills and knowledge between practitioners in different sectors. We need in particular to build understanding that ESD is not another item on a list of policies on which CLD is expected to impact, but rather needs to be embedded as a core part of practice.
- 4.4 Over the past year the working group has identified common values and collaborated well. It began a process of identifying current practice and bringing the different sectors together to learn from each other. It has identified and developed resources, re-using where possible, and building on current knowledge, it contributed to wider debates. It has identified a range of further action needed and established a basis for tackling this.



Section 5:

We therefore recommend that:

5.1 The **Cabinet Secretary** asks the working group to build further on progress achieved, and in particular to:

- Review and oversee delivery of the CLD commitments in the UNDESD Action Plan;
- Encourage engagement by bringing the different sectors together and working with stakeholders and partners;
- Communicate progress and action on sustainable development and CLD to the Scottish Government and other stakeholders;
- Promote the resources developed and provide advice to Education Scotland in taking forward ESD in CLD;
- Identify Education for Sustainable Development CPD opportunities which could be made available to all CLD practitioners;
- Follow up with those survey participants who expressed willingness to be involved in Learning for Change;
- Undertake a further survey in 12 months' time to gauge progress.

5.2 The **Scottish Government:**

- Ensures that funding streams around capital projects to deliver a Sustainable Scotland are required and resourced to deliver an education component;
- Works with CoSLA to ensure that Community Planning Partnerships consider the support needed by communities to drive sustainable development at local level;
- Ensures that ESD is an integral part of policy development for CLD;

- Extends membership of the working group to include colleagues from the Greener Scotland Directorate.

5.3 **Education Scotland:**

- Ensures that ESD is an integral part of CLD policy implementation and practice development;
- Works with the CLD Standards Council to ensure CLD practitioners are familiar with Education for Sustainable Development and are able to support this work with young people, adults and community groups;
- Promotes and supports training programmes focussing on the development of skills integrating CLD and ESD;
- Extends membership of the working group to include HMI colleagues and others as appropriate;
- Ensures that ESD is reflected in inspection and self evaluation processes in relation to learning communities as well as schools and colleges;
- Continues to support the Working Group.

5.4 All stakeholders in CLD consider how they integrate ESD as part of their core activities, contribute to the support communities need to drive sustainable development at local level and build productive partnerships with ESD providers.

5.5 All stakeholders in ESD consider how partnerships with CLD providers can help to deliver their objectives.

Appendix 1

Actions from Learning For Change plan	Focus	Outcomes	Outputs
<p>Action 1: The Scottish Government will work with Learning and Teaching Scotland (LTS) to build links with partners to promote the <i>Capacity for Change</i> Practical Guidance on community capacity building to sustainable development practitioners. (Education Scotland assumed the functions of LTS on 1st July 2011.)</p>	<p>Building Community Capacity</p>	<p>Sustainable Development practitioners are better equipped to engage with communities</p>	<ul style="list-style-type: none"> • Case Studies reflecting ESD have been developed and included in Capacity for Change now located on the Education Scotland website. Information on the revised <i>Capacity for Change</i> has been circulated through members of the working group to their networks and through the Community Development Association Scotland (CDAS) newsletter and Education Scotland e-bulletins. • CLD case study Fallin Community Enterprise was developed for the Education Scotland website. • SCDC developed Community Action for a Sustainable Scotland providing Scottish examples illustrating sustainable working practice in community groups or organisations. These examples cover finance, governance, management, running events and planning, as well as greening the office and looking at the use of community buildings. • SCDC, SNH and Education Scotland joint work on action research and the publication of People and nature: learning through doing with launch event. • WEA produced a DVD <i>Patrick Geddes: a Living Legacy</i> incorporating material from their <i>Rethinking the City</i> conference. Resource has application for adult and community learning, CPD and schools.

Actions from Learning For Change plan	Focus	Outcomes	Outputs
<p>Action 2: The Scottish Government and key partner organisations, including LTS, will seek to effectively develop ESD as a key context for learning within Curriculum for Excellence in all settings.</p>	<p>Work with Young People</p>	<p>Young people are able to learn about Sustainable Development in ways that are effective for them, including outside the school environment</p>	<ul style="list-style-type: none"> • Youth Scotland with YouthLink Scotland undertook <i>Trailblazers</i> a short study to identify review, and trial a range of ESD resources that might be suitable for use within a general youth work setting (see Appendix 4). • CLD input to Education Scotland, DGC events and meetings for example <i>Developing Global Citizens through Sustainable Development Education</i>; <i>Developing Global Citizens through Literacy Event</i>; SDE advisory group.
			<ul style="list-style-type: none"> • Importance of outdoor learning highlighted through SNH. Input on youth awards and CLD to Teachers' CPD Residential on Outdoor Learning.
		<p>Better ESD input into youth achievement awards to be incorporated into CfE</p>	<ul style="list-style-type: none"> • Youth Scotland worked closely with Eco-Schools Scotland to develop materials to enable young people to gain individual Dynamic Youth Awards through involvement in Eco- Schools

Actions from Learning For Change plan	Focus	Outcomes	Outputs
<p>Action 3: The Scottish Government and LTS will support Community Development Alliance Scotland, Scottish Natural Heritage (SNH), and others to continue improving links and networking between practitioners in sustainable development and in CLD in order that practice in each respective area can inform the other and increase the overall impact of community-based ESD.</p>	<p>Building Networks and Communication</p>	<p>CLD and ESD practitioners will have learned from each others' good practice and skills set</p>	<ul style="list-style-type: none"> • CLD input at <i>Inspiring Sustainable Education</i>^y conference (see Appendix 5). • Participation from working group members in various consultations around ESD and CLD.
<p>Action 4. The Scottish Government, CLD Standards Council, LTS and partners will work together to ensure that the development of the CLD workforce supports a strengthening of its role in education for sustainable development.</p>	<p>CLD Workforce Development</p>	<p>CLD practitioners are able to access professional development opportunities that enable them to strengthen their role in ESD</p>	<ul style="list-style-type: none"> • The partners' survey highlighted as priority areas: <ul style="list-style-type: none"> o professional development including training o provision of appropriate resources and funding o inclusion of an education component in capital schemes. • CLD Standards Council is developing a site i-develop as part of the CLD CPD framework where practice can be shared.

Actions from Learning For Change plan	Focus	Outcomes	Outputs
<p>Action 5: HMI will support the development of ESD through self evaluation using HGOCLD? 2 and the Learning Community inspection process.</p>	<p>Inspection and Self Evaluation</p>	<p>ESD practice will be improved through reflective practice and self evaluation</p>	<ul style="list-style-type: none"> • Inspection and self evaluation framework under review.
<p>Action 6: Establish a short term working group aimed at supporting and informing the delivery of the action plan for the second half of the UNDES D.</p>		<p>CLD policy with regard to ESD will be shaped and delivered by partners. Partners will be supported and informed in order to deliver the action plan for the second half of the UNDES D</p>	<ul style="list-style-type: none"> • Initial meeting August 2010 and five subsequent meetings to October 2011. • Mapping exercise to begin to identify stakeholders and the key drivers. • Survey of CLD and ESD networks (see Appendix 3). • Resource development outlined above. • Networking activities.

Appendix 2

UN Decade of Education for Sustainable Development Working Group Members

Colin Ross, Education Scotland (Chair)
Alan Cameron, Scottish Natural Heritage
Joyce Connon, Workers' Educational Association
Tom Davidson, CLD Managers Scotland
Suzanne Forup, Youth Scotland
Fiona Garven, Scottish Community Development Centre
Ian Hay, YouthLink Scotland
Betsy King, WWF Scotland
Edith MacQuarrie, Education Scotland
Alan Milson, CLD Standards Council
Andrew Paterson, Scottish Community Development Centre
Kerry Riddell, BTCV Scotland
Kim Smith, Scottish Government
Tracy Waddell, Scotland's Learning Partnership

Appendix 3

Online Survey Key Findings

1. 108 individuals and organisations responded to the survey, from 16 of Scotland's local authority areas. Responses were evenly distributed between those who worked with young people, with community groups and those with a clear sustainability focus. Respondents had a wide range of job roles, from Service Manager and Volunteer Secretary to Chief Executive. Approximately 60% worked for the public sector and 40% for non-government organisations.
2. The focus of most organisations (40%) surveyed was around learning and/or development with Education for Sustainable Development as just one aspect of their work. 91% of respondents considered they were already involved in education for sustainable development activities in some way. Several respondents indicated lack of knowledge about how to integrate ESD into their work. Others suggested that there was a need to strengthen the education component in capital projects such as renewable energy and house insulation.
3. Respondents were involved with social, economic, environmental and governance themes, covering the full spectrum of sustainable development. Common themes tackled very often and regularly were natural environment (74%), waste (68%) and global citizenship, with international work least often engaged with (22%). Other important themes mentioned were making connections between issues and between people locally and globally, for example the Worldwise programme; developing attitudes and values, for example through wilderness immersion experiences, environmental programmes for young people and outdoor activities; building the sustainability of communities; campaigning for appropriate solutions; involvement in award schemes such as Eco-Schools and providing Green careers advice.
4. Most commonly ESD work carried out by the organisations that responded took the form of information provision (78%), supporting groups to carry out practical projects (77%) and to understand issues of sustainability (64%). More detailed responses emphasised the importance of participatory approaches, team working, integrated learning for example ESD and literacy and numeracy, and use of the outdoors. Respondents highlighted the importance of award schemes such as John Muir, SQA accredited courses and Eco-Schools in involving people in ESD.
5. The most important issues affecting the ability of organisations to effectively deliver ESD with the communities, or groups that they worked with, were resource issues of time and long-term funding for supporting staff (44%). The value of the Climate Challenge Fund, for example, was noted as were issues arising when funding from this source comes to an end.

6. A proportion of the respondents (22%) felt that more expertise and knowledge were required. They highlighted the need for both face to face and online training and toolkits and other resources to enable ESD to underpin all CLD work and to cultivate recognition of the issues and a desire to work on them.
7. To take forward the *Learning for Change Action Plan* for communities and lifelong learning respondents placed highest priority (ranking 1 and 2) on the provision of funding (55%), professional development including training (43%), and provision of resources (38%). Lower priority was given to support for networking, events and provision of advice, although some respondents felt that these were interlinked.
8. While emphasising the need for national commitment to ESD in communities and lifelong learning respondents were clear that local solutions were needed for many of the issues. Respondents expressed their willingness to engage in taking ESD forward in their organisations and more than half were willing to be contacted again to share expertise and resources.

Conclusions

The survey provided a small-scale snapshot of voluntary and public sector activity around ESD in communities and lifelong learning in Scotland. The range of work being undertaken with young people, adults and communities across Scotland was successfully identified.

Themes covering the whole spectrum of sustainable development were tackled by respondents and there was some recognition of the importance of active participatory approaches, involvement in decision making and outdoor learning in addition to information provision. Some recognised that the opportunity to ensure an education component of capital projects such as renewable energy schemes is often missed.

Practitioners showed varying degrees of understanding of the potential for ESD to underpin all their work and expressed a desire for more knowledge and expertise to increase their skills and confidence. Professional development including training, and the provision of appropriate resources and funding were highlighted as priority areas for further work.

Appendix 4

Trail Blazers Report Conclusions

Despite all the resources, organisations and promotion of ESD, we found that the general youth clubs that we visited were not aware of ESD, and they did not find it relevant to them. Although we are aware that there are clubs that have different ESD issues as a particular focus for the club, e.g. those that get involved with John Muir Awards. As a next step, it might be useful to identify a number of these clubs to explore how they have got involved with ESD, and what works for them that can be transferred to the wider youth work setting.

Essentially, it is not about lack of resources and materials – there are a vast number of websites and materials available that are mostly free to access and download. However, there is a need for selecting, adapting and preparing materials to make them fit a particular group's needs. Therefore a key focus for introducing ESD to youth work is in finding ways to engage with youth leaders, and to make ESD relevant and meaningful to the lives of young people.

Recommendations for further work

- Contact community-based youth groups that have an ongoing ESD programme to identify the catalyst for this work. Use as case studies for showing effective ways of 'getting into' ESD.
- Provide training for youth workers around ESD that will help them establish the relevance of ESD to CLD in their setting. For example, work on Fairtrade can be included in work on healthy eating. Particular need to provide appropriate training for part-time and volunteer youth workers.
- Youth Scotland will provide links to the range of resources trialled on its website.

Appendix 5

Posters from the Inspiring Sustainable Education conference. The Patrick Geddes video was also previewed at this event.

Fairlie Good Gardeners - Use Your Bottle!



This community gardening group uses waste ground and waste materials to grow vegetables and share skills. This environmentally friendly project is a classic example of reusing and recycling and aims to cultivate plants/veggies for use in the main garden and for the community beyond.

The Fairlie Good Gardeners have built a greenhouse made of recycled two-litre plastic bottles. Plastic bottles have been donated by members of the public and the roof is made of plastic sheeting. The group secured funding and support from several sources; for instance the roofing was funded by CSV Environment and supported by Morrison's Supermarkets as part of their Action Earth campaign.

Approach

The project aims to bring together gardeners of a range of abilities and backgrounds to use waste ground and waste materials to grow vegetables, as well as share skills. The group has a dedicated weekly meeting time but has an inclusive ethos that means anyone can turn

up when they are available.

Although gardening is central to this project, it takes a holistic view of sustainability, which is not only about sharing gardening knowledge but also about being together and providing a source of personal support to one another.

Keys to Success

The group is now in its second year, having initially started with just two people who built up support by recruiting others. Since then the group has grown and developed a strong commitment to local small scale gardening, both in the community and at home.

Keys to its success include an accepted ethos that no experience is necessary. It also ensured it was welcoming to anyone who showed interest, as more members means more skills to share.

Top Tips:

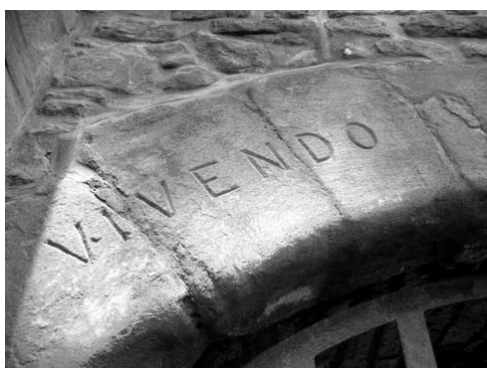
let group grow at own speed, both in numbers and level of ambition.
Emphasise shared physical effort and being together and minimise planning meetings.

CONTACT

Tom Davidson
Area Community Learning &
Development Officer
davidson@angus.gov.uk



Workers' Educational Association- The Living Legacy of Patrick Geddes



Building on the work of Edinburgh-based WEA adult education groups and the Friends of Riddle's Court "Rethinking the City" event, WEA has been working on a short educational film about the life of Patrick Geddes, his philosophy and how he translated his ideas into action, and importantly his influence today.

The project was set up to promote interest, discussion and action on sustainable development amongst WEA and other adult education and community groups across Scotland through exploring the work of Patrick Geddes and the importance of his ideas today.

Approach

A range of people and organisations have been involved in contributing their knowledge, ideas and content to the film. Filming is now

complete and work is underway to arrange and edit content into a short educational film and to develop teaching notes to accompany the film.

Keys to Success

A partnership approach has been vital to the success of this project; contributors have included the Sir Patrick Geddes Memorial Trust, the family of Patrick Geddes, Edinburgh and Strathclyde Universities and many other people working and learning in the fields of education, botany, town planning, biodiversity, education and the arts.

People were involved initially through WEA adult education investigative groups exploring the life of Patrick Geddes, in particular his involvement in the regeneration of Edinburgh's Old Town including Riddle's Court (WEA's education base), and also through working with, interviewing and filming people and organisations involved in Force's "Rethinking the City" event in October 2010.

Top Tip:

Double the amount of time you think it might take!

CONTACT

Elizabeth Bryan
Area Tutor Organiser
e.bryan@weascotland.org.uk



T +44 (0)141 282 5000
E enquiries@educationScotland.gov.uk
W www.educationScotland.gov.uk

Education Scotland, The Optima, 58 Robertson Street, Glasgow G2 8DU

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