

APPENDIX 1: KEY OPPORTUNITIES TO MAKE THE CHANGE

In order to achieve its intended Goals within the established Guiding Principles, it is essential to understand the key areas of context within which *Make the Change* is placed. These strategic opportunities have in part been identified through comprehensive research and review conducted by the OEH, in collaboration with AAEE NSW, over the two years, 2011 and 2012. They are summarised below with reference to research and further information.

1. STRATEGIC APPROACH – THE OPPORTUNITY TO BE MORE STRATEGIC

Implementation of the Framework requires a strategic governance approach to the development and delivery of education and engagement. The opportunity exists to develop an approach which guides and provides leadership to the field which brings together understandings from a range of perspectives.

‘On the nature of governance models... the research has provided strong evidence that stakeholders anticipate the building of new alliances and development of networks, with cross-sectoral approaches that recognise diversity.

Such a vision is consistent with contemporary models of ‘governing by network’ or ‘network governance’, which have emerged as the 21st century response to the demands of complex policy challenges and the limitations of hierarchical approaches. The comparative research shows network governance in action in all the jurisdictions studied – creating and developing decision-making networks and drawing on diverse creativity and imagination for policy development, and for action (Brown 2012).¹⁹

2. BEST PRACTICE – THE OPPORTUNITY TO WORK AT ACHIEVING BEST PRACTICE AND TO SHARE IT WITH COLLEAGUES

There is a significant amount to be learnt from other jurisdictions that reflect current international trends and understandings in the governance of education and engagement for sustainability that can have significant impact. *Make the Change* takes the key parts of these understandings and then outlines an implementation model that reflect best practice and provides significant opportunities for growth and input.

‘All the jurisdictions studied show the importance of initiatives, most commonly originating in environment and/or education ministries. Historically, these have seen government promote and then devolve policy development and implementation as well as distributing the continuing function of enhancing partnership and networking arrangements.

This has implications for individual roles and responsibilities of State Government officials – it makes management of networks a key attribute, with proficiency required in team building, collaboration among diverse contributors, and engagement and negotiation. It also requires the ability to co-manage third party service providers in a way that maintains core values across a network.’ (Brown 2012 referencing the work of Fien 2012).

3. PLACE-BASED APPROACHES – THE OPPORTUNITY TO RELATE EDUCATION AND ENGAGEMENT FOR SUSTAINABILITY TO A SENSE OF PLACE

There is growing evidence that education and engagement needs to be place-based, more local, more connected – ‘learn local and act local’. Achieving the Goals of *Make the Change* requires those facilitating change to work and interact locally. This is a substantial change in the way in which education and engagement have been coordinated previously.

The Our Place program identifies that while the community sustainability education sector “... is the location of highly innovative teaching and learning, an essential source of innovation for the formal education sector. It is the most efficient and cost effective in terms of local partnerships, local networks and the ability to mobilise committed volunteers”. The Western Sydney Our Place project has identified the unique place-based nature of sustainability educators’ work and the importance of building connections across the sector to leverage momentum for transformational change.²⁰

¹⁹ 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]

²⁰ University of Western Sydney 2013, *Our Place Western Sydney Project Report, Stage 1: Community Environmental & Sustainability Educators*. NSW Government. Available from: www.uws.edu.au/__data/assets/pdf_file/0009/586395/OurPlaceWS_Stage_1_copy.pdf [April 2014]

4. NEEDS OF FACILITATORS – THE NEED FOR FACILITATORS WITH A HIGH DEGREE OF COMPETENCE

The needs of those developing, delivering and evaluating education and engagement for sustainability also raise important contextual challenges. There are a number of needs studies that have been reviewed and considered in the development of this Framework. Important among these is a recent study conducted by the Office of Environment and Heritage *Sustainability Education and Engagement in NSW: 2011 Online Survey Report*.²¹ In summary what is required is:

- Enhanced leadership and management of networks across the field
- Closer engagement between sectors
- Support that grows capacity within the field
- Professional development that enhances educators' capabilities
- Support for sustainability facilitators
- Leaders of change.

In particular, enhanced capacity building opportunities need to be provided to promote the improved use of education and engagement for change (See www.environment.nsw.gov.au/education for further detail). Successful implementation of *Make the Change* relies heavily on the capacity of the facilitators to carry it forward and to deliver programs that make a difference. The opportunity for capacity building is at the base of making the change.

5. COMMUNITY KNOWLEDGE AND BEHAVIOURS – THE OPPORTUNITY AND NEED TO BE MOTIVATING BEHAVIOUR CHANGE AND REINFORCING EXISTING POSITIVE BEHAVIOURS

It is also inherent in this Framework that current understanding about the NSW community's attitudes and behaviours are considered. To this end, the Framework has been developed with reference to a range of social research, most especially: *Who cares about the environment?*²²

Conducted every three years since 1994, this research consistently reinforces the view of the NSW community that education about sustainability is important. While the actual percentages of people holding this view varies between reports, consistently high levels of support for education and engagement is noted.

In each three-yearly report the following feedback from the community is identified, in summary:

1. The NSW community sees education about sustainability as among the most important things that the NSW Government can do. (Repeated surveys, 1994 to 2012)
2. Consistently the people of NSW see education and strong regulation as important ways of maintaining and protecting the environment; this applies to the natural environment and the built environment. (Repeated surveys, 1994 to 2012)
3. 'The degree of concern about environmental problems, knowledge and behaviour, tends to rise with level of education.' (2012 survey)
4. In the 2012 survey: 'people were strongly focused on their local environment and environmental characteristics were predominant in discussion of the characteristics of a good place to live – a clean environment with greenery and trees. Most also described their feelings when in the bush or a national park in a very positive way.'
5. In the qualitative research, ideas associated with 'environment' have changed from 2009, when concepts related to drought and climate change were prevalent. In 2012 more traditional concepts based on air, water, pollution and nature were strongest.
6. The qualitative research also indicates few people appear to understand the meaning of the terms 'biodiversity' and 'ecosystem.'

Make the Change is set within and built upon comprehensive research. Any programs that fit within this Framework must also be research driven.

²¹ 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/communityLfS2011Survey.pdf [September 2013]

²² 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]

APPENDIX 2: RELEVANCE AND INTEGRATION FOR SECTORS

This information is provided for practitioners from all of the major sectors, who facilitate education and engagement for sustainability. It indicates how facilitators see the Framework relating to their sector and how it will be of use to them.

For those in the Community sector, working across the community requires a range of skills to engage different people. Many people in NSW are concerned about the environment and belong to local community groups. They work as volunteers to care for and regenerate the environment. For them, the Framework provides a cohesive approach to education and engagement that will support and enhance the work of community groups. The community environment sector is a diverse number of organisations, both formal and informal groups, ranging in size and capacity. These groups are at the forefront of working with communities to bring about change. They embark on a journey to achieve their specific local goals, often with limited structure to support their own capacity building as agents of change.

The Framework provides opportunities and mechanisms for the community environment sector to collaborate, form partnerships and learn from good practice of others. This will strengthen the work of those involved in community education and engagement, building confidence, knowledge and skills. The Nature Conservation Council is the peak body for not-for-profit groups in this sector and they hold the key to ongoing activity and support across NSW.

For those in the rural and regional sectors, the Framework provides an overarching context within which activity can occur. Specifically it establishes engagement and builds awareness of the challenges of housing, clothing and feeding the world with a declining natural resource base; promotes biodiversity conservation and improved waterways management, and; raises awareness that food security cannot be achieved by primary producers alone and is a shared responsibility between everyone along the supply chain. The Framework supports those involved in agriculture towards achieving a more sustainable future, and acknowledges and supports the work of Landcare and other groups in supporting biodiversity across NSW.

Multicultural communities across NSW are varied and consist of well established communities, and newly arrived and emerging communities. People from a Culturally and Linguistically Diverse background (CALD) form significant communities that are important to *Make the Change*. Education and engagement about the local environment and their own experience binds people and helps them to create a sense of place. The NSW Principles of Multiculturalism provide guidance on ways of working with people from culturally diverse backgrounds. This Framework provides opportunities for people who work with and within multicultural communities to share and build expertise. The Ethnic Communities' Council in NSW plays a key role in furthering education and engagement for environmental sustainability.

Youth are our future leaders – facilitators need to consider this and put emphasis on building policy and programs to educate and engage young people about sustainability. By incorporating the ideological and practical aspects of sustainable living into young people's lives in all areas, they have early exposure to these ideas which lays the groundwork for them to have the skills and knowledge to build a sustainable future. Action in regard to youth needs to be seen as an investment in the future and also an opportunity to create programs for and with youth to reflect the valuable insight and fresh ideas they can contribute. The Framework provides guidance and a foundation for youth sustainability programs and will support cross-sectoral initiatives, sharing of expertise and monitoring of outcomes. Support within the NSW Youth Advisory Council is important to the rollout of this Framework.

For the Local Government sector, the Framework provides direction, guidance and a consistent approach to engaging NSW communities in sustainability education and action. In the context of local government it should be considered in the development and review of Community Strategic Plans, Delivery Programs and Operational Plans, as well as any stand-alone education strategies, plans or projects that councils may choose to develop.

Practitioners working in local government will be able to achieve significant and long lasting sustainability outcomes by applying the Education for Sustainability and Community Engagement methodologies outlined in the Framework. Similarly, their programs and projects will be part of a broader state-wide coordinated approach to sustainability education.

For those in the State Government sector, the Framework supports the development of best practice in environmental sustainability. This is further strengthened by the NSW Government Sustainability Policy which sets targets and strategies for the NSW Government to lead by example in sustainable water use, reducing greenhouse gas emissions from energy, waste and fleet management and sustainable purchasing.

Effective environmental and heritage management depends on collaboration between government, industry and communities.²³ 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. Education and engagement has a positive and significant impact on saving energy and water, on reducing waste, maintaining and improving biodiversity, managing and protecting heritage and building resilient communities. The Framework provides the support for a new approach to engaging communities and regions in NSW. It will provide opportunities for cross-sectoral education programs aimed at community capacity building. It also outlines communication and collaboration processes which will build upon existing regional and sector-based groups and networks across NSW. This will assist local communities to protect their local natural environments.

For those in the Early Childhood Sector, this Framework strongly relates to the National Quality Framework which sets the national benchmark for early childhood and outside school hours care services in Australia. The National Quality Standard is linked to the national learning frameworks which recognise that children learn from birth. It outlines practices that support and promote children's learning.²⁴

The National Quality Standard 3.3 states:

- Standard 3.3. The service takes an active role in caring for its environment and contributes to a sustainable future.
 - Element 3.3.1 Sustainable practices are embedded in service operations.
 - Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.²⁵

Each service submits a Quality Improvement Plan and these are assessed to see that they are meeting or exceeding the Standards. The Framework is a document which can support their work at a state level.

Practitioners in this sector are aware of the importance of early childhood education in forming life-long values of which ethical values including care for the environment, and 'enough for all forever' should be included. The Framework supports educators and families to discuss the importance of including sustainable values when developing their philosophy. This Framework could be used by early childhood services to support grant applications and to assist in lobbying for support of other organisations, government bodies etc. in their endeavours to embed sustainable practices.

For the Schools Sector, this Framework complements the policy and curriculum environment that schools exist within. It supports learning about the environment, in the environment, for the environment.

For over a decade NSW government schools have implemented the Environmental Education Policy for schools that integrates the management of the school grounds and resources into the school curriculum. It creates a learning context for all environmental and sustainability education activities and programs. On a broader scale, the Sustainable Schools NSW program has enabled all schools in NSW to see their environmental and sustainability activities as contributing to a whole school approach to sustainability. This Framework will allow schools to see these activities having significance and context beyond the school and immediate local

The Australian Curriculum and revised NSW syllabus now includes Sustainability as a cross-curriculum priority. Teachers now have increased scope to integrate sustainability learning and engagement across all of their subject areas. School can leverage the Framework to:

- create additional opportunities and contexts for sustainability education and engagement as new local networks are established and resources identified
- communicate achievements to new audiences and be able to articulate the contribution their projects make to broader sustainability goals
- create additional connections from school to home through these networks and increase transferability of knowledge and skill in their home and community.

²³ Office of Environment and Heritage NSW Corporate Plan 2014 to 2017. Available from: www.environment.nsw.gov.au/resources/whoweare/130847CorpPlan2013.pdf [February 2014]

²⁴ Belonging Being and Becoming: The Early Years Learning Framework for Australia (Early Years Framework) and My Time, Our Place: Framework for School Age Care in Australia (Framework for School Age Care). Available from: <http://acecqua.gov.au/national-quality-framework/the-national-quality-standard#sthash.6k6bQx5H.dpuf>

²⁵ See more at: <http://acequa.gov.au/Physical-environment#sthash.dgqNPtB.dpuf> and <http://acequa.gov.au/national-quality-framework/the-national-quality-standard>

For the University Sector, the development of a NSW Framework takes place as the Australian Council of Environmental Deans and Directors (ACEDD) moves to formalise teaching standards across Australian tertiary environmental teaching programs. A preliminary report to ACEDD shows that there are more than 50 undergraduate and approximately 150 postgraduate coursework programs with dominant or significant environment and sustainability elements, graduating approximately 2,600 students annually.²⁶ Allied with the Tertiary Education Quality Standards Agency (TEQSA), and addressing national Innovation and Development priorities, ACEDD has funded the University of Newcastle to develop a Learning and Teaching Academic Standards (LTAS) Statement for 'Environment and Sustainability'.²⁷

Overall, the university sector's approach to environmental education is characterised by more-than-disciplinary teaching, learning and research, and by courses and programs that aim to graduate professionals within the environment sector. It also features streams and courses that complement and contribute to a much wider range of degree programs. The sector also embraces 'green-campus' programs intended to make sustainable the sector's use of energy and other resources within the physical environment of universities. There is therefore potential for universities' own operations to model sustainability within learning contexts.

The university sector has declared the need for joint policy-making that links all sectors of formal and informal environmental education, and the need to take account of the progression in learning through primary, secondary, tertiary and community-based environmental education and engagement.²⁸ The university sector also contributes relevant professional development for those providing and facilitating environmental education and engagement. The Framework provides structures and activities that can foster a holistic approach, to include the university sector as a partner in cross-sectoral collaboration, community engagement, policy development, analysis and evaluation.

For those in the Vocational Education and Training sector, the Framework supports Registered Training Organisations (RTOs) to deliver Skills for Sustainability across a broad range of qualifications, short courses and customised training solutions to assist in reducing waste, improving energy efficiency, using water more efficiently and introducing new technologies and sustainable management practices to improve business and community environmental performance.

TAFE NSW manages its environmental processes, monitoring and reporting requirements for the continuing sustainability of daily operations and supports initiatives to improve environmental performance and also uses its campus facilities to showcase sustainability initiatives and good practice. TAFE NSW delivers practical solutions for the environmental, organisational and social challenges of a diverse range of international, national, regional and rural customers.

For those in Business and Industry, the Framework provides a reference point for validation of the work being undertaken to improve sustainability through education and engagement. The Framework establishes a foundation of government support for this work and recognises its critical role in building sustainable organisations and communities.

The Framework also provides direction and support for the journey towards sustainability. Developed following extensive research and consultation, the Framework includes Guiding Principles and Indicators of Success which can be adopted in the development of education and engagement policies and programs. These are relevant in all business and industry sectors including but certainly not limited to hospitality, retail, agriculture, mining, construction and health care. They are also relevant regardless of the drivers behind making the change, which can include reducing environmental impacts, saving money, reducing risks, increasing market share and corporate social responsibility. The Framework recognises the quadruple bottom line of factors affecting sustainability – environment, social, economic and civic leadership (governance).

The Framework strongly promotes collaboration and cross-sectoral approaches. These will be particularly important for effective programs in the business and industry sector as they provide opportunities to work efficiently with government agencies, local communities and schools etc. to achieve mutual benefits. Business sustainability networks and industry associations such as NSW Business Chamber, Meat and Livestock Australia, the NSW Farmers Federation, and the Australian Hotels Association will be key to the successful implementation of the Framework in this sector.

²⁶ Horsfield, R 2012, Sub-Report on Graduate Completions in Environmental Awards Programs in Australian Universities to ACEDD. February.

²⁷ University of Newcastle 2014, *Environmental and Sustainability Learning and Teaching Academic Standards Statement Project*. See more at: <http://environmentltas.gradschool.edu.au>

²⁸ Ibid. p3.

APPENDIX 3: WHAT IS MEANT BY EDUCATION AND ENGAGEMENT FOR SUSTAINABILITY IN NSW?

Education and engagement for sustainability in NSW uses a range of methods and tools that enable facilitators to effect change within individuals, organisations and communities. A particular purpose of *Make the Change* is to ensure that all facilitators define the terms 'education' and 'engagement' in a similar way.

Education and engagement for sustainability involves people in a change process by increasing knowledge and/or improving skills and/or exploring attitudes and values and has had many successes across the NSW community. Knowledge has increased for people in homes, in schools and early childhood centres, in TAFE and other vocational education facilities, in universities, governments, community organisations and businesses. Behaviours have also changed across the community and in its organisations and business operations.²⁹

This has had many positive outcomes for the environment in NSW including:

- reduction in waste, water and energy use
- enhancing energy generation from renewable sources
- improving air and water quality
- protecting and enhancing natural environments
- improving built environments.

The challenge that *Make the Change* sets, is to increase the NSW community's ability to effect positive changes for the environment and within their local communities, by making best use of the tools and methods of education and engagement. The NSW community has shown a willingness to make significant changes for environmental, community and economic good. This Framework enhances the capacity to motivate continued change in challenging times.

EDUCATION FOR SUSTAINABILITY

Education for sustainability locally is implemented within the global context of Education for Sustainable Development.³⁰ This promotes the development of the knowledge, skills, understanding, values and behaviours/actions required to '*create a more sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability*'.³¹ Education for Sustainable Development emerged from UNESCO's Tbilisi Declaration³² for Environmental Education (1978) which espoused principles not dissimilar to those in this Framework.

The UN Decade of Education for Sustainable Development (2004-2014) is also an important international context which focuses on the following aim: '*Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future*.' It promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Education for Sustainable Development requires far-reaching changes in the way education is often practised today.³³ It:

- Helps people deal with environmental and economic challenges of the 21st century.
- Empowers people and involves them in the educational process, from early childhood to old age.
- Promotes learning beyond the boundaries of educational institutions.
- Helps people to understand and mitigate against climate change.
- Motivates learners to choose sustainable lifestyles.

²⁹ 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]

³⁰ The United Nations Decade of Education for Sustainable Development (2005-2014). Available from: www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development [April 2014]

³¹ Centre for Global Education 2008, *Policy and Practice: A Development Education Review*. Available from: www.developmenteducationreview.com/issue6-focus4 [October 2013]

³² UNESCO International Conference on Environmental Education, Tbilisi 1977. Available from: <http://en.unesco.org> [April 2014]

³³ The United Nations Decade of Education for Sustainable Development (2005-2014). Available from: www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development [April 2014]

Environmental Education, Education for Sustainability (Efs) or Sustainability Education are terms used in NSW to describe processes that motivate and equip both individuals and communities to reflect on ways they live and work.³⁴ Such education assists with informed decision-making and builds pathways towards a more sustainable world. Sometimes called ‘learning for sustainability’ (or by other titles in specific sectors), it seeks to implement systemic change within the wider community as well as influencing changes in individual behaviour.

ENGAGEMENT FOR SUSTAINABILITY

Engagement for environmental sustainability describes processes that involve the community in meaningful ways in planning, decision making and on-ground programs by providing participants with access to others and access to information. Regardless of the intent of engagement, it needs to be purposeful and clear in its objectives.

As far as engagement in planning and decision making is concerned, engagement involves communicating about how community input affects the final decision and the environment. The practice of this sort of engagement, often referred to as public participation, and at times involving deliberative democracy, might include public meetings, surveys, open houses, workshops, polling, citizen’s advisory committees, volunteer groups and other forms of direct involvement with the public. Unlike education, engagement does not focus on promoting behaviour change as its primary intent.

The Division of Local Government’s *Planning and Reporting Manual for Local Government (2009)*³⁵ provides a useful overview of community engagement processes. Figure 11 below is adapted from the Manual and is based upon the International Association for Public Participation (IAP2) model.³⁶

More information?

For information about deliberative democracy see The Centre for Deliberative Democracy and Global Governance website: www.governanceinstitute.edu.au/about-the-institute/centres/deliberative-democracy-and-global-governance

Inform	Consult	Involve	Collaborate	Empower
To provide the public with balanced and objective information to help them understand a problem, alternatives, opportunities and/or solutions.	To obtain public feedback on alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and identification of the preferred solution.	To place final decision-making in the hands of the public.

Figure 11: Levels of Community Engagement

³⁴ Office of Environment and Heritage NSW 2012. *Sustainability education and engagement in NSW*. Available from: www.environment.nsw.gov.au/education [December 2013]

³⁵ Division of Local Government (2009) *Planning a Sustainable Future: Planning and Reporting Manual for Local Government in NSW 2009*.

³⁶ International Association for Public Participation (IAP2). Available from: www.iap2.org.au [May 2014]

Some helpful literature³⁷ and professional development programs are available to assist facilitators to implement best practice planning and decision making engagement processes.

Engagement is also used to recruit volunteers to assist in caring for and/or improving the environment. Volunteers across Australia are involved in carrying out on-ground works (for example through Landcare or Bushcare programs), developing interpretive education and providing services as guides etc (for example in National Parks and on community nature walks), establishing and maintaining community gardens and in many other ways.

Many community organisations are skilled at this form of engagement and offer significant opportunities for the community to be involved. People get involved because they are interested in the activity and have time available to contribute.

It is important to note that while engagement processes involve people in behaving in certain ways, attending meetings or planting a tree, they are not behaviour change programs per se. Only rarely do they motivate behaviour shift of a broader scale outside of their particular ascribed role and focus.

Community engagement is not a magic wand that can be waved to ensure that all parties are happy, aware or involved. Ineffective or tokenistic engagement can be detrimental to the good faith of the community in the long term. Community engagement must be carried out in a clear and transparent manner, with an understanding of the process and the range of possible outcomes and levels of involvement.³⁸

More information?

Australian Charities and Not for Profits Commission
www.acnc.gov.au/ACNC/Manage/Tools/ACNC/Edu/Tools/QT_011.aspx

Australian Conservation Foundation
www.acfonline.org.au

Greening Australia
www.greeningaustralia.org.au/community/nsw

³⁷ *Effective Engagement Toolkit*, Department of Sustainability and Environment, Victoria. Available from: www.dse.vic.gov.au/effective-engagement [May 2014]

³⁸ Adapted from Department Environment Climate Change and Water 2004, *A Guide for Engaging Communities in Environmental Planning and Decision Making*. Available from: www.environment.nsw.gov.au/community/ComEngagement.htm [April 2014]

APPENDIX 4: NSW MAKE THE CHANGE ORGANISING GROUP TERMS OF REFERENCE

1. Role and Task Description

The Organising Group will:

- Identify, connect and engage with existing regional and sector-based sustainability education and engagement groups (for example, teacher networks, community environmental networks, local government groups etc).
- Facilitate the establishment of regional and sector-based groups where none currently exist and facilitate more effective collaboration between sectors.
- Support and strengthen existing regional and sector-based groups, where they exist.
- Manage a continuous two-way flow of information with regional and sector-based groups, government agencies, research and industry bodies, through direct communications and online engagement.
- Develop and maintain a map of the activities, location and resources of different organisations engaged in sustainability education and engagement through the online model.
- Coordinate expert advice as required, through the establishment of a time limited Expert Advisory Group or related mechanism, to review input from all sources and provide advice to government, sectors and regions about structures, activities and actions required for improved practice.
- Identify where education is not the appropriate tool to address specific behaviours or address specific environmental issues, and consider and promote alternative options.
- Have a role in accessing, guiding and responding to high level contemporary research about education and engagement for environmental sustainability, as well as coordinating its dissemination.
- Support the development of sector-specific action plans linked to Framework goals/indicators of success.
- Support regional and sector-based groups in the coordination of biennial regional roundtable meetings, or equivalent processes.
- Establish, promote and monitor the use of the online engagement model, see Section 3.
- Evaluation - establish a five-year program with two-year milestones about how the uptake of the Framework and how each regional group and sector is going in implementing the Framework.
- Report biennially to all sectors and to Government on achievements in education and engagement for sustainability
- Review communication and collaboration approaches within this Framework in 2017/18.

2. Meetings and Process

The *Make the Change* Organising Group:

- Will meet no less than three times per annum
- Will be comprised of voluntary members, appointed by AAEE NSW in collaboration with OEH
- The Chair will be appointed by AAEE NSW
- A limited secretariat function will be provided by OEH at not more than three working days per meeting, in kind. The secretariat will minute meetings and undertake other tasks in consultation with the Chair.
- The quorum for each meeting is set at over 50% of members in attendance, not including the Chair.
- The Chair is responsible for setting the draft agenda for each meeting and circulating this at least two weeks prior to the meeting. Meeting papers will be circulated by the Chair. The agenda will be confirmed at the commencement of each meeting.
- Members may join the meetings in person or on the telephone.
- Appointment to the Organising Group is for a two year period that can be extended, if required.

APPENDIX 5: MAKE THE CHANGE REGIONAL GROUPS MODEL TERMS OF REFERENCE

At Phase 1, regional education and engagement for sustainability groups will be identified, established and supported to improve collaboration and networking across NSW. Section 3.1 identifies that a number of these are already established as Environmental Education Network groups (also see map in Section 4.2), or as sector based groups. Under *Make the Change* it is envisaged that, following consultation, each of these would take on a broader role. This may involve a name change – groups would be called the XXXX (location) *Make the Change* Regional Group – and other governance changes. The role of these groups is described in the Section 3.1 and 4.2, and also below. They aim to improve current practice, to share best practice and to enhance networking and communication at the local level through a collaborative process.

Each *Make the Change* Regional Group will be established according to local needs and conditions, with their own Terms of Reference. Model Terms of Reference are provided below and these may be adapted locally or added to, as required.

Make the Change Regional Groups will:

- Work consistently within the Framework to identify its influence on their region and/or sector.
- Be established and facilitated by the convenor and other management structure as the Group deems necessary.
- Comprise broad cross sectoral membership from all sectors detailed in the Framework (or as many as possible locally).
- Meet as a group at least once each year to share best practice programs, plan broad future directions regionally, prepare a brief report to the NSW *Make the Change* Organising Group and to enhance communication and collaboration.
- Promote communication and collaboration between meetings across the network.
- Identify synergies and potential partner activities with other Groups, including different sector-based groups in the same area (for example, local government networks working with teacher networks to develop a project) or groups from the same sector across the state meeting together.
- Participate in a two-way flow of information with individuals, organisations and communities to harness local initiatives and to connect, and support each other. This process will facilitate communication across networks by:
 - identifying, recognising and supporting local leaders
 - sharing of information and resources across networks
 - coordinating regional input into a biennial Regional Roundtable meeting, as appropriate
 - contributing to the online engagement portal.
- Report formally to the *Make the Change* Organising Group biennially.

APPENDIX 6: MAKE THE CHANGE ALLIANCE GOVERNANCE PRINCIPLES

In his report on other jurisdictions Fien³⁹ identifies six principles which underpin successful governance of education and engagement for sustainability elsewhere in the world. The Alliance model that forms Phase 2 of *Make the Change* takes account of each of these principles. These six principles (adapted for NSW implementation) are:

- 1. Integrated structures of government:** Ministries, departments and agencies at state/provincial, regional and local levels are the hallmark of good governance. The degree to which this occurs is a sign of the relative importance governments place on as a strategy for achieving sustainability.
- 2. Policy integration:** Good governance requires the integration of policy across and within diverse fields. To be effective, policies and programs need to be nested so that each contributes to the agreed, higher order goals of a society. Aspirations for sustainability and ways of achieving them are often embedded within a national/state/provincial strategy for sustainable development, which contains focused action plans for economic prosperity, social justice and inclusion, and ecological integrity. These action plans may contain a range of rules and regulations, economic incentives and penalties, and voluntary mechanisms. Education, training and capacity building are integral to these, especially in the effective implementation of voluntary, community-based tools for sustainability.
- 3. Vertical and horizontal coordination:** It is vital that the efforts of all actors in loosely coupled, multi-organisational fields be coordinated, if not integrated. The motives, interests and audiences for different actors rarely coincide, and the theories and strategies for change upon which they base their activities may cut across each other. It may not be possible to integrate the activities of all actors into a unified program but all efforts should be made to ensure that they are complementary and supportive of each other to the greatest extent possible.
- 4. Participation, consensus orientation and responsiveness:** These are central to participation and transparency in good governance. There are many actors and many viewpoints in all societies. Good governance requires not only the full participation but also the mediation of these different interests in order to reach a broad consensus on what is in the best interest of the whole community and how this can be achieved.
- 5. Conceptual coherency:** A result of participation, consensus and responsiveness in governance is a shared vision of a sustainable society and an agreed set of goals, approaches and division of responsibilities. The multiple interests of all social actors means that many programs, tools and activities will be developed to achieve the vision but these are unified by a common understanding about how the transition to sustainability can be achieved. That is, a common conceptual model or theory of change is shared across stakeholders.
- 6. Accountability, effectiveness and efficiency:** Accountability is a key requirement of good governance as it can help ensure that processes and institutions are appropriate to, and effective in, producing outcomes that meet the needs of society while making the best use of available resources. Accountability also ensures that there are clear lines of responsibility for implementation or, if this is not appropriate, avenues for communication, sharing of experiences and capacity building across stakeholders.

³⁹ 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]