

# **Project Title: A National Approach to the Professional Development for Environmental Educators (NAPDEE)**

## ***Final Report to the Department of Education, Water, Heritage and the Arts***

**14 October, 2010**

### ***Introduction***

The recipient of the project is the **Waste Management Association of Australia**.

The amount of Funds and the total cost/value of the Activity is **\$38,500**, including GST.

The part of the Activity Period to which the Report relates is **September 2009 to September 2010**.

This report was prepared by the Joint Project Leaders, Pat Armstrong and Grahame Collier.

## **1. Project Title**

A National Approach to the Professional Development for Environmental Educators (NAPDEE)

The working title for this project is now the **National Professional Development Initiative for Sustainability Educators**.

## **2. Grantee contact details**

Ms Val Southam  
Chief Executive Officer  
Waste Management Association of Australia  
Suite 4D, Lvl 4  
5 Belmore Street  
BURWOOD NSW 2134  
T: (02) 8746-5000  
F: (02) 9701-0199  
E: vsoutham@wmaa.asn.au

## 3. Objectives and Outcomes

### ***3.1 The aims of the project/activity***

Four associations (Australian Association for Environmental Education, Waste Management Association of Australia, Marine Education Society of Australasia and the Australian Water Association) were successful in obtaining a grant from DEWHA to identify, recognise, and facilitate the delivery of endorsed short course professional development modules for those who design, deliver and/or evaluate sustainability/environmental education. The lead agency for the project is the Waste Management Association of Australia.

For the purpose of this project, we used the term “sustainability educators” to mean “those who design, deliver and/or evaluate Environmental / Education for Sustainability (EfS) programs in the community (non- school) sector”. They may be professionals whose role incorporates the delivery of education or social marketing/communication, or they may be those who are involved in education as part of a broader role, as for example engineers who work for a Council or Water Authority and are involved in delivering education, or local government waste/energy/water/biodiversity educators.

The objectives of the project as described in the WMAA Contract are listed below:

- a. bring together four professional associations to identify, endorse and facilitate the delivery of short course professional development modules for environmental educators;
- b. enhance their capacity to plan and deliver quality education;
- c. increase the impact of education on behaviour of people at home, at work and at leisure;
- d. improve the evaluation and reporting of education programs; and
- e. contribute to the achievement of national sustainability outcomes (such as greater resource recovery, reduced water and energy consumption and greater care of marine ecosystems).

### ***3.2 A list or table of the activities, results and benefits of the project against the activities, outputs and outcomes set out in the Funding Agreement and in the Budget.***

In summary, the following activities were undertaken:

- 1. Needs Research.** The first task undertaken was contracting a Research Project Contractor to survey existing professional development modules and the needs of educators for future Professional Development professional development. Over 350 educators across Australia responded to this survey. Results are published on the website of each Association and have been widely distributed and discussed. They have been used to identify current providers across Australia and to get a sense of what modules are provided of what quality.

**2. Module themes, criteria and seeking providers:** The findings from this needs' research were used to identify module themes required by educators and existing professional development providers. A set of Education for Sustainability criteria were developed to assist the Project Management Group to select modules and providers and to guide delivery of an integrated program of substance.

**3. Recognised Providers and Modules:** Using the above information, the Associations sought expressions of interest from providers who are currently delivering professional development workshops. Nine providers were subsequently recognised, offering a total of 16 different modules in the following theme areas:

- building a business case for education for sustainability
- design and evaluation of education programs
- facilitation
- behaviour and organisational change
- strategic planning and project management
- community engagement.

The objectives of the project as described in the WMAA Contract are listed below. Details of the achievement towards these objectives is given beneath each objective:

**a. bring together four professional associations to identify, endorse and facilitate the delivery of short course professional development modules for environmental educators;**

This has occurred through the formation of a Project Management Group (PMG) that has met regularly under the project Chair, Grahame Collier, with shared administrative support from the members of the four Associations. Pat Armstrong provided secretariat functions. In all, 17 meetings of the PMG took place. Additional meetings have been held between selected members of the PMG and with the Project Manager and the Registered Training Organisation as required. The meetings have been a combination of face-to-face and teleconferences. Linking has also occurred through a cross-sector online survey of environmental educators and consultation with and communication to various stakeholders across all Associations.

In addition to the work of the Project Management Group (PMG), the Project Manager (Hazel Storey) and the Registered Training Organisation (terra cordis, Kerry Hides Pearson) undertook a great deal of work during the project period January 2010 to September 2010.

In the project period, the PMG:

- Met on 17 occasions
- Developed a comprehensive Strategic Plan (which includes an Evaluation Plan and Criteria for module selection and endorsement) (Attachment 1.)
- Developed and regularly updated the Project Plan
- Engaged a Project Manager Ms Hazel Storey from The Storey Agency. Ms Storey was instrumental in clarifying the way forward with the competency based approach to workshops and for identifying and liaising with prospective providers and modules. She produced a number of excellent reports for the PMG and for the project in general.
- Prepared letters of agreement with the nine providers.

- Produced a draft business plan for the project – this still needs to be endorsed by the Boards of the four associations (Attachment 2.)
- Developed a marketing strategy (Attachment 3.)
- Engaged a Registered Training Organisation (RTO) (terra cordis) who has worked very hard with Co-project Leader, Grahame Collier, to set up an efficient and professional system to work with the nine providers, to engage organisations to host the workshops and to engage participants. (Attachments 4-9)
- Called for expressions of interest to develop two additional modules and let contracts to this end for modules on *Building Relationships for Sustainability* and *Building a Business Case for Sustainability*.

There was regular and quite extensive communication of the proposed project. In addition to the online survey to environmental educators across all sectors, the communication has included numerous articles (e.g. Attachment 8) in newsletters of the four associations as well as presentations at conferences, including the Enviro 10 conference on 22 July 2010 – project launch (Attachment 12) and the AAEE conference in Canberra on 27 September 2010 (refer to paper in Attachment 13) and brochure (Attachment 14). A marketing strategy was also developed (Attachment 3).

Following this marketing strategy, we reallocated some of the funding that had been set aside to develop new modules to implement the marketing strategies. This included a project logo, a website and promotional brochure. These will be essential to the eventual take up of the program by host organisations and individual educators. It is important to note that the response to the call for expressions of interest from providers was so successful that few additional modules were required.

#### **b. enhance their capacity to plan and deliver quality education;**

In late 2009, the PMG undertook a major review / survey of what was needed to enhance the capacity of educators to deliver education. Apart from conducting commissioned research, see below, research from programs such as the *Guide Beside* and the NSW Department of Environment Climate Change and Water's Learning Hub indicated that the selected modules will enhance the capacity of educators to plan and deliver effective programs. The research process utilised the extensive networks of each of the four participating associations.

Information collected through the review / survey focused on professional development needs of educators, and existing short course modules across the sustainability, environmental, waste, water and marine sectors. The results were integral in determining in which areas educators for sustainability require training, and ensuring that the project will deliver quality modules which meet the needs of our audience.

A review of the modules recognised under the program demonstrates that all of them focus on assisting participants to plan and deliver [and evaluate] quality education

**c. increase the impact of education on behaviour of people at home, at work and at leisure;**

The Professional Development modules, which have been so far recognised under the project, will be available to educators who work in the community and business sectors and assist them to deliver programs that will lead to behaviour change. This project aims to better enable these educators to educate and engage the community with the long-term outlook of a positive change in the way people behave sustainably at work, at home and at leisure. The following table specifically identifies behaviour change modules recognised under the NPDISE Program.

<b>NPDSE area</b>	<b>Provider</b>	<b>Title of offering</b>	<b>Overview / learning outcomes</b>	<b># days</b>
Behaviour and Organisational Change	Awake	<b>Cultivating Sustainability</b>	Purpose: support sustainability advocates to develop more effective ways to facilitate behaviour change for sustainability. Course covers psychological drivers and provides tools for assessing and stimulating them	1
Behaviour Change (and Community Education)	Clear Horizons	<b>Change Management Toolkit</b>	By the end of the course participants will understand: <ul style="list-style-type: none"> <li>• the drivers for change</li> <li>• the importance of championing change</li> <li>• when and how to use a selection of change tools</li> <li>• how to adapt tools to meet the need</li> <li>• the significance of continuous improvement</li> </ul>	2
Behaviour Change (and design and evaluation)	Enabling Change	<b>Motivating community Action</b>	Understand principles of behaviour change including those drawn from social and motivational psychology, and Diffusion of Innovations. Working on a real life project: <ul style="list-style-type: none"> <li>• Identify and test actions/practices/products</li> <li>• Identify enabling factors</li> <li>• Devise persuasive messages</li> <li>• Facilitate action learning</li> <li>• Increased confidence to design sustainability projects</li> </ul>	
Facilitation (Provider also suggests behaviour and org change and comm.)	VAEE	<b>Facilitating Learning based Behaviour Change</b>	Participants will be able to: <ol style="list-style-type: none"> <li>1. Describe the key shared attributes and skills of sustainability facilitation</li> <li>2. Describe some key shared issues and questions about facilitation</li> <li>3. List &amp; demonstrate some of the styles of facilitation and explain how and when to use these</li> <li>4. Explain the differences between transmissive and more transformative approaches of facilitation</li> <li>5. Reflect on how they might draw on their personality &amp; capacities to be an effective facilitator</li> </ol>	1

**d. improve the evaluation and reporting of education programs; and**

The project includes modules in evaluation and reporting. (The findings from the research indicated the need to provide training in evaluation and reporting.) Several modules have been recognised under the project guidelines.

Clear guidelines have been developed for providers to ensure transparent evaluation of all workshops, leading to continuous improvement of modules. The following table identifies modules recognised under the program related to improving capacity to evaluate effectively.

<b>NPDSE area</b>	<b>Provider</b>	<b>Title of offering</b>	<b>Overview / learning outcomes</b>	<b># days</b>
Design and Evaluation	Clear Horizons	<b>Reporting by Outcomes</b>	By the end of the course participants will understand: <ul style="list-style-type: none"> <li>• the major steps involved in reporting by outcomes</li> <li>• why the steps are important to demonstrating performance</li> <li>• the concept of a performance story</li> <li>• the logic model and intermediate outcomes</li> <li>• different techniques</li> </ul>	
Design and Evaluation	Know Hands	<b>Knowing that it works</b>	Participants have <ul style="list-style-type: none"> <li>• Engaged in thinking and discussion about evaluation</li> <li>• Developed an understanding of the strategic use of evaluation</li> <li>• Considered the language, tools and processes of evaluation</li> <li>• Begun to develop an evaluation plan for their own projects</li> <li>• Begun to develop some evaluation tools appropriate to their projects</li> </ul>	1 or 2 days
Design and Evaluation	VAEE	<b>Evaluating Programs and Action Learning Cycles</b>	<ol style="list-style-type: none"> <li>1. Describe what lies at the core of effective evaluation</li> <li>2. Outline who key stakeholders are for evaluation</li> <li>3. Integrate evaluation with strategic planning and goal setting</li> <li>4. Balance competing time needs to setting priorities for evaluation</li> <li>5. Link evaluation to reporting outcomes: during the program and at the end</li> <li>6. Look for and document the unexpected</li> <li>7. Design evaluation so that it is fun and relevant for everyone</li> </ol>	1

**e. contribute to the achievement of national sustainability outcomes (such as greater resource recovery, reduced water and energy consumption and greater care of marine ecosystems).**

Research from several PD programs such as Waste Wise Schools and the Australian Sustainable Schools Initiative (AuSSI) indicates the capacity of educators to bring about the achievement of sustainability outcomes through behaviour and culture change education programs (see point c. above). The criteria for recognition of modules (Refer to Strategic Plan) for this project have been based on successful programs such as these.

The following table summarises the progress towards achieving the activities.

<b>Activity</b>	<b>Timing</b>	<b>Status</b>
Step 1 Set up and conduct workshop. Determine criteria for module accreditation	July to Sept. 2009	Completed
Step 2. Recruit Project Manager	July to Sept. 2009	Completed
Step 3. identify existing modules and providers	Sept. to Feb. 2009	Completed
Step 4. Develop additional Module to be managed by the Project Manager (content to reflect modules listed at Annexure)	Nov. 2009 to May. 2010	Two additional modules were identified – Building a Business Case and Building Relationships
Step 5. Partner identified - such as Swinburne University of Technology, to work out how to align the short course modules with VET and/or higher education framework	July 2009 to May 2010	Considerable progress has been made
Step 6. RTO recruited	Oct .2009 to Mar. 2010	Completed
Step 7. Delivery of the first round of modules organised by the RTO, Associations and the partner university	May. 2009 to Oct. 2010	Not yet completed, but workshops have been booked and are being promoted (please refer to 3.5)
Step 8. Delivery of at least one Module in each State and territory	June. to Dec 2010	Not yet completed, but workshops have been booked and are being promoted (please refer to 3.5)

### ***3.3 The contribution the project has made to national education for sustainability outcomes***

This project has set up the foundation of a system for helping to build the capacity of sustainability educators. So far, we have a process (including selection criteria) for recognising modules that meet the needs of educators; a system, through a RTO, to manage bookings, marketing and participant assessment; and a plan to investigate a National points model for sustainability educators.

There is substantial evidence of both the need and policy drivers for capacity building for those delivering Education for Sustainability.

This is best articulated by the following quotes from the National Action Plan<sup>1</sup>. They indicate that there is significant need for high quality capacity building.

Strategy 4 of the Plan is:

*'Harnessing community spirit to act' emphasises collaboration with the many diverse providers of education for sustainability to help improve community and practitioners' access to knowledge and tools. It also supports research to better understand issues, attitudes and behaviour.*

Action 4.2.1 is:

*Capacity building for local government in partnership with relevant bodies, initiatives will be developed to enable local government to provide best practice community education for sustainability. The focus will be on increasing opportunities for training and mentoring, providing access to case studies and resources, and coordination and networking.*

Other relevant quotes from the Plan are:

*Given the scale, complexity and immediacy of issues such as climate change, water security and pollution, a strengthened and better coordinated national effort on education for sustainability is now needed.*

Underlying this Plan is an emphasis on a whole-of-government approach and setting up partnerships and links within and between the government, industry and community sectors.

Similar statements are made in plans and other relevant documents in several States and Territories. For example in the NSW plan [2006]<sup>2</sup> one of the seven intended outcomes is:

*Enhanced training, professional development and other support for those developing and delivering environmental education.*

In NSW, the now Department of Environment, Climate Change and Water conducted a substantial needs assessment of educator needs and their views about what capacity building should be provided. This informed the development of a project colloquially called 'the capacity building hub'. Despite being launched formally in September 2007 (by one of the authors of this paper) this on-line self assessment tool has not yet been made available to educators across NSW or nationally. It will be welcome when it becomes available

In Victoria, the draft 2005 *Learning to Live Sustainably Strategy*<sup>3</sup> emphasised the importance of continuous improvement and capacity building in one of its guiding principles for Victoria's approach to learning-based change for environmental sustainability:

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<sup>1</sup> Australian Government (2009). *Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability*. Australian Government.

<sup>2</sup> Department of Environment Climate Change and Water (2006). *Learning for Sustainability: NSW Environmental Education Plan 2007-10*. New South Wales Government.

<sup>3</sup>The State of Victoria Department of Sustainability and Environment, (2005) *Learning to Live Sustainably, Victoria's approach to learning-based change for environmental sustainability*, Draft -

*be based on a strong commitment to best practice and continuous improvement in learning for sustainability, guided by effective research and evaluation. A key input will be consideration of the impact and effectiveness of the range of activities undertaken to date under the umbrella of education and behaviour change for environmental sustainability;*

Similarly in the 2009, Victoria *Metropolitan Waste and Resource Recovery Strategic Plan*.<sup>4</sup> there is reference to capacity building:

*The MWMG, in conjunction with local government and other agencies, is well positioned to build capacity in this area and ensure that educational approaches, programs and tools are consistent across the metropolitan area.*

Collier G and Smith P (2007) indicated in a paper for the World Environmental Education Conference that:

*Unlike other professional groups we do not have a ready and mandated set of standards that drive our practice. While engineers and other professions have agreed professional standards - we do not. We lack an educator accreditation system and, in a sense, we promote the idea that 'anyone can do EE/EfS'. While that is clearly not true, the significance of the lack of professional standards cannot be understated. It is one of our biggest limiting factors. Imagine working in public health (doctor, nurse, physiotherapist) without having undertaken some sort of ongoing registration process.*

### **3.4 Information on learnings from the project that may be useful to others**

#### **1. Having a strong and effective Project Management Group (PMG)**

The work of the PMG has been collaborative, extensive and thorough, and a great deal has been learnt and achieved. The Strategic Plan and related documents scoped out the project and gave a strong framework upon which the rest of the project was based. One of the most challenging tasks has been to develop the criteria for the modules, based on the combined experience of the members of the PMG. The resulting set of criteria, as described in the Strategic Plan, set a new benchmark in quality professional development courses for environmental educators, and they will be useful in future sustainability education projects linked to the National Action Plan.

All the work of the PMG has been contributed in kind by the associations. To date, the members of the PMG have contributed 1,215 hours to the project. This is a conservative estimate and reflects substantial commitment. **Based on an hourly rate of \$50/hour (as per the project Proposal), this in-kind support amounts to \$60,738.** In addition, travel costs printing costs, phone costs and other administration costs etc have been largely absorbed by members of the PMG. The Project Managers have borne substantial additional costs outside the ambit of their Association and of the Project's capacity to reimburse them

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September 2005. The State of Victoria

<sup>4</sup>The State of Victoria Department of Sustainability and Environment (2009). *Metropolitan Waste and Resource Recovery Strategic Plan*. The State of Victoria

The project was strengthened by the close partnership between the four Associations, each of which has its own needs and agendas, but who worked magnificently in partnership to complete the project.

It is important to note as well that the Project Management Group is comprised of two Presidents of their respective Associations, and one Immediate Past President and six highly qualified and experienced educators who have give selflessly to this project.

## **2. Extensive consultation**

The various consultation activities have increased our understanding of the needs of educators for PD and the communication activities have kept the educators and other stakeholders informed about the progress of the project.

## **3. Fostering collaboration**

The project was characterised by good will and a willingness to get involved, in particular the training providers. There has been extensive interest from local groups and individuals who are prepared to work to host workshops (See Appendix 1.).

## **4. Engaging a competent project manager**

The employment of Hazel Storey as Project Manager accelerated the pace of the project. Hazel's work helped the PMG to better understand the complex VET training sector and to document the TAFE, University and non-accredited short courses that are currently available to environmental educators. Ms Storey developed a recommended short list of education providers who were invited to submit Expressions of Interest. 19 EoIs were received and these were assessed by an Assessment Panel of the PMG. 16 modules were subsequently accepted from nine providers and letters of agreement prepared for each provider.

## **5. Seeking advice from training experts**

The Registered Training Organisation has played a significant role in the future of the project – which will continue beyond the funding phase.

There have been numerous meetings between members of the PMG and staff from Swinburne University of Technology to discuss opportunities to work out a process for aligning the NPDISE modules and the Swinburne Graduate Certificate in Teaching in Sustainability.

The development of the NPDISE project and the Swinburne courses have been running in parallel, with Swinburne having completed the Course Outline for the Certificate early in 2010. There has been a broad agreement in principle that the NPDISE can be aligned to the Swinburne course and that educators who complete NPDISE modules will be able to claim RPL towards the Swinburne course.

It is noted that other universities are now expressing interest in identifying links with the project. Conversations have recently begun with Macquarie University, the Australian Catholic University and Griffith University.

### ***3.5 Information on areas where the project did not meet expectations, and reasons***

The PMG were not able to deliver any modules in the project period. The main reason for this was lack of time. We felt that it was imperative to get the system right before marketing the modules to the stakeholders and to communicate the rationale behind the project and benefits to educators. Time beat us in the end, as many of the interested host organisations were not able to arrange workshops before Christmas, but did begin planning for workshops in 2011.

We now believe that we have a workable system and informed and interested stakeholders.

After extensive marketing, we now have the following workshops booked and currently being promoted (The RTO will commence promotions next week for the 7<sup>th</sup> Dec workshop).

#### Evaluating Programs and Action Learning Cycles

Monday 25th October

Statewide Resource Centre, 150 Palmerston St, Carlton  
Victorian Association for Environmental Education  
(VAEE) - Colin Hocking, Pat Armstrong, Sarah Houseman

#### Sustainability Answers

Friday 19th November

Sydney Olympic Park Education Centre, Bicentennial Park  
Provider: Ecosteps

#### Cultivating Sustainability

Wednesday 24th November

Sydney Olympic Park Education Centre, Bicentennial Park  
Presenter: Tim Cotter  
Provider: Awake

#### Facilitating Learning-based Behaviour Change

Tuesday 7th December

Calmsley Hill City Farm  
Victorian Association for Environmental Education (VAEE)  
Colin Hocking

In addition, there have been many expressions of interest from organisations across Australia wishing to host workshops for 2010. This is very encouraging. The following organisations have expressed interest (a full description of the expressions of interest is in Appendix 1.)

- David D'Arcy Burke – opportunities in WA.
- Carla Sbrocci Catchment Officer, Northern Rivers CMA
- Judy Christie, Regional Landcare Facilitator, Sydney Metropolitan Catchment Management Authority
- Maude Lecourt | Community Empowerment Coordinator, Lake Macquarie City Council

- Mike Bartlett, Manager Education, Sydney Olympic Park Authority
- Simon Wright; Bathurst Orange Dubbo, Sustainability Project Manager
- Karen Vella, Learning and Development Consultant, Wyong Shire Council
- Chris Andrew, CEO, Calmsley Hill City Farm
- Leonne Donnelly, Sustainability Education Coordinator, Willoughby City Council
- Esther Landells, Waste Education Officer, City of Marion City of Holdfast Bay City of West Torrens
- Simone Cunningham | Team Coordinator – Waste Education Special Projects | KESAB environmental solutions
- Kate Barker | Training & Program Support Officer, Central NSW Councils
- Tricia Donnelly, Sustainability Programs Officer, Cessnock City Council
- Kelsi Prabwara Sear and Jennifer Pearson AAEE WA.
- Kate Hayward AAEE NSW

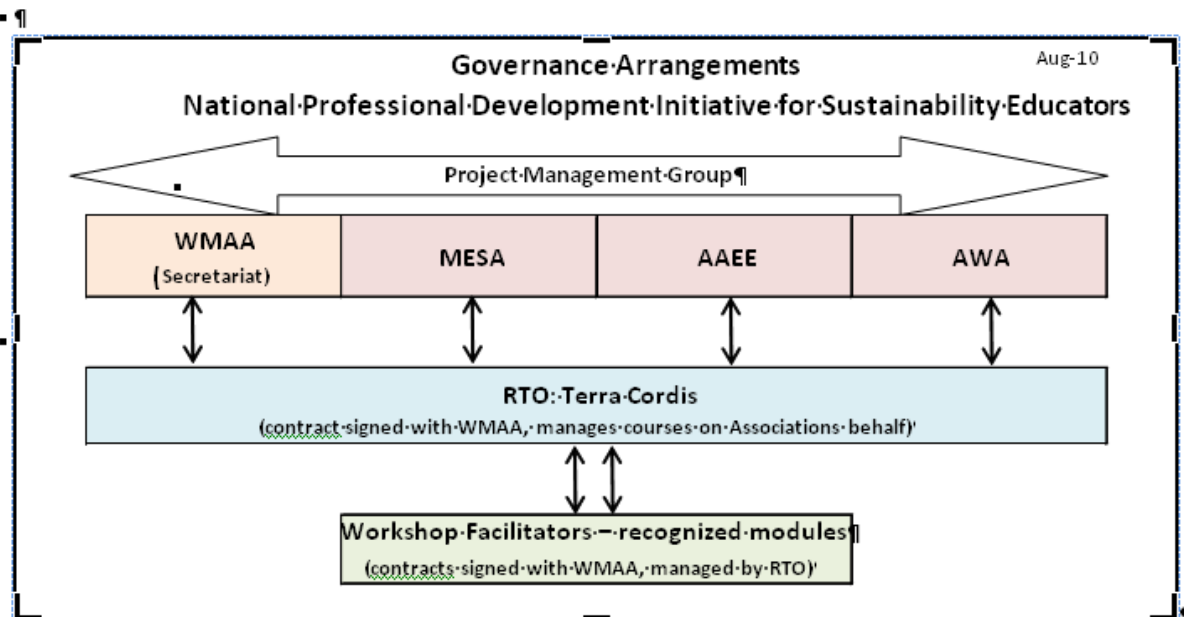
### ***3.6 The results of any evaluation undertaken of the project***

Evaluation of the project was not required.

This is a project of unique substance, quality and output. A significant platform has been achieved and a commitment to the future delivery of professional development has been established. Any funding body would be well pleased with such outputs for so few dollars. This project moves the whole sector forward in quality planning and delivery of education for Sustainability.

### ***3.7 If relevant, how the project activities or outcomes will be maintained***

- A RTO has been engaged to handle enquiries, marketing of modules and assessment of participant tasks.
- The Project Management Group will continue for the foreseeable future to provide strategic direction to the project as indicated in the diagram below.
- We will be seeking strategic partnerships to subsidise the cost of the workshops and to research a points system for an ongoing professional development model and system for sustainability educators. (Refer to Attachments 10 and 11)



- The PMG will consider extending the contracts, following the successful review of Phase 1, with RTO and each currently contracted provider. It is essential that this happens in a timely manner so that the Project does not lose momentum.
- The PMG will work towards growing better integration with the National Training Framework. The RTO has a crucial role in this process.

## 4. Summary of Achievements

### ***4.1 A 100-word summary of project achievements – written in plain English, free of acronyms and technical jargon, not containing confidential or proprietary information, to be published on the Departmental website***

The **National Professional Development Initiative for Sustainability Educators (NPDISE)** is about actively developing and recognising short course professional development modules for sustainability educators with modules that are quality assured by the four associations.

The project was a collaborative initiative of the four professional associations: Australian Association for Environmental Education, Waste Management Association of Australia, Marine Education Society of Australasia and the Australian Water Association, with the lead agency the Waste Management Association of Australia. The project was funded by the Australian Government Department of Sustainability, Environment, Water, Population and Communities and managed by a Project Management Group (PMG) representing the four associations.

During the project, the PMG conducted a survey of sustainability educators, developed a strategic plan, appointed a Project Manager and selected providers to deliver a total of 16 professional development modules in the following theme areas:

- design and evaluation of education programs

- facilitation
- behaviour and organisational change
- strategic planning and project management.

The PMG also consulted and communicated the project widely, developed marketing materials including a brochure, and website ([www.npdise.org.au](http://www.npdise.org.au)) and appointed Terra Cordis as the Registered Training Organisation (RTO) to carry the program forward and promote the modules across Australia.

## 5. Deliverables and Communication

### ***5.1 Copies of any reports, publications or products developed as part of the project, and reference to websites where such products can be found***

Please refer to the attachments listed at the end of this report.

The website is [www.npdise.org.au](http://www.npdise.org.au).

### ***5.2 A summary of communications and stakeholder engagement activities undertaken as part of the project***

The following communications and stakeholder engagement activities were undertaken as part of the project:

- stakeholder survey
- articles and reports for each of the four associations
- marketing of workshops throughout the sustainability education networks
- full colour brochure
- launch of the project at the Enviro 10 conference in July 2101 (before all delegates – at least 300 people)
- presentation to the education stream at the Enviro 10 conference in July 2010 (100 delegates)
- presentation to the all delegates at the AAEE conference in September 2010 (200 dlegates)
- development of a project website

## 6. Variations

### ***The details and date of any agreed variations to the original Funding Agreement***

The project was given an extension to 30 September 2010.

## 7. Other Requirements

### *Any specific requirements set out in the Funding Agreement*

None

### Attachments

1. Nat PD Project Strategic Plan Work in Progress
2. Nat PD Project Strategic Plan Work in Progress
3. NPDIE: Business Plan November 2010 to December 2012
4. Marketing strategy
5. Overview of RTO role
6. About assessment
7. Assessment tasks
8. Evaluation for providers
9. Financial management
10. Host Q and A
11. Sponsorship proposal
12. Consultant's brief
13. Article for newsletters
14. Paper for Enviro 10 conference
15. Brochure pdf

## Appendix 1.

### Comments re: interest in hosting workshops are as follows:

As mentioned, David D'Arcy Burke rang through this week and said he would investigate opportunities in WA.

We spoke on the phone last week regarding the possibility of Northern Rivers CMA hosting one or more of the professional development workshops you are organising. On the phone, you mentioned you were putting together an alternative costs matrix for organisations such as ourselves that do not require any reimbursement for hosting the workshops. When this is finalised we would appreciate your sending these revised costs along with the more detailed descriptions of the workshops on offer. This information will be shared with our Community Support officer network at their annual meeting, which is being held on October 20-21. I anticipate there will be a significant amount of interest in these workshops, and I look forward to sharing this information with them.

Carla Sbrocci Catchment Officer, Northern Rivers CMA

The Sydney Metro CMA might be interested in hosting a workshop for our core stakeholders - Biodiversity educators and subsidising participants.. Are there any modules that comprise just a one day workshop? We have previously had customised workshops developed but I'd like to explore whether we can tap into these modules. Hope you can give me a bit more information.

Judy Christie, Regional Landcare Facilitator, Sydney Metropolitan Catchment Management Authority

Lake Macquarie City Council is interested in being a workshop host, but we will like more details on workshops content. The first 4 listed (Cultivating Sustainability, Motivating Community Action, Change Management Toolkit and Proactive Community Engagement) might be of interested for our community members involved in our Sustainable Neighbourhood Program. Are those workshops adapted for community member with various background and not absolutely specialised in Sustainability projects?

Maude Lecourt | Community Empowerment Coordinator, Lake Macquarie City Council

Just advising that we would be willing and able to host one or more workshops at Sydney Olympic Park. These could be in any of the following venues depending on availability...We are keen to host one or more of the following (in order of preference): Strategic Planning and Program Management; Sustainability Answers; Intensive Winning Grants Seminar [½ day]; Cultivating Sustainability; Creative Training Skills; Dynamic Presentations

*Mike has also indicated that the 2 workshops currently being advertised for SOPA will be used to develop further strategies for marketing and promotion of workshops in 2011.*

Mike Bartlett, Manager Education, [Sydney Olympic Park Authority](#)

I'm keen to discover more and maybe host a session for BOD ?

Simon Wright; Bathurst Orange Dubbo, Sustainability Project Manager

Thank you for providing a proposal for an in-house workshop. I have passed this information on to our Workforce Development Management for review and instruction.

Karen Vella, Learning and Development Consultant, *Wyong Shire Council*

Could I propose we host any of the three workshops being presented by VAEE (listed on pages 10,11 & 12) out at Calmsley Hill.  
Chris Andrew, CEO, Calmsley Hill City Farm

Not sure if Sue Martin (LGSA) has mentioned that Willoughby is willing to host some of the NPDISE workshops. Just wondering how you are going with dates and if you have any more information on what the sessions cover. Do host councils get some free attendance?  
*Leonne Donnelly, Sustainability Education Coordinator, Willoughby City Council*

Thank you for the email and I am really keen to set one of these up but don't want to clash with KESAB - are they planning a session?  
Esther Landells, Waste Education Officer, City of Marion City of Holdfast Bay City of West Torrens

I will liaise with Esther as the SA Waste Ed group are hosting one and Esther is a member so this should really be done under the WMAA banner.  
Simone Cunningham | Team Coordinator – Waste Education Special Projects | KESAB *environmental solutions*

Rachael has indicated to me that she would be interested in getting the Change Management Toolkit (Clear Horizons) and Facilitating Learning-based Behaviour Change (VAEE) courses up and running. We would look at running this course from Orange, as this is the most central location for the majority of our councils. If we were to select dates to run these courses, and we don't end up getting 15 participants, will there be a cancellation fee? What are the next steps in order for us to get these courses off the ground? Thanks in advance.

Kate Barker | Training & Program Support Officer, Central NSW Councils | PMB 17 | Bathurst 2795

After attending the AAEE national Conference in Canberra this week we would be interested in hosting 1 or 2 professional development workshops in the Hunter region of NSW. Can you please forward information on the workshops available (I have a list of names but if you have further information on each this would be appreciated) and requirements for hosting so we can discuss this further?

Tricia Donnelly, Sustainability Programs Officer, Cessnock City Council