



Glasgow City Council

**Net Zero and Climate Progress Monitoring
City Policy Committee**

Item 3

12th August 2025

**Report by George Gillespie, Executive Director of
Neighbourhoods, Regeneration and Sustainability**

Contact: Gavin Slater Ext: 78347

**UPDATE ON ACTIVITIES UNDERTAKEN BY EDUCATION SERVICES IN
SUPPORT OF GLASGOW'S CLIMATE PLAN.**

Purpose of Report:

To provide committee with an update on Education Services developments related to climate action and learning for sustainability

Recommendations:

The Committee is asked to:

- 1) Note the update on Education Services work with children, young people and families on learning for sustainability

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1. Background

- 1.1 “When large numbers of people have a deeply understood sense of what needs to be done, coherence emerges and powerful things happen.”
Michael Fullan
- 1.2 Glasgow Education Services has had a lead officer for Learning for Sustainability (LfS) since August 2018.
- 1.3 LfS is an area from Curriculum For Excellence which supports all children and young people to be caring, responsible and active global citizens developing the skills, knowledge, and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world, all children and young people in Scotland have an entitlement to Learning for Sustainability and it is the responsibility of all practitioners to ensure this happens.
- 1.4 Learning for sustainability (LfS) is a whole school approach to life and learning which enables learners, educators, schools, and their wider communities to build a socially-just, sustainable, and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding, and transformative learning experiences. The General Teaching Council Scotland asks us to use our Heart, Hand, and Head to engage with Learning for Sustainability.
- 1.5 On-going developments in Learning for Sustainability (LfS) to support action include work on the following:
 - Planned learning on what Climate Change is and how human activity has affected our environment.
 - Climate Justice and how some communities, countries and societies are more adversely affected by climate change than others.
 - To continue work on reduce, reuse, and recycle in relation to litter, food waste, food growing, consumption and carbon emissions.
 - Renewable energy and how technology and changing habits can help us live in a more sustainable way.
 - Understanding our local environment and the environment in other world areas, Habitats, biodiversity, and interdependence and how to support local biodiversity.
- 1.6 Additionally, as legacy work post COP26, we continue to drive forward our agreed Education Services outcomes from 2021:
 - All education establishments will uphold the child’s entitlement to learning about sustainable development and uphold their right to The United Nations Convention on the **Rights of the Child** (UNCRC) Article 29 (goals of education).
 - All practitioners will have an increased understanding of Learning for Sustainability, their role in delivering this entitlement and their understanding of the Sustainable Development Goals (SDGs).
 - Existing and new resources, information and guidance will support all establishments to further develop their whole school approach to Learning

for Sustainability and support all practitioners to ensure they are delivering Learning for Sustainability through their own learning and teaching.

- Young People and families in Glasgow can and do make sustainable choices supported by their wider community, local and national government departments, and agencies to live sustainable lifestyles as informed and committed global citizens.

2. Highlights of Ongoing Work

2.1 Embedding Education Services Purpose, Vision, Values, Priorities

- 2.1.1 As the Scottish Government took forward a national conversation on Education, Glasgow engaged in a conversation in our context. This resulted in [All Learners, All Achieving](#). The plan is rooted in the Sustainable Development Goals. Our purpose is agreed as SDG4: *Ensure inclusive and quality education for all and promote lifelong learning*. Woven throughout is our commitment to Learning for Sustainability and actions to support our learners to be able to meet the challenges ahead, including the climate emergency.



Extract: All Learners, All Achieving

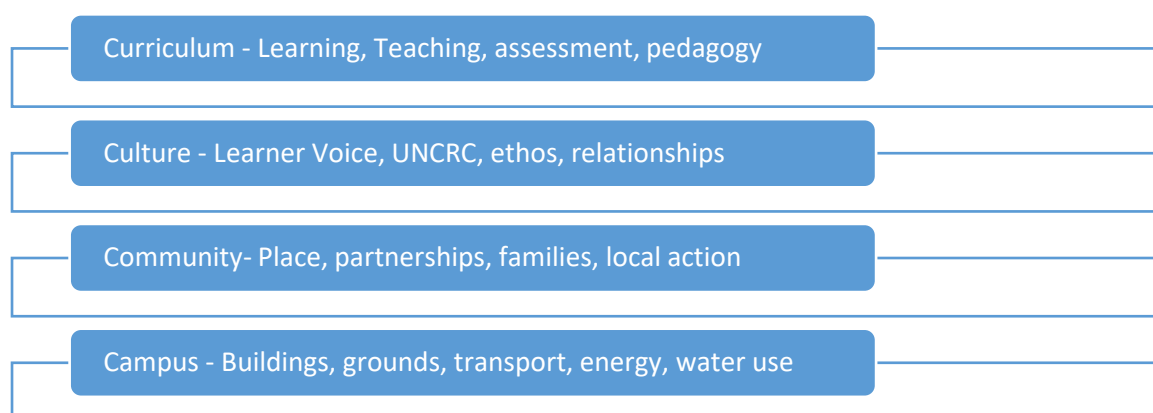
2.2 Target 2030.

- 2.2.1 In 2023 the Scottish Government published an Action Plan called, "Target 2030" A movement for people, planet and prosperity. This is Scotland's [Learning for Sustainability Action Plan 2023-2030](#).
- 2.2.2 In this action Plan, an overall vision is shared, "To build an inspiring movement for change so every 3-18 place of education becomes a sustainable Learning Setting by 2030."

2.2.3 Within the Vision 2030+ Goals for Learning for Sustainability, there are five key visions shared:

- 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, demonstratable, 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.

2.2.4 The Concept of Sustainable Learning Settings are referred to as the 4 C's, shown below.



2.2.5 As commitment to Target 2030 a group of practitioners representing Early Years, Primary and Secondary designed the Glasgow 2030 Roadmap. This outlines the targets and commitments to be taken forward within education.

2.2.6 The Roadmap endeavors to align with the Glasgow City Climate Plan. It offers opportunities for partnership to enhance climate action and other LfS themes to enhance learning opportunities.

2.2.7 Where possible, data gathered as part of the GCC statutory reporting to Scottish Government will be made available to teaching staff. This can then be shared and explored with pupils to offer learning opportunities to real life local situations linked to current Climate Plan actions with the intention to engage children and young people in dialogue, awareness and action to impact climate change within their local communities and beyond.

2.2.8 As part of the Target 2030 Roadmap improved LfS related communication has been highlighted. To date, the [GO Glasgow LfS page](#) has been updated and now includes links to the GCC Climate Plan, updated CLPL opportunities, partner information, funding links, LfS related self-evaluation tools and examples of good practice to inspire and encourage all schools to become more involved.

2.2.9 To further promote LfS related communication a network will be created for education staff to attend. This will provide a platform to update practitioners on resources, possible funding opportunities as well as invite partners to present and, as a result, enhance effective partnerships to improve the learning and teaching related to LfS.

2.3 Climate Charter

2.3.1 During COP26 we launched [Glasgow's Children and Young People's Climate Charter: Engage the World to Change the World](#), as an intergenerational declaration, promise and challenge.

2.3.2 The charter sought to support the City's Council, citizens, partners, children, and young people to be compassionate, responsible, and effective citizens developing the skills, knowledge, and attributes for an equitable, just, and sustainable world. It inspires all to become climate and carbon literate and empowers our children and young people to play an active role in the climate emergency. The current charter was written by a group of children and young people during session 23/24.

2.3.3 To update and review this charter, young people will be consulted in November 2025 at the school Pupil Forum. This session will involve Education, NRS Sustainability and other partners. The charter will be updated in response to the young peoples' feedback. An updated Climate Charter will be shared with the young people as further consultation in March 2026 to ensure it has captured their feedback effectively. From there, it will then be shared more widely.

2.4 Pupil Voice/UNCRC

2.4.1 A Children's Rights Officer took up post in the Education Improvement Service (EdIS) in 2021. Children's Rights are central to our work and the voice of young people in Glasgow schools is heard, impacting on policy within the department. This transversal rights-based work is key to driving forward our ambitions on climate action and learning for sustainability in our schools.

2.5 Glasgow Schools Forum

2.5.1 The pupil forums for Primary and BGE are now established monthly and are well supported. Mainstream and ASN are invited to attend with an age-based content specific to that group. In all cases, schools can send between 2 and 4 delegates per school to the City Chambers where the Forums are held in the Banqueting Hall. The Primary Forum groups are facilitated by Senior phase

young people from our Secondary schools who are prepared in advance for their roles as facilitators.

- 2.5.2 Through activities at each Forum, the young people are directly involved in co-creating the agenda's and focus for all future meetings. The Forum use the Glasgow Children's Rights Framework to identify priorities and is used for all Forum planning. As a result, the planned agenda's is responsive to the voice of Glasgow's young people. Collated responses from each session are shared with young people and in the wider education community, subsequently, young people will know they have had their views heard and recognised.
- 2.5.3 Through activities at each Forum, the young people are directly involved in co-creating the agendas and focus for all future meetings. Priorities were identified by the young people in June 2024. The Forums continue to be based on the Glasgow Children's Rights Framework. Agendas are responsive to the voice of Glasgow's young people.
- 2.5.4 Dialogue sessions at the forum over the last year have included: Widening access to University, Vaping, Curriculum, Glasgow 850, Protected Characteristics, Assessment/ Examinations, Peoples Palace consultation, Commonwealth Games 2026. There is a planned session in March 2026 to focus on Glasgow's Climate Week 2026.
- 2.5.5 The Forum have worked with partners including Edis, NHS, Strathclyde University, Glasgow 850, Commonwealth Games 2026, Equalities team, Glasgow Life, Scottish.

2.6 Senior Phase Parliament

- 2.6.1 There are regular meetings of a Senior Phase Parliament, open to young people across all establishments. Young people will identify the focus for future meeting through their discussion and create their agenda for the other sessions- Health and Well Being and Equalities being identified as the Young Peoples Priorities. The Young People are also given an opportunity to question the Director of Education, The Education Directorate and the Chief Executive of the Council. The Collated response was shared with young people and in the wider education community, ensuring young people know they have had their views heard and recognised. Attendance will be used to evaluate the engagement of young people in this parliament.
- 2.6.2 Young people were given time to discuss the following issues Dialogue sessions at the Senior Phase Parliament over the last year have included: Widening access to University, Vaping, Curriculum, Glasgow 850, Protected Characteristics, Assessment Examinations, Inspections, Peoples Palace consultation, Commonwealth Games 2026.
- 2.6.3 The Senior Phase Parliament have worked with partners including Edis, NHS, Strathclyde University, Glasgow 850, Commonwealth Games 2026, Equalities team, Glasgow Life, Scottish Qualifications Authority, His Majesty's Inspectorate.

2.7 Rights Respecting School Awards (RRSA)

- 2.7.1 In August 2021, the Children's Rights Education Officer began working with schools across the city, developing the understanding and implementation of Children's Rights in all establishments. At the time of the post commencing the schools engaged in the UNICEF RRSA in the City are noted below.

RRSA Position in Glasgow Schools

Schools RRSA Active 20/9/21 (schools active within 3 years)

Gold	2
Silver	2
Bronze	16
Registered	16
Active (within 3 years)	36

- 2.7.2 The current position is:

RRSA Position in Glasgow Schools 09/7/25 (schools active within 3 years)

Gold	15
Silver	62
Bronze	52
Registered	16
Active (within 3 years)	145

- 2.7.3 Through UNICEF Rights Respecting Schools framework schools involved should support all young people to contribute to decision making through class committees, Senior school leadership teams, Rights respecting groups, Learning for Sustainability, good food groups etc. Schools who have achieved Gold or Silver must show how pupil voice is heard in their establishment. School at Bronze must demonstrate how they plan to involve pupil voice.
- 2.7.4 In promoting and developing engagement with the UNCRC, the Officer has developed an extensive CLPL offer for all establishments which supports work on LfS across all establishments engaged.

2.8 Gender and Climate

- 2.8.1 As a legacy of COP 26, the Girls4 Equality Group was established. These young girls were S3 at the time of COP 26 and were part of a delegation of over 2000 girls who attended an SDG 5 event in partnership with Glasgow Caledonian University. Every year on International Day of the Girl and International Women's Day, young women from across the City would meet to discuss key issues relating to women and girls across the world. Many of these

issues reflected the disproportionate impact of climate change on women and girls.

- 2.7.2 The Girls4Equality group graduated from school in June 2025 and Education Services are planning a similar legacy group from Glasgow 850.

2.8 Recycling/Litter

- 2.8.1 Close links continue with NRS departments. Schools are offered advice on recycling and specific bags to do so. Additional bins were recycled and offered to schools from Glasgow Life.
- 2.8.2 In partnership with NRS secondary schools are being encouraged to participate in Litter Lotto. To date, one secondary school has participated. This was highlighted as a news story on GO Glasgow.
- 2.8.3 As part of the promotional campaign and to seek pupil views, NRS shared Litter Lotto material at a Young Person's forum. The impact of this input was also to further encourage and engage young people in the campaign, thus having a positive impact of their school community area.
- 2.8.4 An application has been submitted to allow the Litter Lotto App to be accessible on secondary school electronic devices. This will promote an equitable offer for all young people with access to a device to participate in the Litter Lotto Campaign.

2.9 Edible Playgrounds

- 2.9.1 Three Schools have had Edible Playgrounds installed. Three more primary schools are to be identified to have an Edible playground installed in 25/26. This will be completed by Trees for Cities with funding from Bauer Media Outdoor.

2.10 City Food Plan

- 2.10.1 Education Services continue to engage with the Glasgow City Food Plan. Work carried out by Good Food Groups contributes to this plan.

2.11 Partners

- 2.11.1 Our schools work with a broad range of partners on projects and themed learning including the museums, rewilding projects etc. This includes organisations such as Keep Scotland Beautiful, GALLANT, WOSDEC, NRS, Glasgow Trades House and Education Scotland.
- 2.11.2 Education offers communication channels for Parents for Future Scotland to schools for their school based work. Initiatives promote LfS from CFE, SDG's and UNCRC..
- 2.12.2 Using funds from a People and Place grant which is funded by the Scottish Government and administered and supported by SESEtran. Parents for Future

Scotland have offered ten schools to further support families to participate in a Clean Air and wellbeing programme. Pupils, parents and carers are invited to take a deep dive into clean air initiatives with the aim to increase rates of active travel and wellbeing, reduce air pollution around the school community.

2.12.3 Using funds secured from LEZ Community Fund, Parents for Future Scotland also support active travel in three schools within the city promoting wellbeing and aiming to reduce air pollution within the area of the school community.

2.12.3 Education offer support to Parents for Future Scotland to host their annual celebration of this school based work at their Clean Air event.

2.12.4 Education are proud to work with The Trades House Glasgow to promote and organize the annual Citizenship Awards and Horticultural Craft Challenge.

2.12.5 Both Trades House events offer opportunities for active citizenship, partnership, and positive learning experiences. These competitions demonstrate the cross curricular nature of LfS which can offer a number of educational opportunities over a number of curriculum areas.

2.13 Eco Schools

2.13.1 Working in partnership with Keep Scotland Beautiful, Climate Action Engagement continues.

2.13.2. This partnership can demonstrate: 97 establishments are currently active with Eco Schools 32% of these are local authority with 4 of these receiving commendations, out of a national total of 16. From the range of topics on offer through Eco School the following themes are currently the choices of those schools actively involved:

- Climate action: 100%
- Litter and Waste 68%
- Transport 25%
- Food and the environment 32%
- School Grounds : 35%
- Energy : 12%
- Water: 19%
- Biodiversity : 39%
- Global Citizenship : 18%

2.14 HMle

2.14.1 The positive value of LfS has been recognised as part of some school inspection visits. These can be evidenced in school feedback reports. For example:

- **St Patricks Primary (January 2025)**

All staff plan exciting learning opportunities with a wide range of partners across the city. For example, P6 and P7 children work with a local university to

engage in tasks on sustainability, entrepreneurship, wellbeing and experience a graduation ceremony. These opportunities are providing aspirational and rich cultural experiences for children.

In a few classes, children learn about sustainability. For example, children plant and grow vegetables in the local allotment. The headteacher should proceed with plans to review the development of outdoor spaces to better facilitate learning outdoors.

- **St Roch's Secondary (March 2025):**

Staff use PEF well to reduce the cost of the school day, extend learner pathways and enhance curricular experiences through a broad range of educational trips and activities. Senior leaders are reflecting on the sustainability of these interventions. They invested in resources and learning appropriately which has allowed in-house staff to offer The Duke of Edinburgh's Award. Young people benefit from experiencing learning in real-life contexts, alongside aspirational visits to universities and employers, that are having a positive impact on young people's attainment."

2.14.2 Statements such as these evidence the commitment of education to ensure that LfS is woven through the curriculum and used to encourage learners to engage in dialogue to related to sustainability, citizenship and climate action.

3. Next Steps

- 3.1 To further commit and deliver on the Target 2030 roadmap and beyond.
- 3.2 To further explore partnerships including those within GCC to further enhance the delivery of LfS
- 3.3 To ensure that LfS materials are accessible to staff on the new Education Framework page as a "Cross Cutting Theme"

4. Policy and Resource Implications:

Resource Implications:

<i>Financial:</i>	No financial implications from this work.
<i>Legal:</i>	No legal implications from this work
<i>Personnel:</i>	No personnel implications from this work
<i>Procurement</i>	No procurement implications from this work

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

- Increase Opportunity and prosperity for all our citizens (Mission 3 Raise attainment amongst Glasgow's Children and young people)
- Fight the climate emergency in a just transition to a net zero Glasgow (Mission 2 Become a net zero carbon city by 2030)
- Reduce poverty and inequality in our communities. (Mission 2 Meet the learning and care needs of families before and through school, Mission 3 Improve the Health and wellbeing of our local communities, Mission 4 Support Glasgow to be a city that is active and culturally vibrant)
- Enable staff to deliver essential services in a sustainable, innovative, and efficient way for our communities. (Mission1 Create safe, clean, and thriving neighbourhoods, Mission 2 Run an open well governed council in partnership with all our communities)

Equality and Socio-Economic Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.</i>	<p>Yes</p> <ol style="list-style-type: none"> 1. (specifically related to training) 2. (development of networks) 3. (inclusion of all young people) 12. (clear focus on equality and diversity) 13 (Equalities and discrimination are part of the Senior Phase Parliament manifesto) 14 (attainment for all)
---	--

<i>What is the potential equality impacts as a result of this report?</i>	Positive impact
---	-----------------

Please highlight if the policy/proposal will help address socio-economic disadvantage. Yes – engagement in civic responsibility and accountability

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify: Yes :-
Theme 1 Communication & Community Empowerment
Theme 2 Just and Inclusive Place
Theme 4 Health and Wellbeing

What are the potential climate impacts as a result of this proposal? Positive impacts through increased education and understanding on climate issues and actions.

Will the proposal contribute to Glasgow's net zero carbon target? Yes

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
Y/N No

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

5. Recommendations

The Committee is asked to:

- 1) Note the update on Education Services work with children, young people and families on learning for sustainability.