



MAKE THE CHANGE: A framework for education and engagement for sustainability 2014-2021

*Effective education and engagement
that builds sustainable communities
and enhances and maintains
the NSW environment*



We respectfully acknowledge the Traditional Owners and Custodians of this land on which we live and work.

OCTOBER 2015



DEVELOPMENT OF THE FRAMEWORK

The Australian Association for Environmental Education NSW acknowledges the funding support from the NSW Office of Environment and Heritage for the research, community consultation and writing that created the *Make the Change* Framework.

Make the Change was developed by the Australian Association for Environmental Education, NSW Chapter (AAEE NSW). It followed, and built upon extensive research undertaken by the NSW Office of Environment and Heritage (OEH) in 2011 and 2012, conducted by Fien,¹ IPSOS,² and Brown.³ In developing the Framework AAEE NSW, assisted by OEH, established a cross-sectoral Working Group to draft and advise on redrafting the document. Two rounds of extensive consultation and a key informant review followed as *Make the Change* was reworked.

Round 1 Consultation (November-December 2013) involved feedback on the first version of the Framework from 200 people who attended 21 consultation focus groups and 114 people who responded to the online survey.

Round 2 Consultation (February-March 2014) was carried out on the second version of the Framework with input received from 155 participants using four tools: nine face-to-face workshops held across NSW, four online webinars, a short survey carried out at the end of each workshop or webinar, and an online discussion forum. The document was then redrafted.

The third version form *Make the Change* underwent a further review by a group of critical friends, including officers of OEH, before final redrafting and submission.

The project was managed by a small group of dedicated AAEE NSW members, with funding from the NSW Office of Environment and Heritage.

"I strongly support Make the Change: a framework for education and engagement for environmental sustainability 2014-2021 because it provides vital direction and coordination to everybody involved in environmental education and engagement in NSW. Together we can make a big difference and this Framework will help us do that. I encourage everyone involved in creating a more sustainable future to read, absorb and then apply this Framework."

**Costa Georgiadis, AAEE NSW
Ambassador**

¹ Fein, J 2012, *Governance and Education for Sustainable Development - An analysis and synthesis of governance and related frameworks, policies and strategies in Education for Sustainable development across five jurisdictions: England, the Netherlands, Germany, Ontario and Victoria*, Final Report for NSW Office of Environment and Heritage, Sydney. Available from: www.environment.nsw.gov.au/resources/community/FienGovEfSDRpt.pdf [September 2013]

² Ipsos Social Research Institute 2011, *Sustainability Education and Engagement in NSW: 2011 Online Survey Report*, NSW Office of Environment and Heritage, Sydney. Available from: www.environment.nsw.gov.au/resources/community/LfS2011Survey.pdf [September 2013]

³ Brown, P 2012, *Sustainability Education and Engagement for NSW: Learning for Sustainability, Research Synthesis*, NSW Office of Environment and Heritage, Sydney. Available from: www.environment.nsw.gov.au/resources/community/12LfSResearcSyn.pdf [September 2013]



CONTENTS

FRAMEWORK AT A GLANCE – EXECUTIVE SUMMARY	4
PART A: THE FRAMEWORK	5
1. INTRODUCTION TO MAKE THE CHANGE	5
1.1 Why make the change?.....	5
1.2 About this Framework	5
1.3 Who is <i>Make the Change</i> for?.....	6
2. FOUNDATIONS FOR MAKE THE CHANGE.....	7
2.1 Vision	7
2.2 Guiding Principles	7
2.3 Goals	7
2.4 Indicators of Success	7
2.5 Monitoring and Evaluating Success	8
3. OUR MAKE THE CHANGE SECTORS	9
3.1 Regional and Sector Groups.....	9
3.2 Community and Non-profit.....	9
3.3 Government.....	10
3.4 Formal Education	10
3.5 Business and Industry	10
PART B: IMPLEMENTATION AND RESOURCES.....	12
4. IMPLEMENTATION	12
4.1 Introduction	12
4.2 Phase 1: Building a Network Model to Enhance Communication and Collaboration	12
4.3 Phase 2: Building an Alliance with Formal Structures	14
5. RESOURCING THE IMPLEMENTATION	17
Appendix 1: Key Opportunities to <i>Make the Change</i>	
Appendix 2: Relevance and integration for sectors	
Appendix 3: What is meant by Education and Engagement for Sustainability in NSW?	
Appendix 4: NSW <i>Make the Change</i> Organising Group Terms of Reference	
Appendix 5: <i>Make the Change</i> Regional Groups Model Terms of Reference	
Appendix 6: <i>Make the Change</i> Alliance Governance Principles	



FRAMEWORK AT A GLANCE – EXECUTIVE SUMMARY

For our country, for our people and for our economic and social viability, it is essential that all of us living in NSW protect and enhance our environment and strengthen our communities. We need to act more sustainably at home, in our workplaces and communities, and during our recreation. Education and engagement for sustainability are important motivators and enablers of these actions - they help people to understand and to do more for our environment.

Make the Change: a Framework for education and engagement for environmental sustainability 2014-2021 (*Make the Change*) defines the shared vision, guiding principles, goals and indicators of success (Part A), which through collaborative approaches and implementation structures (Part B), can help education providers from all sectors and communities to shape effective action into the future (see Figure 1). It has been developed based on international best practice research and extensive consultation.

The vision of Make the Change is: Effective education and engagement that builds sustainable communities and enhances and maintains the NSW environment.

The Framework guides and assists those who facilitate positive change within their organisations and communities to take a unified, coordinated, and collaborative approach to education and engagement for sustainability across NSW.

Part B of *Make the Change* describes an Implementation plan in two phases. The focus of Phase 1 in 2014-17 is on building communication and collaboration within and between regions and sectors providing education and engagement across NSW at the regional level. Following an evaluation of Phase 1 informing the development of an alliance model, it is projected that a Formal Alliance would be established in 2017/18.

Make the Change defines sustainability as balancing the community's economic and social needs within the planet's ecological limits.

The Goals of *Make the Change* are that by 2021 there is:

- Significant and lasting change towards sustainable communities and environments.
- Collaboration between and commitment from governments, businesses, communities and Aboriginal groups concerning education and engagement for a sustainable environment.
- Enhanced skills and capacity for those developing and delivering education and engagement for sustainability.
- Access for all people to high quality environmental sustainability information, resources, education and training.

Under *Make the Change*, education and engagement for sustainability will be guided by following principles:

- Sharing values that underpin sustainability within a quadruple bottom line context.
- Fostering a spirit of active citizenship in caring for the environment.
- Respecting and reflecting local Aboriginal culture and heritage and including cultural and place-based learning.
- Reflecting and addressing the needs of the specific target audiences in program design and delivery.
- Working within, and expanding, the evidence base underpinning education and engagement, through reflection, monitoring and evaluation for continuous improvement.
- Expanding collaboration and participatory engagement and promoting critical thinking, problem solving and action, through lifelong learning.

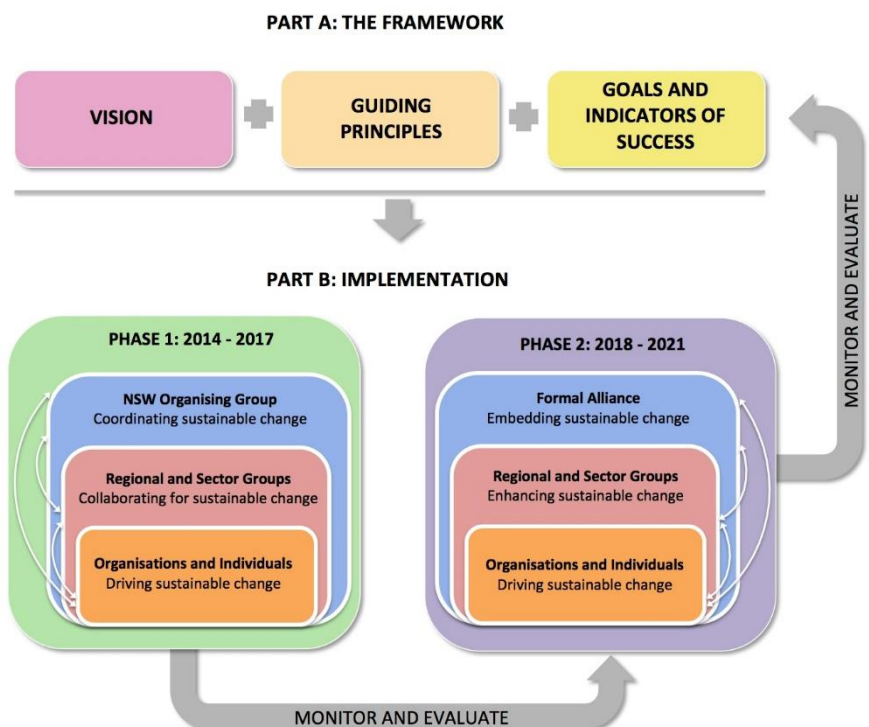


Figure 1: Make the Change Framework Overview



PART A: THE FRAMEWORK

1. INTRODUCTION TO MAKE THE CHANGE

1.1 WHY MAKE THE CHANGE?

We are living in a time where our actions and those of previous generations are creating rapid and complex environmental challenges. These include land degradation, loss of biodiversity, and climate change. They threaten our water, food and energy security, and also contribute to the rise in cost of living and the fragmentation of local communities.

A more sustainable NSW is possible. We need to act more sustainably at home, in our workplaces and communities, and during our recreation. We need strong, aware and active communities which can make a positive difference to the local environment. This will lead to enhanced livelihoods and improve well-being and quality of life in NSW. Education and engagement are critical motivators and enablers for these positive changes – as help people to understand and to do more for our environment.

More information?

NSW State of the Environment Reports
www.epa.nsw.gov.au/soe

Who Cares About the Environment in 2012?
www.environment.nsw.gov.au

1.2 ABOUT THIS FRAMEWORK

Make the Change shapes a new way of doing business in the facilitation of education and engagement for sustainability and working with the community. Part A describes the foundations of the Framework and outlines key sector groups, while Part B focuses on implementation and resourcing.

Education and engagement actions will occur across sectors and regions, with enhanced collaboration and partnership being the key. The *Make the Change* Vision, Guiding Principles, Goals and Indicators of Success bring a consistency of focus to programs using education and engagement strategies. This approach has been developed through extensive research with the following key opportunities identified - see Appendix 1 for detail:

- Facilitators of change would benefit from a more strategic approach with leadership supporting networks and cross-sectoral collaboration.
- Education and engagement programs need to demonstrate and share best practice.
- There is a need to relate education and engagement for sustainability more fully to a sense of place and Country, that is, being more locally focused and more connected.

- Facilitators need support to obtain a high degree of competence in design, delivery and evaluation of change programs.
- Programs should focus on both motivating behaviour change and reinforcing existing positive behaviours.

To embrace these opportunities, *Make the Change* sets broad directions to unite, guide and educate those who facilitate positive environmental change using education and/or engagement strategies, and provides systems to improve coordination and support collaboration, as outlined in Figure 2.

Who are the facilitators?

Facilitators of sustainability are paid staff or volunteers who educate and/or engage the people of NSW on sustainability issues. See more in Section 1.3.

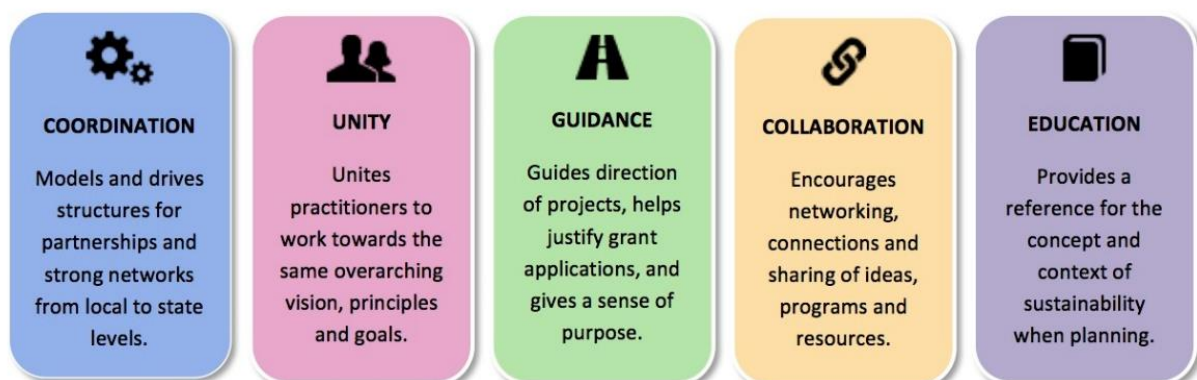


Figure 2: What does Make the Change provide?



Implementation of *Make the Change* will occur in two phases, as described in Part B. The initial focus will be on building communication and collaboration within and between regions and sectors, supported by a NSW *Make the Change* Organising Group and an online engagement model. Following an evaluation of Phase 1 informing the development of an alliance model, it is projected that a Formal Alliance would be established in 2017/18. The alliance will work across all sectors and be managed through an auspicing body with appropriate governance structures and a secure funding stream.

1.3 WHO IS MAKE THE CHANGE FOR?

Make the Change is for those who provide and/or facilitate any form of education and engagement that aims to motivate positive change for sustainability. This includes those working and volunteering in all parts of our community including business and industry, formal education, government agencies, not-for-profit organisations and community groups. More detail about the diversity and extent of current education and engagement for sustainability is provided in Section 3. Some of the ways *Make the Change* is relevant to, and can be integrated within each sector, are outlined in Appendix 2.

The Framework recognises that education and engagement are often only part of the work undertaken by facilitators – it may not be their main role, or related to their professional background. Therefore, some detail about the nature of education and engagement is required; Appendix 3 outlines key aspects and some common concepts. It is designed to help facilitators better understand the underlying factors that make successful education and engagement programs work.

What is Sustainability?

Make the Change defines sustainability as balancing the community's economic and social needs within the planet's ecological limits.⁴

Sustainability is broad in scope, multi-dimensional and cuts across organisations, systems and generations.⁵ *Make the Change* places

a primary focus on education and engagement to maintain and enhance ecosystems and the environment, within sustainable communities and a viable economy. In developing this definition, it is acknowledged that sustainability is a complex concept comprising interconnected issues, often described as the Quadruple Bottom Line (QBL) - environmental, social, economic and civic leadership.^{6,7}

How to use *Make the Change*?

The Framework promotes best practice at the individual project level. A facilitator might use *Make the Change* to:

- Justify education and engagement projects that are based on the Principles and address the Goals laid out in the Framework.
- Consider the Principles of *Make the Change* to determine the extent to which their projects and activities reflect high quality practice.
- Use the Indicators of Success in *Make the Change* to assist in building outcomes and in evaluation and monitoring mechanisms for individual projects.
- Link individual education and engagement projects to the Goals in *Make the Change*.
- Build closer working relationships with other facilitators in your sector or region who are prompted by *Make the Change* to share and utilise education and engagement resources more efficiently.
- Communicate with their peers about the overarching Framework that exists for education and engagement for sustainability, so that all are working in a more unified and collaborative manner. Some facilitators have a special responsibility to do this, for example, those employed in Environmental Education Centres, in School Education and in Local Government.
- Demonstrate that their work is part of the big picture, a 'layer in the onion', driving sustainability forward.
- Communicate their 'successes' more and discuss their 'failures' so that they become opportunities for learning.

⁴ Adapted from Yarime, M *et al* 2012, 'Establishing sustainability science in higher education institutions: towards an integration of academic development, institutionalization and stakeholder collaborations', *Sustainability Science*, vol 7 supplement (1), pp. 101-113.

⁵ Brundtland Commission 1987, *Our Common Future, Chapter 2: Towards Sustainable Development: Report of the World Commission on Environment and Development*. Available from: www.un-documents.net/ocf-02.htm [April 2014]

⁶ It is noted that there are a number of concepts that are put forward for inclusion within the fourth element of the QBL; these include 'governance,' 'ethics,' 'culture,' and 'spirituality' or 'spirit'. Available from: <http://futureconsiderations.com/2013/05/quadruple-bottom-line/>

⁷ Benn, S & Bolton, D 2011, *Key Concepts in Corporate Social Responsibility*, p 222, Sage Publications, CA, USA.



2. FOUNDATIONS FOR MAKE THE CHANGE

2.1 VISION

Effective education and engagement that builds sustainable communities and enhances and maintains the NSW environment.

2.2 GUIDING PRINCIPLES

Under this Framework education and engagement for sustainability will be guided by the following principles:

- Sharing values that underpin sustainability within a quadruple bottom line context.
- Fostering a spirit of active citizenship in caring for the environment.
- Respecting and reflecting local Aboriginal culture and heritage and including cultural and place-based learning.

- Reflecting and addressing the needs of the specific target audiences in program design and delivery.
- Working within, and expanding, the evidence base underpinning education and engagement, through reflection, monitoring and evaluation for continuous improvement.
- Expanding collaboration and participatory engagement and promoting critical thinking, problem solving and action, through lifelong learning.

2.3 GOALS

The Goals of this Framework are that by 2021 there is:

- Significant and lasting change towards sustainable communities and environments.
- Collaboration between and commitment from governments, businesses, communities and Aboriginal groups concerning

education and engagement for a sustainable environment.

- Enhanced skills and capacity for those developing and delivering education and engagement for sustainability.
- Access for all people in NSW to high quality environmental sustainability information, resources, education and training.

2.4 INDICATORS OF SUCCESS

The following ‘indicators of success’ may be used by those facilitating education and engagement for sustainability in accord with the Framework. These are provided in order to assist facilitators to develop actions for their own education and engagement programs and activities.

Goal	Indicators of Success
Significant and lasting change towards sustainable communities and environments.	<ul style="list-style-type: none"> • Enhanced and resilient environments. • Reduced use and increased re-use of resources. • Improved community engagement and involvement. • Increased levels of pro-active and positive environmental behaviour.
Collaboration between and commitment from governments, businesses, communities and Aboriginal groups concerning education and engagement for a sustainable environment.	<ul style="list-style-type: none"> • Increased use of education and engagement as a motivator of change. • Improved quality of education programs and engagement processes. • Active and strategic collaborative groups at the regional level. • Increased State-wide collaborative approaches between sectors and groups. • Increased Aboriginal culture and heritage inclusion in education and engagement.
Enhanced skills and capacity for those developing and delivering education and engagement for sustainability.	<ul style="list-style-type: none"> • Higher quality education programs delivering behaviour change outcomes. • Increased opportunities for those delivering education and engagement to improve skills and capacity. • An enhanced level of commitment to continuing professional development and involvement in programs. • Improved capacity to use innovative approaches, new technologies and systems that lead to sustainability outcomes.
Access for all people in NSW to high quality environmental sustainability information, resources, education and training.	<ul style="list-style-type: none"> • Increased use of education and engagement as a motivator for change. • Broader access to education and engagement for sustainability across NSW. • Higher level of community involvement in education and engagement programs delivered.

Figure 3: Goals and related Indicators of Success



2.5 MONITORING AND EVALUATING SUCCESS

Ongoing monitoring and evaluation informs and shapes the implementation of *Make the Change* and are essential to ensuring that the approaches adopted achieve their aims.

It is important that the implementation of *Make the Change* is monitored and evaluated through the period to 2021. At the State-wide level, opportunities for this will be the responsibility of the NSW *Make the Change* Organising Group. It is likely that they will use the indicators of success (refer Figure 3) and develop monitoring/evaluation mechanisms for this task.

If and when the *Make the Change* Alliance is established during Phase 2 of implementation, specific State-wide outcomes will need to be developed which flow from the Goals and Indicators of Success in *Make the Change*. These outcomes will be evaluated during implementation and at its conclusion in 2021-2022. This may be the responsibility of the Alliance lead agency. Monitoring and evaluation of the effectiveness and efficiency of NSW *Make the Change* Regional Groups will form a part of the evaluation of the State-wide program.

In individual organisations and agencies at the local and/or sectoral level, monitoring and evaluation of programs, projects and activities continues to be highly important. *Make the Change* provides assistance to individual facilitators and organisations by identifying overarching Goals and Guiding Principles that form a

context within which specific programs and activities can be set. Relevant indicators of success also form a similar context for the evaluation of those specific programs and activities. It is not anticipated that *Make the Change* will vary the way that specific programs are evaluated by individual facilitators. It calls for a more unified and coherent high level approach, which includes evaluation processes.

At the State-wide, regional and individual project level, identifying baseline data and tracking changes in knowledge and behaviour over time provides facilitators with ongoing professional challenges. When *Make the Change* is implemented, these challenges will also be encompassed State-wide in the work of the NSW *Make the Change* Organising Group during Phase 1, and the work of the proposed Alliance lead agency in Phase 2. At the local or State-wide level, some baseline data will be available in the NSW (or regional) State of the Environment Report(s) or in the *Who Cares about the Environment* study.⁸ Baseline data may also be available in individual Local Government organisations where community research is undertaken.

Facilitators of education and engagement for sustainability need to be able to demonstrate the worth of their programs so high quality outcomes-focused evaluation is essential. Where relevant baseline data cannot be obtained through these sources, facilitators will need to identify ways of accessing this and then to measure success over time against this data.

Further Information?

Department of Environment Water, Heritage and the Arts, Canberra, ACT 2008, *MERI Toolkit*.
www.nrm.gov.au/funding/previous/meri/meri-toolkit.html

Funnell, S & Rogers, P 2011, *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*, Jossey-Bass, San Francisco, CA, USA.

Department of Environment and Conservation NSW 2004. (Note: now Office of Environment and Heritage) *Does Your Project Make a Difference? A guide to evaluating environmental and education projects and programs*.
www.environment.nsw.gov.au/resources/community/projecteval04110.pdf

⁸ Office of Environment and Heritage NSW 2012. See full report: *Who Cares About the Environment in 2012?* Available from: www.environment.nsw.gov.au/resources/community/130265WC12Rpt.pdf [March 2014]



3. OUR MAKE THE CHANGE SECTORS

Make the Change unites the depth and breadth of current sustainability engagement and education action practiced by many individuals, organisations, schools and communities across NSW, and seeks to support them to work together locally, regionally, across their sector and State-wide. Thousands of people are working across NSW facilitating their communities to *Make the Change*.

Through the key sector groups (Figure 4) a wide range of opportunities are provided for people across NSW to be actively involved in protecting and enhancing their local environment using tools such as place-based education, values development and skills building. *Make the Change* supports the environment and conservation principles of spirituality and connection to place and caring for country, and strongly supports ways of collaborating and connecting with Aboriginal people (see Aboriginal People and Culture on page 13).

The Framework acknowledges the diversity of the NSW community by recognising that there are different education and engagement approaches in each sector and that each makes a unique contribution towards a more sustainable NSW. The following sections give an overview of the key sectors involved in delivering the sustainability education and engagement across NSW.⁹ Further details about how the Framework applies to specific sectors and examples of how it can be integrated into existing policy and practice are provided in Appendix 2.

3.1 REGIONAL AND SECTOR GROUPS

There are many Environmental Education Networks across NSW, some are sector-specific such as Local Government, school and early childhood networks. Others are cross-sectoral, based on geographic regions, such as the Mid Rivers Group of Environmental Educators and the Southern Sydney Sustainability Education Network (SSSEN). In these networks educators connect, learn and share, improving their knowledge and skills and at times, collaborating on projects. *Make the Change* will embrace these networks

and support the establishment of additional groups through understanding regional needs and then providing mentoring and support, where required. The Framework guides, unites and supports these groups, and they will be critical links for the development of improved communication and collaboration mechanisms. Existing sector specific and cross-sectoral regional networks may play a significant leadership role in carrying forward education and engagement for sustainability and in assisting in the creation of additional groups.

3.2 COMMUNITY AND NON-PROFIT

Community groups and not-for-profit organisations make an enormous contribution to maintaining and enhancing our environment, and they are critical avenues for education and engagement for sustainability. Activities range from Landcare NSW's contribution to biodiversity and sustainable agriculture to small groups using recycled materials for community projects. Groups include conservation farming groups, Bushcare, Rivercare, field naturalists and many more.

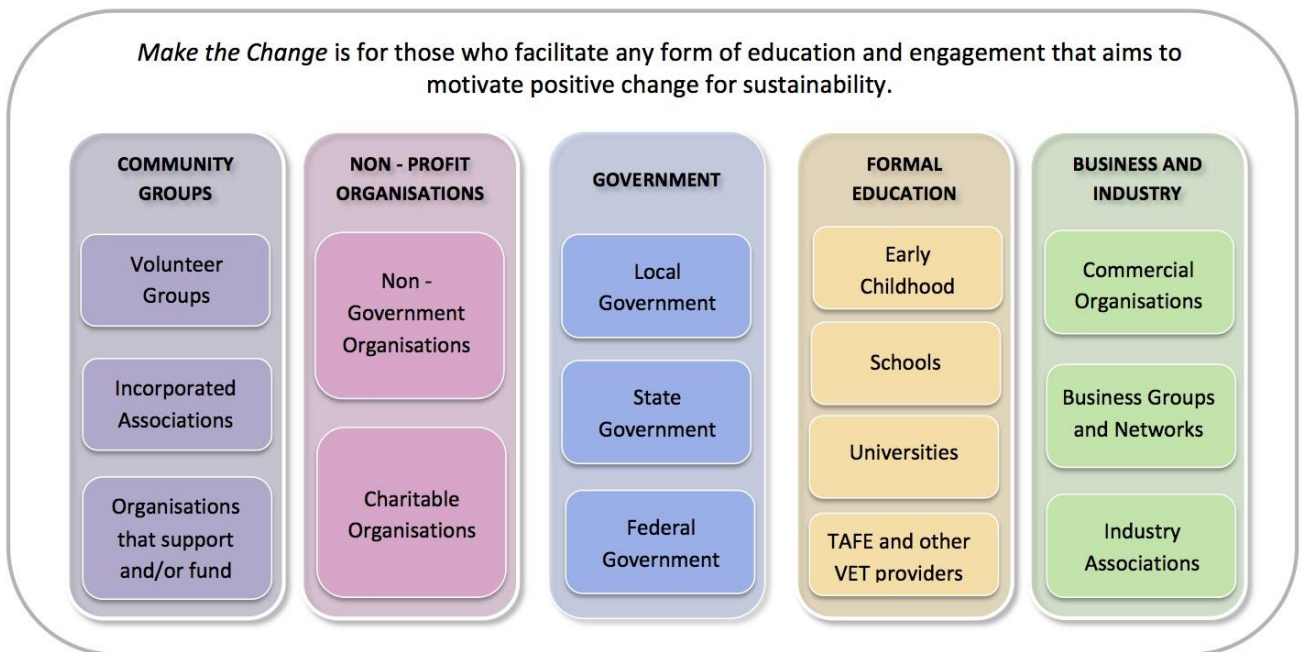


Figure 4: Key Sector Groups

⁹ Statistical data presented in this section is current at February 2014.



Make the Change validates and reinforces their work, and provides guidance on effective education and engagement practices and a reference for project design and grant applications. Implementation of the Framework will also lead to opportunities for enhanced communication and collaboration and may leverage an increase in community participation.

3.3 GOVERNMENT

There are 152 Local Government Areas in NSW. *Make the Change* provides direction, guidance and a consistent approach to engaging local communities in sustainability education and action. *Make the Change* Vision, Principles, Goals and Indicators of Success can complement the development and review of Council Community Strategic Plans, Delivery Programs and Operational Plans. The Framework also provides guidance on how to incorporate education and engagement to improve environmental outcomes in a range of activities.

In the State Government sector, the Framework supports the development of best practice in environmental sustainability, complementing the NSW Government Sustainability Policy.¹⁰ Effective environmental and heritage management depends on collaboration between government, industry and communities. The Framework sets the parameters for future planning and collaboration with other sectors to ensure best practice delivery of education and engagement for sustainability in NSW. This will assist local communities to protect their local natural environments and resources.

3.4 FORMAL EDUCATION

In schools, universities and vocational education our teachers, students, parents, staff and employers are embedding sustainability across the curriculum, applying student centred learning,

building sustainable infrastructure, and establishing community links to deliver environmental change.

Forty-six percent of households in NSW have dependent children. Over 800,000 children in NSW are enrolled in early childhood programs in pre-schools (53,000), long day care (607,000), family day care (142,000) and occasional care services (8,000). Practitioners in early childhood are aware of the importance of early childhood education in forming life-long values including caring for the environment. *Make the Change* supports building relationships with children, families and educators to establish values and foundations for life-long learning and connections to the environment. The new National Quality Framework for Early Childhood¹¹ includes the requirement for environmental education programs and sustainable management of Child Care Centres. *Make the Change* will assist those Centres and their staff to meet the new Framework standards.

There are around 1.1 million school students in NSW and 3,300 schools. *Make the Change* encourages those teaching in schools to see their current environmental and sustainability curriculum as having significance and context beyond the immediate local environment and boundaries. It supports the creation of additional learning opportunities and broader connections, networks and influence. The Framework also complements the revised NSW syllabus with sustainability as a cross-curriculum priority and will provide teachers and schools with increased scope for sustainability teaching and contributing to the vision and goals of the Framework.

There are around 255,000 domestic students in NSW universities. For those in the university sector, *Make the Change* is a framework consistent with integrated and trans-disciplinary programs in environment and sustainability. It supports teaching, learning, research,

courses and programs in environmental management, science, engineering, agriculture, design, policy, economics, health, architecture and other faculties, as well as supporting campus sustainability and resource efficiency programs.

There are 10 TAFE institutes in NSW (130 campuses with over 500,000 students) as well as many other Registered Training Organisations (RTOs). For those in the Vocational Education and Training sector, *Make the Change* supports RTOs to deliver Skills for Sustainability across a broad range of qualifications, short courses and customised training solutions. These skills enable people to improve resource efficiency and introduce new technologies and management practices to improve business, agriculture, primary production and community environmental performance.¹²

3.5 BUSINESS AND INDUSTRY

In NSW business and industry, environment or sustainability managers and officers are skilling staff and changing operations to improve environmental practices, implement resource efficiency, enhance biodiversity and/or support sustainability in the broader community. Employees are bringing the practices they use to protect and enhance the environment from their homes into the workplace. *Make the Change* validates this work and provides direction and support to maximise the efficiency of further progress towards sustainability. It recognises the quadruple bottom line of factors affecting sustainability in business – environmental, social, economic and civic leadership (governance). *Make the Change* also recognises and values the linkages and partnerships across and between sectors. It strongly supports cross-sectoral collaboration and acknowledges that many facilitators work across a number of sectors. This will be particularly important to working more efficiently with government agencies, local communities and schools, etc. to achieve mutual benefits.

¹⁰ NSW Government Sustainability Policy (Office of Environment and Heritage). Available from: www.environment.nsw.gov.au/resources/government/08453SustainabilityPolicy.pdf [May 2014]

¹¹ The National Quality Framework for Early Childhood Education and Care (Australian Children's Education and Care Quality Authority). Available from: <http://acecqa.gov.au/national-quality-framework/introducing-the-national-quality-framework> [May 2014]

¹² The National VET Sector Sustainability Action Plan (NVSSAP). Available from: www.deewr.gov.au/Skills/Programs/WorkDevelop/ClimateChangeSustainability/Documents/NVSS_PolicyandActionPlan.pdf [May 2014]



Aboriginal People and Culture

Make the Change supports commitment, collaboration, consultation and engagement with Aboriginal communities. Aboriginal people have been caring for Country for millennia through natural resource management. *Make the Change* will promote the participation of Aboriginal communities, utilising localised knowledge and recognising the importance of traditional Aboriginal land management and sustainable practices. *Make the Change* will promote an understanding of caring for Country principles and traditional practices for sustainable living from an Aboriginal perspective.

Aboriginal people have a strong connection to the land and what they define as 'country' which is reflected in the cultural and custodial relationship that they have with the landscape. There are inseparable links between culture, nature and land so when we say 'country' it means the world around us, people, land, air, water, plants and animals. Country is more than just the name of a place, when used

by Aboriginal people it is about connection to all aspects of the land; landscape, ecology, spirituality, seasonal rhythms, people and culture, an identity. For Aboriginal people the health of country is linked to well-being and it is important that Aboriginal people have access to land to practice and pass on their culture. Country to Aboriginal people is a place of belonging and connection; it is a place we call home. Aboriginal people relate to the land in which they all live and learn in many diverse ways.

Make the Change will advocate and support alignment and integration of Aboriginal cultural and heritage perspectives and knowledge as part of education and engagement for sustainability.

Make the Change will provide opportunities to:

- Create opportunities for Aboriginal communities to actively participate in design and planning of local, regional and state-wide sustainability projects and programs.

- Engage Aboriginal communities in a culturally appropriate manner.
- Work in a consultative, holistic way and respond efficiently when addressing the environmental requirements, needs and issues of Aboriginal communities.
- Work with NSW Aboriginal communities and other relevant stakeholders to deliver educational projects which will improve and increase the environmental knowledge and sustainable living practices of the broader community.
- Integrate caring for country values within environmental projects.
- Make linkages to localised and State-wide existing caring for country projects.
- Work collectively across agencies to advocate an Aboriginal perspective within mainstream programs.



PART B: IMPLEMENTATION AND RESOURCES

Part B of *Make the Change* focuses on its implementation and the resourcing needs to support this. It flows from Part A but differs to the extent that it can only represent understandings based on the situation at 2014. As Part B discusses implementation over time, it is acknowledged that change will occur during the roll-out of *Make the Change* which will impact on proposed structures, processes and roles. Sections 4 and 5 need to be read within this context.

Make the Change reflects the extensive research undertaken by the NSW Office of Environment and Heritage (OEH) in 2011 and 2012, and the views expressed during community consultation in 2013 and 2014.

4. IMPLEMENTATION

4.1 INTRODUCTION

Implementing *Make the Change* shapes a new way of doing business in the facilitation of education and engagement for sustainability: motivating those who facilitate education and engagement for sustainability; providing a more unified approach; improving communication, networking and collaborating within regions and State-wide, and; improving the delivery of local programs and activities.

Implementation will result in education and engagement for sustainability in NSW becoming better integrated with other measures to create a more sustainable future. This more integrated approach can achieve real change in support of achieving a sustainable NSW. Local networks that link facilitators from different sectors will help to promote shared and collegial learning.

At the State-wide level, implementation of *Make the Change*, as viewed from a 2014 perspective, will occur in two phases. Phase 1, (building communication and collaboration) through the first three years; and Phase 2, (after evaluating Phase 1) developing an alliance model, which will commence 2017/18. Both the research¹³ and community consultation,¹⁴ undertaken to develop *Make the Change* have endorsed this approach. Each Phase is discussed in more detail below.

4.2 PHASE 1: BUILDING A NETWORK MODEL TO ENHANCE COMMUNICATION AND COLLABORATION

The Framework's proposed communication and collaboration processes leverage and build upon existing regional and sector-based groups and networks across NSW. For the first three years of the life of this Framework, key Phase 1 actions are grouped and discussed under the following headings and are outlined in Figure 5:

- NSW *Make the Change* Organising Group
- *Make the Change* Regional Groups
- Sector-based groups
- Online engagement

What are the benefits for facilitators?

- Programs and activities can address similar Goals and meet similar Guiding Principles, leading to a more congruent approach to education and engagement.
- Improved collaboration means more sharing about what works and does not work, resulting in improvements to program or curriculum delivery.
- The environmental outcomes of programs and courses will be enhanced.
- Facilitators can check to see if others have undertaken a similar program. What was the learning? How might approaches be varied?
- Facilitators and formal education providers can share teaching and learning material and activities.



Figure 5: Network Model to Enhance Communication and Collaboration

¹³ See Fien pages I to IV

¹⁴ AAEE NSW, 2014, *Make the Change: A Framework for education and engagement for environmental sustainability 2014-2021 Round 2 Consultation Report*, p 16. Available from: <http://www.aaeensw.org.au/content/drafftframework> [April 2014]



NSW *Make the Change* Organising Group

The NSW *Make the Change* Organising Group (NSW Organising Group) will be established in order to provide appropriate governance and communication. The Fien research, see especially page VIII and included as Appendix 7, identifies the need for a coherent organising structure.¹⁵

In the light of this, and following specific feedback from consultation process, it is proposed that the NSW Organising Group will undertake the following roles:

- Promote conversations within and between sectors.
- Coordinate State-wide activities.
- Provide support to regional and sector groups.
- Facilitate collaboration between regions and sectors.
- Manage a continuous two-way flow of information with regional groups, government agencies, research bodies and industry groups.
- Establish, promote and monitor the use of the online engagement model.
- Establish an evaluation process with milestones about the uptake of the Framework and how regional groups and sectors are progressing. In the period beyond Phase 1, responsibility for this may pass to another body.
- Report biennially to all sectors and to Government on achievements in education and engagement for sustainability.

The evaluation process is of particular importance, because not only will it inform on progress of the Phase 1 implementation, it will also inform how the Phase 2 model might be best structured and implemented. Evaluation during Phase 1 must reflect both of these summative and formative intentions.

The membership of the NSW *Make the Change* Organising Group come from across sectors and from across NSW. Nominations of suitably qualified and committed people will be sought. The Organising Group will be led by AAEE NSW and OEH. Expert advice will be sought by the NSW *Make the Change* Organising Group when required. For specific Terms of Reference for the NSW Organising Group, see Appendix 4.

Make the Change Regional Groups

Identified through community consultation, regional groups have a critical role to play in education and engagement for sustainability.

Make the Change Regional Groups will be nurtured, supported and established where required across NSW. They are essential to the success of the Framework. These groups would be cross sectoral and built upon

existing groups and networks, as appropriate. Collaboration between groups is essential in order to improve their functioning and to share effective programs and resources. Decisions about who coordinates the group will be made at the local level.

At present there are examples throughout NSW of successful local networks across a range of sustainability education sectors (see Section 3). There is merit in widening the membership of these networks in local areas to enhance cross-sector collaboration, collegial sharing and maximising local sustainability resource bases.

Make the Change Regional Groups may leverage existing structures including the OEH Regions and existing network groups, see Figure 6. Other NSW Government bodies, for example Local Land Services, might also be involved in these groups.



Figure 6: *Make the Change* Regional Groups

¹⁵ See Fien page VIII



Membership and specific functions of the *Make the Change* Regional Groups would be negotiated and established at the local level, building on existing groups and networks wherever possible. In many parts of NSW building on these networks will lead to successful implementation of *Make the Change*. The value of a local Regional Group is that it:

- Links up formal education and community education showing students and teachers that sustainability is not just a school activity.
- Provides access to local expertise, resources, equipment, places to deepen local sustainability project engagement and enterprise development.
- Provides opportunities for joint applications for funding (cross-sectoral).
- Builds teacher/educator capacity.
- Celebrates great work in education and engagement.
- Models key principles of local participation and how decisions can be made collaboratively.
- Builds local business and industry involvement.
- Helps local residents understand how to use existing networks.

While the nature of the Regional Group will vary there are some consistent actions that need to occur. These are:

- Identify a local convenor - this position might be a State Government officer, or someone in Local Government, business or the community.
- Undertake some research - locally mapping existing groups and networks - publishing this so that people know who is who.
- Promote involvement in the Regional Group broadly across the region, utilising electronic, video and virtual meetings where distance represents a challenge to physical meetings.

- Undertake practical capacity building workshops, network sharing, etc. that enhance knowledge, understanding and support.
- Provide a repository for best practice information and share this widely.
- Report as appropriate through The NSW *Make the Change* Organising Group.

Appendix 6 contains Model Terms of Reference for the *Make the Change* Regional Groups.

Sector-based groups

It is acknowledged that a number of sector groups have been established; for example in early childhood and the VET sector, and these groups flourish. *Make the Change* strongly supports the work of these groups and encourages their involvement in the *Make the Change* Regional Groups, as appropriate. Where sector groups are not strong, the NSW Organising Group will seek to support the development of these groups.

In addition, and where appropriate, *Make the Change* strongly encourages sector-specific collaborative action linked to Framework's Goals and Indicators of Success. See Appendix 2 for information, obtained from the consultation process, about each of the sectors and their possible integration with *Make the Change*.

Online engagement

To promote strategic and best practice approaches, it is proposed that the Framework will use an online engagement model for information exchange, sharing effective programs and networking. This may take the form of an online portal, developed during Phase 1, and it is essential to the level of communication and collaboration required. The online portal will be low maintenance and cost effective. It may be incorporated into existing online products or as an enhanced function in an existing product.

Coordinated by the NSW Organising Group and working across the Regional and Sector Groups, this mechanism would supplement the range of tools available to support facilitators and regional/sector groups. Using the online portal, groups, networks, organisations and individuals would be able to access information and to contribute resources. They will be able to share good practice, ask for assistance, discuss issues and topics, and create a virtual community of practice. The model will also provide a permanent avenue for provision of input to the NSW *Make the Change* Organising Group on activities and actions required for improved education and engagement practices.

4.3 PHASE 2: BUILDING AN ALLIANCE WITH FORMAL STRUCTURES

Make the Change provides a significant opportunity for the establishment of a more formal relationship between the various sectors, regional groups and organisations educating and engaging the NSW community about sustainability. This is seen as an alliance model. It is important that it involves organisations across all sectors and regions of the NSW. The Phase 1 actions described above are the precursors to establishing this alliance model and the evaluation previously identified, informs its specific structures and working arrangements.

The projected Alliance that is established by enacting the model will be a more formal working arrangement for education and engagement for sustainability (see Figure 7). It is clear that formalised management structures are a crucial part of best practice in other jurisdictions.¹⁶ and these approaches have been endorsed by the community consultation carried out to develop *Make the Change*.¹⁷

¹⁶ Brown, P 2012, *Sustainability Education and Engagement for NSW: Learning for Sustainability, Research Synthesis*, NSW Office of Environment and Heritage, Sydney. Available from: www.environment.nsw.gov.au/resources/community/12LfSRresearchSyn.pdf [September 2013]

¹⁷ AAEE NSW, 2014, *Make the Change: A Framework for education and engagement for environmental sustainability 2014-2021 Round 2 Consultation Report*. Available from: <http://www.aaeensw.org.au/content/draftframework> [April 2014]



It is proposed that the Alliance would be in place by the end of 2017/18 and may require:

- The identification of an auspicing body/organisation for the Alliance. It is anticipated that among other functions, this will encompass the role of the NSW *Make the Change* Organising Group.
- Analysis of the results of the evaluation in Phase 1 to determine whether the structures established, for example, Cross Regional groups, Sector groups, etc., evolve into the alliance model. It is anticipated that if they are effective, the *Make the Change* Regional Groups will be maintained, extended and supported. The role of the NSW *Make the Change* Organising Group is essential to this analysis and transitioning process.
- The continuation of sector groups and their ongoing involvement will be determined in each sector.
- The establishment of an ongoing funding stream, see Section 5.
- The establishment of formal governance structures – for example memoranda of understanding or equivalent – that formalise involvement in the Alliance.

Why an Alliance?

There are a number of important reasons why an Alliance is required and these are supported by the research and results of the community consultation, cited previously. These include the following:

- If *Make the Change* is going to have a substantial impact in line with its Goals, it needs to become a major project and to be steered in a professional manner. More formal governance structures will be required, beyond those envisaged in Phase 1.
- *Make the Change* works within a multi-sectoral context. This is its strength and potentially a limitation. The Alliance will bring key stakeholders from each sector more formally into the process, achieving broader ownership, unity and functionality. It is a necessary and important governance step.
- While implementation at Phase 1 can occur collaboratively and in the main through optimising the use of existing goodwill and resources, this can only be expected to last for a relatively short period of time. A more formal Alliance structure will embed sustainable behaviour, benefits and outcomes into the future. It is a resource efficient way of gaining sustainability benefits over time.
- Learning from other jurisdictions¹⁸ indicates that it is essential to success that a formalised model exists to carry education and engagement for sustainability forward; see Fien's derived set of Principles for Success in Appendix 6. The Alliance is essential in this context.



Figure 7: Alliance with Formal Structures

¹⁸ Fein, J 2012, *Governance and Education for Sustainable Development - An analysis and synthesis of governance and related frameworks, policies and strategies in Education for Sustainable development across five jurisdictions: England, the Netherlands, Germany, Ontario and Victoria*, Final Report for NSW Office of Environment and Heritage, Sydney. Available from: www.environment.nsw.gov.au/resources/community/FienGovEfSDRpt.pdf [Sept 2013]



In establishing the Alliance, after the refined model is finalised, the key first step is the identification of an auspicing body. The features of this body include that it is:

- An existing or purpose-built organisation that has a depth of understanding and commitment to further the Vision, Goals and Outcomes in *Make the Change*.
- An organisation with the capacity to develop and grow an Alliance made up of disparate members.
- An incorporated body able to employ staff and provide financial and organisational certainty to the Alliance.
- An organisation respected by the various sectors facilitating education and engagement for sustainability; a leader in the field.
- An organisation well able to provide advice to Government, business and community sector agencies and organisations.
- An organisation equipped to roll-out capacity building and other key actions and programs to be determined by the Regional and Sector Groups.

Moving from the pre-2014 model of education and engagement for sustainability, which might be described as a silo-focused model, to a network based model, as in Phase 1 of *Make the Change*, is a large step. Progressing to an Alliance model is an even greater, but highly desirable leap.

Make the Change sets implementation aspirations high, while being grounded in research, with the view to achieving long term and successful outcomes.

Fostering a sustainable environment and viable communities for the future is most important. *Make the Change*, when implemented well, can impact upon social cohesion and environmental behaviour. Into the future our health and wellbeing rely on everyone in our communities being able to connect with the environment, to protect it and to enhance it.

By 2021 sustainable environments within sustainable communities will be evident across the State. An informed educated and engaged community will lead this change. At that stage, *Make the Change* will need to be evaluated, reviewed and updated to determine the best way forward for a continued sustainable future.



5. RESOURCING THE IMPLEMENTATION

Many people and organisations are committed to education and engagement for sustainability. Research, and issues identified through the community consultation phase identified that resources are required to implement the *Make the Change* framework

Across the sectors, resources are already being made available to develop, deliver and evaluate programs. *Make the Change* will enhance the quality and effectiveness of the current resources allocated.

Phase 1 implementation will largely involve leveraging and coordinating existing resources; those already supporting involvement in Regional and Sector Groups, etc. Due to the existence of regional and sector groups and networks and the in-kind support already provided to enable these groups to function, it is not envisaged that significant new funding or resources will be required to support existing groups. The major new resource requirements of Phase 1 relate to the establishment and management of the online portal and the establishment of the NSW *Make the Change* Organising Group. It may be that to reduce the resource needs for the online portal, an existing portal could have an enhanced function.

During Phase 2 there will be greater resource needs and funding should be sought to provide the proposed auspicing body with the financial capacity to undertake its role. Funding will be required to support the establishment and management of significant partnership alliances.

Figure 8 outlines resource requirements for activity under the Framework in each phase.

PHASE 1	
Activity under the Framework	Resources required
Inform facilitators about the Framework and its implications.	A series of webinars targeted across NSW and through regional and sector networks. Managed by the NSW <i>Make the Change</i> Organising Group. Minimal additional funds required.
Establish and support the NSW <i>Make the Change</i> Organising Group.	Ongoing funding required for this group to meet – honorarium for involvement proposed.
Establish and support the Regional Education and Engagement for Sustainability Groups.	Ongoing funding required to support regional groupings and to establish new groups.
Develop and manage the digital portal.	One-off cost for establishment. Funding required for maintenance and moderation. Possible link with NSW EPA and the National Packaging Covenant Educology website that is currently in development. Possible integration of existing EfS Hub website.
PHASE 2	
Activity under the Framework	Resources required
Establishment and support for auspicing body.	Possible partnership funding. Possible major project for consideration by the NSW Environment Trust.
Possible continuation of Phase 1 resources for management of online portal, etc.	Unknown – to be identified and sought. Dependent on Phase 1 funding decisions. Apart from development of portal, it is assumed that all ongoing costs will remain the same as for Phase 1.

Figure 8: Resources Required