


Learning to Live Sustainably

Victoria's approach to learning-based change for Environmental Sustainability


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Learning to Live Sustainably

Vision


All Victorians will have the abilities, commitment and opportunity to play their part in creating sustainable lifestyles and workstyles



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Outcomes


- continuing development of successful existing programs and cross-program collaboration (the main foundation)
- gaps, needs and opportunities identified and addressed
- greatly increased quality, scale, efficiency and comprehensiveness of delivery of education and behaviour change for the whole state



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The draft L2LS


- identifies state-scale strategic directions, operating principles, priority actions and key success factors aligned with *Our Environment Our Future*, Victoria's Environmental Sustainability Framework
- provides a draft framework within which specific strategies and programs for education and behaviour change by individual organisations can be developed and implemented to address specific challenges, circumstances and purposes
- will be used as a basis for detailed consultation and coordination with the range of organisations and programs that have a major role to play in learning-based change for environmental sustainability



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Relationship of L2LS with the Roundtable process


- the 2004-05 Roundtable Report has been very useful in developing the L2LS draft
- the Key Drivers from the Roundtable Report are reflected strongly in the draft
- the work from the Roundtables on detailed actions is expected to be an important source of ideas for developing the specifics of the LLS Action Plan
- the relationships and shared knowledge fostered across those involved in education and behaviour change by the Roundtables is a big step forward



Learning to Live Sustainably workshop

Today:

- not to revisit the fundamental directions and principles already established through previous Roundtables (as summarised in the Roundtable Report, April 2005)
- focus on action for the future - building specific alliances and collaborative actions around the established fundamentals and based on the substantial work already done by the many organizations involved
- start testing whether the L2LS draft provides the best possible platform or foundation for all relevant organisations and programs to work effectively together and develop specific actions for high quality approaches and outcomes and greatly expanded scale



**Learning to Live Sustainably
workshop**

Focus groups to select from (corresponding to certain priority action areas of the LLS draft, pp.22-25):

1. schools/families/local communities
2. local councils and regional agencies (meaning comprehensive regional or local strategies for learning and behaviour change)
3. workplaces/businesses/vocational learning
4. 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)
5. professions/higher education
6. households/neighbourhoods
7. farming/rural communities
8. research, evaluation, reporting and debate
9. practical support for practitioners and managers (eg professional development, network facilitation, support materials, demonstration projects)
10. incentives (eg providing a range of incentives for participation and change such as seed funding, awards, accreditation and acknowledgment through popular and specialist media)
11. communications (eg providing the state-level media component for delivery of the Learning to Live Sustainably Action Program coordinated with local and sectoral education and behaviour change programs and with other appropriate state-level campaigns for environmental sustainability)

