

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education and Children's Services Committee
<b>DATE</b>	24 June 2025
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	2024/25 Education Climate Change Report
<b>REPORT NUMBER</b>	F&C/25/144
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<b>TERMS OF REFERENCE</b>	1.1.1

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### 1. PURPOSE OF REPORT

- 1.1 This report aims to update the Education and Children's Services Committee on some of the key events that have taken place within our schools to educate children and young people about Climate Change, Biodiversity and the drive towards Net Zero during school session 2024-25. The report also outlines the work from the Youth Climate Change Group over the school session.

### 2. RECOMMENDATIONS

That the Committee:

- 2.1 Note the summary of events that took place in schools to educate children and young people about Climate Change, Biodiversity and the drive towards Net Zero in session 2024-25
- 2.2 Note the work of the Youth Climate Change Group; and
- 2.3 Instruct the Chief Officer Education and Lifelong Learning to report back on progress through Service Update within one calendar year.

### 3. CURRENT SITUATION

- 3.1 Schools continue to engage positively to further student knowledge across the breadth of the Learning for Sustainability (LfS) agenda. This brings together sustainable development, biodiversity, climate change, outdoor learning and global citizenship with a view to educating our children, young people and communities and empowering them to take action for a better future.
- 3.2 Schools deliver Learning for Sustainability experiences and activities through considered integration of the Curriculum for Excellence (CfE) and Experiences and Outcomes framework. Biodiversity and climate change activities are predominantly provided within the CfE through: Interdisciplinary Learning (IDL), Project Based Learning (PBL), Science, Social Studies, Outdoor Learning, cross-curricular themes, and citizenship and sustainable development.

- 3.3 With the sciences curriculum, students explore topics related to biodiversity and climate change, such as ecosystems, environmental science, and Earth's systems. They learn about the causes and effects of climate change, the importance of biodiversity for ecosystem health, and human impacts on the environment.
- 3.4 Within social studies, students investigate the social, economic, and political dimensions of climate change and biodiversity conservation. They explore issues such as environmental justice, sustainable development, and global citizenship, considering how individuals and societies can address these challenges.
- 3.5 Schools in Aberdeen often utilise outdoor learning experiences to connect students with nature and promote environmental stewardship. Outdoor activities such as field trips, nature walks, and habitat surveys provide opportunities for students to observe biodiversity, learn about local ecosystems, and understand the impacts of climate change firsthand. Schools routinely engage the support of Aberdeen City Council's Countryside Ranger Service to support these education experiences.
- 3.6 Through citizenship education and sustainable development goals, students explore their roles as active citizens in addressing environmental challenges. They learn about sustainable practices, environmental conservation, and the importance of collective action to mitigate climate change and protect biodiversity.
- 3.7 There are currently 48 Aberdeen City Schools actively engaged in the Unicef Rights Respecting Schools Award (RRSA) programme. Article 24 of the United Nations Convention on the Rights of the Child specifically relates to children and young people having the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. The RRSA award places a strong emphasis on empowering children and young people to advocate for change and have their voices heard (Article 12). Annually, in August, Unicef promote an 'OutRight' campaign linked to a theme or issue. The focus of this year's OutRight campaign was 'Climate Adaption'.
- 3.8 Increasingly, schools are partnering with Keep Scotland Beautiful (KSB), Aberdeen for a Fairer World (AFW), North East Scotland Climate Action Network (NESCAN), and the Energy Transition Zone (ETZ), as well as several other partners, to support their work on Biodiversity, Climate Change and Net Zero.
- 3.9 All schools utilise pupil groups to involve students in environmental awareness, sustainability practices, and community engagement. These groups have a key role in developing environmental responsibility among students and encouraging active involvement in tackling climate change and biodiversity protection at the school level. Participation provides students with the opportunity to learn more about environmental issues, grow leadership skills, empower them with the skills and opportunities to have their voices heard to affect change, carry out practical solutions and become responsible global citizens.

## KEY 2024 - 25 CLIMATE CHANGE HIGHLIGHTS FROM SCHOOLS

- 3.10 Eleven schools in Aberdeen have now been recognised as Eco Schools and awarded Green Flag status by Keep Scotland Beautiful (KSB). Central officers are engaged in discussions with KSB around bespoke and tailored supports for Aberdeen City Schools and will actively promote their Climate Ready Classrooms across the primary sector to support a baseline of climate literacy amongst primary-aged pupils.

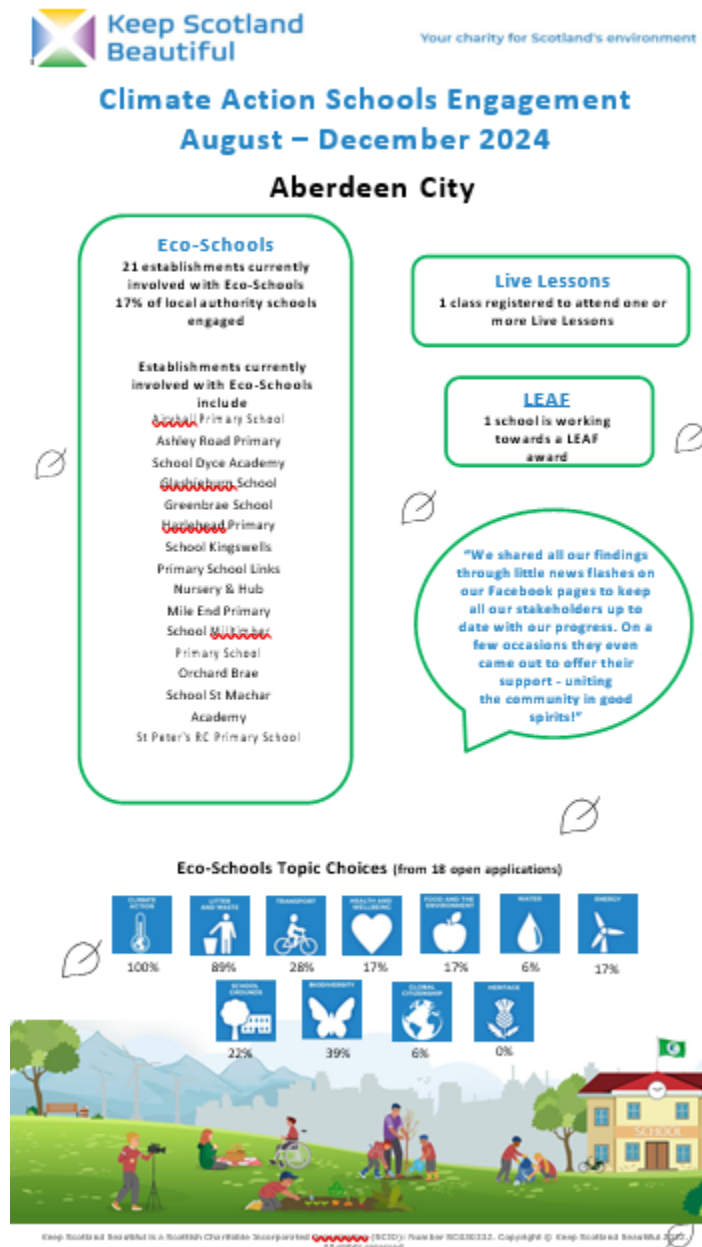


Figure.1: Keep Scotland Beautiful Engagement Infographic

- 3.11 Aberdeen City Council continues to support and promote close partnership working with Aberdeen for a Fairer World (AFW) to support both professional learning for school staff, including continued career long professional learning (CLPL) sessions and also direct engagement with schools, both in an advisory capacity and the delivery of school based activities.

- 3.12 This session, AFW has been working closely with Woodside Primary School, Seaton School, Greyhope School, St Machar Academy and Lochside Academy on a pilot project to support the development of [active and safe travel plans](#).

The pilot has 5 main goals;

- engage children, young people and families in the active travel data for their areas
- connect the young people's ideas with other local contacts and plans; active schools, NESTRANS Regional Travel Strategy
- develop test of change approaches (plan, do, study and act) with communities
- embed sustainable change by scaling up successful approaches
- share knowledge/learning of what has worked and what has not worked.

An [interim report on](#) this project has been published, with a fuller report expected in summer 2025.

- 3.13 AFW continue to support schools with the provision of learning resources, practical sessions and support with curriculum planning. Examples include, within Fashion and Textile classes at St Machar, support around fashion and upcycling, inputs and support at Charleston School and Loirston School around inequality and fair/ethical trade and, at Oldmachar Academy and Broomhill School, introductory activities around the Sustainable Development Goals (SDGs).
- 3.14 A number of further professional learning opportunities have been delivered by Aberdeen for a Fairer World. These sessions have covered a range of topics ranging from Climate Action, Sustainable Development Goals (SDGs), Children's Rights, Fair Trade, and Fashion. In each session there have been discussions about the intersectionality of ideas and connections between the topic and the Sustainable Development Goals, Children's Rights and social/environmental justice.
- 3.15 In addition, AFW also led a session on Learning for Sustainability (LfS) during Aberdeen City Council organised professional learning inputs. This session highlighted to teachers newly entering the profession their responsibility to embed LfS within their practice and to inspire and motivate learners to address the challenges of learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society.
- 3.16 Building on the past success of the innovative and award winning 'Meadow in a Box' project, planning and preparatory work has been undertaken by central officers and staff teams across City Regeneration and Environment, School Catering, Education and Facilities to develop the 'Salad in a Box' project. This aims to provide opportunities for learning around biodiversity, sustainable food growth, growing seasons and more.

Ten Aberdeen City schools have been identified to participate in this pilot which will provide them with wooden planters (1.4m x 1.4m) built by inmates at Peterhead Prison, soil, salad seeds and bird/pest protection cages to enable

the safe growth of salad vegetables. Catering teams within the respective schools will support the safe preparation of the grown vegetables whereupon children will be able to sample their hard work.

Schools participating in this pilot project include:

- Airyhall Primary
- Middleton Park Primary
- Braehead Primary
- Scotstown Primary
- Hazlehead Primary
- Orchard Brae
- Skene Square Primary
- Sunnybank Primary
- Cults Primary
- Bramble Brae School

- 3.17 Schools continue to drive forward with a range of climate/net zero and broader Learning for Sustainability (LfS) activity. Some further examples of approaches, successes and notable activities taken forward at a school level include:

**Aberdeen Grammar School:** Utilising £5000 of funds made available to schools/associated schools groups (ASGs) across the city as part of the Youth Climate Change Group school fund and a match funded bid to former pupils of the school, Aberdeen Grammar School has recently undertaken works to create an outdoor learning classroom within our school grounds. Work is currently being carried out to erect fencing around a section of underutilised playground. Upon completion of securing this site, our outdoor learning space will include the following:

- Teaching area including seating and overhead pergola (we are working in partnership with ACC Arboriculture who are providing us with timber and bark).
- Large raised beds for cultivating fruit and vegetables.
- A native hedgerow to encourage wildlife to the site.
- A row of fruit trees and bushes.
- Storage for equipment.
- Greenhouse.
- A section for outdoor-sensory play.

The school's young people have been at the heart of the planning and have been involved during each step of the project. Pupils identified a site, drew plans for the fencing and are now planning each section of the new space.

The outdoor learning space will become a hub for curricular delivery including – social and therapeutic horticulture; SQA Personal Development award and SQA Horticulture award.

They have engaged with their local community including ACC Arboriculture, Duthie Park Winter Gardens and local builders and landscapers. As the site

progresses, they will make contact with local businesses to further our partnership working.

The school cite also being fortunate to have the support of parents from our Community Consultation Group who meet across the year to discuss topics relating to our Neurodiverse Community.

The school's work, to date, paves the way for continued improved positive outcomes for the young people within the school and wider community.

- 3.18 **Northfield Academy:** Young people at Northfield Academy have been raising awareness of the impact of litter on their local community and embarked on a series of 'Crew Community Clean Ups', highlighting the importance of responsible waste disposal.



*Figure.2: Northfield Academy: Crew Community Clean Up.*

In addition, within Crew, using a project based learning approach, classes have been exploring the 'driving question' of, 'Can Aberdeen be a Sustainable City?' This 8 week project covered a range of CfE experiences and outcomes from within literacy, technologies, science and social subjects. Activities included:

- Exploration of the Sustainable Development/Global Goals
- Learner led renewable energy research for presentations at an, in-school, "Energy Conference 2024" attended by staff from across the school.
- The creation of a 'Northfield News Production'
- Learners exploring the features of sustainable cities around the world and designing and building their own sustainable cities.
- Outdoor learning opportunities through visits to Bonnymuir Community Garden



- 3.19 **Springhill Community Garden:** Several Aberdeen City Schools have developed close ties with the Springhill Community Garden and visit regularly to support the maintenance of this important community space. In doing so, opportunities are provided for outdoor learning experiences relating to biodiversity, growing seasons and sustainable soil to plate food production.

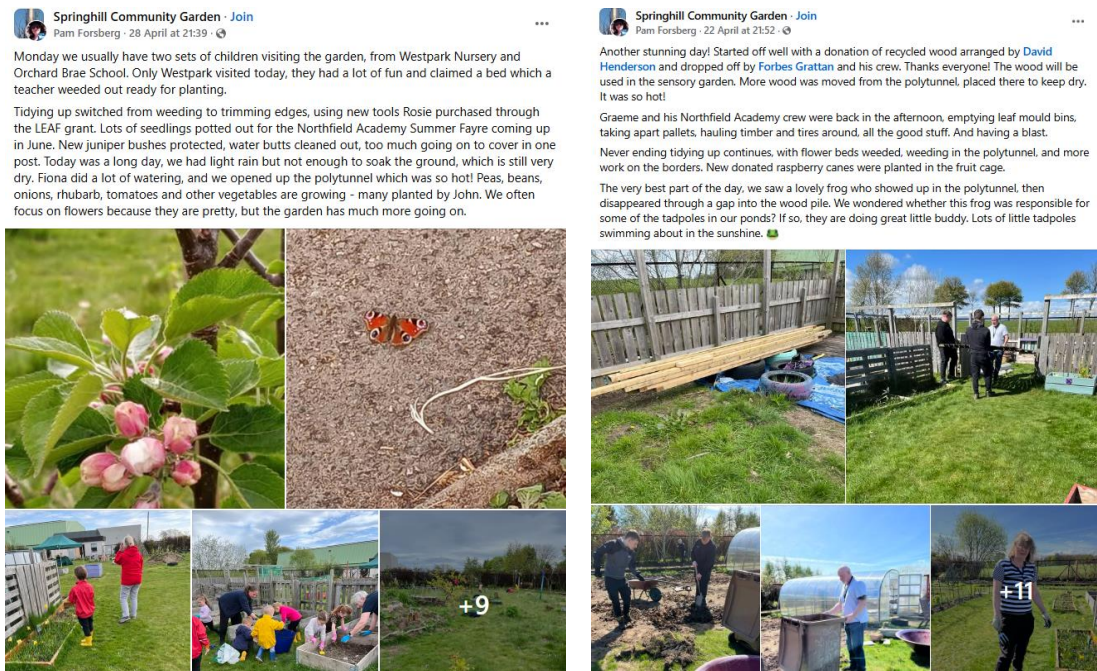


Figure 3: Children, young people and staff from Westpark, Orchard Brae and Northfield Academy attending Springhill Community Garden

- 3.20 **Barista Championships:** These championships were held for a second year with representation provided by Bridge of Don Academy, Northfield Academy and St Machar Academy. This event promotes themes of sustainability, wellbeing and recycling and seeks to empower participants to plan and lead further climate related work across their schools and local communities while also incorporating the promotion of employability skills and future career pathways.
- 3.21 **St Joseph's School RC Primary School:** In recognition of their 10 year commitment to fair and ethical trade, including being the first Scottish school to commit to supporting and linking with communities in India, St Joseph's School RC Primary School were [nominated](#) for, and won, the Scottish Fair Trade 'In the Bag' award.

## In the Bag



cotton farming communities in India.

*Figure 4: Fair Trade 'In the Bag' Award Winner - St Joseph's RC Primary School*

The winners are dedicated to choosing Fair Trade where they can. They've found ways of adapting to challenges in order to continue their Fair Trade stall, and they've been working with Fairtrade school uniform supplier, Koolskools, since 2015!

**St. Joseph's Primary School** in Aberdeen was the first school in the whole area to offer a Fairtrade school uniform choice, and now, 10 years later, they're still choosing Fairtrade and organic school uniforms plus they are working with Koolskools to support schools in

- 3.22 **Glashieburn Primary School:** Glashieburn Primary School's passion for the Learning for Sustainability is demonstrated through their whole school approach that embeds a range of learning opportunities across every age and stage, from nursey to upper primary.

The case study provided (Appendix 1), highlights the creative approaches taken by the school, working closely with a range of partner organisations to foster natural curiosity, develop knowledge and skills and explore the local natural environment through outdoor learning opportunities.

Their commitment to sustainability is recognised through their Green Flag Award (re-awarded 23/05/2024), [LEAF Award](#) and Tree Council '[Beacon Award](#)'.

- 3.23 **Stemovators 'Hydrogen Challenge:** [STEMOVATORS](#) is an organisation across Scotland who focus on sparking to engage with young people to develop their creativity, communication and teamworking skills, plus increasing their awareness and understanding of Hydrogen energy and its role in the transition to Net Zero.

Prior to the final 'challenge' event, free workshops were delivered in schools facilitated and delivered by STEMOVATORS and Science, Technology, Engineering and Maths (STEM) professionals.

These workshops were specially adapted to include Aberdeen-specific content, informing students of the projects taking place around them and inspiring the next generation of renewable energy engineers, informing them of future opportunities in engineering, environmental sciences and the development of cleaner, greener transport.

Participating Aberdeen City Council schools included:

- Aberdeen Grammar School
- Bridge of Don Academy
- Bucksburn Academy
- Cults Academy



- Hazlehead Academy
- Lochside Academy
- Northfield Academy
- St Machar Academy

The teams that designed the most efficient car were invited to the regional final event to compete against other schools and, in March 2025, 120 young people and teachers gathered at Hydrasun's Hydrogen Skills Academy to put their skills and knowledge to the test to compete for one of the three available prizes. Lochside Academy took home the first place prize, Cults Academy and Bridge of Don Academy taking home the second and third place prizes respectively.



Figure 5: 2025 Hydrogen Challenge Winners

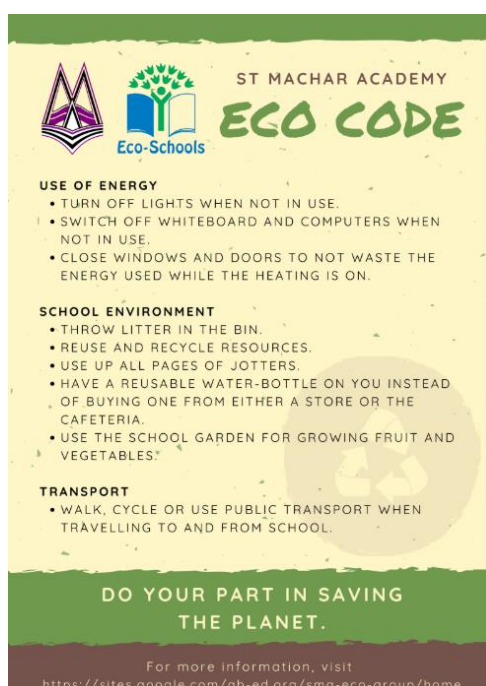
3.24 **Seaton Primary School:** Seaton Primary School currently have a Pupil Participation Group focusing on working towards successful achievement of the ECO Schools Green Flag Award as part of their efforts to raise awareness and understanding around each of their four main target areas:

- Climate Change,
- Litter & Waste,
- Biodiversity and,
- Active Travel.

3.25 **Oldmachar Academy:** Partnership involvement and support in Excelerate workshops and resources development showcase the school's dedication to fair trade and Sustainable Development Goals (SDGs) integration into their curriculum.

3.26 **St Machar Academy:** The Eco Committee at St Machar continues to drive a range of work, projects and activities around climate change, sustainability, biodiversity and social responsibility. The student led creation of their school's

Eco Code is one example of the awareness raising and social responsibility efforts that they have undertaken.



Recently, the Eco Committee designed a pocket garden and entered it into the Keep Scotland Beautiful Pocket Garden Design Competition. Their entry has been chosen as a winning design for 2025.

A space has been allocated for their Pocket Garden in the online digital showcase that will be the national platform for people to see and be inspired by their work and creativity.

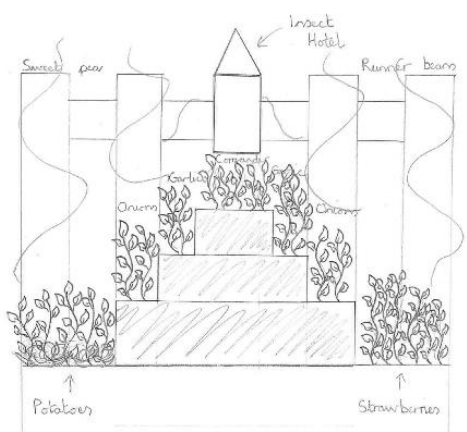


Figure 6: St Machar Academy's award winning 'Pocket Garden'

- 3.27 **Ashley Road Primary:** Focused work on global issues supported the school's successful re-accreditation of Unicef's Gold Rights Respecting Schools Award. In their report, visiting Unicef assessors noted that,

"Community partnerships are well established and make clear connections to children's rights and the Sustainable Development Goals (SDG). Children described themselves as, *"Being a global citizen means we do things for charity, we help the environment and our community."*

- 3.28 **Harlaw Academy:** Learners at Harlaw Academy participated in the Sustrans 2025 '[Big Walk and Wheel](#)' initiative which inspires pupils to make active journeys to school, raising awareness around the impact of transport methods using fossil fuels on pollution and climate change, improving air quality in their neighbourhood and the physical and mental health benefits of active travel.

Cycle Friendly School status and [#andshescycles](#); the school are actively encouraging active and non-polluting methods of travel to and from the school for both staff and pupils. Working in partnership with Sustrans, Harlaw Academy have set up a girls' cycling group as part of Sustrans's [#andshescycles](#) campaign which aims to address the barriers faced by teenage girls and young women in Scotland when cycling. Harlaw Academy have sought to empower and encourage teenage girls to get on bikes by creating safe spaces for them to cycle.

Furthermore, using money awarded through grants, the school have invested in improved cycle parking facilities in school for staff and pupils and purchased helmets, gloves and jackets for cycling. As a direct result of their efforts, in 2025 the school was awarded [Cycle Friendly School](#) status by Cycling Scotland.

- 3.29 **St. Peters RC Primary School:** The Eco group's drive to achieve Eco School Status and Green Flag success was realised with successful accreditation on 20/06/2024.

This year's pupil Eco group has been working on discussing different environmental issues such as air pollution, water pollution and environmental issues within their school. They have also led work to organise an '[Earth Day](#)' in their school, including a range of activities for the whole school to participate in.



Through the Youth Climate Change Group funds made available to schools/associated schools groups, the school were able to purchase equipment and resources to support their activities, specifically with respect to increasing experiential skills development and learning opportunities for learners both outdoors, in their garden, and their classes, linked to biodiversity and plant growth. Additionally, this will support the school in their pursuit for Green Flag status and enable them to sustainably maintain this status in subsequent years.

Purchased items included:

- watering cans,
- a wheelbarrow,
- gloves,
- a potato planning barrel, planting pots,
- a mobile greenhouse,
- a gardener's kit for classes,
- metal planters,
- seed packs,
- gardening wheels (to plant and display flowers),
- hanging caddies and,
- gardening tools.

**3.30 Kittybrewster School:** As part of Kittybrewster School's commitment to biodiversity and meaningful outdoor learning opportunities and experiences, they have centred their attention on the rejuvenation of the school's 'Wild Garden' area and planting containers positioned around the school playgrounds.

Funds made available through the Youth Climate Change Group have provided children with an empowering opportunity to direct and lead improvement. This has enabled them to purchase a small garden shed for the safe and secure storage of gardening supplies and tools, planters and bird houses to encourage wildlife.

The school have provided some further information about this piece of work:

*One of our Primary 7 classes and one Primary 1 class worked together to develop ideas for spending the money. They decided creating a garden would be the best way forward to provide the children with the opportunity to work outside, learn new skills and take responsibility for looking after a shared area. It has been a way to promote pupil voice, giving children the chance to contribute their ideas and see them reflected in the wild garden.*

*Together they focused their ideas for the project and the P7s sourced and ordered all of the equipment and resources needed, (detailed above). The P7s built the tool shed, the 2 planter beds and positioned them. We also sought the help of a local Men's Shed group to help fill the beds with soil. The P7s planted potatoes in one of the planters and we have a parent helper keen to come in*

*and run a planting workshop with the P7s, so they can teach the P1s to plant sunflowers.*

*We also sourced 5 small apple trees and after completing a small grounds survey, decided upon the best locations for them to grow. Again, we were supported in the planting of these trees by the Men's Shed group. Next year we intend to provide each of the Buddy pairings with a section of planter/garden for them to cultivate and care for. We will also be looking at improving the smaller planters around the school grounds.*

*The improved garden has provided a more welcoming and well-resourced space for outdoor learning. Other classes have shown interest and begun using the space creating a sense of pride and ownership across the school. This has provided the children with the opportunity to work outside, learn new skills and take responsibility for looking after a shared area. It has been a way to promote pupil voice, giving children the chance to contribute their ideas and see them reflected in the wild garden.*

*For the wider school, the improved garden has provided a more welcoming and well-resourced space for outdoor learning. Other classes have shown interest and begun using the space creating a sense of pride and ownership across the school.*

*We bought:*

- *Small garden tool shed*
- *2 large wooden planters*
- *Water butt*
- *Small Composter*
- *Child-sized spades/forks*
- *Hand trowels/forks*
- *Watering cans*
- *850ltr Topsoil*

- 3.31 **Cults ASG:** The Cults associated schools group (ASG) have adopted an ASG approach to the spend of the funds allocated through the Youth Climate Change Group and commissioned the services of [Alba Explorers](#), a respected organisation who provide inputs, training and support linked to outdoor education and environmental education.

Examples of the projects that will be undertaken in Cults ASG schools include:

- Building planters for the cultivation of a range of food and plants,
- Outdoor learning opportunities centring around the exploration of the local area,
- Making bird boxes
- Staff provided with fire safety training to enable the sustainable delivery of future activities for children in the school and,



- The creation of a wildlife garden and area that can be used to promote and learn about biodiversity.

These projects enable children and young people to develop their understanding of biodiversity, how to grow and plant food, sustainability and supports skills development. Using the Skills Development Scotland framework, they have been able to identify core skills relevant to this work. These include team work, understanding emotions and learner leadership.

In addition, it is expected that this work will:

- **Increase** the amount of quality time spent learning outdoors for all pupils
- **Develop** learner understanding and provide skills enhancement in outdoor and environmental education
- **Support** appreciation and ownership of school grounds
- **Increase** pupil health and wellbeing
- **Enhance** the ability of staff members to deliver meaningful outdoor learning experiences

- 3.32 **Lochside ASG:** Lochside ASG have taken determined a join project focussing on two key themes: reducing litter and improving recycling practices. Pupils will be supported to explore the link between waste, recycling, and the global climate crisis, deepening their understanding of how local actions contribute to wider environmental outcomes.

The case study provided (Appendix 2), details the collaborative project that will increase knowledge, give children and young people a sense of agency and encourage a culture of care and active citizenship, fostering pride in their local area and school communities.

## UPDATE FROM THE YOUTH CLIMATE CHANGE GROUP

- 3.33 In order to ensure the continuity of the Youth Climate Change Group, membership of the group remained unchanged for academic session 2024/25. Saanvi Kumar (S6) of Cults Academy has remained as the group's president, supported by three vice-presidents: Finlay Robinson (S5, Dyce Academy), Yujin An (S5, Cults Academy), and Vinuth Wijemanne (S5, Cults Academy). The group have a 4-6 week meeting schedule with meetings chaired by Saanvi Kumar.

However, despite previous efforts to give the group greater structure, the group has agreed that they would benefit from greater clarity of purpose, structure and increased leadership responsibilities within the group for future years. Accordingly, a Terms of Reference (ToR) is being drafted and agreed with the group for academic session 25-26. In addition, clear agenda and minute templates have been created and membership roles such as 'Secretary', 'Communications Officer' and 'Treasurer' have been identified and agreed for next year.

- 3.34 This session, working alongside central officers, schools were provided with information on how to access funds to promote biodiversity, sustainability, and outdoor learning within their respective localities.

Details regarding examples of the spend to date are illustrated earlier within this report and further information relating to specific school projects will be made available to ward members on request.

- 3.35 In addition, the Youth Climate Change group, working closely alongside ETZ Ltd Community Lead, Carole Monnier, worked closely to co-design an exciting and creative project focused on telling the story of the energy transition in Aberdeen – past, present and future - through the eyes of young people.

Invitations were circulated to schools by the group, with participants invited to attend a series of two workshop events hosted at the W-ZERO Wind Campus in Altens. These events, attended by 13 secondary aged young people, featured Net Zero business sector speakers who talked to the group about the current and evolving nature of the renewable energy industry and discussed with them industry opportunities, both current and emerging. In addition, participants worked together, alongside a commissioned artist, to explore and create a series of artworks, intended to tell the story of energy transition. The final artwork created as a result of the workshops will be displayed in the first instance on Union Street through Our Union Street's "Fill the Space" programme and will then move on to a second more permanent destination, yet to be determined.

To date, early storyboard concepts and animation designs, co-created by young people and the commissioned artist, have been developed and shared with the young people who participated. Preparatory work is currently ongoing in preparation for future exhibition with Our Union Street (OUS).



Figure 7: Event invitation

- 3.36 The group has represented the voice of the young people of Aberdeen at national forums and events. These have included the national Education Scotland Learning for Sustainability group who were keen to hear about the Youth Climate Change Group.
- 3.37 The group continues to foster established relationships with BP, NESCAN (Northeast Climate Action Network), ETZ (Energy Transition Zone), and AFW (Aberdeen for a Fairer World).
- 3.38 The Youth Climate Change group contacted all Primary and Secondary school Headteachers to introduce themselves and gain an insight into the climate change initiatives taking place in schools. They also wanted to extend and offer support and continue to offer to collaborate with any scheduled activities.
- 3.39 The group has now also made direct links with every school's Eco/Climate Change group to expand the network and offer to support their future plans and initiatives. There was also the opportunity for schools to inform the group about any energy saving initiatives or environmentally conscious practices that they have already implemented. A Google Classroom has now been created for this purpose but further promotion is required to ensure that it is more widely utilised/accessed.

- 3.40 The group are continuing to work alongside Central Officers on the ABZ Pipeline project, which supports the city of Aberdeen building its future energy workforce.

## **FUTURE PLANS**

- 3.41 Education, and other council clusters, will continue to support and promote the Youth Climate Change group. This will include supporting the continued collaboration on projects with external organisations. Opportunities have been identified to support the creation and dissemination of school-based climate messages in alignment with Council messaging as part of the Net Zero ambition and opportunities to engage with central officers about the creation of the new Hazlehead Academy school building.
- 3.42 With the membership of the Youth Climate Change Group certain to change next year as the President moves on to further education, considerations are underway as to how to increase the membership for next year how best to recruit Saanvi Kumar's successor. There is a clear need to increase the representation within the group to include a broader range of schools, views, communities and experiences. Central officers will work closely with the group to develop information to be disseminated by schools to promote the group and increase representation. A robust application and interview process will be used to identify and appoint Saanvi's successor.
- 3.43 Many employer-led school experiences are one-off activities with limited follow-up or measurable impact on learners. In partnership with the City Development and Regeneration Cluster, Education is launching ABZ Pipeline, which aims to map and create broad pathways into the renewables sector. The ABZ Pipeline project will create a programme of curriculum linked opportunities with employers to establish a targeted pipeline of activities across the BGE and senior phase.
- 3.44 Aberdeen for a Fairer World have developed a clear plan to continue to support schools in Aberdeen with activities related to climate change, biodiversity, and net zero.
- 3.45 Pupils in our schools will get the chance to work with local authority officers, ETZ, and other employers to review potential projects. This initiative aims to promote cooperation and find ways for meaningful action in our communities.
- 3.46 Along with project development, the organisation plans to use existing plans to identify skills and employment opportunities that match the initiatives, helping young people to include them in their career planning strategies. This holistic approach ensures that educational activities are connected to real-world opportunities. After the in-school activities, there will be a thorough assessment of the skills gained and the impact created, allowing changes and enhancements for future engagements.
- 3.47 To record progress and share good practices, AFW aim to create a complete list of school activities carried out during [Climate Week Northeast 25 \(CWNE\)](#), to be available in the summer term.

- 3.48 Engagement opportunities go beyond the classroom, with a focus on improving wider achievement and volunteering opportunities, as well as supporting National Qualifications (NQs) that are related to the outlined plans. There are aims to display the excellent work of participating schools during Climate Week NE and beyond, acknowledging and showcasing the impressive efforts and achievements of young people.
- 3.49 Participation in events such as film screenings, workshops, and school-based activities like Barista events and Fair-Trade initiatives, ensures ongoing involvement and motivation for further action within the school community. Through these focused efforts, AFW is dedicated to enabling schools in Aberdeen to actively participate in climate change reduction, biodiversity conservation, and the achievement of net zero goals.

#### **4. FINANCIAL IMPLICATIONS**

- 4.1 Currently there are no financial implications for this report.

Centrally managed education funds are tracked and monitored through existing school cost centres and cost codes. This enables accurate tracking of any spends/underspends and, currently, no other council funds are directly accessed/spent by education establishments. This, combined with reports on spend, as in the case of monies made available to schools this session, enables accurate information to be obtained against strategic outcomes at both a Council and school level. Information pertaining to this can be made available to the Climate Change/Net Zero Oversight group. A central Education officer is a member of the Council's Oversight Group and information relating to spend will be shared with this group as a matter of business to further monitor activity and spend against the strategic outcomes at an organisational level.

#### **5. LEGAL IMPLICATIONS**

- 5.1 There are no direct legal implications arising from this report

#### **6. ENVIRONMENTAL IMPLICATIONS**

- 6.1 There are no direct environmental implications from this report. However, the work and activities contained in this report contribute favourably to the progress that the local authority is making towards its climate change, Net Zero, and biodiversity commitments.

#### **7. RISK**

<b>Category</b>	<b>Risks</b>	<b>Primary Controls/Control Actions to achieve Target Risk Level</b>	<b>*Target Risk Level (L, M or H)</b>  <small>*taking into account controls/control actions</small>	<b>*Does Target Risk Level Match Appetite Set?</b>
<b>Strategic Risk</b>	Risk of not planning	Working in collaboration with young people and	L	Yes



	effectively for Net Zero	enabling them to be heard in decisions which will impact them helps reduce the risk in this area.		
<b>Compliance</b>	Risk in not engaging young people in strategic decision making	Continuation of the monthly Pupil Group will enable us to hear directly from young people and give them a direct opportunity to shape our plans	L	Yes
<b>Operational</b>	Risk of attendance at the group impacting negatively on pupil attendance at lessons	Timings will be agreed with the young people and their school to ensure that pupils face no detriment to their education.	L	Yes
<b>Financial</b>	N/A	N/A	N/A	No
<b>Reputational</b>	Risk of not achieving Net Zero	The establishment of this Pupil Group will help us better realise our plans	M	Yes
<b>Environment / Climate</b>	Risk of not achieving Net Zero	The establishment of this Pupil Group will help us better realise our plans	M	Yes

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN 2023-2024</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>  <u><a href="#">Working in Partnership for Aberdeen</a></u>	<p><b><u>Example:</u></b> The proposals within this report support the delivery of the following aspects of the policy statement: -</p> <ul style="list-style-type: none"> <li>• Work with partners to deliver a just transition to net zero and plan to make Aberdeen a net-zero city by no later than 2037, and earlier if that is possible.</li> <li>• As we strive to achieve Net-Zero, we need to work with partners to ensure a Just Transition which is fair, both economically and socially, for the citizens of Aberdeen. The climate emergency that we face is not in dispute, and our partnership seek to work with Government, partners, the people of Aberdeen and the private sector to deliver a city that is fit for future generations.</li> </ul>
<u><a href="#">Local Outcome Improvement Plan</a></u>	

Prosperous Place Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcome 13 – Addressing climate change by reducing Aberdeen's carbon emissions by at least 61% by 2026 and adapting to the impacts of our changing climate. To meet the target of Net Zero Emissions by 2045 there is a need for rapid and far-reaching change to reach this target. Continuing to support the climate change and biodiversity activities in our schools will support our young people being educated in this key area and ready to meet the challenges of the ongoing climate emergency.
<b>Regional and City Strategies</b>	<b>The National Improvement Framework</b> <ul style="list-style-type: none"> <li>Education Authorities have a responsibility to ensure that the quality of school education, which they provide in the schools they manage, improves and do so with the aim of meeting the strategic priorities outlined in the National Improvement Framework.</li> </ul>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	No assessment required. I confirm this has been discussed and agreed with Shona Milne, Chief Officer Education and Lifelong Learning on <date>.
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	Not required

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

Appendix 1 - Case Study: Glashieburn Primary School

Appendix 2 – Case Study: Lochside ASG

## 12. REPORT AUTHOR CONTACT DETAILS

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## Appendix 1

### Climate Change/Net Zero/Sustainability Case Study



**School name:** Glashieburn Primary School

**Year(s)/Stage(s):** Whole School

**Brief description of project(s)/piece(s) of work:**

At Glashieburn we are passionate about the environment and our place within it. Nature and being outdoors is interlaced through our learning in all ages and stages, from nursery to P7. We have designated outdoor learning teachers who make sure that all children get the opportunity to get outside, not just in our school grounds but also to our local forest, moors and ponds. We have been awarded Green Flags for Eco Schools as well as taking part in the LEAF (Learning through and about Forest) Awards through Keep Scotland Beautiful. Last year we also received the Tree Council, Beacon School award for planting trees in our school grounds and developing a specific outdoor classroom area.

Here are just a few of the amazing projects going on here at Glashieburn:

As Little Leaders in Global Goals, the P1 children made a lesson to teach the whole school about Global Goals and link them to their learning in their classrooms.

P1 and P2 classes also received a range of books from the Bon Accord Lions Club about climate change and sustainability. This led the P1 classes to learn about Greta Thunberg, thinking about how they would like to make the world a better place. They created their own wind turbines, which they think are Aberdeen's most lovely landmark and they became fascinated by the life of Eugenie Clark, in the book 'The Shark Lady'.

With the outdoor learning teacher, all classes celebrated Earth Day through a range of activities, pledging their support for Planet Earth, talking about how if we all make little changes, big changes can happen. We have all taken part in litter picks around the school grounds as well as planting wildflower seeds and creating a garden around our outdoor classroom to bring in pollinators. This term the early years will be learning about bees and butterflies, observing them in their own environment and the importance of our tiny friends.

Seasonal learning happens through all ages and stages but particularly in the early years where the nursery children learn about the world around them and recognising the seasons changing and harnessing their natural curiosity for the world

around them. From planting flowers and vegetables through the Royal Northern Countryside Initiative in Spring, to stopping and looking at how trees blossom and shade us in Summer to seeing them change colour in Autumn, learning about our hibernating friends and making hedgehog homes, to making bird feeders and fat balls in Winter. Their love of the natural world is enhanced and developed, the hope for the future.

Back within the school, our 'May the Force Be With You' topic saw the whole school become a hub of sustainable learning from the first level focusing on forces from the (through learning about our bird friends and how to take care of them over winter and taking part in the Big Schools Birdwatch), to pushing and pulling and creating their own source of electricity using circuits.



Into the Upper Stages, each class had the opportunity to learn and take part in a range of exciting activities based on four specific areas; batteries, floating wind turbines, solar energy and wind energy. The children created their own batteries and experimented with how these could be charged in different ways. Car batteries were also investigated, and sustainable/unsustainable resources discussed. Looking to the North Sea for inspiration the classes found out the importance of offshore wind platforms, how and why they worked so well and the differences between on land turbines and floating platforms. They also took their learning outdoors to enhance this further with making their own turbines. With solar energy, links were made with 'Mackies', who are at the forefront of sustainable energy in Scotland. The classes made their own solar energy using multimetres to generate small amounts power to light a bulb. They also experimented with the difference of doing this indoors and outdoors. Learning about wind turbines also encouraged children to think about the mechanics of how they work and exactly why they are better for the environment.

## Climate Change/Net Zero/Sustainability

**School Name:** Lochside ASG

**Year(s)/Stage(s):** Whole-school pupil leadership opportunity involving all 7 schools.

**Brief description of project(s)/piece(s) of work:**

### **Lochside ASG Youth Climate Project: Building Responsibility and Respect Through Recycling and Litter Reduction**

The project will focus on two key themes: reducing litter and improving recycling practices. Pupils will be supported to explore the link between waste, recycling, and the global climate crisis, deepening their understanding of how local actions contribute to wider environmental outcomes. By engaging in real-world, hands-on activities such as litter picks and recycling audits, children and young people will develop not only knowledge, but also a sense of agency and responsibility for the spaces they live and learn in.

The full £13,636 funding for the project will be used to purchase new recycling infrastructure, including indoor paper and plastic bins tailored for school use, as well as litter picking equipment suitable for both school grounds and public spaces in the surrounding communities. Each of the seven schools in the ASG will receive resources, enabling them to implement meaningful and lasting improvements to their waste management practices. These investments will also support ongoing pupil-led campaigns aimed at reducing single-use plastics and promoting a 'reduce,

**Please outline outcomes for learners from aforementioned activity/activities/project(s):**

This initiative will support children and young people in Torry, Kincorth and Cove to become more respectful of their environment and each other. It encourages a culture of care and active citizenship, fostering pride in their local area and school communities. As they see the tangible impact of their actions — cleaner playgrounds, reduced waste, and more visible recycling options — pupils will gain confidence in their ability to influence change.

Through this climate project, Lochside ASG is not only addressing immediate environmental concerns but also equipping the next generation with the values, knowledge and leadership skills needed for a more sustainable future. It reflects a commitment to education that is both inclusive and forward-looking, giving young people the tools and motivation to make a difference now and in the years ahead.

**Please provide any links to related social media/website posts below.**