

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.

THIS IS THE FINAL ROUNDTABLE IN THE PRESENT SERIES 2005-6. WE WILL BE BUILDING ON ALL YOUR PREVIOUS EFFORTS AND SO ASK YOU TO BE FAMILIAR WITH THE SMART WAYS AND VISIONS WE RECENTLY PRODUCED.

HOPE TO SEE YOU ALL THERE FOR A STRONG FINALE WHICH ASSISTS ALL PARTICIPANTS AND GOVERNMENT TO WORK MORE RAPIDLY AND EFFECTIVELY FOR SUSTAINABILITY

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“How do we know when we’ve got there?”
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How do we know when we've got there?

Sustainable Education Roundtable

Setting and assessing outcomes for sustainability learning and change programs

When: 9:30 –12:30 Wednesday 24th May

Where: Seminar Room, 60L Green Building, 60 Leicester St, Carlton South
– a free event sponsored by DSE and collaboratively organised through CERES

You are invited to find out what others have been doing to evaluate their sustainability learning and change efforts, across sectors and levels, in Victoria and contribute to future framing and development.

Programs to promote education & change for sustainability are increasing in both scope and extent. Yet in many instances we are unsure of how effective our efforts are, or even how we should be gauging this. At the same time, there are increasing demands for accountability of outcomes from funding bodies and other stakeholders.

This Roundtable will invite you to find out more about, and help shape answers to, the following issues:

- How do we know when we have been successful? What is success anyway?
- What do others need and want to know about our outcomes, positive and negative?
- How do we know if we are moving forward? And if we are moving fast enough?
- Sustainability: how do we know if we have got there?
- How will 'they' (funders, other stakeholders, supporters & influencers) determine whether we've been successful? What about continuous improvement?
- Are there differences in anticipated outcomes between practitioners, participants, funders and other stakeholders?
- Can we build some shared objectives and shared ways of evaluating these?
- And what can we make out of the links and differences between environmental, social and economic outcomes?

We plan that the Roundtable will provide participants with some clarity around these and related questions, and which can be conveyed to the State Government, the variety of funders of sustainability programs and other stakeholders and influencers.

The Office of the Commissioner for Environmental Sustainability will take an active role in the Roundtable, which will help the office to frame up the best approach to auditing public education for sustainable development, which is currently under consideration.

The Roundtable will begin with a brief look at a case study of evaluating a major sustainability program in Victoria, followed by facilitated, interactive discussion around the issues and questions raised above. The 5 smart ways developed by previous Roundtables will be included as part of the discussion of best ways to document outcomes.

Please contact Michelle on (03) 9380 1556 or by email at michelle@ceres.org.au if you have not yet registered for this event.

Note: If you would like to pursue more in-depth frameworks and practice for designing program specific evaluation, you may be interested in finding out about the Professional Development for Sustainability Educators project, hosted by the Victorian Association for Environmental Education and funded by Department of Sustainability and Environment – for details contact admin@vae.vic.edu.au

VISIONS

GOVERNMENT

Government by 2010 will be

- Governing for social change toward sustainability in our communities, through resourcing, regulating, facilitating and inspiring. The government will ensure that all government practices, work culture and facilities are demonstrating sustainability and achieving meaningful resource use targets.

HIGHER OR POST SECONDARY EDUCATION

- Every campus will be an example for sustainable living and learning with compulsory basic learning in sustainability across all courses and accredited professional learning for academic staff in sustainability applications

COMMUNITY

That the Victorian community becomes a learning community united in living sustainably and embracing this as a new lifestyle for the 21st century.

SCHOOLS

Sustainability is a mandated, underlying value for action in all levels of school education and infrastructure – being adequately resourced and reported against – enabling schools to be hubs of sustainable action for their communities

BUSINESS

In 5 years time 50% of the business sector will have changed their **core business** to embrace 'sustainability'. Every organisation will have an innovation dept and every business course include sustainability and innovation as part of its practice

5 SMART WAYS

GOVERNMENT

- All new facilities and infrastructure are designed to be sustainable and existing buildings are retrofitted to meet basic environment standards – Use of incentives, financial arrangement, etc. to make this more financially attractive and viable e.g. . Convert all fleet vehicles to be most efficient vehicle that meets functional requirements. Roll out to be undertaken strategically to maximise leadership opportunities to showcase the champions.
 - Incentives in place for encouraging innovation of new technologies and rapid implementation. Funding from state government is conditional on implementing these procedures. Also need regulatory pressure to benefit progressive enterprises.
 - Mandatory requirement for all government organisations to have established a sustainability team that develops an action plan, implements and reports on the action plan in accordance with state wide targets and ensures that all staff are given sustainability education that gives them the ability, commitment and opportunities to work and live sustainably → connected to the whole person at work. Ensure sustainability KPIs are included in all their home performance plans, etc
 - Requirement for effective benchmarking and target setting using accepted standardised tools with levels set across all areas of government. These targets need to be met and ideally exceeded, preferably using innovative approaches that work. The reporting on meeting targets needs to be communicated, shared and celebrated. We need to ensure all contractors are required to also meet these targets. This process also needs to be undertaken at a regional level and facilitated across all sectors and facilitated by government in a coordinated, whole of government commitment
- AND
- Deliver sustainability programs (preferably in partnership with the relevant section) to all sectors

E.g. Work place, residential, etc. which enable sustainability targets to be achieved and sustainability practices to be implemented. This to be funded on at least a 3 – 5 year funding cycle not dependent on grants

Apply a business template for sustainability

- Jointly funded **without** grants
- Administered through Victorian Local Sustainability accord
- Mandated by Victorian Local Government Act
- Same template for schools, enacted by education act
- Indicators reported as part of SOE report – commissioner for sustainability

SCHOOLS

- All schools are required (by December 2007) to have sustainability values and indicators in their charters/strategic plans
- All schools are resourced to implement core sustainability measures – do energy, water and waste and school grounds ecology audits so opportunities for reduction and enhancement can be found (by Dec. 2007) and then report on them and other sustainability indicators annually to DET..
- All staff in schools are to be up skilled in sustainability practices leading to all schools having sustainability entrenched in their culture – by all staff over the next 2 years having the opportunity to attend workshops
- By 2010 all schools have implemented a P – 12 systematic, action-based curriculum which embeds sustainability in the school and has been built on the excellent models already in place

AND

- Schools and local businesses/local governments set up partnerships to work together to produce innovative solutions for environmental problems in schools and their communities

COMMUNITY

- Build larger coalitions for advocacy and action, and through these collaborative ventures clearly articulate key messages and expectations to the community.
Community expectations through collaborative ventures.
- Develop, support and fund community resource centres and demonstration projects (with sustainability and community governance characteristics) across the state (locality based) drawing on the experiences of well established models. Establish community organisations in sustainable premises, with sustainable policies employing staff committed to sustainability so that they can demonstrate sustainable living to the general community.
- Develop community wellbeing indicators to link security, health local jobs and housing, education to ecological improvements.
- Recognise the power of Brand loyalty over communities and present sustainable consumption initiatives linked to companies committed to sustainability practices.

AND

- Support the setting up of a sectoral council that promotes leadership and collaboration and provides organisational support that each individual organisation can't do for itself. Strong links to VicHealth, Dep. Victorian Communities, VLGA, and Community Support Fund for financial support and ideas.

HIGHER EDUCATION

- All institutions become signatory to Talloires?? Agreement
 - Australian Sustainable Campus Group to form
 - Develop a 5 year strategy plan to be audited by the Federal University Audit Body
 - Each university offers a cross disciplinary suite of subjects with sustainability principles in all courses
- Capitalise on research and academic strengths with funded research into rapid actions for sustainability and implications of transforming socioeconomic conditions in the direction of sustainability

- University to place higher value (supported by government) on community research and service- e.g. in health area-community advisory councils. More links to provide practical internships in community organisations and businesses whereby universities pay for mentoring services to students provided by community.
- Sustainability discourse
 - Suite of related subjects developed across disciplines which merges and addresses participants experience of sustainability in a dialectic manner
 - Experience and aspiration
 - Transformative facilitated, learning
 - All academic staff to have accreditation in linked areas of sustainability

AND

- Centre / hub resourced by uni facilities budget and governments
 - For sustainability to build / develop a sustainable centre which demonstrate sustainable principles and practices and is used for the teaching and learning about sustainability
 - Sustainability hub developed **jointly** by academic staff and students
 - Include community
 - Develop a 'sustainability module' for apprentice courses in at least electrical, plumbing trades (also consider all other trades). Develop 'professional development' programs for all. Sustainability educators. (in & pre service)

BUSINESS / INDUSTRY

Business needs:

- INNOVATION PROGRAM – physical and social transformation to solve greenhouse / peak oil sustainability issues
Positive consumption – reveal hidden subsidies for unsustainable practices
- MARKET STIMULATION / Structural pricing incentives, investment in R & D, Grants from government for business plans.
 - Internal capability of organisations ← (purchasing and management)
 - External influence (new products / services)

- High media promotion campaign – reward and incentive ranks. Australian companies to CSR framework, e.g. BRW top 100 in sustainability
- PEOPLE EDUCATION – start-up kit for new businesses
 - Self management leadership for individuals/orgs to ‘realise’ sustainability
 - Business collaboration and genuine dialogue and sharing, e.g. Ongoing business seminar series – accessible
- NEW BUSINESS NEEDED WITH LOW ENERGY INPUTS AND LONG LIFE
 - E.g. 50+ retirees investment in sustainable technologies, superannuation – specify white goods, e.g. Low energy, long life

AND

- BUSINESS SUSTAINABILITY FRAMEWORKS – race to sustainability economic model – invest in business of the future, e.g. Industrial ecology, biomimicry, whole range of community, education and government partnerships in these frameworks

Details of the next RoundTable

ROUNDTABLE NUMBER 5

WHEN - WEDNESDAY, MAY 24th 2006 AT 9.30 am - 12:30pm
We will be registering at 9am for a 9:30am start.

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.

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*)

Light refreshments will be provided

**Book your place by emailing Michelle at michelle@ceres.org.au or
phoning on (03) 9380 1556**

Contact:

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

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