

The Highland Council
Education, Children and Adult Services Committee
12 November 2014

Agenda Item	11.
Report No	ECAS 50/14

Learning for Sustainability Strategy

Report by Director of Care and Learning

Summary

This report is a follow up to a report presented to the Adult and Children's Services Committee by the Director of Education, Culture and Sport in January 2013. In that earlier report, Members agreed a proposal to update the existing Developing Global Citizenship Strategy taking account of the new national Learning for Sustainability Policy. This latest report summarises the proposed Highland Council Strategy and informs Members about recent developments in Highland before asking for an endorsement of the new strategy.

1. Background

- 1.1 Learning for Sustainability is an international priority (UNESCO 2013). It involves learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. It is concerned with every level and type of learning and the provision of quality education for all. Learning for Sustainability is a priority for the Scottish Government and Scotland's education professionals. The Scottish Government's *Action Plans for the UN Decade of Education for Sustainable Development [2005-14]* set out actions for all sectors of education.
- 1.2 In Scotland, Learning for Sustainability became the umbrella term created by the One Planet Schools Working Group to cover Sustainable Development Education, Developing Global Citizenship and Outdoor Learning. In December 2012, the group produced a national Learning for Sustainability Report which was accepted and adopted by The Scottish Government in March 2013.
- 1.3 In Highland, the Director of Education, Culture and Sport presented a paper to the Adult and Children's Services Committee in January 2013, summarising the contents of the national report and highlighting the wide range of sustainable development and global citizenship initiatives already in place in Highland schools. Members endorsed a Highland proposal to merge existing Sustainable Development Education and Developing Global Citizenship Education approaches into a single Highland Learning for Sustainability Strategy to run in parallel to the 2012 Highland Outdoor Learning Strategy. The proposed Strategy is attached to this report as **Appendix 1**.
- 1.4 The importance of developing a whole school approach to Learning for Sustainability was emphasised by the General Teaching Council for Scotland (GTCS) when, in December 2012, they published the Standards for Leadership and Management. In a short introduction, GTCS state:

'Learning for Sustainability' is a whole school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for Sustainability has been embedded within the Standards for Leadership and Management to support leaders in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

1.5 The significance of this statement lies in the fact that GTCS has adopted the One Planet Working Group's definition of Learning for Sustainability and have now embedded it in their whole suite of Professional Standards: the Standards for Registration, the Standards for Career-Long Professional Learning and the Standards for Leadership and Management.

1.6 The nationally agreed pupil entitlement can be summarised as follows:

- All learners should have an entitlement to Learning for Sustainability in their curriculum.
- In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice.
- Every school should have a whole school approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.
- School buildings, grounds and policies should support learning for sustainability.

2. Key Points from the Highland Learning for Sustainability Strategy

2.1 The Highland Strategy states that Highland pupils must have opportunities to:

- Learn about the world – become successful learners by developing a knowledge and understanding of the landscape, the natural and cultural heritage of Scotland and the wider world and, while doing so, become reflective and open to new thinking and ideas.
- Learn for life and work in a global society – by developing into responsible citizens and effective contributors who have a respect for others, understand and appreciate different beliefs and views while being able to communicate their own beliefs and views to others with confidence.
- Learn through global contexts – learning to live sustainable lives by appreciating the inter-dependence of people and the environment worldwide, and able to apply critical thinking in new contexts, locally and beyond.

2.2 To achieve the above, every school in Highland needs to:

1. adopt a whole school approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels;

2. ensure that school buildings, grounds and policies support learning for sustainability approaches.
- 2.3 To do so, each school should ensure that they adopt the 'four Cs' approach - curriculum, campus, culture and community:

Curriculum

Strong leadership at all levels is required to ensure that Learning for Sustainability is used to plan relevant and meaningful learning opportunities through the four contexts of CfE: interdisciplinary learning, the ethos and life of the school, personal achievement and the experiences and outcomes of the eight curricular areas.

Campus

Each school should maximise use of their buildings and school and community grounds as part of their work to embed Learning for Sustainability. Across Scotland, many schools are developing wilderness gardens and vegetable patches to stimulate learning and play.

Culture and Community

Each school should appreciate and celebrate the diversity of Scotland's history, culture and heritage and engage with other cultures and traditions around the world. It should also know, respect and care for the rights, responsibilities, values and opinions of others. It should promote an awareness and understanding of democratic processes where the school community participates in critical thinking and decision making.

3. Recent Learning for Sustainability Developments in Highland

- 3.1 The Highland Learning for Sustainability group has developed a wide membership to ensure representation from as many partners as possible; there are also strong connections with the Outdoor Learning group. An ICT sub group has provided a large bank of support resources on GLOW.
- 3.2 Since the January 2013 committee report successes have continued, for example:
 - In May 2013, Cradlehall Primary were winners of the national Euroquiz competition and, in May 2014, Crown Primary were runners up nationally.
 - In November 2013 Farr Primary provided an excellent carbon clever presentation to Council in relation to their school's work in saving energy.
 - To publicise and share their work on Learning for Sustainability over the past year, all primary schools on Skye entered a Green Competition, sponsored by a local wind farm. Carbost Primary, Kyleakin Primary and Dunvegan Primary were placed 1st, 2nd and 3rd respectively. All entries were exhibited on Glow.
 - Currently, 48 Highland schools (primary and secondary) are involved in Phase 2 of Crofting Connections supported by a Highland Strategy that is committed to developing centrally produced materials and increasing participation levels further.
 - There are now well established links and exchanges between Highland schools and schools around the globe, most commonly in Africa and Europe. Fairtrade initiatives are embedded in a number of schools.
 - Ross-shire Waste Action Network (RoWAN) is involved in two main school developments within Highland. Firstly, a waste project (named R U Up 4 IT) involving 10 schools and their wider communities. As a result of a range of activities they have reduced CO2 emissions by 179 tonnes and food waste

going to landfill by 49 tonnes. Secondly, The Growing Hub Award has been launched to encourage local schools to grow more food and reduce food waste.

- Fourteen secondary schools are now involved in the Youth and Philanthropy Initiative (YPI) organised in Highland by the Wood Family Trust in partnership with Scottish and Southern Energy. YPI is an interactive citizenship programme which aims to empower young people by giving them the skills and the social awareness required to elicit positive change in their local community. Pupils work in small teams to consider the issues which affect their local community. The teams then investigate and select the grassroots social service charity which they believe can make a positive contribution towards change. The project culminates with each team presenting their findings to a panel of judges and the team deemed to have given the most impassioned and creative presentation is awarded £3000 to donate to their chosen charity.

3.3 Highland schools continue to meet the revised Eco School targets. The main challenge for some schools is to meet the requirements of re-assessment of Green Flag awards. The Highland Quality Improvement Team has contributed towards recommendations for streamlining the process, and we await the outcomes of the significant review procedures.

- Numbers of schools with awards as of April 2014:
Bronze 152 Silver 148 Green Flag 100
- Highland Early Years Centres are all expected to achieve an award by 2017. Centres have already made very good progress from the 2012 baseline.
- Numbers of Centres with awards as of April 2014:
Bronze 39 (40) Silver 17 (11) Green Flag 2 (3)
(targets for 2017 in brackets)

3.4 In 2013 – 2014 the Council's Energy team visited nine schools and made 24 presentations to a total pupil audience of approximate 560. The Council's Waste team conducted 19 audits in 16 different schools (15 primary 1 secondary) seven of which were first audits, six were follow up second audits and in three schools first and second audits were carried out over the same year. They also worked with schools to review their approaches to litter and dog fouling and are considering ways in which they can help schools find out about what happens to recycled materials. Both teams have continued their involvement with schools in session 2014 – 2015.

3.5 The Council's Countryside Rangers are key partners in Learning for Sustainability. Last session, Rangers undertook 776 school visits, either into the school, in the school grounds or elsewhere in the countryside. In addition to work on John Muir Awards, compost, litter control and waste management, activities included:

- a bumblebee and butterfly sanctuary in the garden at Deshar Primary;
- a 'bioblitz' of the school grounds at Bunsgoil Ghaidhlig Inbhirnis gathering information about the plants and animals that use the garden and looking at ways of identifying ways to make the garden greener and more wildlife friendly;
- the development of a 'Rubbish Game' in Lochaber schools, based on the principle of snakes and ladders. There are questions on rubbish, recycling, energy, composting etc, as well as various challenges to complete. This is in

addition to the 'Biodiversity Game' which has been round many schools in Lochaber now, and is a good tool for teaching the varied habitats and species found in the area.

- 3.6 Highland One World Global Learning Centre (HOW) has been the key partner for The Highland Council over a number of years and is actively involved in the Council's Learning for Sustainability Group. The common aim is to help pupils become informed, caring and responsible citizens both of Scotland and the wider world.
- 3.7 HOW is a voluntary organisation and is part of a network of six global learning centres in Scotland. Its primary role is to support the development of education for global citizenship in the Highlands and Islands. HOW is a member of the International Development Education Association of Scotland (IDEAS).
- 3.8 HOW supports Highland schools in a number of ways, as shown in **Appendix 2:**
- Offering funded twilight sessions, workshops, individual mentoring and networking events, in support of global citizenship as a core part of Learning for Sustainability. This is available to individual teachers, faculties, whole schools, or learning communities. There are also opportunities to provide support for probationer teachers.
 - Offering a further range of funded Career Long Professional Learning (CLPL) opportunities through the Global Learning Programme Scotland (GLP-S). These CLPL courses are designed to support professional reflection and the new mandatory GTCS professional update.
 - Delivering international learning workshops through The British Council's Connecting Classrooms Programme.
 - Access to an extensive lending library of global citizenship resources which are loaned out regularly to teachers to support them with their Learning for Sustainability work. Teachers are welcome to come into the centre to browse and seek advice on relevant resources.
 - Sharing practice via a quarterly newsletter **Connect** to keep schools up to date with global citizenship news at the global, national and local levels and to signpost relevant and useful resources. Connect also showcases work from across Highland, for example from earlier this year, Commonwealth studies at Eigg, Muck and Crown primary schools, a Fairtrade Fashion Show in Glenelg and Malawi partnership work at Fortrose Academy.
 - Encouraging Highland contributions to **Stride**, a popular, twice-yearly global citizenship magazine published by the network of Scottish Global Learning Centres (including HOW), which provides practical information and activities for teachers. The magazine has now gone online and can be accessed at www.stridemagazine.org.uk By offering the magazine in an online format, schools in every part of the Highlands are now able to access and download activities to support their Learning for Sustainability work.
 - Working with Highland schools to develop new resources such as **On the Land We Stand**, a new online global citizenship resource for secondary

schools on land rights. Drawing parallels between the Highland Clearances and land grabs in the Global South, **On the Land We Stand** explores issues of rights, justice, sustainability and active citizenship. The resource is now live and can be accessed at www.onthelandwestand.org.uk A Gaelic translation will be available soon to support Gaelic medium schools with their global citizenship work. This resource was developed with support from Oxfam and Christian Aid.

4. Implications

- 4.1 There are no Resources, Legal, Equalities or Risk implications.
- 4.2 There are no specific Climate Change/Carbon Clever implications but the strategy will help raise awareness of both among young people.
- 4.3 There are no specific Rural or Gaelic implications. However, the rural dimension is embedded in any strategy based on learning about sustainability. Materials for Gaelic medium pupils will be developed as part of wider curricular developments.

5. Recommendation

- 5.1 Members are asked to note the progress made in Learning for Sustainability in Highland and to agree to endorse the strategy summarised in this paper and available in full in **Appendix 1**.

Designation: Director of Care and Learning

Date: 4 November 2014

Author: Jim Steven, Head of Education

Background Papers:

1. The Highland Council Learning for Sustainability Strategy
2. Highland One World Global Learning Centre - Summary



Care and Learning

Learning for Sustainability

Highland Strategy

November 2014

'The entitlement to learning for sustainability complements the purpose of Curriculum for Excellence and sends a clear message that in the context of the broad general education and the totality of children and young people's experience through their education, sustainability and developing as responsible global citizens should be an expectation for all.'

From Scottish Government response to One Planet Schools Working Group, March 2013

Introduction

Learning for Sustainability is an international priority (UNESCO 2013). It involves learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. It is concerned with every level and type of learning and the provision of quality education for all.

In Scotland, Learning for Sustainability became the umbrella term created by the One Planet Schools Working Group to cover Sustainable Development Education, Developing Global Citizenship and Outdoor Learning. In December 2012 the group produced a national Learning for Sustainability (LfS) Report which was accepted and adopted by The Scottish Government.

In Highland it was decided to merge Sustainable Development Education and Developing Global Citizenship Education approaches into a single Highland Learning for Sustainability Strategy to run in parallel with the 2012 Highland Outdoor Learning Strategy. This, then, is the Highland Learning for Sustainability (LfS) Strategy.

Jim Steven
Head of Education

LfS - A Definition

The One Planet Report Working Group definition is as follows: *'A whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable society.'* This definition has been adopted in Highland.

Recommendations of One Planet Schools Working Group

The report of the One Planet Schools Working Group recognised the need to move from a system which was often reliant on the enthusiasm and commitment of individuals, to one where a learner's access to Learning for Sustainability is recognised as core to their learning experience. Their high level recommendations are:

1. All learners should have an entitlement to Learning for Sustainability in their curriculum.
2. In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice.
3. Every school should have a whole school approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.
4. School buildings, grounds and policies should support learning for sustainability.

These recommendations are accepted in Highland.

General Teaching Council Scotland (GTC Scotland) Expectations

GTC Scotland has adopted the One Planet Working Group's definition of Learning for Sustainability and has embedded it in their suite of Professional Standards: the Standards for Registration, the Standards for Career-Long Professional Learning and the Standards for Leadership and Management. GTC Scotland seek *'to support leaders in actively embracing and promoting principles and practices of sustainability in all aspects of their work'* and state that *'all teachers should have the opportunity to develop their skills and*

knowledge in relation to important cross-cutting themes across the curriculum, such as international education, sustainable development, citizenship, enterprise and creativity’.

Why include Learning for Sustainability within pupils’ learning experiences?

Many practitioners have found that Learning for Sustainability provides motivational, relevant, challenging and creative learning experiences which engage learners and improve behaviour, attitude and attainment.

LfS is about ensuring that we all recognise our responsibilities to each other and the wider world. Our children and young people are growing up in a global world and their education must help them develop skills for learning and prepare them for living and working in an increasingly multicultural, sustainable and international society.

Our planet is affected by major issues such as climate change and global poverty. These require our young people to be part of an innovative generation that knows how to work with others to find solutions, that cares about human rights and values and celebrates cultural diversity.

What does this mean for Highland schools?

All learners have an entitlement to Learning for Sustainability as part of their education. Therefore, every school in Highland needs to:

3. adopt a whole school approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels;
4. ensure that school buildings, grounds and policies support learning for sustainability approaches.

For any LfS approach to be successful, pupils need to:

- Learn **about** the world – become successful learners by developing a knowledge and understanding of the landscape, the natural and cultural heritage of Scotland and the wider world and, while doing so, become reflective and open to new thinking and ideas.
- Learn **for** life and work in a global society – by developing into responsible citizens and effective contributors who have a respect for others, understand and appreciate different beliefs and views while being able to communicate their own beliefs and views to others with confidence.
- Learn **through** global contexts – learning to live sustainable lives by appreciating the inter-dependence of people and the environment worldwide, and able to apply critical thinking in new contexts, locally and beyond.

To do so, each school should ensure that they adopt the ‘four Cs’ approach - curriculum, campus, culture and community:

Curriculum

Strong leadership at all levels is required to ensure that LfS is used as a vehicle for learning within Curriculum for Excellence (CfE). It is a most effective way of delivering the four purposes of learning: successful learners, effective contributors, responsible citizens and confident individuals. It also allows us to plan relevant and meaningful learning opportunities through the four contexts of CfE: interdisciplinary learning, the ethos and life of the school, personal achievement and the experiences and outcomes of the eight curricular areas.

Highland practitioners are fortunate in having a wide range of partners to enhance and support them. This range includes for example the work of the Countryside Rangers and Highland One World Group. Other partners are noted in the audit used by schools to guide their LfS developments.

Campus

Each school should maximise use of their buildings and school and community grounds as part of their work to embed Learning for Sustainability. Across Scotland, many schools are developing wilderness gardens and vegetable patches to stimulate learning and play.

Culture and Community

Each school should appreciate and celebrate the diversity of Scotland's history, culture and heritage and engage with other cultures and traditions around the world. It should also know, respect and care for the rights, responsibilities, values and opinions of others. It should promote an awareness and understanding of democratic processes where the school community participates in critical thinking and decision making.

What are Highland schools already doing to embed Learning for Sustainability?

Many Highland schools exemplify good practice in embedding Learning for Sustainability within their curriculum. The diagram below shows some of the key contexts which are currently being used to make connections in and across learning:

Elements



Support from Highland One World (HOW)

Highland One World Global Learning Centre (HOW) is a voluntary organization which exists to support the development of education for global citizenship in the Highlands and Islands. It is part of a network of six global learning centres in Scotland, and is a member of the International Development Education Association of Scotland (IDEAS).

HOW has had a strategic partnership with Highland Council for many years and is an active member of Highland Council's Learning for Sustainability Group. Our common aim is to help pupils become informed, caring and responsible citizens both of Scotland and the wider world. HOW is Highland's key partner in embedding LfS in Highland schools.

HOW offers funded **Career Long Professional Learning (CLPL)** in support of global citizenship as a core part of Learning for Sustainability. This is available to individual teachers, whole schools, faculties or learning communities.

The **Global Learning Programme Scotland (GLP-S)** is a national project funded by the UK government which supports teachers to embed global citizenship into their learning and teaching. Through the GLP-S, HOW offers a range of funded CLPL opportunities for teachers. All courses are designed to support professional reflection and GTCS professional update with direct reference to key areas of the Standards for Registration and Career-long Professional Learning. Courses are over two initial sessions with an opportunity to join a wider, cross local authority 'symposium' reflection event later in the year. In line with developing models of good practice in CLPL, all training involves teachers and SMTs in a self-evaluation process.

HOW also delivers a number of international learning workshops through **British Council's Connecting Classrooms Programme**.

HOW has an extensive **lending library** of global citizenship resources which are loaned out regularly to teachers to support them with their Learning for Sustainability work.

Teachers are welcome to come into the centre to browse and seek advice on relevant resources.

HOW's quarterly newsletter **Connect** keeps schools up to date with global citizenship news at the local, national and global levels and signposts relevant and useful resources.

Highland Learning for Sustainability Group

The Highland LfS group is key to ongoing LfS development in Highland. The group will hold a minimum of three meetings per school session and continue to encourage broad membership of school staff and LfS partners.

Links to Highland Outdoor Policy

In January 2013, members of the Adult and Children's Services Committee agreed that the Highland Outdoor Strategy should run in parallel with the proposed Learning for Sustainability Strategy rather than be merged. There are clearly areas of overlap and the Head of Education (or nominee) will ensure there is a minimum of two reps who are on both groups.

Review Date

This policy will be reviewed and updated by November 2017 at the latest.

Learning for Sustainability and the CfE: Support for Schools

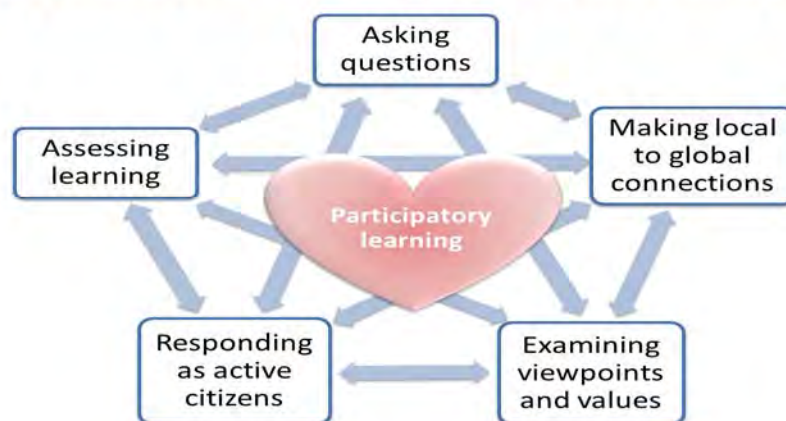
Highland One World Global Learning Centre (HOW) is a voluntary organization which exists to support the development of education for global citizenship in the Highlands and Islands. It is part of a network of six global learning centres in Scotland, and is a member of the International Development Education Association of Scotland (IDEAS).

Highland One World has had a strategic partnership with Highland Council for many years and is an active member of Highland Council's Learning for Sustainability Group. Our common aim is to help pupils become informed, caring and responsible citizens both of Scotland and the wider world.

Global Citizenship is a key cross-curricular theme and is fully embedded across the experiences and outcomes of the Curriculum for Excellence. Both the GTCs, through the Professional Standards, and the Scottish Government have significantly strengthened their commitment to global citizenship under the umbrella of **Learning for Sustainability**.

It is becoming increasingly evident that we are not living within our means. A disproportionate amount of the world's resources are being consumed by wealthy industrialised nations. This is happening with huge environmental and social costs. **Global Citizenship** is a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally and internationally. It nurtures personal respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just and what will minimize harm to our planet. Exploring global citizenship themes helps learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions.

A framework for Global Citizenship:



Young people are naturally passionate about topics that connect to real life as it is happening now ... a world challenged by conflict, inequality and environmental harm, and crying out for positive change.

Whatever is being taught, from art to mathematics, from science to sports, global citizenship themes connect to subjects across the curriculum, creating lessons with stimulating, contemporary content that learners feel is relevant to their lives.

Global citizenship themes include:

- Diversity
- Human rights
- Responsibility for actions affecting others
- Social equity, fairness and justice
- Socio-economic interdependence and enterprise
- Sustainable development and climate change

The Key Elements of Education for Global Citizenship



Education for global citizenship involves active and participatory learning which engages young learners while developing confidence, self-esteem and skills of critical thinking, communication, cooperation and conflict resolution. These are all important components in improving behaviour, motivation and achievement throughout the school.

Support from Highland One World

From twilight sessions and workshops to individual mentoring and networking events, Highland One World offers funded **Career Long Professional Learning (CLPL)** in support of global citizenship as a core part of Learning for Sustainability. This is available to individual teachers, whole schools, faculties or learning communities. There are also opportunities to provide support for Probationary teachers.

The **Global Learning Programme** Scotland is a national project funded by UK government which supports teachers to embed Global Citizenship into their learning and teaching. Global citizenship is integrated across Curriculum for Excellence as a cross-cutting theme and is a core aspect of GTCs and Scottish Government 'Learning for Sustainability' commitments¹. It also equips teachers to integrate rights across the curriculum in support of GIRFEC².

Through this programme, Highland One World offers a range of funded CLPL opportunities. The CLPL courses are designed to support professional reflection and GTCs professional update with direct reference to key areas of the Standards for Registration and Career-long Professional Learning. All courses are over two initial sessions with an opportunity to join a wider, cross local authority 'symposium' reflection event later in the year. In line with developing models of good practice in CLPL, all training involves teachers and SMTs in a self-evaluative process.

Stage 1 - Initial training to build teacher skills and confidence in delivering education for global citizenship /learning for sustainability.

Stage 2 - Teachers carry out **in-school delivery** of global citizenship education. This may take the form of integrated planning, delivery of lessons or other classroom or whole school activities.

Stage 3 - 'Cross Local Authority' Symposium This follow-up session offers teachers the opportunity to reflect on key areas of the Standard for Career-long Professional Learning. There will be space to draw on the experience of other teachers and consider next steps.

¹ <http://www.gtc.org.uk/standards/revised-professional-standards.aspx>; <http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools>

² <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Highland One World also delivers a number of international learning workshops through **British Council's Connecting Classrooms Programme**. The latest workshop *Introduction to International Learning*, held in Inverness was well attended, with teachers coming from as far away as Ardnamurchan, Ullapool, Buckie and Aberdeen.

HOW has an extensive **lending library** of global citizenship resources which are loaned out regularly to teachers to support them with their Learning for Sustainability work. Teachers are welcome to come into the centre to browse and seek advice on relevant resources.

Highland One World's quarterly newsletter **Connect** keeps schools up to date with global citizenship news at the global, national and local levels and signposts relevant and useful resources. From Commonwealth work at Eigg, Muck and Crown primaries and Fairtrade Fashion Shows in Glenelg to Malawi partnership work at Fortrose Academy. Schools all over the Highlands are engaged in some excellent global citizenship work, and we wanted to be able to showcase this in our newsletter. By connecting schools, we aim to build a thriving global learning community in the Highlands.

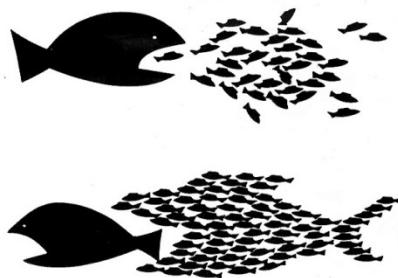
Stride, the popular, twice-yearly global citizenship magazine is published by the network of Scottish Global Learning Centres (including HOW), and provides practical information and activities for teachers. The magazine has now gone online and can be accessed at www.stridemagazine.org.uk By offering the magazine in an online format, we hope that schools in every part of the Highlands will be able to access and download activities to support their Learning for Sustainability work.

Highland One World has been working with schools in Highland to develop **On the Land We Stand**, a new online global citizenship resource for secondary schools on land rights. Drawing parallels between the Highland Clearances and land grabs in the Global South, *On the Land We Stand* explores issues of rights, justice, sustainability and active citizenship. The resource is now live and can be accessed at www.onthelandwestand.org.uk

A Gaelic translation will be available soon to support Gaelic medium schools with their global citizenship/Learning for Sustainability Work. This resource was developed with support from Oxfam and Christian Aid.

In addition to partnership working with national and international organisations such as Oxfam and Christian Aid, Highland One World works in collaboration with local partners such as Inverness Fairtrade Group, Crofting Connections, The Social Enterprise Academy and Highland Multicultural Friends to deliver Learning for Sustainability in Highland

We look forward to continuing to strengthen our relationship with Highland Council. Living sustainably is arguably one of the greatest challenges facing us today. It requires a transformation in the way people think and act, and requires a joined up approach to learning. Learning for Sustainability plays a key role in this, and offers an exciting opportunity for collaborative working. By supporting schools to help young learners develop the knowledge, skills, values and attitudes necessary to cooperate in resolving the interconnected challenges of the 21st century, we can contribute towards the achievement of a more just and sustainable world, one in which power and resources are more equitably shared.



HOW

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