

“Target 2030” A movement for people, planet and prosperity

**Scotland’s Learning for Sustainability
Action Plan 2023-2030**

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Supporting the:

**SUSTAINABLE
DEVELOPMENT GOALS**



Target 2030: A movement for people, planet and prosperity

Scotland's Learning for Sustainability Action Plan 2023-2030

The Cabinet Secretary for Education and Skills and the Learning for Sustainability (LfS) Leadership Group would like to thank the many individuals who have a passion for LfS and in particular, the learners and educators who took part in the research projects led by the Children's Parliament and the University of Dundee.



Accelerating progress

to achieve Scotland's Vision 2030 goals for Learning for Sustainability

Achieving our ambition

to make Learning for Sustainability central to Scottish education

Notes:

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Contents

1. Our Vision	p4
2. Introduction	p5
3. Target 2030: Sustainable Learning Settings	p8
4. Our Actions	p9
5. Implementation	p22
Annex A: Children’s Parliament and Dundee University Research	p24
Annex B: Wider Research Base for the Plan	p27
Annex C: LfS Leadership Group Membership	p31

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Our vision

“Target 2030” – Sustainable Learning Settings

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

The call from learners and educators is clear: more needs to be done to ensure **ALL** learners receive their entitlement to LfS. Children and young people are asking for bold ambition and the necessary action to make change happen.

They fully recognise the importance of climate and social justice, equality and outdoor learning for their future life and work in the 21st century and want these to be a real and meaningful part of their daily learning experiences and their learner journey as a whole.

We need to accelerate the speed of change and educate our learners for the future.

Making LfS a key driver in the future of Scottish education will not only enable us to heed the call to action from learners but will allow us to achieve much more besides.

All of our policy ambitions in relation to the UN Sustainable Development Goals (SDGs), United Nations Convention on the Rights of the Child, climate and net zero, biodiversity, circular economy, and economic and social transformation can only be delivered with the commitment of Scotland’s people, supported throughout their education.

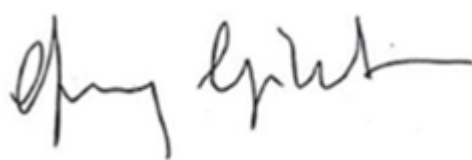
However, our vision is not only for a better Scotland: it is a vision for a better world. We are part of a global family of nations working to deliver the UN SDGs commitments by 2030. As we seek to drive towards our goal we must look outwards and forwards and work hand-in-hand with other nations - by demonstrating leadership where we can, but also by collaborating and learning from others. This vision and action plan is not just for a few, it is for everyone.

This newly strengthened LfS Action Plan contains a bold new “Target 2030” vision, it contains 5 key themes and 25 actions. It celebrates and builds on Scotland’s world-leading approach to sustainability education, but it also recognises and seeks to address the barriers to achieving that vision.

We invite every child and young person, adult learner, educator, parent, leader and decision-maker to be active agents of change within their own communities and contexts, to support and inspire others and to share their progress with us.

We need a coalition of the willing, a movement for change. We need to be innovative and brave. We need to co-create, co-develop and maximise our collective resources and ideas. In short, we need a #TeamScotland approach.

We very much hope you share our vision and will join us in achieving it.

Cabinet Secretary for Education and Skills 	Learning for Sustainability Leadership Group
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Introduction

Before setting out the more immediate context for this new plan, it is worth reflecting on the journey up to this point.

The initial development of Learning for Sustainability

The term “Learning for Sustainability”, coined in Scotland, is now gaining traction in other countries as a cross-curricular approach which enables learners, educators, learning settings and their wider community to build a socially-just, sustainable and equitable society; and as an effective whole-setting approach which weaves together global citizenship, sustainable development and outdoor learning to create coherent, rewarding and transformative learning experiences.

Scotland embarked on our LfS journey in the early 2010s, with the publication of the LfS Report by the [One Planet Schools Ministerial Working Group](#). We have achieved important milestones since those initial developments. The strategic vision for LfS was further developed through the [“Vision 2030+” report](#), the concluding report of the LfS Implementation Group in 2016. These reports were instrumental in carving a place for LfS in Scotland’s curriculum and in our education sector. They provided a set of strategic goals for LfS; goals which remain just as potent and relevant today. We then embedded LfS and the United Nations Convention on the Rights of the Child (UNCRC) in the General Teaching Council for Scotland (GTCS) Professional Standards. In 2019, we developed our [first action plan](#) to achieve the strategic vision of the 2030+ report. Also in 2019, Scotland’s achievements in empowering young people to build a sustainable future were recognised by the World Future Council in its Future Policy Awards, a global ‘Oscars for best policies’. In the 2020 PISA Global Competence Report, Scotland scored third highest amongst participating nations, behind Singapore and Canada.

The Vision 2030+ Goals for Learning for Sustainability

All learners should have an entitlement to learning for sustainability.

In line with the new General Teaching Council Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice.

Every setting should have a whole setting approach to learning for sustainability that is robust, demonstrable, evaluated, and supported by leadership at all levels.

All settings’ buildings, grounds and policies should support learning for sustainability.

A strategic national approach to supporting learning for sustainability should be established.



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The background to this strengthened plan

Scotland is now recognised as a leading nation in the way it has promoted a whole setting, school and community approach to LfS, and its ambition to embed LfS as an entitlement within our curriculum for all learners.

So why the need for a renewed action plan?

There are two key reasons: i) the rapidly evolving educational and global context and, ii) the voice of our educators and our children and young people who are demanding – rightly – that we increase momentum and raise our ambitions in educating them for the future.

The Scottish and global context

Education reform – The Muir Review recommended putting learners at the centre of the education system and referenced climate, children’s rights, social justice and outdoor learning as key drivers for education. The commitment to create three new education agencies is an important reform. One of those new agencies will lead on the curriculum and therefore will likely drive the LfS agenda in terms of it being a curriculum entitlement. The National Discussion on Scottish Education has highlighted the importance of LfS and the Interim Report from the Independent Review of Qualifications and Assessment is looking to broaden the evidence collected during the senior phase. LfS is a key component of, and a means by which to unlock the benefits of, these important education reforms.

In addition, LfS is ever-present in a host of wider education improvement workstreams across Scottish education such as the Science, Technology, Engineering and Mathematics (STEM) Education and Training Strategy; the Developing the Young Workforce reforms (where our transition to a low carbon economy will mean that in the future there will be more green jobs or jobs requiring green skills); the United Nations Convention on the Rights of the Child (UNCRC), the development of an anti-racist curriculum and education system; the Commission for the Land-Based Learning Review; Community Learning and Development (CLD) (where communities need support to address multiple social justice themes and where provision of good quality CLD services can support people to take collective action); the expansion of early learning and childcare (where LfS themes on outdoor learning, children’s rights, social justice, citizenship skills are core); further and higher education (where, in comparison to other UK nations, Scotland has a higher proportion of students engaged in courses linked to green skills and the climate emergency) and the Skills Delivery Review (where we are developing a clear purpose and set of principles for the post-school education, research and skills development ecosystem).

Global context – Our drive to net zero, which takes a central role in Scotland’s economic strategy, requires rapid and disruptive change to the ways in which we live our lives and to our behaviours and actions. Scotland's National Strategy for Economic Transformation (NSET), Green Jobs in Scotland and our response to the climate change and nature crises will be strengthened significantly by the successful implementation of the LfS Action Plan. Our Biodiversity Strategy identifies the need to systematically mainstream biodiversity, to ensure it is understood and valued across the population and embedded in education curriculum. And Scotland’s International Development Programme enhances the role of Scotland as a global citizen. LfS is the connection into all of these themes and it is the way that our curriculum connects to the wider world. It teaches future generations to value thoughtful and responsible behaviour, helping them to develop political literacy and equipping learners with the knowledge, skills and confidence to detect bias, make informed choices about the complex world around them and develop as global citizens.

The need for a strengthened plan to take us to our 2030 vision is clear. With important education reforms in train and in the wake of a global pandemic, climate and biodiversity emergencies and a plethora of other global challenges, the relevance of LfS to our education system could not be more stark to ensure we are educating our learners for the future.

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The voice of children and young people and educators

Equally important in driving the need for a strengthened plan was the voice of children, young people and educators. The Scottish Government undertook an extensive 9 month long engagement process involving two significant research projects – one led by the Children’s Parliament and one led by the University of Dundee – which asked learners and educators how they understood LfS and how it was working in their educational and community settings. The research told us that all participants were passionate about LfS and that large numbers see LfS as a strength in our curriculum. But the research also told us that the entitlement to LfS is not being experienced by all of our learners and that many wanted to see bold new actions to articulate the vision more clearly and to deliver the vision.

Key findings from the research which forms the basis for this plan

- There is **excellent practice** taking place and extraordinary educators leading their settings towards the step change that we need.
- **Where LfS is embedded it has often been down to the passion of those individuals who are driving the change.** They often experience challenges and barriers as they seek to effectively implement LfS as a cross-curricular theme.
- Learners asked for more opportunities to **learn outdoors** and be in nature and to be empowered to make actionable changes in their educational settings to fully embrace the ethos of LfS. They also wanted the adults in their lives to take a proactive approach to support them to make those changes.
- It was clear that educators were at **different stages of their journey**, with some utilising LfS principles in their work for many years and ready to take new next bold steps, while others were more uncertain about where to start.
- A key message from both educators and learners is that **adults need to learn more about sustainability** to be able to share this with learners.
- **Professional learning** needs to be better at building confidence and capacity.
- A focus on **“LfS in practice”** rather than the theory, is key.
- Policy makers, education bodies and relevant partners must ensure that there is **support for all** those progressing on this journey.

Further detail is in Annex A to this plan.

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Target 2030: Sustainable Learning Settings

It was clear from the engagement process which led to this plan that we needed a new, bold and ambitious LfS intervention into the education system. This is why the plan is framed around a new “Target 2030” vision on Sustainable Learning Settings.

LfS “Target 2030” – Sustainable Learning Settings

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

Sustainable Learning Settings - The concept

Curriculum - Learning, teaching, assessment, pedagogy

Culture - Learner voice, UNCRC, ethos, relationships

Community - Place, partnerships, families, local action

Campus - Buildings, grounds, transport, energy & water use

A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community and how they reach out to the wider world. In a Sustainable Learning Setting staff will be supported to build their confidence, develop their practice and access training and support. Learning, teaching and assessment will provide rich learning opportunities for children and young people; opportunities that are rooted in real life, with access to interdisciplinary and work-based learning which prepares learners for the future. Improvements to buildings and grounds and links to the wider community will also flow from this whole-setting approach.

Sustainable Learning Settings – the Call to Action

In September 2023 we will issue a Call to Action, inviting all national bodies and local authorities to integrate the Target 2030 commitment into their improvement plans, strategic plans and corporate plans. Our ambition to build a movement for change; to provide a powerful mix of invitation, inspiration, incentive, structures, and resources to guarantee the successful implementation of our vision. The Scottish Government and partner bodies will make their own commitments, backed by practical action to provide the support that settings will need to realise our 2030 ambition. Every individual learning setting, every educator, child and young person will be challenged to commit their personal pledge to ensure that their learning setting becomes a Sustainable Learning Setting. During the course of 2023, the Scottish Government will work with the LfS Leadership Group to develop further detailed advice on the concept, to develop a communication strategy and to provide further advice and support.

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Our Actions

Theme 1: Leadership and Collaborative Partnership

A movement for change such as LfS requires leadership from all key people and at all levels: children and young people, educators, parents and carers, leaders of education settings, local authority directors and their staff, local councillors, regional improvement collaboratives, national and regional agencies and bodies. This theme is about collective leadership with a focus on our newly strengthened “Target 2030” vision for LfS. It is about all relevant individuals and organisations recognising their specific contribution and role in LfS, and working together to embed LfS to achieve our Target 2030.

Themes	No.	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
Leadership and Collaborative Partnership	1	New Action	LfS “Target 2030”: The Call to Action The Scottish Government and Education Scotland will formally launch its “Target 2030” Sustainable Learning Settings programme in September 2023, by issuing a Call to Action to all children and young people, educators, education leaders, national bodies, local authorities and regional bodies. The Call to Action will invite all organisations to integrate the 2030 commitment into their improvement plans, strategic plans, curriculum frameworks, corporate plans and activities.	Every setting should have a whole-setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.	Wide range of policies and contexts in early learning and childcare, school, and community learning and development.	Scottish Government and Education Scotland.	Call to Action will be issued September 2023. Completion of the overall Target 2030 commitment by end 2030.
	2	New Action	LfS “Target 2030”: A Strategic Review of LfS Funding In support of “Target 2030” Sustainable Learning Settings, the Scottish Government will review all existing national funding streams relating to LfS, with a view to re-focusing maximum possible resource around the strategic implementation of the commitment.	A strategic national approach to supporting Learning for Sustainability should be established.	Wide range of policies and contexts in early learning and childcare, school, and community learning and development.	Scottish Government.	Review process will commence summer 2023. Report from the review complete by end February 2024.
	3	New Action	LfS “Target 2030”: A New LfS Mentor Network In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with key partners on the LfS Leadership Group to design and implement a new programme to create an LfS mutual mentoring support network. The mentor role, which will take account of existing leadership programmes, will create appropriate networks across early learning and childcare, school education and community learning and development. It will encourage collaborative leadership, provide peer	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for	Wide range of policies and contexts in early learning and childcare, school, and community learning and development.	Education Scotland.	Design of the mentor role will be complete by spring 2024, with roll out to follow from autumn 2024 onwards.

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			support and ensure collaboration and sharing of approaches across early years, primary and secondary education. Online collaboration will be facilitated through relevant appropriate spaces accessible to all educators. Capacity and support to educators to participate will be crucial, and therefore teacher professional associations and local authorities in their role as employers will be invited to support and challenge the detailed proposals of this programme.	Sustainability in their practice.	Professional development for educators.		
	4	New Action	<p>LfS Leadership Group</p> <p>In support of “Target 2030” Sustainable Learning Settings, and to provide collaborative leadership and partnership for LfS, a new National LfS Leadership Group will be created. The Group will:</p> <ul style="list-style-type: none"> • oversee the development, delivery and implementation of the refreshed LfS Action Plan; • co-ordinate delivery of our “Target 2030” Commitment; • drive and sustain the coalition for LfS and maximise collaborative efforts and coordination across members and networks; • develop and implement a communication strategy to support the “Target 2030” commitment; • report to Scottish Ministers on progress, and; • be guided and challenged by the Children and Young People Leadership Group. 	A strategic national approach to supporting Learning for Sustainability should be established.	Wide range of policies and contexts in early learning and childcare, school, and community learning and development. Adult Learning Strategy, Youth Work Strategy (to be published).	Shared leadership by the LfS Leadership Group. Secretariat provided by Scottish Government.	Commenced November 2022 – currently ongoing.
	5	New Action	<p>LfS in National Plans, Standards and Programmes</p> <p>In support of “Target 2030” Sustainable Learning Settings:</p> <p>5 a) Scottish Government will build on its initial work in 2023 to ensure that LfS is fully embedded in the National Improvement Framework (NIF).</p> <p>5 b) Scottish Government and Education Scotland will work with all partner organisations, including all relevant third sector organisations funded by government, to ensure that LfS is reflected within their respective principles, standards, programmes and corporate plans. As an initial first step, by end 2023, the Scottish Government and Education Scotland will complete a “stock take” of current coverage of LfS within relevant organisations/plans etc. Any organisation with a link into LfS will be encouraged and supported to join the movement for change and help to support this plan.</p>	A strategic national approach to supporting Learning for Sustainability should be established.	Professional development for educators. Community Learning and Development. Third sector organisations.	5a Lead: Scottish Government. 5b Lead: Scottish Government and Education Scotland. Contributory role for all relevant	Further updates to the NIF in place by NIF publication late 2023. “Stock take” summary of current coverage to be completed by end 2023.

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						organisations	
	6	New Action	<p>LfS and Attainment/Equity In support of “Target 2030” Sustainable Learning Settings</p> <p>6 a) By the end of 2023, Scottish Government will complete an analysis of the existing evidence on the relationship between LfS and attainment/equity, to better understand any impacts that LfS has upon outcomes for learners.</p> <p>6 b) By the end of 2023 Scottish Government and Education Scotland will have developed a short, focused set of actions which will seek to integrate LfS more fully within the Scottish Attainment Challenge Programme.</p>	Every setting should have a whole-setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.	Poverty-related attainment gap. Scottish Attainment Challenge.	6a Lead: Scottish Government. 6b Lead: Scottish Government and Education Scotland.	Analysis completed by end 2023.
	7	Strengthened Action	<p>Measuring Success and Driving Improvement In support of “Target 2030” Sustainable Learning Settings</p> <p>7 a) The Scottish government will work with key partners to define and implement a new set of Key LfS Indicators which will be adaptable to every context – i.e. setting level, local level, regional level and national level. The government will aim to publish the new indicators by mid-2024. The work will be taken forward in collaboration with educators and children and young people and it will ensure that existing relevant metrics are taken into account to provide a coherent mechanism for every level of the system – national, local and setting level – to monitor, evaluate and demonstrate the progress made against actions contained within this plan.</p> <p>7 b) If/when the quality framework for the inspection of education settings – ‘How Good is Our School’ – is reviewed and updated, HM Inspectors of Education will consider how and in what ways LfS can be better reflected across the framework. In addition, and as part of its role in considering relevant topics for national thematic inspection, HM Inspectors of Education will consider the need for a national thematic inspection on LfS.</p>	Every setting should have a whole-setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.	Performance and improvement across the education system, ELC and CLD as well as other relevant areas across Scottish Government.	7a Lead: Scottish Government. 7b Lead: HMIE.	Commencing Spring 2023, completing mid-2024. Timescale to be confirmed if/when How Good Is Our School is reviewed/updated. Timescale to be confirmed in line

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Themes	No.	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
			7 c) The Care Inspectorate will consider how “Target 2030” Sustainable Learning Settings plan, can be reflected in the development of future Early Learning and Childcare frameworks.			7c Lead: The Care Inspectorate.	with timescale for the development of a framework for ELC services, including childminding and school-aged childcare, completed by April 2024.
	8	New Action	<p>Policy Coherence for LfS In support of “Target 2030” Sustainable Learning Settings</p> <p>8 a) Scottish Government will maximise the opportunities for LfS to be embedded in wider reforms to education, completing a further “stock take” update on connections between LfS and education reform by Dec 2023.</p> <p>8 b) Scottish Government will seek to utilise internal and cross-UK civil service networks in order to share Scotland’s approach to LfS across the UK and internationally, and to learn from other nations.</p> <p>8 c) Scottish Government will develop a dedicated set of actions to support and enhance LfS within Gaelic Medium Education (GME). This will recognise and build on work already underway to ensure Gaelic versions of relevant leadership courses are available.</p>	A strategic national approach to supporting Learning for Sustainability should be established.	<p>Education reform.</p> <p>Poverty-related attainment gap.</p> <p>Gaelic Medium Education (GME).</p> <p>Wide range of broader policies including children’s rights, climate change, circular economy, biodiversity, economic strategy, international development, Wellbeing and Sustainable Development Bill, further and higher education, early learning and childcare, community learning and development.</p>	8 a – c: Scottish Government.	<p>Stock take on LfS and education reforms completed by Autumn 2023.</p> <p>SG action to develop UK and international networks will commence April 2023 and continue up to 2030.</p> <p>The list of actions on LfS and GME will be developed by early 2024.</p>

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	9	New Action	<p>LfS and Professional Leadership and Standards</p> <p>In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with relevant partners to ensure that LfS is better embedded in all relevant leadership programmes across the school, early learning and childcare, GME and community learning sectors and in line with the relevant standards relating to General Teaching Council of Scotland, Scottish Social Services Council and Community Learning and Development Standards Council. This work will be closely aligned and integrated with the work to create the new LfS mentor role.</p>	In line with General Teaching Council for Scotland Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Wide range of policies and contexts in early learning and childcare, school, and community learning and development.	Education Scotland.	Relevant programmes to be identified by end 2023; commitments developed with relevant partners from early 2024 onwards.

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Theme 2: Curriculum, Learning, Teaching and Assessment

Children and young people want to have opportunities to take part in LfS-related activities and to be able to gain qualifications that demonstrate this learning. This theme is about the experiences for learners and the support to educators to provide inspirational, relevant and impactful learning related to sustainability.

Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
Curriculum, Learning, Teaching, and Assessment	10	New Action	<p>LfS Qualifications and Pathways</p> <p>In support of “Target 2030” Sustainable Learning Settings, the Scottish Credit and Qualifications Framework (SCQF) Partnership will provide enhanced support to all programme providers involved in the development of new LfS-related qualifications. The aim is to ensure that such programmes can be recognised, and credit rated for inclusion in the SCQF Framework.</p> <ul style="list-style-type: none"> Phase 1 of this work will complete over the course of financial year 22/23. Phase 2 of this programme will take place financial year 23/24. 	All learners should have an entitlement to Learning for Sustainability.	Learner Pathways, Implementation of Independent Review of Qualifications and Assessment, National Discussion on Education.	SCQF Partnership.	<p>Phase 1 of this work will complete over the course of financial year 22/23.</p> <p>Phase 2 of this programme will take place financial year 23/24, subject to funding being in place.</p>
	11	Strengthened Action	<p>Collaborative Partnership for LfS</p> <p>In support of “Target 2030” Sustainable Learning Settings, Scottish Government, Education Scotland and relevant national agencies and bodies will engage with partners to look at how to provide better support and advice to support collaboration on LfS at national, local, regional and local cluster level. HM Inspectors of Education will also work to share examples of good practice through relevant channels.</p>	Every setting should have a whole-setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.	Professional Development for Educators, Regional Improvement Collaboratives.	Scottish Government, Education Scotland, HM Inspectors of Education and relevant partners.	Report to be delivered to LfS Leadership group by mid 2024.
	12	New Action	<p>Collaborative Partnership for LfS at Regional & National Level</p> <p>In support of “Target 2030” Sustainable Learning Settings, Education Scotland will further strengthen, connect and coordinate LfS networks to enable them to build a central role in building the movement of change required for this action plan. The networks will include members from:</p> <ul style="list-style-type: none"> National policy and national agency roles Local and regional strategic and improvement roles Education leaders and practitioners Children and young people Partner organisations and stakeholders 	A strategic national approach to supporting Learning for Sustainability should be established.	Leadership, Professional Development for Educators, Regional Improvement Collaboratives.	Education Scotland.	Networks operational and connected by end March 2024.

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Theme 3: Learning Environment and Resources

Outdoor Learning is a crucial aspect of this theme. The Children’s Parliament research which helped to inform this plan, asked that “All children should have the chance to learn outdoors throughout the school year” and “Outdoor learning should be part of every school subject.” But outdoor learning is not the *only* aspect. The research for this plan demonstrated that learners and educators want to ensure that their settings are taking a whole-setting and community approach. The theme therefore covers all of the factors which influence the learning environment. Resources such as the people involved in the learning environment, the buildings, grounds, wider community spaces and connections to nature and resources. It is about every single step that can be taken by education settings, local authorities and national agencies to support net zero, to support children’s rights and citizenship including procurement arrangements, local and education setting policies and strategies, framework agreements, contracts, transport, materials and maintenance.

Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
Learning Environment and Resources	13	New Action	<p>Learning Estate – Barriers and Solutions_In support of “Target 2030” Sustainable Learning Settings</p> <p>13 a) Scottish Government and Education Scotland will identify and map the key procedural and policy barriers to effective whole setting approaches to LfS, reporting back to the wider LfS Leadership Group. This work will examine issues such as procurement and policies (e.g. sourcing energy providers, catering/other food provenance and provision, sourcing of equipment, transport providers, maintenance contractors and their practices) as well as wider strategic and leadership barriers.</p> <p>13 b) Education Scotland will complete a mapping exercise to gather and share good practice examples on the whole-setting approach to LfS. Key examples and a list of key support organisations, programmes and funding streams will be shared via the new LfS portal.</p>	<p>Every setting should have a whole-setting approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.</p> <p>All setting buildings, grounds and policies should support Learning for Sustainability.</p>	<p>School Estate Strategy, Environment Strategy for Scotland, Biodiversity Strategy, Net Zero, National Planning Framework 4 – 20 minute neighbourhood approach.</p>	<p>Scottish Government and Education Scotland.</p>	<p>“Barriers” exercise to commence mid 2023, and to complete/report by end March 2024.</p> <p>Mapping exercise to commence autumn 2023, completing summer 2024.</p>
	14	New Action	<p>An “LfS Compliant Learning Estate – Guidance and Policy In support of “Target 2030” Sustainable Learning Settings:</p> <p>14 a) Scottish Futures Trust will collaborate with key partners including the LfS Leadership Group, Scottish Government (School Funding, Infrastructure and Organisation team) and local authorities, to encourage Scotland’s Learning Estate Strategy “10 principles” to become part of Local Authorities’ estates guidance and Learning Estate Strategies.</p> <p>14 b) In the event that existing School Premises Regulations are updated, Scottish Government will liaise with local government to carefully consider LfS as part of any updated regulations.</p>	<p>All setting buildings, grounds and policies should support Learning for Sustainability.</p>	<p>Play Strategy, Environment Strategy for Scotland, Biodiversity Strategy, Climate Change Plan, Heat in Buildings Strategy, Scottish Energy Strategy.</p>	<p>Scottish Futures Trust.</p>	<p>All actions commence April 2023 with publication of the strengthened LfS Plan with progress reviewed regularly by the LfS Leadership Group.</p>

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Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
			14 c) Scottish Government will take steps to ensure that all relevant third sector organisations working in education settings and grant-funded by Scottish Government strengthen the "LfS-compliant" estates and capital equipment requirements within their activities. There will be a specific focus on the expectations set out in the LfS Estates Design Brief.				
	15	New Action	<p>An "LfS" Compliant Learning Estate – Tools and Resources</p> <p>In support of "Target 2030" Sustainable Learning Settings, Scottish Government and Education Scotland will work with key partners to encourage the use of the Place Standard as a curriculum tool, as a key part of community planning and spatial planning processes and as a means to inform the design brief for learning settings.</p>	Every setting should have a whole-setting approach to learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.	Play Strategy, Environment Strategy for Scotland.	Scottish Government and Education Scotland.	Commencing April 2023 with progress reviewed regularly by the LfS Leadership Group.
	16	New Action	<p>Outdoor Learning within LfS</p> <p>In support of "Target 2030" Sustainable Learning Settings:</p> <p>16 a) The Scottish Government will create a new policy workstream on Outdoor Learning. This work will be supported by a national working group which will report to Scottish Ministers. The Group will be challenged to pursue a range of actions to ensure that all children receive entitlements to outdoor learning in all its forms.</p> <p>16 b) NatureScot will collaborate with relevant partners to: promote the use of the Nature Discovery Map Scotland, and; pilot the use of the Nature Discovery Map Scotland and other resources in linking education settings to nature networks and growing the use of local greenspace.</p>	<p>Every setting should have a whole setting approach to learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.</p> <p>All setting buildings, grounds and policies should support Learning for Sustainability.</p>	Outdoor learning.	<p>Scottish Government.</p> <p>NatureScot.</p>	<p>New outdoor learning workstream and accompanying national working group will be in place by end 2023.</p> <p>Promotion and piloting will take place from April 2023 onwards.</p>

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Theme 4: Learner Voice, Choice and Action

LfS is about supporting learners to make informed choices relating to their learning, helping them to develop and flourish and to be empowered. Recognising the fundamental relationship between rights and the concept of LfS, Learner Voice, Choice and Action is a key theme in this plan; building a culture where rights are embedded across practice, and; supporting learners to take action and to effect change as local and global citizens.

Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
Learner Voice and Choice and Action	17	New Action	<p>Collaborative Partnership for LfS</p> <p>In support of “Target 2030” and specifically to ensure continued meaningful engagement of learner voice in this plan, Scottish Government will convene national LfS Children and Young People Leadership Groups. The groups will be invited to codesign key deliverables in this plan including the new LfS online portal and development of Key LfS indicators.</p>	All learners should have an entitlement to Learning for Sustainability.	UNCRC, National Discussion, Net Zero Nation.	Scottish Government and children and young people organisations.	Initial design and development of groups will commence April 2023, with their work formally commencing later in 2023.
	18	New Action	<p>Collaborative Partnership for LfS</p> <p>In support of “Target 2030” Sustainable Learning Settings, and in parallel with the work to create a mentor network for educators, Scottish Government and Education Scotland will establish peer LfS networks for children and young people. The networks will build on existing eco committees, they will be designed to support young people to connect better with one another, to share their experiences of LfS, and to share their strategies to effect change within their education setting.</p>	All learners should have an entitlement to Learning for Sustainability.	UNCRC, National Discussion, Net Zero Nation.	Scottish Government, Education Scotland and children and young people organisations.	Initial concept to be developed during the course of 2023/24 with commencement of networks during the course of 2024/25.
	19	Strengthened Action	<p>LfS Qualifications and Pathways</p> <p>In support of “Target 2030” Sustainable Learning Settings</p> <p>20 a) The Scottish Qualifications Authority (SQA), in partnership with Education Scotland, Scottish Credit and Qualifications Framework (SCQF) and other organisations, will collaborate to ensure LfS is visible and supported through all existing and new qualifications and pathways, including the development of new qualifications where required.</p> <p>20 b) Skills Development Scotland (SDS), will collaborate with key partners to identify and raise awareness of how and in what ways LfS-relevant qualifications and pathways can lead to high quality careers, including green jobs resulting from the transition to net zero. A key focus for this action will be supporting learners transitioning from education into college, university or employment to choose career paths that support a sustainable future, including ‘green jobs’. Key partners include Education</p>	All learners should have an entitlement to Learning for Sustainability.	Learner Pathways, Implementation of Independent Review of Qualifications and Assessment, National Discussion on Education.	SQA, Education Scotland and SCQF Partnership and SDS.	Activity will commence April 2024 and will continue up to the plan’s conclusion.

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Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
			Scotland, the Climate Emergency Skills Action Plan Implementation Steering Group, Environmental Association of Universities and Colleges (EAUC), Developing the Young Workforce groups, networks and programmes.				

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Theme 5: Meaning and Understanding

A key finding from the research which informed this plan is the need to ensure that all relevant stakeholders have a shared understanding of LfS, together with its values and scope. The meaning and understanding theme is about providing a clearer definition and criteria for LfS to make the concept more accessible to educators, leaders in schools, early learning and childcare, community learning settings, local authorities and education organisations.

Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
Meaning and Understanding	20	New Action	<p>LfS “Target 2030” – Support and Advice – LfS Portal</p> <p>In support of “Target 2030” Sustainable Learning Settings, Education Scotland, with funding from Scottish Government, will commission the development of a LfS Portal covering all themes and aspects of LfS. The new portal will:</p> <ul style="list-style-type: none"> • provide an accessible way for all to share understanding of LfS, its values and its practice. • share practical examples of ongoing work and practice. • provide access to practical, “educator / young person relevant” resources and advice. • signpost to available professional learning opportunities. • be co-designed with input from educators and children and young people. • seek to provide targeted support to those in rural, remote, island and areas or deprivation, ensuring equity and equality. • align with the principle of “Digital by Default”. 	A strategic national approach to supporting Learning for Sustainability (LfS) should be established.	Sustainable Development Goals, Professional Development for Educators.	Education Scotland with input from LfS Leadership Group.	Commissioning process to commence October 2023, with portal in place by August 2024.
	21	Strengthened Action	<p>Career-long Professional Learning (CLPL) for LfS – Leadership and Standards</p> <p>In support of “Target 2030” Sustainable Learning Settings, General Teaching Council for Scotland (GTCS) will further improve its engagement with the teaching profession to ensure that LfS is embedded in teaching practice in line with GTCS’s new strategic objectives. This will include continued promotion and development of the GTCS LfS Hub and consideration of how GTCS can best support the practitioner component of the new “Target 2030” commitment.</p>	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Professional Development for Educators.	GTCS and Initial Teacher Education institutions.	Activity will commence April 2024 and will continue up to the plan’s conclusion.

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Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
	22	New Action	CLPL for LfS – Leadership and Standards In support of “Target 2030” Sustainable Learning Settings, Scottish Government will work with the Scottish Qualifications Authority (SQA), Scottish Social Services Council (SSSC) and relevant partners to scope out and report back on how LfS should be better embedded in all benchmark qualifications in Childhood Practice and HNC ¹ and SVQ ² routes to early learning and childcare. This will help to ensure that early learning and childcare practitioners at all levels develop their LfS skills in line with the Strategic Framework for Scotland’s Early Learning and School Age Childcare Profession.	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Early Learning and Childcare.	Scottish Government, SQA and SSSC.	Scoping work to commence Spring 2023, reporting by early 2024.
	23	Strengthened Action	CLPL for LfS – Leadership and Standards In support of “Target 2030” Sustainable Learning Settings, Scottish Government will work with Scottish Social Services Council (SSSC) to ensure that: <ul style="list-style-type: none"> • LfS practice in early learning is disseminated and shared with all practitioners in line with the Strategic Framework for Scotland’s Early Learning and School Age Childcare Profession; • LfS is embedded in all pathways and routes to early learning and community learning, and; • LfS is explored in SSSC Code of Practice for early learning and childcare and community learning staff. 	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Realising the Ambition, Out to Play, Strategic Framework for Scotland’s Early Learning and School Age Childcare Profession.	Scottish Government and SSSC.	Activity will commence April 2024 and will continue up to the plan’s conclusion.
	24	Strengthened Action	CLPL, Leadership and Standards In support of “Target 2030” Sustainable Learning Settings, Education Scotland and the Scottish Council of Deans of Education (SCDE) will establish a new national working group which will create a single national approach to support LfS within Initial Teacher Education.	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Professional Development for Educators.	Education Scotland and Scottish Council of Deans.	Working group to be in place by December 2023

¹ HNC: Higher National Certificate

² SVQ: Scottish Vocational Qualification

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Themes	No	New Action / Strengthened Action	Actions	Vision 2030+ Strategic Objective	Policy & practice context	System lead	Timescale
	25	New Action	CLPL, Leadership and Standards In support of “Target 2030” Sustainable Learning Settings, the Scottish Government, Education Scotland and Scottish Social Services Council (SSSC) will work with early learning and childcare programme providers to ensure that the contribution of LfS is disseminated and taken into account in the standards for benchmark qualifications on Childhood Practice qualifications and HNC ³ and SVQ ⁴ routes into early learning and childcare.	In line with GTCS Professional Standards, every practitioner, setting and education leader should demonstrate Learning for Sustainability in their practice.	Professional Development for Educators.	Scottish Government, Education Scotland and SSSC.	Activity will commence April 2024 and will continue up to the plan’s conclusion.

³ Higher National Certificate

⁴ Scottish Vocational Qualification

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Implementation

A Collaborative, Flexible and Responsive Approach

Embedding LfS in the curriculum, and ensuring every learner receives their entitlement, requires agility and creativity. It also requires sustained commitment and implementation activity from everyone. Implementation of this plan involves a commitment from “us” – the people and organisations who developed this national plan – as well as an ask from “you” – educators, children and young people.

Implementation of this plan will be guided and led by Educator Voice, Learner Voice and Parent and Carer Voice.

Our ask from learners, educators and senior leaders

Everyone has a role to play and a valuable contribution to make to help us achieve our collective national vision. This needs to be a #TeamScotland approach.

- **Learners** - You are asked to tell the government what is important to you, to demand that you have your say in decisions that affect you, and to look for ways to be actively involved in LfS learning and activities in your education setting and communities so that you receive your LfS entitlement.
- **Educators** – Teachers, early learning and childcare practitioners, Community Learning and Development and youth workers and third sector partners, you already demonstrate a passion for LfS and you bring this to life through the learning experiences that you support on a daily basis. As we move towards our new “Target 2030”, the government asks that you embed LfS in your curriculum, learning, teaching and assessment and share stories of how you have embedded LfS in your practice.
- **Senior Leaders** in education settings such as schools, early learning and childcare centres, community learning or youthwork setting or providers, colleges and further education institutions are challenged to consider the possibilities of LfS, to embed it in your improvement plans, in your vision and in your strategy for your setting.
- **Local and national leaders** such as Councillors, Directors of Education or decision-makers at regional or national level are asked to ensure that this plan is part of your wider strategy and approach. We ask you to demonstrate leadership, challenge your peers and your colleagues to develop and implement your approach to achieving “Target 2030”.

Our commitment to learners, educators and senior leaders

We commit to providing collective leadership. The Scottish Government has created the national LfS Leadership Group to co-ordinate and implement the plan including the “Target 2030” commitment and all of the wider actions in the plan.

We will continue to centre Learner, Educator and Parent/Carer Voice.

- To ensure educators are leading the implementation of this plan, the LfS Leadership Group will tap into our newly integrated LfS network as well as wider focus groups and online consultations. Professional associations are represented on the LfS Leadership Group and will have a crucial role to play in consulting members.
- To ensure that we continue to be led by the child and young person voice, the Scottish Government will create dedicated Children and Young People LfS Leadership and Implementation Groups. The Groups will be supported by organisations with expertise in children and young person engagement, including those with expertise in engaging with our very youngest learners aged five and under. Further work on how to support the involvement of adult learners in relation to LfS will also be considered as part of ongoing consideration on the expansion of LfS in Community Learning and Development.

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- The role of parents, carers and families in advocating for LfS and all of its aspects, is incredibly important to the successful implementation of our vision. The government will engage with parent organisations to seek their advice on fully embedding parent and carer voice into the “Target 2030” commitment

Finally, we will seek to remain responsive to further change. There are major reforms underway in school education which continue to evolve and develop, in particular the Independent Review of Qualifications and Assessment, the creation of new national bodies and the National Discussion on Scottish Education. The publication of the interim report from the [Independent Review of Qualifications and Assessment](#) and the final report on the National Discussion have provided us with clear evidence that learners and educators see LfS as a key element to drive change in the future of the education system. But we have yet to see the final shape and content of those reforms. The plan itself and the implementation activity which stems from the plan will therefore be taken forward in a flexible, responsive and iterative way.



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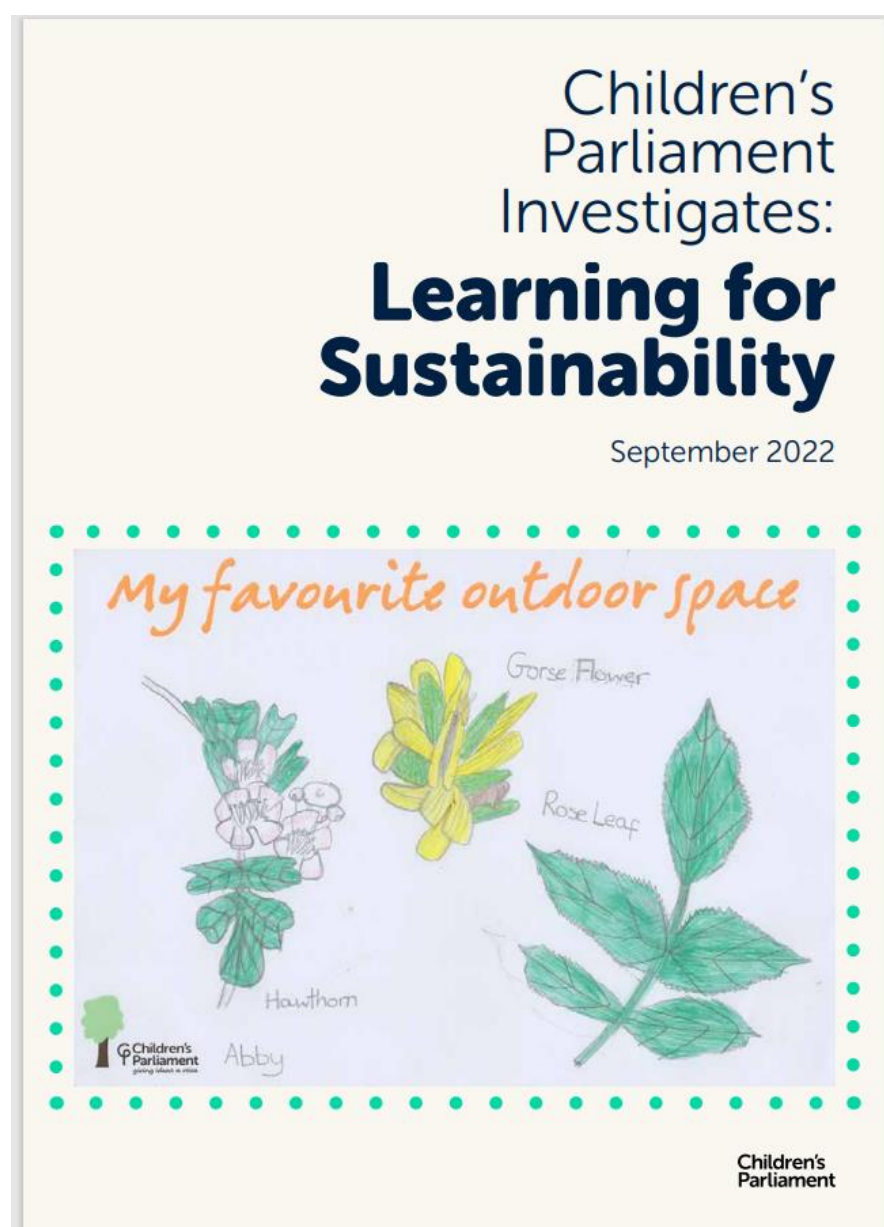
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Children's Parliament and Dundee University Research

In developing this Action Plan, the Scottish Government conducted a comprehensive process in which we worked with children, young people and their educators to gather their views on LfS.

There were two main pieces of research that have informed this plan, one conducted by the [Children's Parliament](#) and one by the University of Dundee.

The **Children's Parliament** used their Children's Parliament Investigator Model.



Following a participatory approach they used a mixed of in person and online workshops to engage with children aged 3 to 14 years and their educators. To capture the children's views they worked with 132 children across five settings from early learning and childcare to S1/S2 learners and then had workshops with a smaller group of 12 children selected as investigators who were asked to dive deeper into the exploration of LfS. This was an extension of an already existing project that commenced in 2021 and was due to finish by April 2022. The Children's Parliament work was published in October 2022.

The calls to action from the Children's Parliament were:

1. All children should have the chance to learn outdoors throughout the school year
2. Outdoor learning should be part of every school subject.
3. Adults in school and adults who decide what we learn, need to learn about the climate emergency too.
4. Children are passionate about climate change; their views, ideas and opinions should be included in how and what they learn about this subject.
5. Scottish Government should take urgent action to protect and respect trees and the natural environment.
6. Children and adults should have opportunities to work together on children's rights, climate change and sustainability.
7. Scottish schools should have links to other schools around the world.

Notes:

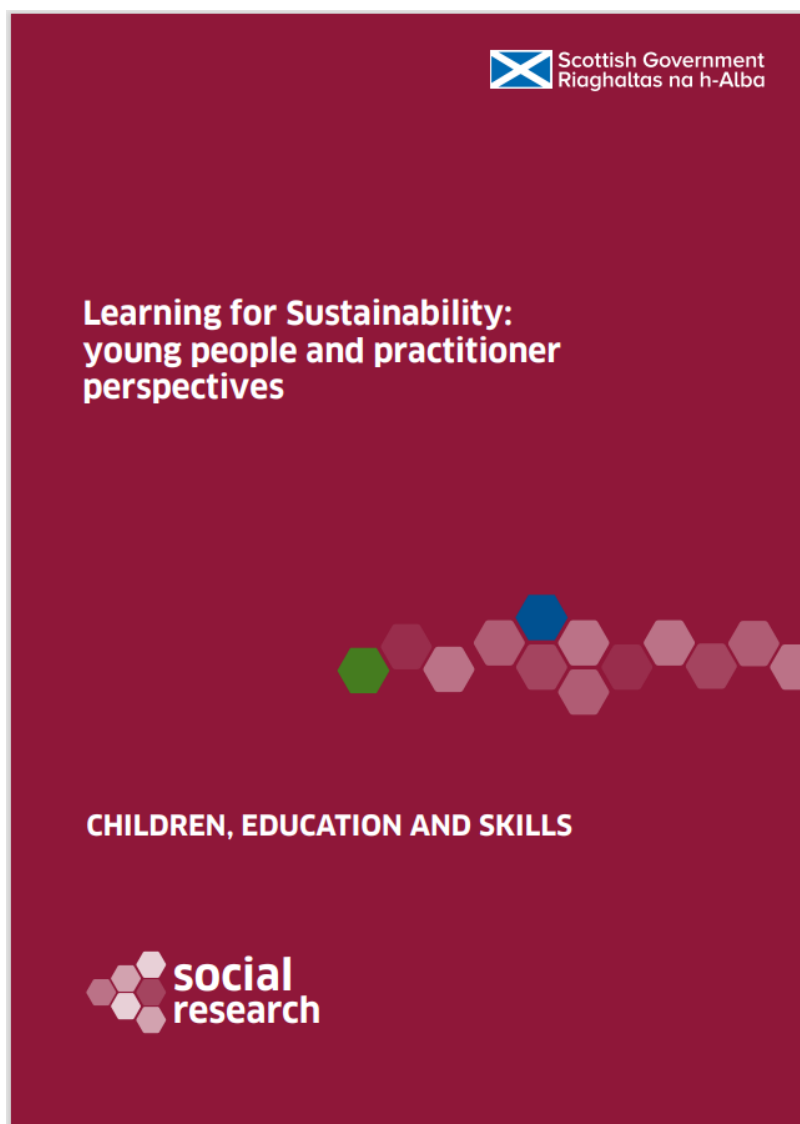
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8. Schools should support children to take part in learning, protests and action on the climate emergency as part of global events.
9. Children and adults around the world should have their human rights respected. This means being able to live in a healthy, happy, and safe environment.

The **University of Dundee** work was a mixed methods research project, gathering views on LfS from young people aged 14 and over and their educators.



The researchers gathered information in three different ways: a scoping survey, world café events and 3 horizons focus groups. They spoke with young people and educators from settings in 8 different local authorities, with different geographical representation, Scottish Index of Multiple Deprivation (SIMD) representation and a Gaelic medium education centre. The scoping survey was conducted online and they conducted all the workshops in person. This [research](#) was published in February 2023.

The calls to action from the University of Dundee were:

Schools

LfS in every school is:

- Prioritised
- Embedded
- Supported
- Part of a coherent vision
- Urgently implemented.

Community

Learn a sense of community and global citizenship through partnership & engagement with local:

- Farms
- Charities
- Businesses
- Community groups and activities.

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Practitioners

- Professional development on LfS
- Dedicated LfS lead per school/Community Learning and Development
- Part of LfS strategy and planning
- Share best practice internally & externally
- Enable young people engagement and leadership.

Measuring and valuing all learning pathways at all levels including councils e.g.:

- National Progression Awards
- John Muir Award
- Prince's Trust
- Scottish Credit and Qualification Framework

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Wider Research Base for the plan

The following research has taken place across a number of different contexts and has focused on different aspects of outdoor learning and/or LfS over the past three years.

Key themes emerged from all contexts which aligned with the intended impacts of the Action Plan:

- there is a huge appetite for LfS amongst practitioners and young people.
- LfS and particularly outdoor learning have clear benefits for young people’s wellbeing, personal development and support their academic development.
- there is good practice taking place around the system but LfS is not always well integrated into the curriculum and is not always well known.
- further funding and resourcing is needed for LfS to be more impactful.
- the crossover between outdoor learning and LfS could be improved.

Research which has informed the new Action Plan

[Learning for Sustainability: Children’s Parliament Report - 2022](#)

(commissioned by Scottish Government)

Key findings from the research and how they link to actions within this plan

- Finding: “LfS is important to children as it supports learning, improves wellbeing and inspires climate action around Scotland”
 - **Links to Action 17:** In support of “Target 2030” and specifically to ensure continued meaningful engagement of learner voice in this plan, Scottish Government will convene national LfS Children and Young People Leadership Groups. The groups will be invited to codesign key deliverables in this plan including the new LfS online portal and development of Indicators for LfS.
- Finding: “There are clear examples of good practice in outdoor learning, global citizenship and sustainable development but not necessarily an understanding that this constituted LfS and there is a need for CLPL for educators “
 - **Links to Action 13b:** Education Scotland will complete a mapping exercise to gather and share good practice examples on the whole-setting approach to LfS. Key examples and a list of key support organisations, programmes and funding streams will be shared via the new LfS portal.
 - **Links to Action 20:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland, with funding from Scottish Government, will commission the development of a LfS Portal covering all themes and aspects of LfS.
 - **Links to Action 22:** In support of “Target 2030” Sustainable Learning Settings, Scottish Government will work with the Scottish Qualifications Authority (SQA), Scottish Social Services Council (SSSC) and relevant partners to scope out and report back on how LfS should be better embedded in all benchmark qualifications in Childhood Practice and HNC⁵ and SVQ⁶ routes to early learning and childcare.
 - **Links to Action 24:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland and the Scottish Council of Deans of Education (SCDE) will establish a new national working group which will create a single national approach to support LfS within Initial Teacher Education.
- Finding “The climate emergency is the pre-eminent issue which underpins children’s understanding of and engagement with LfS”
 - **Links to Action 20:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland, with funding from Scottish Government, will commission the development of a LfS Portal covering all themes and aspects of LfS.
- Finding “Children’s rights and children’s agency should be at the heart of how LfS is designed and delivered”
 - **Links to Action 17:** In support of “Target 2030” and specifically to ensure continued meaningful engagement of learner voice in this plan, Scottish Government will convene national LfS Children and Young People Leadership Groups. The groups will be invited to codesign key deliverables in this plan including the new LfS online portal and development of Key LfS indicators

⁵ HNC: Higher National Certificate

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- **Links to Action 7a:** The Scottish government will work with key partners to define and implement a new set of Key LfS Indicators which will be adaptable to every context – i.e. setting level, local level, regional level and national level.

[Learning for Sustainability: young people and practitioner perspectives – University of Dundee - 2023](#)
(commissioned by Scottish Government)

Key findings from the research and how they link to actions within this plan

- Finding: “LfS needs to be highlighted as a core principle in education for young people and communities and the pathways required to implement regionally adaptable LfS through curriculum options, funding, infrastructure, training and support for practitioners need to be identified.”
 - **Links to Action 1:** The Scottish Government and Education Scotland will formally launch its “Target 2030” Sustainable Learning Settings programme in September 2023, by issuing a Call to Action to all children and young people, educators, education leaders, national bodies, local authorities and regional bodies. The Call to Action will invite all organisations to integrate the 2030 commitment into their improvement plans, strategic plans, curriculum frameworks, corporate plans and activities.
 - **Links to Action 5b:** Scottish Government and Education Scotland will work with all partner organisations, including all relevant third sector organisations funded by government, to ensure that LfS is reflected within their respective principles, standards, programmes and corporate plans.
 - **Links to Action 9:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with relevant partners to ensure that LfS is better embedded in all relevant leadership programmes across the school, early learning and childcare, GME and community learning sectors and in line with the relevant standards relating to General Teaching Council of Scotland, Scottish Social Services Council and Community Learning and Development Standards Council. This work will be closely aligned and integrated with the work to create the new LfS mentor role.
 - **Links to Action 24:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland and the Scottish Council of Deans of Education (SCDE) will establish a new national working group which will create a single national approach to support LfS within Initial Teacher Education.
- Finding: “integration of LfS throughout Curriculum for Excellence to promote awareness in all education contexts.”
 - **Links to Action 1:** The Scottish Government and Education Scotland will formally launch its “Target 2030” Sustainable Learning Settings programme in September 2023, by issuing a Call to Action to all children and young people, educators, education leaders, national bodies, local authorities and regional bodies. The Call to Action will invite all organisations to integrate the 2030 commitment into their improvement plans, strategic plans, curriculum frameworks, corporate plans and activities.
 - **Links to Action 7b:** If/when the quality framework for the inspection of education settings – ‘How Good is Our School’ – is reviewed and updated, HM Inspectors of Education will consider how and in what ways LfS can be better reflected across the framework. In addition, and as part of its role in considering relevant topics for national thematic inspection, HM Inspectors of Education will consider the need for a national thematic inspection on LfS.
 - **Links to Action 10:** In support of “Target 2030” Sustainable Learning Settings, the Scottish Credit and Qualifications Framework (SCQF) Partnership will provide enhanced support to all programme providers involved in the development of new LfS-related qualifications. The aim is to ensure that such programmes can be recognised and credit rated for inclusion in the SCQF Framework.
- Finding: “educators need the time and resources to engage with LfS and integrate it into their respective area.”
 - **Links to Action 3:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with key partners on the LfS Leadership Group to design and implement a new programme to create an LfS mutual mentoring support network.
 - **Links to Action 11:** In support of “Target 2030” Sustainable Learning Settings, Scottish Government, Education Scotland and relevant national agencies and bodies will engage with partners to look at how to provide better support and advice to support collaboration on LfS at national, local, regional and local cluster level. HM Inspectors of Education will also work to share examples of good practice through relevant channels.
- Finding: “integrate LfS into policy at school, Community Learning and Development and local authority level to guide practice and support stakeholders to identify good practice and related outcomes”.

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- **Links to Action 12:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland will further strengthen, connect and coordinate LfS networks to enable them to build a central role in building the movement of change required for this action plan.
- Finding: “young people need more opportunities to exercise agency in contributing to LfS”.
 - **Links to Action 17:** In support of “Target 2030” and specifically to ensure continued meaningful engagement of learner voice in this plan, Scottish Government will convene national LfS Children and Young People Leadership Groups.
- Finding: “appoint LfS leads in every setting to ensure policy is disseminated, practitioners are aware of and enact good practice locally and regionally and that LfS activities are mapped across settings.”
 - **Links to Action 3:** In support of “Target 2030” Sustainable Learning Settings, Education Scotland will work with key partners on the LfS Leadership Group to design and implement a new programme to create an LfS mutual mentoring support network.

Further research on LfS and outdoor learning

[Educational outcomes of Learning for Sustainability – University of Edinburgh – 2020](#) (commissioned by Scottish Government)

Key findings:

- LfS impacts the personal development of learners and engages them in local community issues.
- LfS can enable young people to think about the connections and dependencies between different aspects of life and citizenship.
- LfS has the potential to support progression and 'attainment' particularly through outdoor learning, where there is increasingly strong evidence that experiences in nature can boost academic learning.
- LfS can encourage the development of critical thinking skills for life and work beyond formal education.
- LfS can improve the culture, and therefore indirectly support improvement within an educational setting.

[Learning in Local Greenspace – an evaluation report – NatureScot - 2022](#)

Key findings:

- awareness of local greenspace has improved amongst teachers.
- teachers’ confidence in taking learning outdoors has improved.
- educational setting grounds are being used more often.
- local greenspaces were being used more often.
- all curriculum areas (except foreign languages and RME) are more likely to be taught in the establishment grounds or local greenspace on a fairly regular or very regular basis.
- learners are more connected to nature.
- learners’ emotional wellbeing may have improved.
- learners were more engaged in learning outdoors.
- local greenspaces were improved for the school and wider community.

[Social and economic benefits of learning in natural environments – Natural England – 2022](#)

Key findings:

- learning outside the classroom in the natural environment is considered to be an important part of the overall learning experience for children in primary school.
- pupils enjoy time spent outside and seem to experience more varied social interactions when learning outside as opposed to the classroom.
- pupils engage with their peers in different way, together with showing an increased confidence in their abilities to problem solve and learn.
- learning outdoors supports children to develop their self-awareness and self-knowledge, the positive impact of peer working across a wide range of age groups, and the widening of all round knowledge.

[Teaching, learning and play in the outdoors: a survey of provision in Scotland – NatureScot – 2022](#)

Key findings:

- Early Learning and Childcare provision outdoors has increased with 39% of the time, on average, being spent outdoors.

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- Primary outdoor provision was down in 2022 – less than 30% of outdoor events addressed LfS.
- considerable numbers of staff across primary and early years lack confidence in facilitating outdoor learning and LfS.
- Primary teachers had higher confidence in outdoor learning (62.9%) than in LfS (40.3%).
- a little over half of all practitioners surveyed felt that outdoor learning had increased compared to pre-COVID.
- schools providing more outdoor learning time tended to be smaller.
- outdoor learning continues to be experienced by teachers as curriculum enhancing.

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LfS Leadership Group membership

The membership of the LfS Leadership Group is constituted of stakeholders who have ownership of actions in the action plan. The group has been instrumental in the co-development of the refreshed action plan, and they will continue to share expertise and provide strategic advice to support the delivery and implementation of LfS, playing a key role in delivering our new Target 2030.

The table below provides a list of current members, however, we are committed to ensure the group membership is reviewed and that other organisations and individuals are invited to take part as/when specific expertise is required.

Craig Flunkert	Scottish Government Curriculum Unit (Chair)
Maxine Booth	Association of Directors of Education
Matthew Sweeney	Convention of Scottish Local Authorities
Ian Menzies	Education Scotland
Jacqueline Church	Educational Institute of Scotland
Jane Brumpton	Early Years Scotland
Louise Campbell	General Teaching Council for Scotland
Pete Higgins	Learning for Sustainability Scotland
Victoria Robb	National Association of Schoolmasters Union of Women Teachers
Peter Rawcliffe	Nature Scot
Julie Cavanagh	Scottish Credit and Qualification Framework Partnership
Tom Harley	Skills Development Scotland
Fiona Craig	Scottish Qualifications Authority

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