JOIN the inspiring movement for change

- Every 3-18 learning setting to be sustainable by 2030
- Learning for Sustainability for ALL

#Target2030 #LfSforAll

Scottish Government
Riaghaltas na h-Alba

Education Scotland
Foghlam Alba

CONVENTION ON THE RIGHTS OF THE CHILD

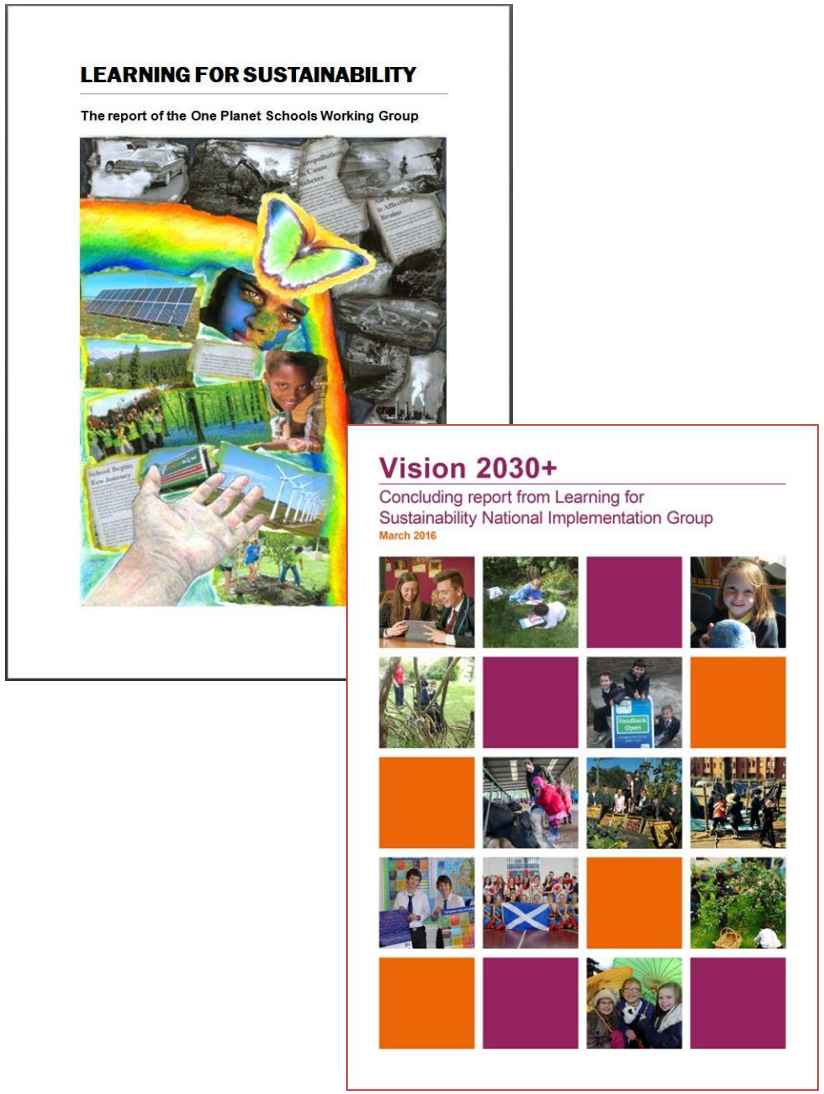
SUSTAINABLE DEVELOPMENT GOALS

Scottish Government and Education Scotland support the Sustainable Development Goals



Learning for Sustainability is how we care, hope and act for people and the planet. It is about making the world fairer – both now and in the future.

Learning for Sustainability (LfS)



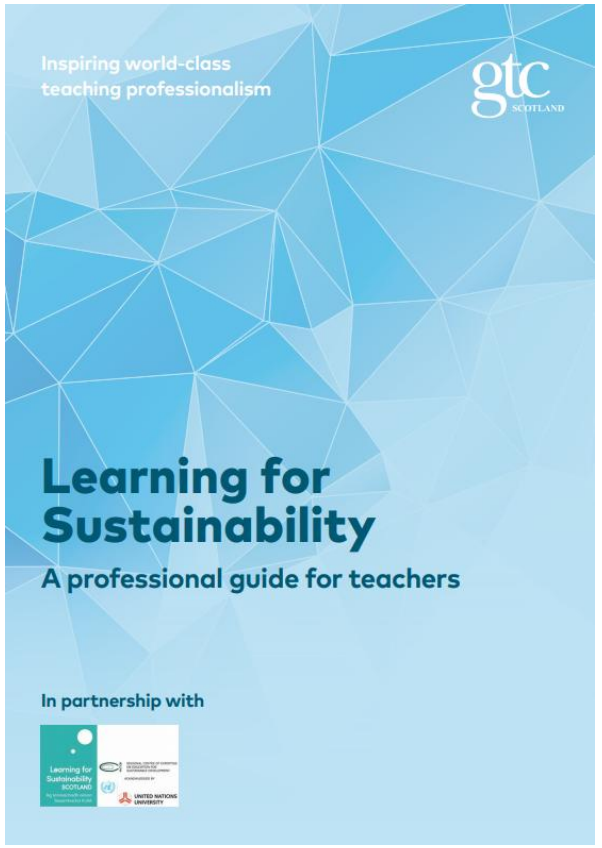
1. LfS is an entitlement for all learners
2. Every practitioner should reflect LfS in their daily practice
3. Every school to pursue a robust and coherent whole school community approach
4. Buildings and grounds to reflect the principles of LfS
5. Strategic national approach

https://bit.ly/386UINh

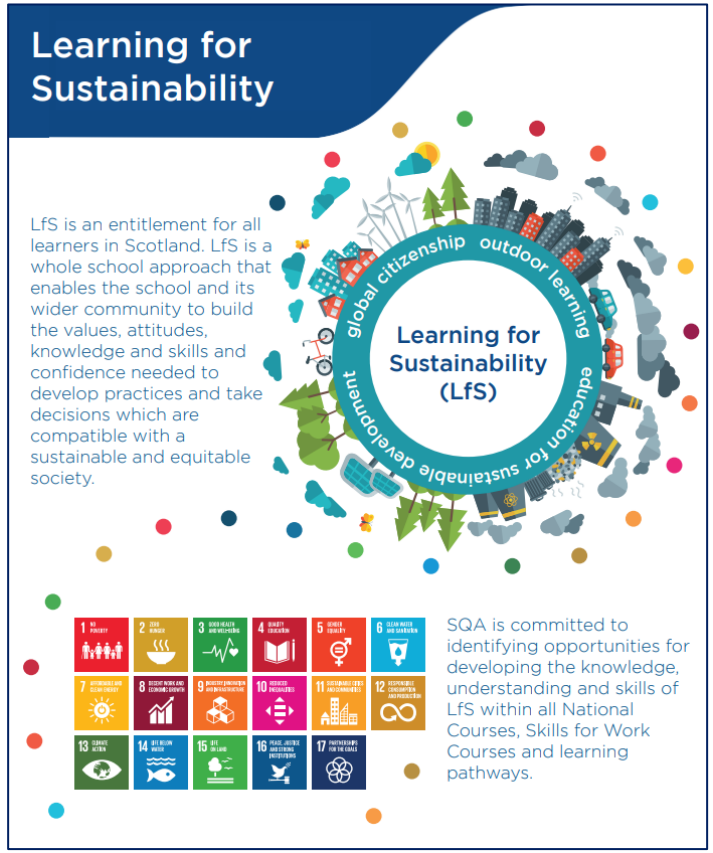
System approach



Inspection and scrutiny



Professional standards



Qualifications


SCHOOL STRIKE 4 CLIMATE
Scottish Youth Climate Strike
SAVE OUR WORLD
LOVE UR MOTHER
There is N PLANET
I BET THE DINOSAURS THOUGHT THEY HAD TIME TOO!
IT'S OUR WORLD TOO
HELP!
ACT
SWIM
SCHOOL STRIKE
SY
CS
TEACH THE FUTURE
Home
England
Scotland
Volunteer
Our learning needs to reflect the severity of the climate crisis.
We demand reform to the education system.

Youth voice

- Children's Parliament – Link
- Scottish Youth Climate Declaration – Link
- Children's Climate Assembly – Link
- LfS: Young people and practitioner perspectives (Dundee University) – Link
- Children & Young People's Commissioner Scotland – Link



Target 2030

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

Scotland’s Learning for Sustainability
Action Plan 2023-2030



Supporting the:

SUSTAINABLE DEVELOPMENT GOALS

CONVENTION ON THE RIGHTS OF THE CHILD

https://bit.ly/LfSActionPlan

Photo: Agence Olloweb, Unsplash

Rights of the child



gov.scot | UNCRC

UN Convention on the Rights of the Child Bill passed by Parliament

Schools (Residential Outdoor Education Act) (Scotland) 2026

All learners now have statutory entitlement to four nights and five days of residential experiences



Photo: Anna Pulter Photography



Photo: Drew Beamer, Unsplash

Curriculum Improvement Cycle

A future-oriented curriculum

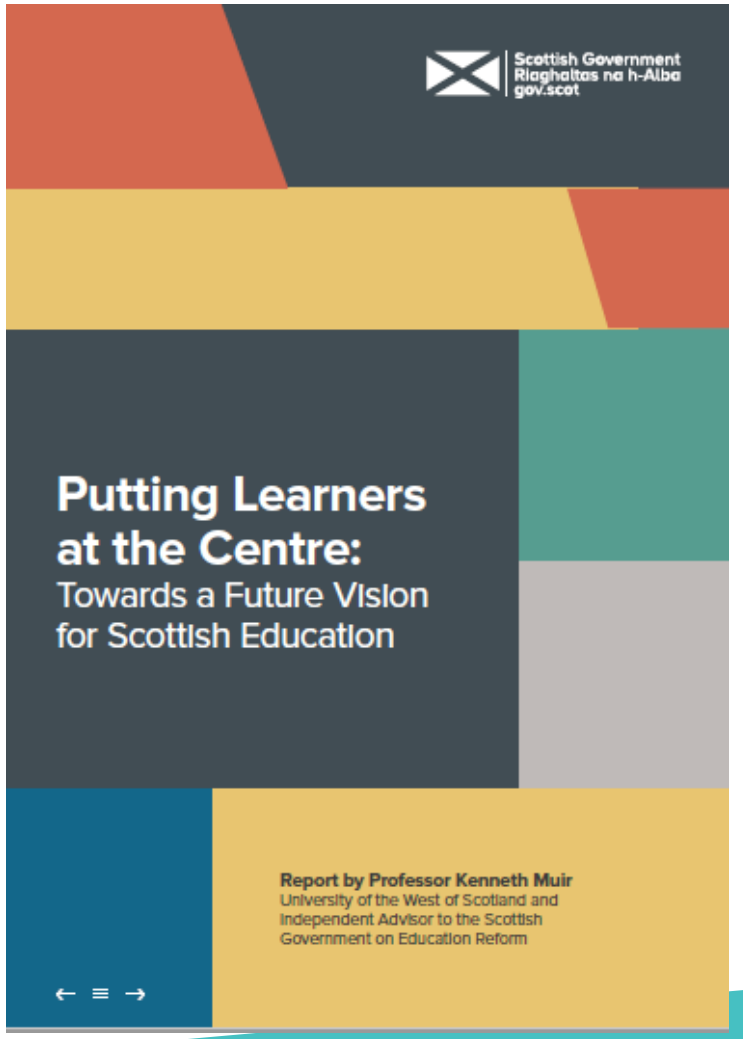
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Future vision - Learning for Sustainability

The current generation of learners see climate change as one of the most significant issues facing their futures and, as such, must be recognised as a key driver influencing the future of our education system.

All efforts, whether concerned with educational recovery post-pandemic or in terms of the future vision for Scottish education, must be directed to the purposes described in Article 29 of the UNCRC.

https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/



Cross-curricular learning



- Learning for Sustainability
- Creativity
- Democratic values
- Digital skills
- Entrepreneurship
- Mental, Emotional, Social & Physical HWB

- Language and Communication
- Money and finance
- Numeracy
- Social justice, rights and equalities
- Careers and pathways

Learning for Sustainability

Big idea 1

Connecting with each other

People belong and contribute to local and global communities. Everyone has their own story, and the diversity of these helps shape society, culture and values.
Beliefs and behaviours can change over time and individuals and communities can influence this. Learning from our past and present actions, can help to influence our future.

Big idea 2

Nature

Humans are part of the natural world, and we depend on it to live. People use the earth's natural resources and this can have a negative impact on nature and communities. Learning about and taking action to conserve and re-generate nature is vital for our planet's health. Being in nature and connecting to it can benefit our health and wellbeing.

Big idea 3

Climate Change

All living things depend on the climate to survive. As a result of human activity, we are causing the climate to change and this is causing harm. These impacts are felt inequitably across the planet, with the poorest communities often affected most. We will need to adapt our way of life in response to a changing climate. The challenges of climate change can seem overwhelming but through political, collective and individual action, we can make a positive difference.

Big idea 4

Production and consumption

People depend on the planet's resources to sustain life. Many of these resources are finite and production of these involves the extraction of raw materials with potentially exploitative practices. Too much production and consumption of resources can produce waste and pollute environments. A circular economy can transform waste into useful and valuable material.

Big idea 5

Power and justice

The world is an unequal place. Peace, power, justice and rights impact both people and planet. Some people, organisations and countries have more power and use this to gain advantage over others. This imbalance of power has been a historic feature of our societies and has led to global inequality which we still see today. Challenging thinking and practices can reduce inequality and improve outcomes for people and communities.

Big idea 6

Shaping our future

The future is shaped by our collective actions. To create a sustainable future for all, we need new ways of living that protect people and planet. Creative and disruptive thinking provides opportunities for us to take action both locally and globally.



Sciences big ideas

Skills

Being scientific: building our skills toolkit

Understanding how we do science: methods, processes, skills & techniques

Knowledge

Our scientific knowledge: what we understand so far

Understanding scientific knowledge: curiosity & discovery

Application

Science in action: be the change

Understanding how science impacts our lives and society: application, innovation & scientific literacy







The Connected World



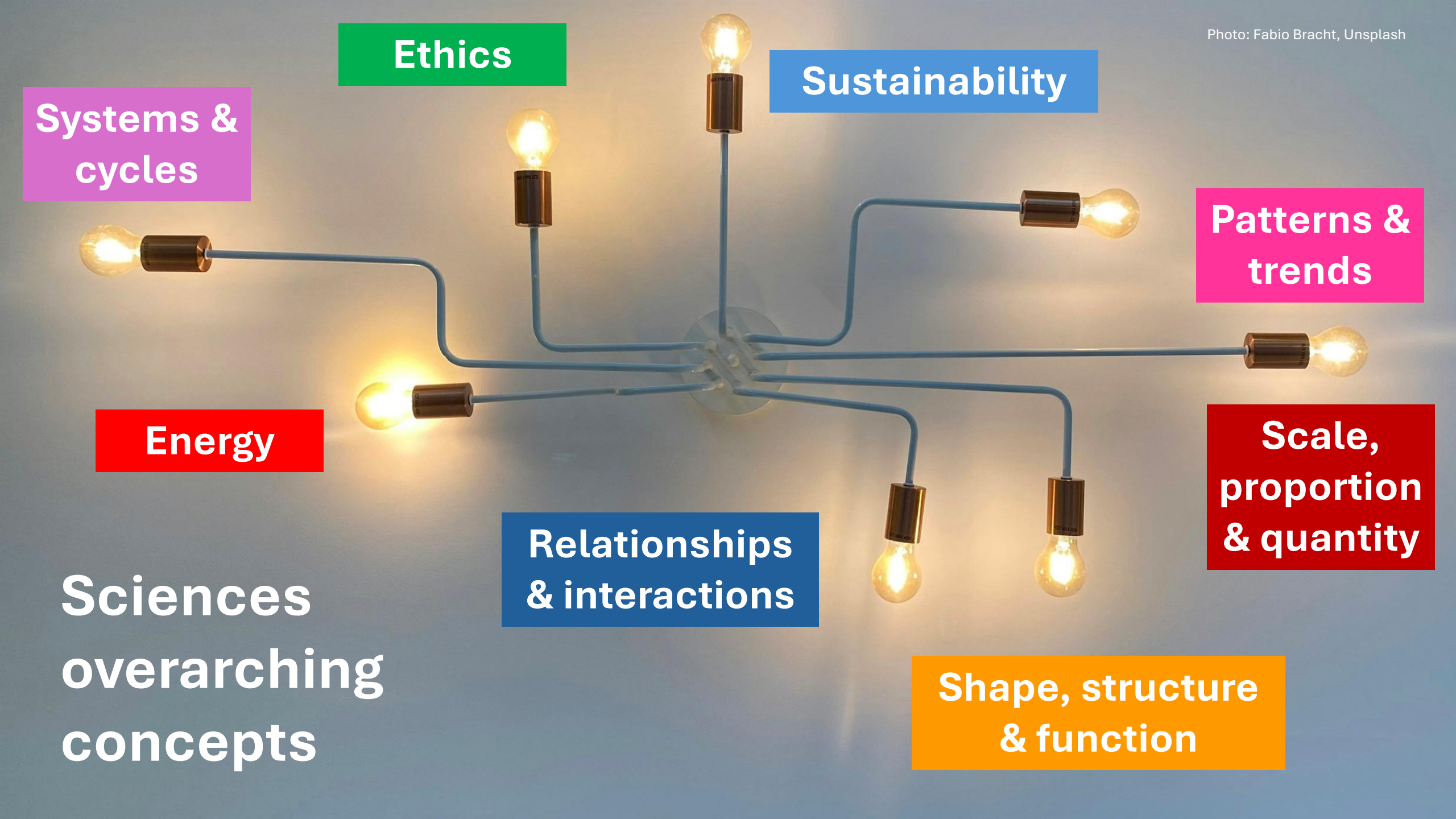




BIG IDEA:
Science in Action – Be the change



- Taking scientific action
  - Real-world projects
- Science around me
  - Science in our lives
  - Science at work
- Scientific decision-making

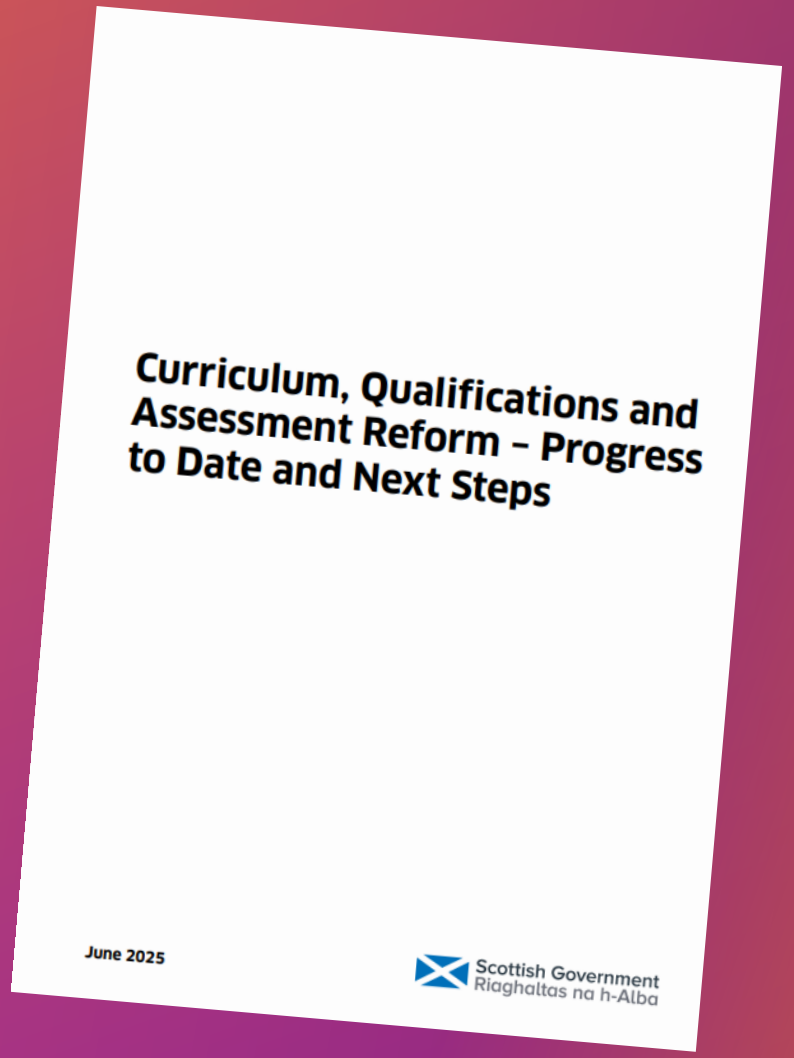

Photo: Fabio Bracht, Unsplash
Ethics
Sustainability
Systems & cycles
Patterns & trends
Energy
Scale, proportion & quantity
Relationships & interactions
Shape, structure & function
Sciences overarching concepts

Curriculum area	Learning for Sustainability
Languages	**Big idea: Understanding People, Places and Cultures** Connecting with languages and cultures helps us to be responsible global citizens who can make a positive difference in society.
Health & wellbeing	**Big idea: Flourishing in a Changing and Connected World** Through socially responsible action, informed judgement and inclusive collaboration, learners shape environments where people and the planet can thrive.
Literacy and English	**Big idea: Empathy and Advocacy** When creating texts, we understand the impact of our choices and actions upon a range of audiences and learn to advocate for ourselves and others, contributing to a more inclusive and just society.
Literacy and Gàidhlig	**Big idea: Connecting with Gaelic culture and community** In learning about our own and other people's cultures with curiosity, appreciation and care, we are open-minded, respectful and active members of a diverse and connected world with Gaelic at its heart.
Technologies	**Big Idea: Shaping Our Future** Every technological decision has economic, environmental, and social impacts. By critiquing the implications of technology, learners develop the capacity to make responsible choices and actively shape a more sustainable and equitable future.

Implementation timeline

Curriculum
Formal adoption of the evolved technical framework in two stages from 2028.

Qualifications
Start of new qualification development phase at subject level in 2028.
Introduction of Level 4 and Level 5 National Qualifications aligned to the evolved curriculum technical framework from 2031.



https://www.gov.scot/publications/curriculum-qualifications-assessment-reform-progress-date-next-steps/documents/

Curriculum

Learning about the world, its people, issues and action e.g. nature, climate change and rights.

Campus

Making the building and grounds more sustainable e.g. minimising energy use and waste, promoting active travel and protecting biodiversity.

Culture

Where everyone, adults, children and young people, develop caring attitudes and behaviours for each other and the world.

Community

Taking action with people, groups and organisations to make a difference locally and globally.

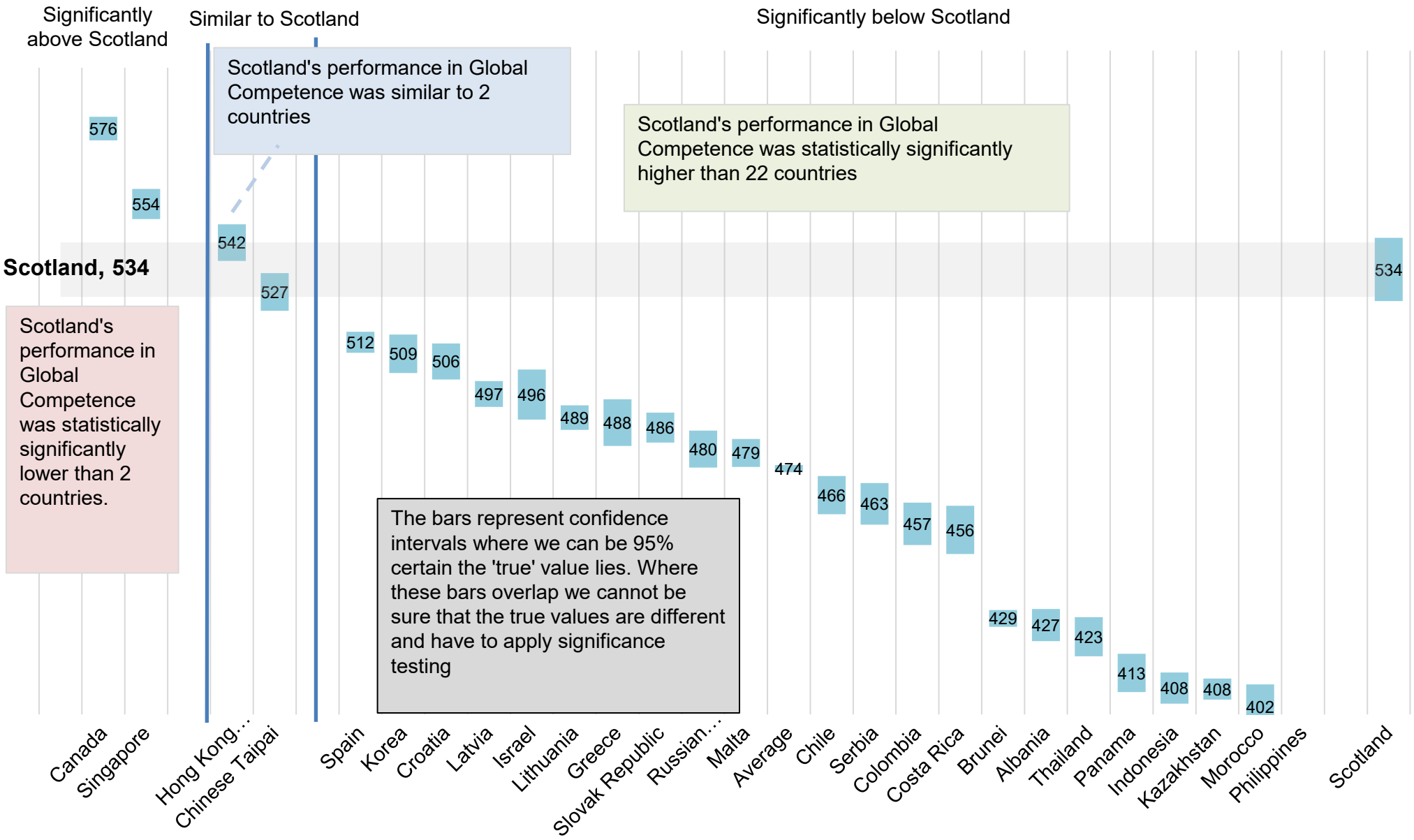


OECD PISA Findings



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PISA Global Competency Assessment 2018



PISA 2025 Findings

- Scotland achieved a mean score of 493 points in environmental science in PISA 2025 (OECD average 480 points).
- 72.6% agreed or strongly agreed that looking after the global environment was important to them (OECD average 75.1%).
- 76.1% agreed or strongly agreed that their school and local community could contribute to addressing global environmental issues, such as climate change and habitat restoration (OECD average 69.2%).

Programme for International Student Assessment (PISA) 2025: National Report for Scotland

- 64.0% of pupils in Scotland reported having very little or no interest in contributing to environmental protection through their future jobs (OECD average 38.4%)
- 40.1% agreed or strongly agreed that their class discussed solutions to environmental issues (OECD average 44.2%).
- 18.6% agreed or strongly agreed that their teacher took them on field trips to investigate environmental issues (OECD average 31.0%).





Learning points

Real-life, powerful learning
Policy AND resources for implementation
Leadership and whole institution approaches are key
Moral courage of our young people
Make it THE priority/driver
Make time for it in the curriculum
Keep it simple and accessible
Keep taking steps forward

Research projects and data gathering
Support the Curriculum Improvement Cycle
Professional learning for our educators
Resourcing to support implementation of new curriculum
Strong partnership working with schools and local authorities

- Co-creation of vertically integrated projects
- University courses and assignments
- LfS into action projects with schools

Building a movement for change **together**



A National Framework for Learning for Sustainability in Initial Teacher Education

SCOTTISH COUNCIL of DEANS of EDUCATION

SCDE

1495 UNIVERSITY OF ABERDEEN

University of Dundee

THE UNIVERSITY of EDINBURGH

Edinburgh Napier UNIVERSITY

University of Strathclyde Glasgow

UWS UNIVERSITY OF THE WEST of SCOTLAND

University of Glasgow

UNIVERSITY of STIRLING

Queen Margaret University EDINBURGH

UHI University of the Highlands and Islands Oilthigh na Gàidhealtachd agus nan Eilean

Royal Conservatoire of Scotland

gtc SCOTLAND

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Learning for Sustainability SCOTLAND

RCE Regional Centre of Expertise on Education for Sustainable Development



https://education.gov.scot/resource-themes/learning-for-sustainability/

Ian.Menzies@educationscotland.gov.scot

Senior Education Officer
Education Scotland

Education Scotland
Foghlam Alba