

*The Sustainability Education Roundtable is an informal, broadly based forum open to all who share a commitment to a comprehensive, integrated approach to education for sustainability. We believe in developing stewardship values, behaviours, and lifestyles in Victoria through sustainability education.*

*The round table working group is chaired by Mike Hill and hosted by CERES and includes participation from Department of Sustainability and Education, EcoRecycle Victoria, EPA, Environment Victoria, Gould League, LeastWaste, Maunsell, VAAE, Victoria University, and Western Region Environment Centre.*

### **In this Bulletin:**

- September Roundtable Outcomes
- 'Learning to Live Sustainably' September 2005 draft (summary).  
THIS INCLUDES A REQUEST FOR RESPONSES FROM ALL ORGANISATIONS
- 'Learning to Live Sustainably' – Consultation Questions
- 'Developing a Sustainability Education Strategy for Victoria' – Key Success Factors
- Next Roundtable

### **Attachments:**

# 1 – 'Learning to Live Sustainably' draft

### **September Roundtable Outcomes 21<sup>st</sup> September 2005**

#### **September Roundtable Objective:**

The September Roundtable was designed to help ensure that Victoria's *Learning to Live Sustainably* Strategy and Action Program provide the best possible framework and operating climate for all relevant organisations and programs to work effectively together for sustainability education.

It aimed to focus on building specific alliances and collaborative actions around the established fundamentals based on the substantial work already done by the many organisations involved.

#### **Roundtable Areas of Interest:**

The Roundtable divided into the following interest areas:

- schools/families/local communities
- local governments and regional agencies
- workplaces / businesses / vocational learning
- community organisations (including community service, environmental, landcare, recreational, religious, adult, community and further education, cultural, youth and other organisations that may play a key part in community life)
- professions / higher education
- households / neighbourhoods
- farming / rural communities
- research, evaluation, reporting and debate
- practical support for practitioners and managers
- incentives
- communications

#### **Roundtable Strategy Evaluation:**

Essentially the comments back from the participants in the September Roundtable reinforced the views expressed at earlier Roundtables and built upon some of that work. It was recognised that the State Strategy had incorporated most of the views expressed through the Roundtable process. Participants appear to be universally appreciative of the eventual release of a State Strategy and eager to maximise opportunities to influence its eventual shape and contents.

#### **Roundtable Summary of Views:**

This report divides the Roundtable responses into several categories:

- supportive and reinforcing of the State Strategy
- proposed 'big picture' perspectives or considerations
- areas that must be continually emphasised and reinforced
- omitted areas or areas requiring further attention
- suggestions or recommendations that will be picked up as the strategy moves into communications and implementation phase.

### **Support for the State Strategy:**

The following are the strong points that need to be retained:

- the strategy is all encompassing and strategic
- it aims to achieve cultural change through education
- it has a good methodology with clear goals and clear broad principles
- the bottom-up approach is vital: the strategy's real strength is that it recognises the value of existing programs and actions and emphasises building upon what is already in place
- support for the transmissive (high level) and transformative (our level) education approach, akin to that used in: 'Our Water, Our Future'

### **Alternative Perspectives:**

The following issues are advanced for further debate and consideration. Generally speaking they challenge the existing approach being taken by the State Strategy:

- the strategy needs to be better placed in the wider context of moving towards sustainability of which education is one aspect of an entire subsystem which includes government regulation and incentives and the structural nature of our economy
- the strategy needs to integrate the existing strong points, bring them together into a stronger system, to avoid the danger of being a bits and pieces and ineffective approach: an integrated model is a strong model
- the strategy needs longer term goals that better relate to a shared vision for a sustainable society and civilisation: related to this, the strategy should present a global perspective that focuses on global equity and international development
- there is too much emphasis on the consumer the individual: what about the whole system of sustainable production? We need to focus more on methods of greening the economy
- education on its own will not work if the State Government continues to make long term energy commitments of the Hazelwood type: education needs to be coupled with regulation that will lead to change in the larger systems of government and production
- the strategy fails to identify the links and relationships between the various policy tools: campaigns / education / regulation / pricing / government provisioning
- the fundamental platform of an education strategy should be provision of information to the population that highlights the consequences of any business as usual scenario: we are sliding into an environment that focuses more on abatement and evades avoidance

### **Continue to Emphasise:**

The points here are not necessarily omitted from the strategy, they just continue to surface as issues to be addressed by the strategy, as points not to be lost:

- capacity building for organisations
- professional development
- resourcing and funding models
- support networks (including the use of champions and building up of and focusing upon specific sectors) and the value of partnerships

The importance of evaluation and the creation of quality KPIs (measuring, monitoring, evaluating, researching were mentioned over and over by participants at the Roundtable)

### **Omissions:**

These points were identified as 'missing' from the draft strategy:

- primary industry linkages (mining / fishing / farming sustainability links and these are the users of the very resources we're trying to protect and preserve!)
- needs to pay more attention to business, farming and industry sectors

### Ideas for Next Phase:

These points, ideas and suggestions were raised at the Roundtable and really relate to the communications and implementation phase of the strategy and should not be 'lost':

- quality and ongoing evaluation will be essential
- the language of the strategy will be important if it is to have wide reach and to be effective, this is a communication opportunity and must be used effectively (communication style is to be improved, clearer expressions to be used, less jargon, easy to navigate, readable, more visuals, a glossary of terms)
- needs to develop a strategy for networking
- good case studies are needed: the document should be peppered with them
- the strategy should be presented as 'actionable statements'
- we need to move towards the development of a behaviour change model **for Victoria**
- the implementation plan needs to identify realistic intervention opportunities such as: point of sale labelling; awards; efficiency; extension of 5-star systems; clever use of rewards ('Tattsлото' type rewards for sustainable water / energy bills)
- effective implementation will hinge upon a better evidence base that informs actions, these are the drivers leading to real change
- implementation needs to draw improved links to other parts of government and in particular the education ministry: it will need to impact upon VELS priorities and curriculum frameworks and PD in and beyond the education sector
- the strategy needs an enhanced action plan showing stages of implementation
- implementation should build upon established models and concepts such as the 'eco-footprint'
- there is a need for an 'independent cleaning house' for ideas
- we need to aim to achieve greater and more regular exposure in mainstream media (what about an on-going "lifestyle: TV program about sustainability?")
- the strategy should target particular sections of the population (eg. Baby-boomers who will need advice about living a more sustainable / frugal lifestyle when their SUPER runs out!)
- Victoria needs 'in-your-face' advertising campaigns such as large billboards in public places and changing messages linked to TV program
- broad sector involvement in creative and high-profile campaigns should be aimed for (environment groups involved, McDonalds putting messages on their packaging, use of websites, radio, local newspapers, Podcasts, popular stations like Triple J, giveaways)
- special training for media personnel (produce an 'education package' to give correct information / consistent messages to ABC and other media staff)
- issue-based marketing
- beware poor implementation. Eg. Melbourne 2030 (Mitcham got the towers)

### Learning to Live Sustainably Victoria's approach to learning-based change for environmental sustainability Draft September 2005

In April 2005, the Minister for Environment launched Victoria's Environmental Sustainability Framework, *Our Environment, Our Future*, which included a commitment to develop a comprehensive, long term education and behaviour change strategy for environmental sustainability, *Learning to Live Sustainably*.

As part of this process a draft document, "Learning to Live Sustainably: Victoria's approach to learning-based change for environmental sustainability", has been produced as a basis for targeted consultation and coordination with the range of organisations and programs that have a major role to play in learning-based change for environmental sustainability. This will lead to release of Victoria's Learning to Live Sustainably Strategy and Action Program in early 2006, in coordination with the implementation of *Our Environment, Our Future*.

This draft document sets out the proposed approach for Victoria's *Learning to Live Sustainably* Strategy and Action Program. It has been developed through an extensive process of research and consultation with practitioners and others involved in learning-based change for environmental sustainability.

*Learning to Live Sustainably* will:

- present the Government's vision for *Learning to Live Sustainably* and identify priority directions for learning-based change within the context of *Our Environment, Our Future*, and *Growing Victoria Together*;
- identify key opportunities and challenges for assisting all Victorians make the transition to sustainable living;
- recognise the significant achievements already made by Victorians in helping our State to become more sustainable;
- provide guidance on best practice models and identify key success factors for Victoria's education and behaviour change programs;
- set out the foundations of a long term action program for putting the Strategy into action; and
- encourage all relevant organisations to participate.

This document focuses on statewide principles and priorities. It provides a framework within which specific strategies and programs for education and behaviour change by individual organisations will be developed and implemented to address specific challenges, circumstances and purposes.

The draft document can be viewed on the Environmental Sustainability Framework section of the Department of Sustainability and Environment website [www.dse.vic.gov.au](http://www.dse.vic.gov.au)

Comments on the document can be forwarded up until 18 November 2005 to:

Learning to Live Sustainably  
Environmental Sustainability Framework  
Dept of Sustainability and Environment  
PO Box 500, East Melbourne, Vic 3002

or

marked "Learning to Live Sustainably" and Emailed to:  
[sustainablestate@dse.vic.gov.au](mailto:sustainablestate@dse.vic.gov.au)

### *Learning to Live Sustainably*

Draft September 2005

## Consultation questions – key areas for comment

For developing the final *Learning to Live Sustainably* (L2LS) Strategy and Action Program, it would be helpful for each respondent to comment on the following questions. **This is not meant to imply that comments should be restricted to these questions.**

1. What are up to three most important things in the L2LS draft to keep in the final Strategy and Action Program?
2. What are up to three most important things that are missing from the L2LS draft?
3. What are up to three most important things to amend or omit from the LLS draft? (give reasons if possible)
4. What are the main parts that are being / will be / could be played by your organisation or program in regard to the strategic directions, priority actions, outcomes and other relevant aspects in the L2LS draft?
5. Should the final L2LS Strategy and Action Program identify any particular roles or actions for your organisation or program? If so, what are they?
6. Would you like to be part of a group to help develop the L2LS Action Program for your area?
7. L2LS is seeking expressions of interest from organisations or programs with a strong commitment to environmental sustainability in the holistic sense (e.g. integrated cross-issue, cross-sector approaches and interdisciplinary methods) and to working with other organisations and programs to achieve this. Would your organisation or program like to register its interest?
8. Are there any other questions you would like to see added to this sheet?
9. Where does your response to the L2LS draft fit on a 1 to 5 scale, where 1 = “mainly my own opinion” and 5 = “represents the view of my organisation as a whole”?

Name:

Position/role:

Program area:

Organisation:

Contact details:

Please send response to

[Stephen.Malcolm@dse.vic.gov.au](mailto:Stephen.Malcolm@dse.vic.gov.au) marked “L2LS input”

Or

Learning to Live Sustainably  
Environmental Sustainability Framework  
Dept of Sustainability and Environment  
PO Box 500, East Melbourne, Vic 3002

### **Developing a Sustainability Education Strategy for Victoria – Key Success Factors**

**Educators for Sustainability Group in conjunction with the Victorian Association for Environmental Education**

June 2004

**This document is kept current by updating it from time to time as new data and other developments emerge. The original version was submitted to the Victorian Government in October 2003 via the Victorian Association for Environmental Education.**

#### **Purpose**

The purpose of this document is to provide professional advice for achieving an effective education and learning strategy within a whole-of-government Sustainability Framework for Victoria. This advice is made up of a statement of fundamental success factors, illustrated by a case study of a Victorian program that has largely followed these fundamentals and achieved substantial success.

#### **Key factors for a successful education strategy**

An effective Victorian strategy for community-wide learning and behaviour change for sustainability depends upon certain key success factors at the state government level. A number of these have not been well addressed in government programs to date. They fall into two broad categories – a best practice educational methodology for effective learning and change and a best practice statewide strategic system for large scale, long term delivery of the educational methodology.

#### **A statewide strategic delivery system that effectively facilitates large scale, long term learning and change**

A successful delivery system is absolutely dependent upon:

- a stable, long-term funding and policy base
- strong state-level commitment to genuine local and sectoral partnerships and ownership in program planning and delivery, including responsiveness to locally-specific issues
- state-level planning and leadership by people with the highest credentials in strategy development and implementation for community-wide Environmental Education / Sustainability Education
- state-level leadership to promote a shared vision and sense of partnership and statewide teamwork among all the many organisations and individuals who must play a role, including a coordinated, integrated approach across all relevant state agencies and regional programs
- recognising, drawing together and building upon the previous work of the many organisations and individuals involved in this field
- a shared, integrated dissemination system for educational materials and other educational resources on different sustainability topics
- recognising that the scale, quality and rate of learning and behaviour change achieved are directly related to resourcing levels, and consequently that it is essential to maximise the resource pool by facilitating a coordinated, collective “partnership” effort between all the potential participants in learning for sustainability
- involvement of all sectors of society, all age groups and all the main contexts of our lives (including home, work, formal education and public places)

- integration with a comprehensive suite of other behaviour change measures for sustainability (including economic incentives, infrastructure / technology, market development, regulation / enforcement and evaluation and feedback processes including sustainability indicators)
- an outward-looking approach based on recognition that sustainability depends on not only local and state action but national and global action and consequently that Victoria must actively participate in and contribute to Sustainability Education both nationally and internationally.

### **A best practice education and learning methodology**

Fundamental principles for best practice environmental and sustainability education are quite consistently identified in policy and strategy documents and research literature at state, national and international levels – it is mainly the detail and the form of expression that varies. For example, there is strong consistency between the educational fundamentals in Victoria's Environmental Education Strategy (VEEC, 1992), NSW's Environmental Education / Sustainability Education Strategy (NSW Council on Environmental Education, 2002), Australia's Environmental Education for a Sustainable Future Action Plan (Environment Australia, 2000), the Victorian Environmental Education Council / Australian Association for Environmental Education Issues Paper - Education for Ecologically Sustainable Development (Malcolm, 1991), the New Zealand report on Learning and Education for Sustainability (Parliamentary Commissioner for Sustainability, 2004) and a succession of international, United Nations-aided declarations and policy statements.

A major challenge is that these principles differ markedly from popular perceptions of how effective learning and behaviour change for sustainability occurs, and of what "education" means in this context. Consequently, these principles are not yet well understood outside specialist circles, and even among some who are delivering programs in the name of environmental or sustainability education.

These principles are quite lengthy to describe and since they are well covered in the above documents they are only briefly dealt with here. The following points highlight aspects that tend to have been poorly implemented and are most highly dependent on leadership at the government level.

An effective education strategy for sustainability should emphasise:

- "high-level" learning that addresses not only factual knowledge but people's attitudes, values and action skills – this cannot be achieved simply by information transfer and depends on a rich range of learning experiences including engagement and reflection (eg Sterling, 2001)
- expert selection of the most effective methods for sustainable behaviour change from a wide range of relevant areas including psychology, community development, formal education, communications, marketing, change management and many others and integration of these selected methods into a comprehensive, holistic change program designed to include all main sectors of society and suit the many different ways in which people learn and change
- active involvement and a sense of personal responsibility and ownership among all citizens – learning and action best happen together
- critical thinking by all citizens, where people learn to constructively question the direction and sustainability of their lifestyles and workstyles and envision their preferred futures
- a shared vision and goals and a cooperative, collective effort among all sectors and individuals
- a holistic focus on sustainability (eg education programs should not worsen one problem while trying to solve another)
- a strong sense of "connectedness" and concern for others including a strong sense of community, connectedness with the natural world and an appreciation of place and time on local and global scales.

### **Case study**

While the validity of most or all of the above key success factors may seem fairly obvious, examples where they have been comprehensively implemented are rare, perhaps because environmental education has rarely been given high priority by environmental decision makers and managers. One case where these success factors have been applied relatively thoroughly is EcoRecycle Victoria's Waste Wise Program.

The following article about part of the Waste Wise Program illustrates the feasibility of applying the key success factors identified above, the wide acceptance that this type of approach receives from the community and the significant learning and behavioural outcomes that can be achieved.

### ***EcoRecycle's Waste Wise Program***

#### **Becoming Waste Conscious**

(Waste Management and Environment Magazine, September 2002)

For years waste and environment management circles have raged with debate about how to create waste conscious behaviour. The most difficult challenges include how to influence adult attitudes and behaviour, how to get effective action at the "high end" of the waste hierarchy - reducing and reusing rather than just recycling - and how to achieve sustained participation in waste minimisation programs.

Recent research by Dr Brian Sharpley reveals EcoRecycle Victoria's Waste Wise Program is achieving success in all of these areas. A large scale, long term program, it differs from traditional education and information programs by bringing together adult and school education at the local community level. It has been so successful EcoRecycle has recently licensed parts of the program to waste management agencies in Western Australia and the Australian Capital Territory.

Research in two communities running Waste Wise programs indicates marked changes in adult thinking and behaviour. In Rutherglen, in north eastern Victoria, a high percentage of parents said the program at Rutherglen Primary School had changed their thinking about reducing (53 per cent), reusing (66 per cent), composting (49 per cent) and recycling (54 per cent). Parents at Woodend Primary School, in central Victoria, showed a similar pattern, with change also in the order of 40-60 per cent.

Crucially, thinking has translated to action. For example, some 80 per cent of Rutherglen parents said they had changed the way they packed their lunch for work as a result of the Rubbish Free Lunch initiative in which they helped their children design a low-waste school lunch.

Part of the change process is for schools to set an example of sustainable waste management. Since joining Waste Wise, many of them have adopted practices to reduce waste (up from 25 per cent to 71 per cent) and reuse it (up from 31 per cent to 96 per cent). Waste conscious purchasing practices are up from four to 48 per cent. Waste and litter topics have been included in the curriculum of 95 per cent of schools, up from 36 per cent.

#### ***Learning takes different paths***

The Waste Wise Program works by selecting the best methods for sustainable behaviour change from a wide range of disciplines including communications, formal education, psychology, knowledge management, change management, marketing and community development. It integrates these into a comprehensive change program designed to include all main sectors of society and to use the many different ways in which people learn and change.

Flexibility of the statewide program to suit local differences and to encourage a sense of local ownership is a key feature. Success depends on effective partnerships between EcoRecycle and Regional Waste Management Groups, local councils, the waste industry, education specialists, community organisations, businesses, schools and others.

In all these respects, Waste Wise is similar to the interdisciplinary approach defined internationally via the United Nations Environment Program as "Environmental Education". This approach to learning-related change

is the basis for the Agenda 21 chapter on community education, which in turn has been refined by the UN Commission on Sustainable Development for the 2002 Earth Summit in Johannesburg.

Since this article was published, evaluation of Waste Wise programs in businesses and other organisations provides evidence of beneficial outcomes in an expanding range of community settings. Organisations typically report reductions in waste to landfill of 25-40% and up to 90%. The MasterFoods confectionery plant in Ballarat has so far reduced waste by 68% in the two years since their Waste Wise program began. Methods used by MasterFoods to facilitate learning, action and organisational culture change are an excellent example of the principles of wide ownership, empowerment, shared vision, action learning, reflection, continual improvement and other aspects that typify best practice Environmental and Sustainability Education. Their Waste Wise Environmental Action Team is representative of all departments, with a mix of junior and senior people.

A survey of environmental representatives from 15 different departments at MasterFoods showed they believe large changes in knowledge, skills, attitudes and behaviour have occurred among the approximately 750 staff since their Waste Wise program began. This includes indicators of environmental knowledge (up from 36 to 74%), action at work (up from 31% to 74%), extending action ideas to outside of work (up from 34% to 57%) and attitude to continual improvement – “keeping a lookout for new and better methods” (up from 26% to 59%).

The emphasis on engaging and empowering everyone in the organisation is indicated by the estimated proportion of staff who feel their ideas for action to reduce the environmental impact of work activities are encouraged and taken seriously (up from 40% to 71%). Indicators of business benefits include a positive influence on attitudes to MasterFoods as a place to work (40% moderate influence and 40% great influence) and on attitudes to working as a team (53% moderate influence and 27% great influence). In regard to nurturing the capacity of change leaders and example setters, many of the environmental representatives believe the Waste Wise Program has helped them either moderately or greatly to improve what they do personally to minimise waste at work (87%) and outside of work (100%). At the high end of the waste minimisation hierarchy, the level of success in influencing suppliers to provide environmentally conscious goods and services is believed to have increased markedly (ratings of successful or very successful up from 7% to 73%).

A consistent picture of outcomes is emerging as research is carried out in an increasing number and range of organisations. Similar evaluation results to MasterFoods, with slightly lower overall levels of change, have been obtained in a very different type of organisation, the University of Melbourne, whose Green Office / Waste Wise program has been underway for about two years. These results are consistent with data on learning and culture change outcomes collected from Waste Wise primary and secondary schools via individual and group interview processes and testimonies from school principals. Schools provide an interesting example of flow-on benefits for an organisation's core aims and interests, with schools reporting a range of indications of enhanced attitude to the organisation, including increased motivation and reduced absenteeism of staff and students.

Achieving sustained participation rather than a “one off” involvement has proven very difficult for environmental programs. Waste Wise is specifically designed to address this challenge through its emphasis on local ownership, continuous improvement, a stable, long-term support system and other features. This issue has been researched in the Waste Wise Schools Program with very encouraging results. 82% of the schools that joined Waste Wise in 1998 were found to be still involved in 2002. 53% of these were continuing despite the absence of the original teacher who received Waste Wise training. The research at MasterFoods showed its program to be still growing vigorously after two years, with indications of strong local ownership and commitment to continuous improvement. Research into a wider sample of businesses will be carried out in future.

Waste Wise is designed to provide a foundation and process for all participants to expand their efforts to encompass sustainability as a whole. A well-designed program on a particular theme (such as waste minimisation) should lead to a recognition that “everything is interconnected” and should facilitate a culture change process that comprehensively embraces sustainability. In this regard, research in the schools

area of the Waste Wise Program was conducted to explore expansion into sustainability more broadly by schools that were known to have a fairly well developed Waste Wise program. 77% of schools reported that they have developed or are developing action in other areas of sustainability and that the Waste Wise Program is providing an important or very important framework for extension into these other areas. They also reported that community and parent involvement was a strong feature of most developments. Evidence from Waste Wise programs in businesses and other organisations also suggests a strong expansion effect toward sustainability as a whole. For instance, MasterFoods has extended its Waste Wise program to include a "Water Wise" theme.

### **Conclusion**

Maximum progress toward sustainability requires a comprehensive, coordinated approach that engages the full diversity of Victorians under a shared vision of sustainable and fulfilling lifestyles, workstyles and behaviours.

The Victorian Govt has a crucial leadership role to play in this.

It is vital that the Victorian Government leads a substantial, ongoing process to establish and implement a comprehensive education strategy for sustainability, based upon the key success factors identified above. The Department of Sustainability and Environment is to be commended for recently commencing the development of a strategy for Sustainability Education and Behaviour Change for consideration by Government as a key element of Victoria's overarching approach to sustainability.

### **References**

Environment Australia (2000) *Environmental Education for a Sustainable Future*. Commonwealth of Australia.

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Sterling, Stephen. (2001) *Sustainable Education: Revisioning Learning and Change*. Shumacher Briefings 6. Green Books.

VEEC (1992) *Learning to Care for Our Environment: Victoria's Environmental Education Strategy*. Victorian Environmental Education Council.

### **Contact**

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### **Educators for Sustainability Group Professionals in Environmental and Sustainability Education**

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Dr Caroline Smith (Lecturer, Science and Sustainable Futures Education, Australian Catholic University; member Green Light Christian Environmental Education Group)

Pat Armstrong (Deputy CEO Gould League of Victoria; co-leader Victorian Sustainable Schools Program)

Eric Bottomley (Team Leader-Sustainability Projects, Centre for Education and Research in Environmental Strategies (CERES); co-leader Victorian Sustainable Schools Program)

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Kym Nixon (Senior Project Officer, Victoria Water Industry Association; Vice-President, Victorian Association of Environmental Education)

Jeff Weir (Executive Director, Dolphin Research Institute; former President Marine Educators Society of Australia)

Frank Mitchell (former President Victorian Association of Environmental Education; former Executive Member of Australian Association of Environmental Education)

Aaron Wood (Director, Firestarters Communication; Member of the National Environmental Education Council, Industry Working Party)

Alan Pears (Adjunct Professor RMIT University, Environment & Planning)

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Dr Daniella Tilbury (Director, Australian Research Institute in Education for Sustainability, Macquarie University)

Dr John Fien (Innovation Professor of Sustainability, RMIT)

**ROUNDTABLE NUMBER 3- 'LEARNING TO LIVE SUSTAINABLY'  
DISCUSSION**

**WHEN** - WEDNESDAY, NOVEMBER 23<sup>RD</sup> 2005 AT 9.30 AM-12:30pm

**WHERE** - 60L BUILDING, 60 LEICESTER ST,  
MELBOURNE (HOME OF ACF, VLGA, ENVIRONMENT  
VICTORIA AND MANY OTHERS)

**FOR WHOM** - Everyone who has been involved in the Roundtables and all others with an interest in Sustainability Education. Come and express your views on how your organisation views the draft strategy L2LS.

**PREPARATION** - Check Bulletins for summary of the work done so far in the Roundtables.  
Check <http://sustainability.ceres.org.au> for details of Roundtables and background documents (*Sustainability Education Information-reports*)  
Be ready to provide your own organisations' insights into the draft strategy

**PROCESS** - Introduction to the sector stakeholders in this strategy  
-Report on 'Business Sector and Sustainability Education'  
-Workshop sessions on stakeholder input to the strategy

**There is no need to book for this meeting. Light refreshments provided.**

**Contact:**

For further information about the process or to discuss your ideas about direction contact:

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