



# SOS-UK webinar: Lifelong learning for sustainability

We will be starting soon



All content © SOS-UK 2022

# What we will cover today

1. What is lifelong learning?
2. Why should we learn for sustainability?
3. Opportunities and ideas



# Welcome - SOS-UK

SOS-UK is an educational charity, focusing on sustainability. It was created by staff and students within NUS in response to the climate and ecological emergency.

SOS-UK runs programmes to create positive change **here and now** through student and staff action for sustainability, as well as national systems-change campaigns to deliver **long-lasting shifts** towards climate justice.

Whilst we are student-led and a lot of our work is within the education sector, we also have a strong focus on sustainability in our wider communities.

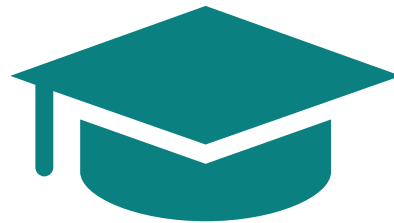
Today's session is part of our monthly webinar series for participants in SOS-UK programmes. Thank you for getting involved!



# Lifelong learning

# Lifelong learning

- Continuing development of knowledge and skills after formal education
- School, college or university is not enough to equip learners with all the knowledge and skills they need for their lifetime

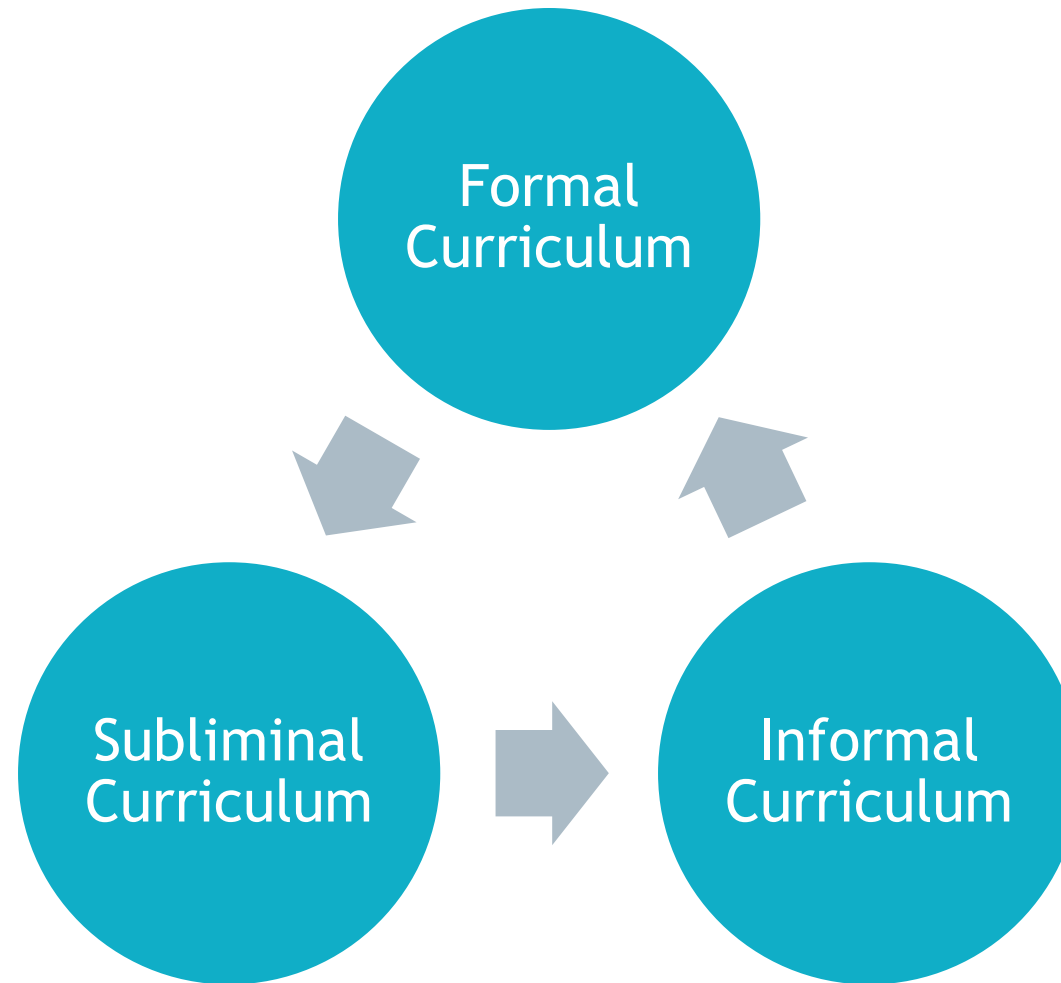


# Lifelong learning

- Legal obligations
- Continuing professional development
- Changing needs and environments of roles or personal life
- Interesting / enjoyable
- Self-help or self-discovery
- Wanting to make the world a better place



## Learning covers all areas of the curriculum



slido

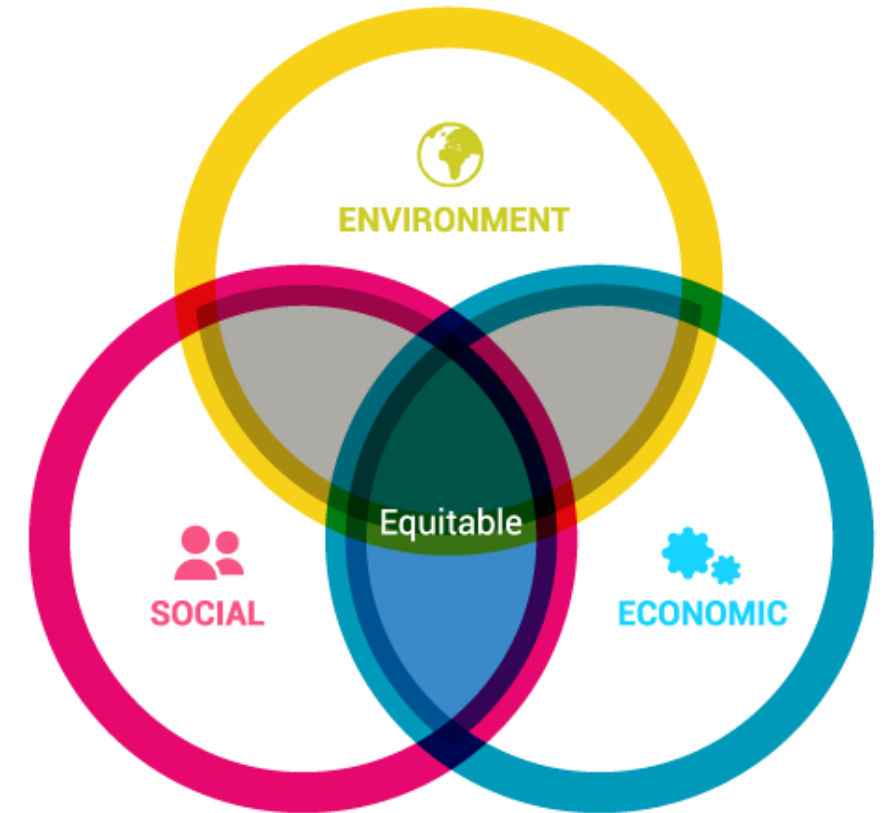


**What lifelong learning opportunities have you taken?**

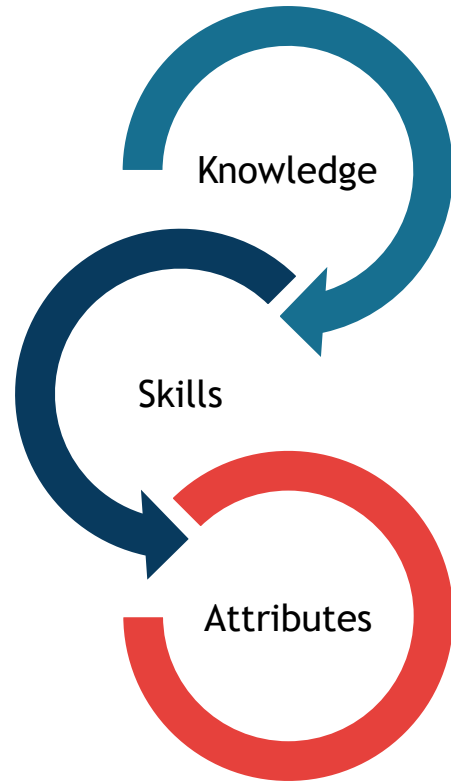


# Learning for sustainability

# A holistic view of sustainability



# Learning about sustainability vs learning for sustainability



“Education for Sustainable Development **helps the citizens of the world to learn their way to a more sustainable future.**”

*UN Decade of ESD 2005-2014*

# Skills, knowledge, attributes

Key competency area	Example of outcomes
<b>Systems thinking</b>	recognise and understand relationships; analyse complex systems; consider how systems are embedded within different domains and scales; deal with uncertainty
<b>Anticipatory or Future thinking</b>	understand and evaluate multiple outcomes; create their own visions for the future; apply the precautionary principle; assess the consequences of actions; deal with risks and changes
<b>Normative/ values thinking</b>	understand and reflect on the norms and values that underlie one's actions; negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions
<b>Strategic thinking</b>	develop and implement innovative actions that further sustainability at the local level and further afield.
<b>Collaborative working</b>	learn from others (including peers, professionals...); understand and respect the needs, perspectives and actions of others; deal with conflicts in a group; facilitate collaborative and participatory problem solving
<b>Critical thinking</b>	question norms, practices and opinions; reflect on own one's values, perceptions and actions; take a position in the sustainability discourse
<b>Self awareness</b>	reflect on their own values, perceptions and actions; reflect on their own role in the local community and (global) society; continually evaluate and further motivate their actions; deal with their feelings and desire
<b>Integrated problem solving</b>	apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solutions.

# Sustainability 'Skills'

Using **resources efficiently** to limit the impact on the environment and other people

Looking at global problems from the **perspective of people from around the world**

Considering **ethical issues** linked to your subject or area of work

The causes of inequality in the world

Understanding how to **create change**

Understanding how human activity is affecting nature

**Challenging the way we do things now** (like business, politics, education)

Solving problems by **thinking about whole systems** - including different connections and interactions

**Communicating complex information** clearly and effectively to different types of people

Understanding how to **create change**

Looking at a problem **using information from different subjects or disciplines**

**Planning for the long term**, as well as the short term

# Aligning with the SDGs



Goals

4

**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

# Why do we need ESD and lifelong learning for sustainability?

- Need for everybody in society to understand sustainability and what we can do
- Opportunity to create meaningful change within and between sectors
- Supporting national and local sustainability commitments and targets
- Formal education may not currently be equipping individuals with the skills they need for a just and sustainable future



# Why do we need ESD and lifelong learning for sustainability?

- Specific roles may change and need to adapt
- Many employers are now seeking individuals who align with their values
- Individuals *want* to learn about this important issue and take action
- Professional development
- ‘Action is the antidote to despair’ - Joan Baez





slido



**Why should organisations support their staff to learn for sustainability?**

# Why should organisations support their staff to learn for sustainability?

- Potential for financial savings as a result of sustainability actions
- Staff building new skills and continuing their personal development
- Demonstrate to stakeholders that the organisation is taking sustainability seriously
- Generating new ideas
- Increased buy-in for the organisation's values and strategy on sustainability
- Projects can be replicated where successful to other departments so outcomes can be seen elsewhere and make a bigger overall impact
- Could create a sense of community and reduced silo working

# Opportunities and ideas

# Opportunities for lifelong learning for sustainability

- Formal training (e.g. Carbon Literacy)
- Informal learning (e.g. webinars, events)
- Workplace scheme (e.g. Green Impact)
- Volunteering
- Learning groups
- Books, podcasts, documentaries etc.
- Shadowing / mentoring



Wherever possible, try to keep a climate justice lens to your learning, centring the voices of those most affected by the effects of climate breakdown

## Actions for managers and organisations

- Support your staff to learn for sustainability as part of their role
- Build CPD offering to include sustainability, including formal training opportunities
- HR professionals to formally recognise sustainability activities
- Include references to sustainability in roles, and ESD competencies in skills
- Create champion roles for people to take on sustainability leadership

## Actions for individuals

- Seek out opportunities for formal training, mentoring etc.
- Include sustainability targets in your objectives (or ask to)
- Start a learning group or sustainability group
- Join a Green Impact team
- Ask for recommendations of books, podcasts etc.
- Look at your role profile - where does sustainability align? Where could it?

# Case study: SOS-UK's SDG Teach In



Demonstrating the breadth of learning for sustainability across all forms of education - formal and informal.

More than 750 educators from around the world pledged to take part this year, incorporate one or more of the SDGs into their teaching and learning.

From marketing to gastronomy to nursing to digital theatre crafts.

# Case study: Green Impact teams

- UNESCO award winning workplace sustainability scheme
- Staff champions lead their team/department's sustainability action and get recognised with an award
- New this year - digital badge for team members



Type: Validation

Level: Intermediate

Time: Weeks

Cost: Free

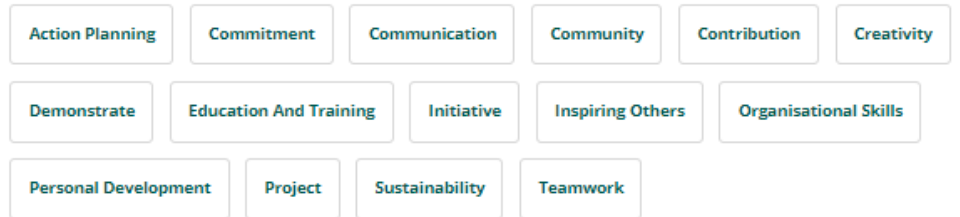
[Additional Details](#)

## Green Impact Team Member

Issued by [Badge Nation](#)

Earners of this badge have volunteered to be part of a Green Impact team, SOS-UK's change and engagement programme which helps people understand sustainability and social responsibility, shows them what they can do to make a difference, and supports them in achieving these actions. Earners have implemented meaningful positive sustainability actions and/or projects in their department or area of work and worked towards a Green Impact award.

### Skills



### Earning Criteria

- 🔧 Earner has worked towards a Green Impact award by planning and implementing the sustainability actions within the awards framework, and received an audit to verify their progress.
- 🎓 Earner has undertaken professional development opportunities around sustainability through a variety of learning opportunities and practical activities.
- 👥 Earner has worked in a team to manage their Green Impact activities, including action planning, providing evidence and inspiring collective change.
- 🤝 Earner has volunteered their time to improve the sustainability of their workplace, and contribute to organisation-wide change.



Any questions or  
reflections?

## Our next webinars



[sos-uk.org/post/green-impact-webinar-series](https://sos-uk.org/post/green-impact-webinar-series)

# Further reading, videos, and references

1. [Lifelong learning: Introduction](#): The Oxford Handbook of Lifelong Learning
2. [QAA and Advance HE ESD guidance](#), 2021
3. SOS-UK's [Learning Academy](#) for training
4. [Green Impact website](#)
5. [TV shows and podcasts to help you save the planet](#), *The Guardian* 2021
6. [20 Best Books on Climate Change and Sustainability in 2022](#), *Earth.org* 2022
7. [17 environmental podcasts you need to hear](#), *Greenhouse PR*