



Glasgow City Council

Net Zero and Climate Change Monitoring Policy Development
Committee

Report by Executive Director of Education Services

Contact: Andrea Reid Ext: 74551

Item 5

8th August 2023

Education Services, Climate Action and Learning for Sustainability

Purpose of Report:

To update the committee on Education Services developments related to climate action and learning for sustainability

Recommendations:

The Committee is asked to:

- a) note the update and 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

1. Background

**“When large numbers of people have a deeply understood sense of what needs to be done, coherence emerges, and powerful things happen.”
Michael Fullan.**

- 1.1 In order to support 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.
- 1.2 Glasgow Education Services has had a lead officer for Learning for Sustainability since August 2018.
- 1.3 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.
- 1.4 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.
- 1.5 Additionally, as legacy work post COP 26, 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 Reviewed Education Services Purpose, Vision, Values, Priorities

- 2.1.1 As the Scottish Government took forward a national conversation on Education, in Glasgow we engaged in a conversation in our context. This resulted in [All Learners, All Achieving](#). Our new 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.



2.2 Climate Charter

- 2.2.1 During COP26 we launched Glasgow's Children and Young People's Climate Charter: Engage the World to Change the World, which is an intergenerational declaration, promise and challenge.

- 2.2.2 It supports 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.

2.2.3 The Charter is an agreement between the Council, citizens, partners and the city's children and young people. It sets out our values and how we will work together to tackle the climate crisis. It highlights each generation's responsibility to ensure the protection of rights for the next. The charter forms part of a way of working that we will continue to develop together.

2.2.4 The intergenerational signatories of our Charter declare a duty of care to:

- Protect children and young people against the impacts of climate change.
- Commit to a legacy of intergenerational equity.
- Promote strong connections with our children and young people.
- Support the missions to act on climate change and Engage the World to Change the World.

2.2.5 The charter will be updated by a group of children and young people during session 23/24. Find the full Climate Charter [here](#)

2.2.6 Recent research indicates growing concerns amongst children and young people about global issues including climate change can adversely impact on wellbeing. Research is also emerging that participation, connection with others and engaging in making change happen can be helpful. This positive approach is at the heart of all our work in Education Services ensuring we are mindful of the challenges outlined in this charter. The title of the charter "Engage the world, to change the world" encapsulates this.

2.3 Pupil Voice/UNCRC

2.3.1 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. Regular reports on work lead by the officer are taken to the Education Skills and Early Years Committee, including the forum and Rights Respecting School Awards (RRSA) described below.

2.4 Glasgow Schools Forum

2.4.1 The Glasgow Schools Forum has developed and evolved over the last two sessions. This session, 2022-23, the Schools Forum has met in the City Chambers Banqueting Hall.

2.4.2 The Forum continues to be open to all schools across the city to send representation for their young people. The Forum now meets in two separate groups: two Primary sessions, allowing up to 50 schools at each session to meet and then the BGE group which is open to all Secondary schools and has representation from young people across S1-S3.

2.4.3 The Glasgow Schools Forum now meets monthly: on one day for Primary young people – two sessions with up to 50 schools per session and then the Secondary BGE Forum meets the following day. In all cases, schools can send up to 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.

2.4.4 Our meetings are based on the aspects highlighted through our Children’s Rights Framework which was developed through the children’s voice in 2021.

2.4.5 Dialogue sessions at the forum over the last year have included: The Curriculum, Developing the Young Workforce, Equalities, Climate Change and Change Impact Initiatives within schools. As mentioned earlier these dialogue sessions are part of our participatory approach to ease the concerns which may impact on the wellbeing of our children and young people.



2.5 Senior Phase Parliament

2.5.1 Twenty-six European Cities ran Future Mentor Programmes during Spring 2022 as a part of the European year of Youth. Glasgow Education Services engaged with the Programme. Our Future Mentor consulted with Glasgow MSYPs and the Youth Council and discussed with City Leaders how Glasgow could better involve young people in decision making processes. This culminated with our Future Mentor developing 6 recommendations for the Euro Cities Annual Conference which can be found here: <https://eurocities.eu/latest/valuing-young-people-as-city-advisors/> . Education Services set up the Senior Phase Youth Parliament as a direct result of this work.

2.5.2 The Senior Phase Parliament is an opportunity to listen to young people from the Senior Phase of Secondary School. The initial meeting of the Parliament involved two representatives from each of our secondary schools attending a session in the City Chambers to be consulted on a range of issues that were important to them. Follow up sessions have involved deeper dialogue and the development of a manifesto.

2.5.3 Young people were given time to discuss the following issues:

- Developing the Young Workforce
- Health and Wellbeing
- Equality and Diversity
- Learning for Sustainability
- Options

2.6 Rights Respecting School Awards (RRSA)

2.6.1 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 were as below:

RRSA Position in Glasgow Schools

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

Schools RRSA Active	36
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2.6.2 The current position is:

RRSA Position in Glasgow Schools 10/7/23 (schools active within 3 years)

Schools RRSA Active	134
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2.6.3 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.

2.7.1 Family Learning and Engagement

2.7.1 The Glasgow City Parent Group (GCPG) continues to support engagement across the city. They provide a range of information including 46 videos for parents and Parent Councils now available on the Glasgow City Parent Group YouTube Channel: <https://www.youtube.com/channel/UCUMiLRO9B5o-yp-CFyvczwQ> These videos include a range of information related to this paper, such as couch to clean air and setting up a school bus. There is significant reach from the GCPG social channels and the highest performing Facebook posts have been around pre-loved, low-cost uniforms in the cost-of-living series.

2.8 Gender and Climate

2.7.1 During November 2021 and while Glasgow hosted COP26, more than 2500 young women from Glasgow secondary schools participated in #GirlsAtCOP26 – The Solutions are Feminist, at Glasgow Caledonian University. Read more background to Girls@COP26 below:

<https://www.glasgow.gov.uk/index.aspx?articleid=27615>

2.7.2 Young girls and women discussed gender – UN Sustainable Development Goal 5 - alongside other female related issues including health and challenges that can affect women and girls' bodies.

- 2.7.3 Girls discussed a range of themes including: the future of work and the green economy, data and design, fashion and food systems, and climate refugees.
- 2.7.4 On Tuesday 8th March 2022 International Women’s Day, the focus was ‘Breaking the Bias’ which was the global theme for the day, and we included a focus on how too often women and children are more adversely impacted by climate change.
- 2.7.5 To continue the legacy of this work and plan for COP27, EDIS colleagues held an event in June 22 with S3 girls to discuss what our next steps should be. We continually aim to ensure that the girls have the opportunity to have their own voices heard and we followed up with activities as suggested, some of which are detailed below.
- 2.7.6 Almost one year on from GirlsAtCOP26, an exhibition, #WomenAtCOP26 opened on Thursday 29 September 2022 at Street Level Photoworks, Trongate 103, Glasgow. The portraits document women from across the globe who joined the girls in discussing taking collective action to address the climate emergency from a female perspective.
- 2.7.7 An official opening was held on 11 October, the UN Day of the Girl and attended by officers, members, female leaders from across the city and beyond. Secondary schools were invited to visit the exhibit and many of our young women did so. The exhibition was a timely reminder on the Road to COP27 that COP26 was a game changer, a people’s COP.
- 2.7.8 An equalities conference with representation from equalities committee across our secondaries met at St John Paul Academy on the same day with the Learning For Sustainability Officer.
- 2.7.9 Glasgow is committed to ensuring that honouring UN Day of the Girl becomes a key milestone before every future COP and serves to help empower women and girls. Additionally, our Girls4Equality group have asked that there is further collaboration with the EdIS Equality Team for the inclusion of boys from March 2024 (International Women’s Day).
- 2.7.10 Discussions in our secondaries have been held with the girls this session, with women leaders on what action the City Government has taken, in response to their calls for action. At the same time certificates were awarded to each school in recognition of their contributions to Glasgow and partner city, Pittsburgh, winning a prestigious award for Innovation in Youth & Education from Sister Cities International for its collaboration on the initiative.

2.8 Social Subjects Framework

- 2.8.1 Our [Social Subjects](#) Framework continues to be augmented and adapted with additional resources for schools. This is a live document which has been developed by early years, primary and secondary practitioners the Social

Studies Framework explores suggested bundling of CfE Experiences and Outcomes for each stage from early to third level. The Framework also provides linked resources for every Experience and Outcome to support delivery. LfS is linked across specific experiences and outcomes.

2.9 Book Creator

2.9.1 [An online “book”](#) is updated monthly with resources and information for schools by the LfS officer.

2.10 Clyde Award

2.10.1 A new award will be launched during session 23/24 for all schools to mark school achievement across a broad sweep of awards from eco flags to zero waste awards. RRSA, Digital schools etc. This will be launched by the Lord Provost who will be meeting with almost six thousand Primary 7 pupils across several days in the city chambers in October.

2.11 Awareness Days

2.11.1 A strong focus continues to be placed on a range of awareness days such as earth day, UN Day of the Girl Child etc. and these are flagged up with a range of activities produced for schools by EdIS such as STEM-a-STORY, EAL+STEM=Success.

2.12 Create4Glasgow

2.12.1 Education Services worked in partnership with Glasgow Life and Bloomberg LP to drive forward Create4Glasgow. This has been an unprecedented participatory project building on the legacy of COP26. Since November 21, the young people of Glasgow and local artists in residence have worked collaboratively to create art works that raise awareness of local and environmental issues and inspire action. 827 participants, 40 school classes, 30 amateur artist submissions, 9 classes of art students.

<https://create4glasgow.com/>

- September 21 – 1800 young people picked 3 environmental priorities: air pollution, water pollution, earth becoming uninhabitable.
- November 21 – December 21 – Ideas and art works submitted by young people across Glasgow
- February 22 -Young people voted for their 12 winning projects
- March – May 22 – workshops organised with local schools and artists in residence to develop the winning projects.
- December 22 – Impact Toolkit developed and 2 continues to be rolled out across the city with CLPL in 2023/24. This will include Spotlight Sessions to empower the city’s children and young people to use art and creativity to engage in environmental and social change in their communities through planning impact campaigns. This is part of work around liberating the

promise of learning through the ambitions of CfE and using the city and real life, as a classroom and experiential learning opportunity.

2.13 Recycling/Litter

2.13.1 Close links continue with NRS. Schools are offered advice on recycling and specific bags to do so. Additional bins were recycled and offered to schools from Glasgow Life. Knightswood Secondary will be engaged in a revised “bin it to win it” scheme on 2023/24.

2.13.2 Children and Young People [across the city engaged](#) in The Big Help during May 2023 – this included related projects such as planting, litter picks etc.

2.14 Edible Playgrounds

2.14.1 Anderson, Alexandra Parade and St Denis primaries are currently engaged with Edible Playgrounds, Trees for cities in having their playgrounds enhanced to support biodiversity and outdoor learning. Most recently St Denis’ Primary playground work was completed.

2.15 City Food Plan

2.15.1 Education Services continue to engage with the city food plan and good food groups. The officers with the Children’s Rights and Health and Wellbeing remit work closely with other services to support the delivery of the City Food Plan. After presenting to interested school practitioners at a CLPL event on the “good food group” 100% said that they felt more informed and left with an action point to start with. Three key areas are being taken forward: establishing functioning good food groups in schools; providing practical cooking and growing skills as a life skill and expanding of opportunities for developing the future workforce in the food industry; and ensuring early years and schools have access to growing spaces.

2.16 Partners

2.16.1 Our schools work with a broad range of partners on projects and themed learning including the museums, rewilding activity linked to clean air projects etc. This includes organisations such as Keep Scotland Beautiful. An additional 90 eco flags have been awarded to Glasgow schools since 2021 and schools have been involved with their live eco school training sessions, Upstream Battle, the LEAF pilot, and a range of CLPL. Schools continue to attend WOSDEC learning sessions.

2.17 Education Estate

2.17.1 Education Services continue to monitor the progress of the estate development with a net zero lens, linking with Neighbourhoods, Regeneration and Sustainability (NRS). A refurbished Gaelic Medium Education Primary School

will open in the North East of the city in what was formerly St James Primary in 2025. This is jointly funded by the Local Authority and Scottish Government, as part of the Learning Estate Investment Programme (LEIP). The re-use of existing buildings is a significant element of the Council's Property and Land strategy and links closely with the Council's Heritage Asset Plan. This re-use and repurposing of existing buildings is a key component of sustainable development planning. In terms of future sustainability, the performance of the building is being considered at every planning stage along with materials being re-used where possible to maintain the history and legacy of the building.

2.17.2 IES energy modelling is being used, to allow us to develop our design interventions in existing buildings like St James there after we can monitor and manage operational energy use with the same software. This approach is driven by the SG energy in use metric and should close the performance gap between the energy use assumptions based on a notional design model and the actual energy used when we take occupation. Retro fitting existing buildings avoids tonnes of CO₂ emissions that would be associated with brand new foundations and superstructures.

2.17.3 The Sustainability team in NRS are leading a programme of Solar PV installation across the Glasgow City Council estate, including a number of schools in the Education estate. Education Services will continue to work closely with Sustainability to ensure that the Education estate and school, staff and pupils make the most of the benefits, both from a renewable energy generation and education point of view.

2.18 Transport and Travel

2.18.1 Establishments continue to work closely with partners to encourage walking, cycling and scooting to school. Ongoing Bikeability Training is offered to children, young people and adults by NRS in partnership with Bikeability Scotland. Blairvadach staff also provide some level 1 and 2 training. Schools also work with organisations such as Bike for Good and Free Wheel North. A range of walking buses, cycle initiatives are organised at different locations, many arranged by the parents and community (e.g. the Shawlands Bike Bus). A report on progress in this area will be provided as part of the Education Services Annual Business Plan Commitments.

2.18.2 The school vehicle exclusion zones continue to be supported and Education Services work closely with NRS on this.

2.18.3 School transport continues to be reviewed. All Local Authorities have a duty under the Additional Support for Learning Act to identify, provide and review the additional support needs of their pupils, including the need for transport. In Glasgow school transport will be provided based on the following criteria:

- distance
- over 1.2 miles for primary and over 2.2 miles for secondary or
- the additional support needs of each child.

This means, some children and young people who do not meet the distance criteria to be entitled to free school transport will be considered based on their

additional support needs. As part of the council's review, a new travel assessment and application process will be introduced, on a phased basis. By ensuring effective assessment of need we expect to reduce emissions as this review progresses.

3. Next Steps

- 3.1 A reviewed action plan is being developed for 2023 – 24. To take cognisance of Education Scotland revised plan, published on 21 June 2023
- 3.2 Training networks have been established in Secondary for LfS leads, this will be extended to primary schools in 2023 – 2024.
- 3.3 Additional CLPL opportunities to be developed to further support staff understanding of LfS.
- 3.4 Every establishment will be issued with lessons at early, first, second, BGE and Senior Phase to further explain Learning for Sustainability and how schools can support.
- 3.5 Roll out of climate app in partnership with We are Material.

4 Policy and Resource Implications

Resource Implications:

Financial: to be allocated as part of budget setting

Legal: none

Personnel: within current teams

Procurement: allocated as part of budget setting

Council Strategic Plan:

- 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:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

Yes

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)

What is the potential equality impacts as a result of this report?

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

Yes :-

Plan actions? Please specify: 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? Impact in relation to educational drive towards positive action of children, young people, families, and communities

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

Recommendations:

The Committee is asked to:

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

