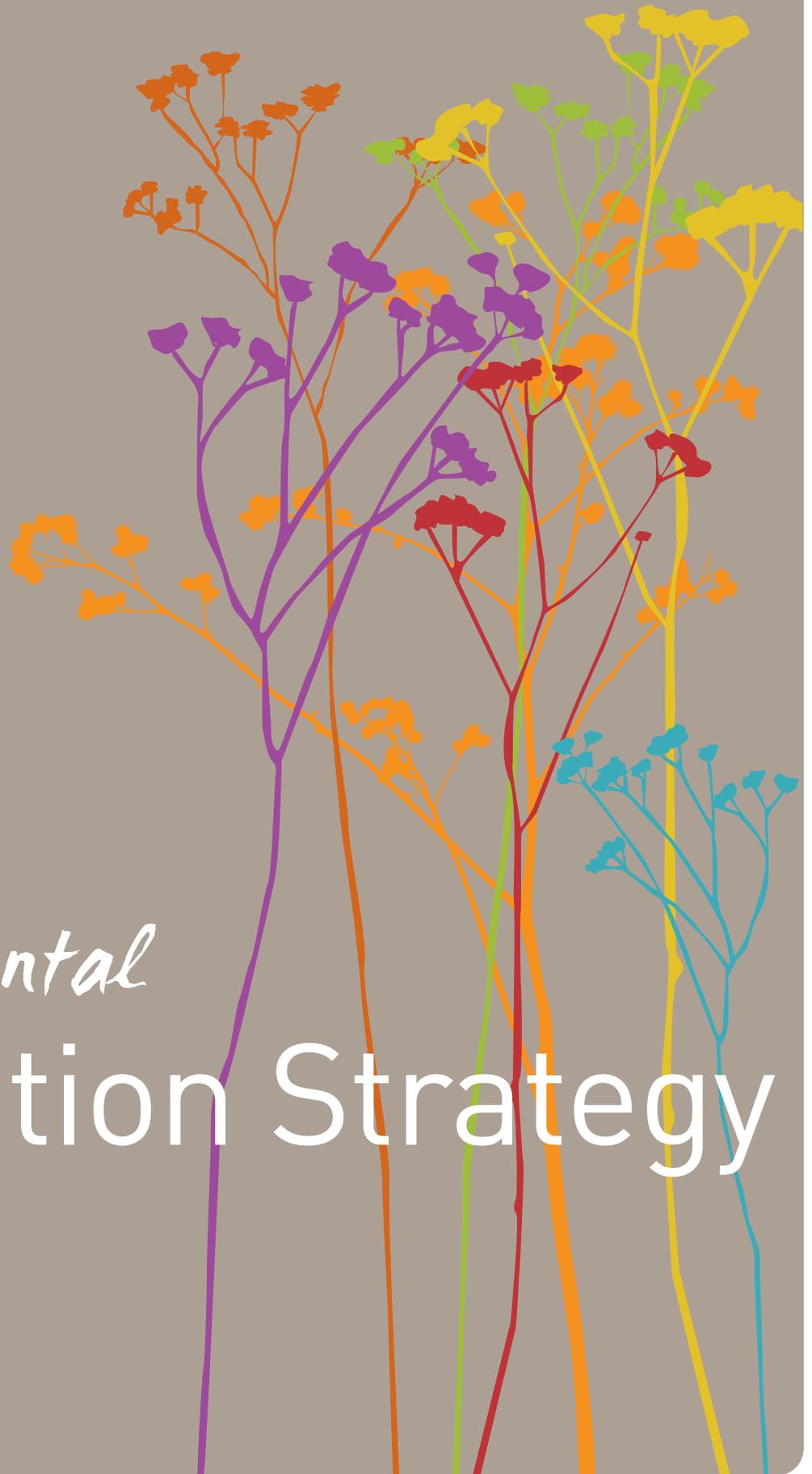


Nillumbik Shire Council



Environmental

Education Strategy

2012

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Aboriginal Land Statement

Nillumbik Shire Council acknowledges the Wurundjeri as the traditional custodians of the land now known as the Shire of Nillumbik and values the significance of the Wurundjeri peoples' history as essential to the unique character of the Shire.

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Executive summary



Environmental education is an important responsibility of Council for several reasons.

- The local environment impacts directly on a broad range of community wellbeing issues.
- Wider environmental issues are of increasing concern to both our residents and for Council service delivery.
- Nillumbik residents demonstrate a keen awareness of, and interest in, the environment in which they live.
- Council has obligations arising from various Council and Victorian Government policies and strategies.

This Environmental Education Strategy provides a coordinated approach to the delivery of environmental education programs across different sections of Council. There is an emphasis, where appropriate, on lifelong learning and achieving behaviour change through environmental education rather than knowledge alone.

Environmental education is clearly defined as an important objective in the *Council Plan 2009–2013*, *Climate Change Action Plan (2010)*, *Edendale Masterplan (2008)*, *Sustainable Water Management Plan (2007)*, *Green Wedge Management Plan (2010)* and *Environment Strategy (2001)*.

Direct Council programs include those provided for preschools and schools at Edendale and through courses at Living & Learning Nillumbik. A broad range of environmental events and workshops are delivered across the Shire, often in cooperation with community organisations including Landcare, Friends and Transition Towns groups.

The overarching vision established by this Strategy is:

‘Empowering our communities through environmental education to take action for a sustainable future’.

Four key objectives guide the strategic implementation of this vision.

1. Develop, promote and deliver innovative and targeted environmental education programs.
2. Achieve community awareness of ecological sustainability and increase skills and knowledge to enable the community to live sustainably.
3. Implement a coordinated and integrated approach to environmental education program development and delivery across Council.
4. Foster strong relationships that encourage wide community participation and dialogue.

Education programs are valuable in overcoming individual apathy, ignorance and inaction. Community building initiatives that bring people together and build networks and goodwill can successfully raise awareness of complex environmental issues and lead to action and solutions.

Effective environmental education requires a coordinated approach and communication between all involved organisations, including Council, state and federal governments, not-for-profit environmental and educational organisations and businesses. This will ensure that environmental messages are aligned to assist communities, individuals, schools and businesses to take positive action.





Introduction



This Environmental Education Strategy will assist Council to develop and deliver a proactive and integrated approach to environmental education for Nillumbik.

Environmental education is clearly defined as an important objective in the *Council Plan 2009–2013*, *Climate Change Action Plan (2010)*, *Edendale Masterplan (2008)*, *Sustainable Water Management Plan (2007)*, *Green Wedge Management Plan (2010)* and *Environment Strategy (2001)*.

The Nillumbik Green Wedge is distinguished by the quality of its environment and natural bushland. *Melbourne 2030* identifies the Nillumbik Green Wedge as being of social, economic and environmental value.

These strategic documents also identify community participation in environmental improvements as an integral part of good environmental management and as essential to achieving broader application of behaviour change and sustainable living practices.

In addition to the strategic documents, Council also delivers a series of environmental events and workshops through Edendale, Living & Learning Nillumbik, Environmental Planning, Nillumbik Environment Network, Landcare groups, Friends groups, Transition Towns groups and other community groups across the Shire.

This Environmental Education Strategy provides a coordinated approach to the delivery of environmental education programs across different sections of Council, including identification of responsibilities for the delivery and management of the different components of the programs. There is an emphasis, where appropriate, on lifelong learning and achieving behaviour change through environmental education rather than knowledge alone.

Environmental education

“Environmental education is an across-the-curriculum approach to learning which helps individuals and groups understand the environment with the ultimate aim of developing caring and committed attitudes that will foster the desire and ability to act responsibly in the environment. Environmental education is concerned not only with knowledge, but also with environmental education, attitudes, skills and social action.”

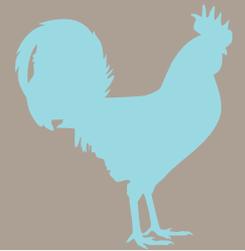
Australian Association for Environmental Education (AAEE)



The 1999 Adelaide Declaration by Australian Ministers of Education included the goal that:

“When students leave school, they should have an understanding of, and concern for, stewardship of the natural environment, and the knowledge to contribute to ecologically sustainable development.”

2. Context



2.1 Council's role

The Shire of Nillumbik is located less than 25 kilometres north-east of Melbourne and has the Yarra River as its southern boundary. It extends 29 kilometres to Kinglake National Park in the north. The Shire stretches approximately 20 kilometres from the Plenty River and Yan Yean Road in the west to Christmas Hills and the Yarra escarpment in the east.

The Shire covers an area of 432 square kilometres and has an estimated population of 60,623 who live in close-knit communities which range from typical urban settings to remote and tranquil bush properties.

The major townships are Eltham, Diamond Creek and Hurstbridge. Twenty-two primary schools, five secondary schools and one TAFE service the family-oriented population. There are over 300 hectares of nature and recreation reserves, in addition to the many forested areas of the Kinglake National Park in the north of the Shire.

Council's vision for Nillumbik is a Shire which has:

- safe, healthy and engaged communities
- a sustainable and well-managed natural and built environment
- a vibrant local economy
- a respected and accountable Council, committed to innovative and continuous improvement.

The Municipal Association of Victoria promotes the following roles and responsibilities to all Victorian local governments.

- Minimise resource use and consumption in Council's own operations.
- Manage Council assets and infrastructure to increase longevity of assets and reduce resource consumption.
- Manage Council's linear reserves, recreational areas and bushland reserves to respect indigenous cultures, conserve native flora and fauna, control pest plants and animals and reduce fuel.
- Encourage lifestyle behaviour of residents, ratepayers and visitors to reduce resource consumption and be responsible global citizens.
- Lead by example.

Council is one of many providers of environmental education that include governments, educational institutions at all levels, industry bodies, professional associations, non-government organisations, community groups, zoos, national parks, aquaria and environmental education centres.



“There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations in a way that respects our common heritage – the planet we live on...Education for sustainable development is a life-wide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us or it will not belong to anyone.”

United Nations Decade of Education for Sustainable Development 2005 – 2014

2.2 Background

Creating a sustainable community requires that individuals and organisations have the knowledge, skills, values, capacity and motivation to respond to the complex sustainability issues they encounter in their personal and working lives.

Responsibility for creating a sustainable future requires that development meets the needs of the present without compromising the ability of future generations to meet their own need.

Council plays a pivotal role in developing and delivering environmental education programs to provide the knowledge, skill, value, capacity and motivation to encourage Nillumbik residents to work with Council to achieve the objective of a sustainable and well-managed natural, land and built environment.

2.3 Environmental education

Environmental or sustainability education encompasses a vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future (UNESCO, 2004).

The framework adopted for this Strategy is based on the Education for Sustainability principles.

The Education for Sustainability framework is used by the Australian Government in their Australian Sustainable Schools Initiative (AuSSI) and *Educating for a sustainable future: a national environmental education statement* (2005). The Education for Sustainability framework is also implemented by the following Victorian Government departments.

- Department of Education and Early Childhood (DEECD) through their *Education for Sustainability: a guide for implementing sustainability in school* (2010).
- Sustainability Victoria through their ResourceSmart AuSSI Vic school program.
- Victorian Association of Environmental Educators through their training of environmental educators and teachers.

2.4 Education for Sustainability principles

Education for Sustainability aims to tackle the underlying causes of unsustainable trends. It focuses on building capacity to reorient the way we live and work.

Education for Sustainability in Australia has evolved over the past 30 years. Since the first environmental education conference in Australia in 1970, the focus has shifted from knowledge of natural ecosystems – and the threats posed to them by overuse and depletion of resources – to equipping all people with the knowledge, skills and understanding necessary to make decisions based upon their full environmental, social and economic implications.

Education for Sustainability facilitates change by:

- working in conjunction with and complementing other approaches
- building capacity in individuals and organisations for transformational change
- fostering new knowledge
- fostering new behaviours, systems and practices
- emphasising creative, critical and innovative approaches.

2. Context (continued)

To help Australians achieve sustainable and quality-of-life outcomes and contribute as responsible global citizens, it is important to incorporate learning-based approaches within environmental initiatives.

The components of Education for Sustainability are:

- envisaging a better future
- critical thinking and reflection
- participation
- partnerships for change
- systemic thinking.

Education for Sustainability promotes:

- understanding – by going beyond awareness raising to address the underlying issues causing unsustainable practices
- values clarification – by creating a sense of personal relevance in and connection to change for sustainability
- people as the key to change – by promoting capacity building opportunities that help individuals act as agents of change
- systemic change – by helping learners develop skills that influence change within a system, organisation or wider society
- integration, transformation and innovation – to change organisational and individual behaviour
- alternative futures – by using positive methods such as futures thinking to create alternatives to the current situation that lead to action plans for change
- reflection, negotiations and participation – by challenging the role of the educator as the conveyor of information, encouraging a collaborative learning process using critical reflection, negotiating ideas and building trust, the capacity of the learner is built with life skills for sustainability.

Education for Sustainability is an ongoing learning process which actively involves multiple stakeholders in change to achieve sustainability.

In 2002, the World Summit on Sustainable Development confirmed this relationship in declaring Education for Sustainability as critical for promoting sustainable development.

The principles and practical application of Education for Sustainability have been recognised internationally as fundamentally important to critical global challenges we all face. Through information and awareness, but more importantly by building people's capacity to innovate and implement solutions.

Education for Sustainability includes:

- Mentoring
- Facilitation
- Participative inquiry
- Action learning
- Action research.



2. Context (continued)

2.5 Phases of Education for Sustainability

In the journey of Education for Sustainability the learner experiences the following phases:

Awakening Discovering Transforming Sustaining Celebrating and leading

Awakening

This is where individuals or community groups realise that sustainability and resource management need to become a focus point of their activities and that there may be a 'case for change'. Typically this phase starts with a broad interest in environmental issues and does not necessarily mean that ideas are underpinned by facts or information – it is more of a 'gut feeling' process.

Discovering

Following on from realising that things should be different, the individual or community group engages in finding out more information about issues, concerns, contexts and who may be around to help. Individuals and community groups should be included as key sources and leaders in the exploration of issues and contexts.

Transforming

Individuals and community groups become actively engaged in observing, designing and constructing a systems approach to resource use and sustainability issues. Transforming work needs to occur at the strategic level of the organisation, community group and home as well as in daily routine.

Sustaining

This phase clearly shows continuous learning and systems improvement. This is where social, behavioural, technical and logical systems are consistently monitored and reviewed and the 'change' can be measured through the baseline data (starting point).

Celebrating and leading

Having sustained a number of social, behavioural and resource systems across all levels of the organisation or community group, this is when the individual, organisation or community group acknowledges their journey and achievements.

Leadership can be the most rewarding phase of all. Individuals, organisations and community groups can act as a model for the wider community to show others how to progress on their sustainability journey.

Education for Sustainability is education:

- **about the environment**
focusing on participant's understanding of important facts, concepts and theories
- **in the environment**
involving participants in direct contact with a river, creek, bushland, street or park to develop awareness and concern for the environment
- **for the environment**
aiming to promote a willingness and ability to adopt lifestyles compatible with the wise use of environmental resources.



2. Context (continued)

2.6 Legislation and policy context

The key legislation and strategies relevant to environmental education in Nillumbik are listed below.

Table 1: Legislation and policy context

GOVERNMENT LEVEL	LEGISLATION	STRATEGIES
National Australian Government	<i>Environment Protection and Biodiversity Conservation Act 1999</i>	<p><i>Living Sustainably: The Australian Government's National Action Plan for Education for Sustainability (2009)</i></p> <p><i>Educating For a Sustainable Future: A National Environmental Education Statement for Australian Schools (2005)</i></p> <p><i>Caring for Our Future (2006)</i></p> <p><i>Sustainability Curriculum Framework: A guide for curriculum developers and policy makers (2010)</i></p> <p><i>Australian Pest Animal Strategy (2007)</i></p> <p><i>Australia's Biodiversity Conservation Strategy 2010-2020</i></p> <p><i>National Alert for Environmental Weeds (2009)</i></p> <p><i>National Weed Strategy (1999)</i></p>
State Victorian Government	<p><i>Catchment and Land Protection Act 1994</i></p> <p><i>Flora and Fauna Guarantee Act 1988</i></p> <p><i>Local Government Act 1989</i></p> <p><i>Commissioner for Sustainability Act 2003</i></p> <p><i>Planning and Environment Act 1987</i></p> <p><i>Environment Protection Act 1970</i></p> <p><i>Country Fire Authority Act 1958</i></p> <p><i>Road Management Act 2004</i></p>	<p><i>Melbourne 2030: Planning for Sustainable Growth</i></p> <p><i>Victoria's Native Vegetation Management: A Framework for Action (2002)</i></p> <p><i>Securing Our Natural Future: A white paper for land and biodiversity at a time of climate change (2010)</i></p> <p><i>Biodiversity is Everybody's Business: Victoria's Biodiversity Strategy 2010 – 2015</i></p> <p><i>Administration Guidelines for Education for a Sustainable Environment (2011)</i></p> <p><i>Education for Sustainability: A guide for implementing sustainability in school (2008)</i></p> <p><i>Victorian Local Sustainability Accord (2005)</i></p> <p><i>Living with Fire – Victoria's Bushfire Strategy (2008)</i></p> <p><i>2009 Victorian Bushfires Royal Commission</i></p> <p><i>Looking Ahead: Department of Education and Early Childhood Development (DEECD) Environmental Sustainability Strategy (2010)</i></p> <p><i>Victorian Pest Management: A Framework for Action (2002)</i></p> <p><i>Victorian Pest Management: Rabbit Management Strategy (2002)</i></p> <p><i>State of the Environment Report (2010)</i></p>
Regional Port Phillip and Westernport Catchment Management Authority	<i>Port Phillip and Westernport Regional Catchment Strategy 2004 – 2009</i>	<p><i>Port Phillip and Westernport Rabbit Action Plan (2003)</i></p> <p><i>Port Phillip and Westernport Weed Action Plan (2003)</i></p> <p><i>Regional River Health Strategy</i></p>

2. Context (continued)

Table 1 (continued): Legislation and policy context

GOVERNMENT LEVEL	LEGISLATION	STRATEGIES
Local Nillumbik Shire Council	<i>Nillumbik Planning Scheme</i> <i>Municipal Fire Prevention Plan</i> <i>Local Law No.5</i>	<i>Nillumbik Council Plan 2009-2013</i> <i>Edendale Masterplan (2008)</i> <i>Edendale Business Plan 2011-2013</i> <i>Nillumbik Green Wedge Management Plan (2010) Parts 1 & 2</i> <i>Living & Learning Nillumbik Strategic Plan 2010-2013</i> <i>Education for Sustainability at Edendale (2011)</i> <i>Nillumbik Sustainable Water Management Plan (2008) Implementation Progress Report 2008-2009</i> <i>Nillumbik Biodiversity Strategy (2012)</i> <i>Community Environment Recovery Action Plans</i> <i>Nillumbik Land Management Incentive Program</i> <i>Nillumbik Weed Action Plan (2008)</i> <i>Nillumbik Rabbit Action Plan (2009)</i> <i>Nillumbik Climate Change Action Plan 2010-2015</i> <i>Nillumbik Roadside Management Plan (2011) (in prep.)</i> <i>Healthy Waterways Waterwatch Melbourne Agreement</i> <i>Nillumbik Environment Strategy Actions for a Sustainable Future (2001)</i> <i>Open Space Strategy (2005)</i> <i>Nillumbik Recreation Trail Strategy (2011)</i> <i>Individual Reserve Management Plans</i> <i>Sites of Faunal and Habitat Significance in North East Melbourne (NEROC report) (1997)</i> <i>Nillumbik Land Capability Study (1998)</i> <i>Panton Hill Bushland Reserve System Management Plan (2011)</i> <i>Nillumbik Shire Council Aboriginal Heritage Study (1996)</i>

The Background Paper accompanying this Strategy provides further detailed information on the legislation, planning and responsibilities associated with environmental education.

3.

Current approach in Nillumbik



Nillumbik Shire Council delivers a range of environmental education programs to all age groups within the community. A broad range of tools are utilised to deliver key environmental messages, including school and preschool programs, workshops, courses, tours, activities, displays, letters, publications and Council's website.

Edendale, Council's community environment farm in Eltham, is a key site for the delivery of Council's environmental education programs and aims to demonstrate best environmental practice in all its operations.

Table 2 outlines Council's current environmental education programs and projects aligned to Council's areas of responsibility (governance, people and community, economy and environment). Table 3 outlines Council's environmental education publications aligned to the same areas of responsibility. The environmental category is broadened to include biodiversity, energy, sustainability, waste and water. Table 4 graphically displays how current environmental education resources align to the Education for Sustainability framework.



Council's
environmental
education programs



3. Current approach (continued)

Table 2: Council's current environmental education programs and projects aligned to Council's areas of responsibility (governance, people and community, economy and environment)

LOCAL GOVERNMENT AREA OF RESPONSIBILITY (COUNCIL PLAN)	COUNCIL PROGRAM/PROJECT	TARGET AUDIENCE	SUSTAINABILITY AREA*	EFS STAGE^
Governance	<i>EcoTeam</i> <i>Environment Advisory Committee</i> <i>Environment Coordination Group</i> <i>Edendale Advisory Committee</i> <i>Ecological Sustainable Development requirements on scoping forms for all projects</i> <i>Purchasing Policy requirements for environmental considerations</i> <i>Cultural Plan - a six year strategy with strong environmental themes; for example, earth, fire, spirit and Indigenous</i>	<i>Internal, committee members</i>	<i>Biodiversity</i> <i>Waste</i> <i>Water</i> <i>Energy</i> <i>General sustainability</i>	<i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Celebrating</i>
People and community	<i>Laughing Waters Artist-in-Residence program within Parks Victoria bushland</i> <i>Art exhibitions – environmental influences very common at exhibitions</i> <i>Community Art Projects</i> <i>Fringe Focus Newsletter</i> <i>Edendale school and preschool programs focusing on biodiversity, energy, waste, water</i> <i>Healthy Waterways Waterwatch program</i> <i>Composting workshops and composting project</i> <i>Reusable nappy workshop</i> <i>Environmental Events Program</i> <i>Education programs relating to Edendale–biodiversity, energy, waste, water, animal husbandry and sustainable land use</i> <i>Practically Green Festival at Edendale</i> <i>Arbor Week grants</i>	<i>Community, schools, residents, community groups</i>	<i>Biodiversity</i> <i>Water</i> <i>Energy</i> <i>General sustainability</i>	<i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Sustaining</i> <i>Celebrating</i>

Table 2 continued

LOCAL GOVERNMENT AREA OF RESPONSIBILITY (COUNCIL PLAN)	COUNCIL PROGRAM/PROJECT	TARGET AUDIENCE	SUSTAINABILITY AREA*	EFS STAGE^
People and community	<p>Environmental events e.g. Clean Up Australia Day and National Tree Day</p> <p>Small projects like the edible garden program at Eltham and Diamond Creek Senior Citizens, art courses with environmental theme and organic cooking</p> <p>OH&S training that includes environmental hazards</p> <p>Edendale, animal husbandry and farm management skills</p> <p>Environmental education activities are included in Council displays at each festival.</p> <p>Sports grounds public place recycling program</p> <p>Teachers' Environment Network (TEN)</p> <p>Student environment placement with Council</p> <p>Edendale indigenous plant nursery including propagation aligned to planning scheme and volunteer program</p>	<p>Community, schools, residents, community groups</p>	<p>Biodiversity</p> <p>Waste</p> <p>Water</p> <p>Energy</p> <p>General sustainability</p>	<p>Awakening</p> <p>Discovering</p> <p>Transforming</p> <p>Sustaining</p> <p>Celebrating</p>
Economy	<p>Kerbside calendars</p> <p>MobileMuster</p> <p>Bulk Buy Solar program</p> <p>Sustainability information for Green Business Network</p> <p>Attending internal meetings to provide sustainability information in relation to Council operations</p>	<p>Residents, business, internal, community</p>	<p>Waste</p> <p>Energy</p> <p>General sustainability</p>	<p>Awakening</p> <p>Discovering</p> <p>Transforming</p>
Environment	<p>Actions from a range of environmental plans</p> <p>Urban Fringe Weed Management Initiative four-year project</p> <p>GRO waste collection service</p> <p>Environmental publications, presentations and information</p> <p>Land management training for Friends and Landcare groups and interested residents</p> <p>Ensuring contractors working with Council's bushland reserves have relevant environmental skills and qualifications</p>	<p>Community, schools, residents, community groups, contractors</p>	<p>Biodiversity</p> <p>Waste</p> <p>Water</p> <p>Energy</p> <p>General sustainability</p>	<p>Awakening</p> <p>Discovering</p> <p>Transforming</p> <p>Sustaining</p> <p>Celebrating</p>

* The 5 areas of sustainability are biodiversity, energy, general sustainability, waste and water.

^ The 5 stages of Education for Sustainability (EFS) are awakening, discovering, transforming, sustaining, celebrating and leading

Table 3: Council's Environmental Education Documentation

LOCAL GOVERNMENT AREA OF RESPONSIBILITY (COUNCIL PLAN)	COUNCIL DOCUMENT	TARGET AUDIENCE	SUSTAINABILITY AREA*	EFS STAGE ^
Governance	<p><i>Edendale Masterplan (2008)</i> <i>Edendale Strategic Business Plan 2011-2013</i> <i>Council Plan 2009-2013</i> <i>Green Wedge Management Plan (2010)</i> <i>Environmental information included on Council's website</i></p>	<p><i>Internal, visitors to Edendale, community</i></p>	<p><i>Biodiversity</i> <i>Waste</i> <i>Water</i> <i>Energy</i> <i>General sustainability</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i></p>
People and Community	<p><i>Green Wedge Management Plan (2010)</i></p>	<p><i>Community, internal, government</i></p>	<p><i>Biodiversity</i> <i>Waste</i> <i>Water</i> <i>Energy</i> <i>General sustainability</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i></p>
Economy	<p><i>Council Plan 2009-2013</i> <i>Green Wedge Management Plan (2010)</i></p>	<p><i>Residents, business, internal, community</i></p>	<p><i>Biodiversity</i> <i>Water</i> <i>Energy</i> <i>General sustainability</i></p>	<p><i>Awakening</i> <i>Discovering</i></p>
Environment: Biodiversity	<p><i>Sustainable Gardening in Nillumbik booklet</i> <i>Live Local Plant Local: A guide to planting in Nillumbik</i> <i>Nillumbik's native fauna – A pocket guide to local wildlife</i> <i>Rabbit control in urban and peri-urban areas</i> <i>Common weeds of Nillumbik</i> <i>Land Management Incentive Program</i> <i>Rabbit Action Plan</i> <i>Weed Action Plan</i> <i>Roadside Management Plan</i></p>	<p><i>Community, schools, residents, community groups, contractors</i></p>	<p><i>Biodiversity</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Sustaining</i></p>
Environment: Energy	<p><i>Climate Change Action Plan 2010-2015</i></p>	<p><i>Community, schools, residents, community groups, business, internal</i></p>	<p><i>Energy</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Sustaining</i></p>
Environment: General sustainability	<p><i>Environmental Events Program</i> <i>Practically Green – sustainable building products</i> <i>Practically Green – sustainable home guide</i> <i>Fringe Focus – an environmental newsletter</i> <i>Green Wedge Management Plan (2010)</i></p>	<p><i>Community, schools, residents, community groups, business, internal</i></p>	<p><i>General sustainability</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Sustaining</i></p>
Environment: Waste	<p><i>Recycling and Reuse information (online and mailouts)</i> <i>Successful Home Composting Booklet 2011</i> <i>Waste Minimisation and Management Strategy 2002-2005 (currently under review)</i> <i>Litter Prevention Strategy [2011] (in development)</i></p>	<p><i>Community, schools, residents, community groups</i></p>	<p><i>Waste</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Sustaining</i></p>
Environment: Water	<p><i>Sustainable Water Management Plan</i> <i>Stormwater information sheets</i></p>	<p><i>Community, residents, internal</i></p>	<p><i>Water</i></p>	<p><i>Awakening</i> <i>Discovering</i> <i>Transforming</i> <i>Sustaining</i></p>

Table 4: Council's current environmental education programs and publications as they align to the participant's five stages of the EfS journey.

SUSTAINABILITY AREA	AWAKENING	DISCOVERING	TRANSFORMING	SUSTAINING	CELEBRATING/LEADING
Biodiversity	****	***	**	***	*
Energy	***	***	**	**	*
Sustainability	****	***	*	**	*
Waste	*****	*****	**	**	*
Water	*****	*****	**	**	*

KEY

Occurring in all resources *****

Occurring in most resources ****

Occurring well ***

Occurring in some cases **

Just occurring *



4.

Future direction



Education programs are valuable in overcoming individual apathy, ignorance and inaction. Community building initiatives that bring people together and build networks and goodwill can successfully raise awareness of complex environmental issues and lead to action and solutions.

There are currently a vast variety of environmental education programs and publications provided by Council (refer to Tables 2–4). The development of these programs and publications has been slightly ad hoc due to:

- community interest and demand
- available Council and external funding
- staff skills
- implementation of Council plans and programs.

There is a strong grassroots component to all of Council's environmental education services. The grassroots approach has created community ownership of programs and publications that has led to good participation and implementation.

Nillumbik has a valuable environmental resource in Edendale, which provides not only a venue but a place for growing awareness in the community of the values of environmental education.

There are many strong partnerships between Council, communities and other educational organisations. These partnerships and future partnerships, especially with the 'non-engaged' members of the Nillumbik community will be the key to the successful implementation of this Strategy.

Publications and programs have been created to provide information relating to a specific action, issue, funding opportunity or strategic document. When each publication and program undergoes its review, the review process will assess:

- how the publication/program aligns with other educational resources within the same sustainability area (biodiversity, energy, sustainability, waste or water)
- how the publication/program can be updated or expanded to ensure that it contributes to the transforming, sustaining and celebrating/leading stages of a participant's behaviour change journey
- how this publication/program assists in implementing local government's responsibility (refer to page 5 for detail)
- what the publication/program has achieved
- how the publication/program has fulfilled the action/s that it was designed to fulfil
- what other environmental education programs/publications can support, complement and assist in supporting behaviour change
- how this information can be tailored to the target audience.



The development of new environmental education programs and publications also needs to follow this critical thinking process as well as ensuring that their content follows the Education for Sustainability principles.

The updating and alignment of existing and future environmental education resources and publications with Education for Sustainability principles will reduce current gaps.

Currently, there is no overall approach to developing and monitoring the environmental education activities of Council. The development and implementation of an Internal Environmental Education Group will allow greater

coordination of environmental education activities throughout the organisation. The group will also provide a coordinated approach to reviewing and developing environmental education resources.

The new Australian Curriculum is being rolled out by the Australian Government during 2011–2014. Edendale's current school educational programs and publications will need to be updated to align with it. The updating process of Edendale's school resources should also include Education for Sustainability principles and where relevant, alignment with the Victorian Government's ResourceSmart AuSSI Vic school framework (also based on EfS principles).

Internal Council Environmental Education Group

The establishment of an Internal Council Environmental Education Group (action S1) will allow a coordinated approach to the development and implementation of environmental education across Council.

Once established, the group will have a range of ongoing functions including but not limited to the following.

- Develop and oversee the implementation plan for the content and delivery of Council's environmental education programs and publications.
- Promote this Strategy and provide progress reports on the implementation of this Strategy.
- Seek funding to implement this Strategy.
- Develop internal and external partnerships to raise community and staff awareness of this Strategy and its actions.
- Strengthen Council's interdepartmental information sharing and networking.
- Investigate and capture the environmental education opportunities that exist within the environmental, arts, cultural, operations and youth areas of Council.
- Develop and implement a communications plan for environmental education.
- Ensure Council's media and communications, website and social media communications regularly include information to assist residents, industry and businesses to reduce their environmental impact.
- Investigate social media opportunities to share the environmental education message, e.g. smart phone applications, Twitter and Facebook.
- Continue updating and maintaining Council's database of individuals and community groups interested in receiving environmental information and advice on upcoming activities. Ensure the database is networked to other Council databases including youth and arts and cultural databases.
- Investigate how information relating to Council's environmental education could be disseminated through community communication networks such as the Victorian Climate Action Calendar.
- Incorporate this Strategy into existing Council strategies, plans and documents when these documents are being reviewed and updated.
- Ensure all environmental education communications, programs and publications are correctly branded.
- Ensure that there is a fair distribution of Council support to all environmental community groups throughout the municipality.



5. Action Plan



The Environmental Education Action Plan provides a response to environmental education with a focus on the roles and responsibilities of Council. This includes actions Council will undertake and what it can do to support residents and community groups.

The vision, objectives and actions in this document were developed by Council through interdepartmental discussions and a community stakeholder workshop.

Vision

Empowering our communities through environmental education to take action for a sustainable future.

Objectives

Nillumbik has four environmental education objectives.

1. Develop, promote and deliver innovative, targeted and viable environmental education programs.
2. Achieve community awareness of ecological sustainability and increase skills and knowledge to enable the community to live sustainably.
3. Implement a coordinated and integrated approach to environmental education program development and delivery across Council.
4. Foster strong, sustainable relationships that encourage wide community participation and dialogue.

Actions

Environmental education has been divided into the following key areas for action.

1. Strategic
2. Resource development
3. Community engagement and education
4. On-ground

These actions have been developed through considerable internal consultation and a community stakeholder workshop and are designed to ensure effective implementation of the Strategy. The implementation of these actions will involve individuals, the community, Council and external organisations. All actions will be reviewed regularly and, where necessary, revised.

These actions will need to be supported financially by Council. All efforts will be made to seek external funding or in-kind support where appropriate. Larger projects associated with the Strategy will be included in Council's Strategic Resource Plan and Major Projects Plan to ensure appropriate budget allocations are provided.

Priority

- High (H)** = Essential
Medium (M) = Should be done
Low (L) = Desirable, but dependent on resources

Key

- CPLC** = Community Participation, Learning and Culture
Comms = Communication
E = Edendale
ED = Economic Development
EP = Environmental Planning
ET = EcoTeam
EW = Environmental Works
L&LN = Living & Learning Nillumbik
WM = Waste Management

5.1 Strategic

Environmental education requires a coordinated and strategic approach to be effective. Council already has a range of programs and publications in place to raise awareness of creating a sustainable future. This Strategy has a focus on developing a proactive approach.

Strategic (S) actions are actions that involve further policy and program development with an emphasis on Council leading the way.

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
S1	Establish an Internal Council Environmental Education Group that allows for a coordinated Council approach to the development and implementation of environmental education.	EP	H	2012
S2	Broaden the scope of the EcoTeam Committee to include a representative from each area of Council.	EP	H	2012
S3	Align the creation and delivery of the environmental education components of the Nillumbik Cultural Plan with this Strategy.	CPLC/EP	H	2012
S4	Develop an environmental education participation monitoring and evaluation program for Edendale.	E	H	2012
S5	Develop internal Council processes to evaluate and monitor the success of environmental education programs and publications including information accessed from the website and via email.	EP/Comms	H	2012



5.1 Strategic (continued)

ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
<p>S6 Develop environmental education information to support the environmental and sustainability actions within the <i>Nillumbik Economic Development Strategy 2011-2016</i> with a focus on the Green Business Network and ecotourism.</p>	EP	H	2012-2013
<p>S7 Ensure the development and implementation of new environmental education programs and publications are aligned with Education for Sustainability principles.</p>	EP/E	H	Ongoing
<p>S8 Continue Council's Environmental Advisory Committee, Environmental Coordination Group, Agricultural Advisory Committee and Edendale Advisory Committee ensuring that environmental education is incorporated as part of their charters and roles.</p>	EP/E	H	Ongoing
<p>S9 Review Council's community development grant application process to incorporate an environmental component.</p>	EP	H	Ongoing
<p>S10 Communicate Council's environmental performance to staff and community.</p>	EP	H	Ongoing
<p>S11 Investigate projects and funding opportunities that provide environmental and social benefits to community health and wellbeing, e.g. environmental artists in residence and the VicHealth 'flash mobs' project.</p>	EP/CPLC	H	Ongoing
<p>S12 Investigate and implement opportunities for environmental education components to be delivered through the Living & Learning Nillumbik program, e.g. incorporating environmental components into existing and future programs.</p>	L&LN/EP	M	Annually
<p>S13 Develop the additional environmental education facilities at Edendale as per the <i>Edendale Masterplan</i> to provide covered learning spaces and toilet facilities.</p>	E	M	2013
<p>S14 Ensure that the environmental education programs delivered by Council complement and utilise environmental education programs delivered by other organisations and groups including River Keepers, Friends and Landcare groups, Transition Towns and schools.</p>	EP	M	Ongoing

5.2 Resource development

The Resource development (RD) actions have a focus on providing environmental educational resources and programs that are more than information sharing. These resources will align with the Education for Sustainability framework to guide the participant through awakening, discovering, transforming, sustaining and celebrating and leading steps of behaviour change.

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
RD1	Review and update all of Council's existing environmental education programs and publications to align with Education for Sustainability principles.	EP/E	H	2012
RD2	Investigate how Council's school environmental education program can be updated to incorporate all areas of sustainability and align it with the Australian Curriculum, the Victorian Government's ResourceSmart AuSSI Vic framework and Education for Sustainability principles.	E	H	2012
RD3	Update Council's environmental school program to align with the Australian Curriculum.	E	H	2012-2014
RD4	Develop and deliver educational information to raise community awareness and understanding of the importance of the Green Wedge.	EP	H	2012
RD5	Update Council's new resident information kit to include environmental information.	EP	H	2012
RD6	Continue to develop early childhood environmental education resources.	E	H	2012
RD7	Continue the development and implementation of environmental education at Edendale with a focus on biodiversity, energy, waste, water, farm animal husbandry, urban agriculture, local food and the Edendale visitor experience, linking to relevant frameworks.	E	H	2012
RD8	Develop a standard information package about the importance of sustainability and Council's environmental education information and programs.	EP	H	2012
RD9	Update Council's school programs to include direct reference and information on Council's environmental responsibilities, programs and publications.	E/EP	H	2012

5.2 Resource development (continued)

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
RD10	<p>Develop specific environmental education resources and programs on:</p> <ul style="list-style-type: none"> • saving energy and addressing climate change in Council buildings and operations • installing alternative septic systems including reed beds, worms and planning requirements • better management of existing septic systems • promoting the benefits of local food • showing secondary students how to be environmental leaders • showing 'non-environmental' community groups how to be involved in environmental education including Scouts, Guides, CFA, sporting clubs, RSL, Probus and Rotary. 	EP with assistance from relevant Council staff	H	Ongoing (1-2 resources/ programs each year)
RD11	Investigate the passive environmental learning opportunities at Edendale and Council's bushland reserves.	E/EW	H	2012-2013
RD12	Continue to provide environmental education with Council's waste and recycling operations especially with new and emerging opportunities for recycling such as e-waste, batteries, MobileMuster, mattresses and polystyrene.	WM	H	Ongoing
RD13	Ensure that all of Council's environmental bulk purchasing programs include an environmental education component.	EP	H	Ongoing
RD14	Provide environmental education information on the Organics Processing facility where organic material from Nillumbik and 10 other councils will be processed.	WM	H	2013
RD15	Continue to develop secondary environmental education curriculum resources.	E	H	2013
RD16	Investigate the development of a retrofit program to assist low income, aged and disabled households in Nillumbik.	EP	M	2011
RD17	Update Council's emergency management bushfire educational information and presentations to include environmental information.	EP/EW/Emergency Management staff	M	2011-2012
RD18	Develop a sustainable travel plan for Council staff that includes an environmental education component.	EP	M	2012-2013

5.2 Resource development (continued)

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
RD19	Train Council's Planning staff in the STEPS planning process and how to lead an applicant through the STEPS application process.	EP	M	2013
RD20	Expand Edendale's schools program to include engaging with teachers and students pre and post Edendale visits. The pre and post visit information is to provide data to help Council determine if the Edendale school program is contributing to positive sustainability behaviour by the students and school.	E	M	2013
RD21	Incorporate an environmental education component into Council's Land Management Incentive Program.	EP/CPLC	M	2013
RD22	Investigate the feasibility of creating, in partnership, a sustainable house educational display that shows residents how to be water, waste and energy wise. Investigation should include research into: <ul style="list-style-type: none"> • 'IMBY' In My Back Yard festival Wodonga • "MBYR" My Back Yard Rules festival, house and resources in Wangaratta • Allwood Neighbourhood House • Greener Neighbourhood Houses • CERES sustainable house display • Whittlesea Sustainability house. 	EP/E	M	2013-2014
RD23	Investigate the feasibility of developing an online partnership school environmental education model similar to the NECMA School Environment Education Directory (www.necma.vic.gov.au/seed).	E	M	2013-2014
RD24	Investigate how incentives, awards or certificates could be used to celebrate environmental education achievements and increase community engagement.	E/EP	M	2013-2014

5.3 Community engagement and education

The Community engagement and education (C) actions provide support for community groups, individuals, businesses and schools to find the sustainability information they are seeking and guidance on how the participants can contribute to Nillumbik's sustainable future.

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
C1	Increase the scope and variety of sustainability workshops delivered as part of the Environment Events Program and include a 'how to do it' focus, e.g. green cleaning, double glazing and retrofitting.	EP	H	2012
C2	Continue providing land management educational information where it relates to areas of Council's responsibility.	EW/EP	H	Ongoing
C3	Develop and strengthen environmental education partnerships with Friends, Landcare and community environmental groups.	EP/EP	H	Ongoing
C4	Provide opportunities for relevant Council staff to share their environmental and educational knowledge with other Council staff and contractors.	ALL	M	Ongoing
C5	Ensure environmental education information on Council's website and other communication channels is kept up-to-date and regularly reviewed.	ALL	M	Ongoing
C6	Continue to support sustainable gardening practices within Nillumbik through Sustainable Gardening Australia and the North Eastern Ranges Permaculture Group.	EP	M	2013
C7	Develop a new landowner information package on sustainable living targeted at small property owners (2.5ha plus)	EP/Comms	M	2014



5.4 On-ground

The On-ground (OG) actions are those relating to Council's direct activities, events, programs and resources that assist hands-on action at the grassroots level.

Adaptive management requires that Council learns and improves management techniques by reviewing and monitoring the outcome of actions then adapting them. Changing environmental factors and new knowledge in the field of sustainability means that any ongoing programs and resources must be reviewed to ensure they are not only effective but represent the best possible approach.

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
OG1	Continue organising and hosting Council's annual Practically Green Festival. The festival theme and delivery of educational information is to align with this Strategy.	EP	H	Annually
OG2	Annually review Council's Practically Green Festival including participation numbers, successful activities and participant satisfaction.	EP	H	Annually
OG3	Continue to develop Edendale's sustainability incursion sessions for schools to encourage them to participate in an environmental education program at Edendale.	E	H	2012
OG4	Implement Edendale's Sustainable Backyard project.	E	H	2012
OG5	Continue coordinating the Teacher Education Network (TEN).	E	H	Ongoing
OG6	Continue Council's Environmental Events Program.	EP	H	Ongoing
OG7	Increase the number of local schools participating in Council's school program and return visits.	E	H	Ongoing
OG8	Continue to develop Edendale as a hub for environmental and community groups to meet, share information and provide an identity within the community.	E	H	Ongoing
OG9	Deliver Council's land management educational program throughout the Shire with practical sessions offered at relevant onsite locations.	EP/EW	H	Ongoing
OG10	Continue Council's <i>Fringe Focus</i> newsletter and distribution of environmental education information through the Nillumbik Environment Network.	EP	H	Ongoing
OG11	Deliver 'good neighbour' land management education to landholders adjoining Council's bushland reserves.	EW	H	Ongoing

5.4

On-ground (continued)

	ACTION	RESPONSIBILITY	PRIORITY	TIMEFRAME
OG12	Provide support to environmental community groups involved in environmental education.	ALL	H	Ongoing
OG13	Provide support to environmental community groups through the provision of Edendale's meeting facilities.	E	H	Ongoing
OG14	Continue to broaden Council's school environmental program to also allow participation by other interested community groups including Scouts, Guides, long day care, birthday parties and school holiday programs.	E	M	Ongoing
OG15	Update the Active Community Map and 'Near to Me' function on Council's website to include all bushland reserves, recreation trails and outdoor areas that provide the opportunity for environmental education.	Comms/EW	M	2013
OG16	Incorporate environmental education into existing Council-supported activities including Clean Up Australia Day, Arbor Week school grants, National Tree Day and natural resource management field days.	WM/E/EW	M	2013
OG17	Continue to develop and deliver the schools environmental arts program.	E	M	Ongoing
OG18	Develop Edendale's discovery trails with interpretative signage as per the <i>Edendale Masterplan</i> .	E	M	2013- 2014
OG19	Ensure that Council's festival tent includes Council's environmental education programs and publications and is waste-wise and water-wise.	CPLC	M	Ongoing
OG20	Develop environmental education information including signage and display meters on energy and water saving within Council buildings.	EP	M	Ongoing
OG21	Align Council's retrofitting programs with Council's <i>Ecological Sustainable Development policy</i> and include an environmental education component which includes information about the retrofit and the required user behaviour.	EP	M	Ongoing

5.5 Funding priorities

The level of service Council can provide to undertake environmental education depends on the amount of funding available from Council and from external sources.

To facilitate community education and action, Council should have a role in community education and in supporting individuals and the community to live in balance with the environment. To achieve optimum outcomes in Nillumbik, coordinated environmental education is required.

Priorities for Council funding

1. Update and align existing environmental education programs and resources to align with Education for Sustainability principles.
2. Implement environmental education actions as listed in Council plans and strategies.
3. Prioritise and develop innovative and targeted environmental education programs and resources.
4. Build and maintain partnerships and strong networks between all organisations and community groups involved in environmental education.
5. Recruit and train staff to provide education and expert advice to Council staff, individuals and community groups.



5.6 Monitoring and reporting

5.6.1 Environmental Education Strategy Progress Report

Council will utilise Council's Business Planning process to generate an annual Environmental Education Strategy Progress Report. The report will detail how Council is progressing on the implementation of Environmental Education Strategy actions.

5.6.2 Reporting to the community

Information generated for the Environmental Education Strategy Progress Report will be made available at www.nillumbik.vic.gov.au.

5.6.3 Review of Environmental Education Strategy

The Environmental Education Strategy will be reviewed every five years to revise the vision and objectives, accommodate new actions and revise existing actions. The community will be invited to have input into the review.



APPENDIX 1 • LITERATURE REVIEW

THE FOLLOWING ARE DOCUMENTS, STRATEGIES AND PLANS RESEARCHED AS PART OF THE LITERATURE REVIEW.

Australian Government (2005) *Educating for a Sustainable Future a National Environmental Education Statement for Australian Schools*

Australian Government *Living Sustainably The Australian Government's National Action Plan for Education for Sustainability*

Australian Government (2010) *Sustainability Curriculum Framework a guide for curriculum developers and policy makers*

Commissioner Environmental Sustainability (VIC) [2010 & 2011] *Victorian Strategic Audit*

Department of Education and Early Childhood Development (VIC) [2010] *Administrative Guidelines for Education for a Sustainable Environment*

Department of Education and Early Childhood Development (VIC) [2010] *Education for a Sustainable Future: A guide for implementing sustainability in school*

Department of Education and Early Childhood Development (VIC) [2009] *Looking Ahead: DEECD's Environmental Sustainability Strategy*

Department of Sustainability and Environment (VIC) [2010] *Biodiversity is Everybody's Business Victoria's Biodiversity Strategy 2010-2015* (consultant draft)

Department of Sustainability and Environment (VIC) [2006] *Our Environment Our Future Sustainability Action Statement*

Department of Sustainability and Environment (VIC) [1997] *Victoria's Biodiversity Strategy*

Department of Sustainability and Environment (VIC) [2002] *Victoria's Native Vegetation Management – A Framework for Action*

Nillumbik Shire Council (n.d.) *Biodiversity Strategy 2012*

Nillumbik Shire Council [2010] *Climate Change Action Plan 2010-2015*

Nillumbik Shire Council [2010] *Edendale Strategic Business Plan*

Nillumbik Shire Council [2008] *Edendale Master Plan* and relevant supporting documents

Nillumbik Shire Council (n.d.) *Education for sustainability at Edendale* brochure

Nillumbik Shire Council [2010] *Green Wedge Management Plan 2010-2025*

Nillumbik Shire Council [2010] *Living & Learning Nillumbik Strategic Plan 2010-2013*

Nillumbik Shire Council [2011] *Memorandum of Understanding 'Healthy Waterways Waterwatch Melbourne'*

Nillumbik Shire Council [Draft 2011] *Nillumbik Cultural Plan*

Nillumbik Shire Council [2009] *Nillumbik Council Plan 2009-2013*

Nillumbik Shire Council [2011] *Economic Development Strategy 2011-2016*

Nillumbik Shire Council (bi-annually) *Nillumbik Environmental Events Program*

Nillumbik Shire Council (2001) *Nillumbik Environment Strategy – Actions for a Sustainable Future*

Nillumbik Shire Council (2011 draft) *Land Management Incentive Program*

Nillumbik Shire Council (2010) *Practically Green Festival 2010 Report*

Nillumbik Shire Council (2009) *Rabbit Action Plan*

Nillumbik Shire Council (draft 2011) *Recreation Trails Strategy*

Nillumbik Shire Council (1997 & March 2011 draft) *Roadside Management Plan*

Nillumbik Shire Council (n.d.) *Sustainable Water Management Plan and reviewed actions*

Nillumbik Shire Council [2008] *Weed Action Plan*

Nillumbik Shire Council existing educational booklets, brochures, flyers and pamphlets

Department of Sustainability and Environment (VIC) [2009] *Securing Our Natural Future: A White Paper for Land and Biodiversity at a time of Climate Change*

Department of Sustainability and Environment (VIC) [2005] *Victorian Local Sustainability Accord*

2009 Victorian Bushfires Royal Commission [2009] *Final report*

Victorian Local Governance Association [2010] *Liveable & Just Toolkit: for local government to address the social and equity impacts of climate change*



APPENDIX 2 • ABBREVIATIONS

COUNCIL

CPLC	Community Participation, Learning and Culture
Comms	Communication
ED	Economic Development
E	Edendale
EP	Environmental Planning
ET	EcoTeam
EW	Environmental Works
GV	Governance
L&LN	Living & Learning Nillumbik
WM	Waste Management

OTHER ORGANISATIONS

AAEE	Australian Association of Environmental Educators
CERES	Centre for Education and Research in Environmental Strategies
DSE	Department of Sustainability and Environment
DPI	Department of Primary Industry
NECMA	North East Catchment Management Authority
PPWCMA	Port Phillip and Westernport Catchment Management Authority
SV	Sustainability Victoria
TAFE	Technical and Further Education
UNESCO	United Nations Educational Scientific and Cultural Organisation
VAEE	Victorian Association of Environmental Educators
WWF	World Wildlife Fund

OTHER

AuSSI	Australian Sustainable Schools Initiative
EfS	Education for Sustainability
IMBY/MBYR	'IMBY' In My Back Yard Wodonga and 'MBYR' My Back Yard Rules
SEED	School Environment Education Directory
TEN	Teacher Environment Network
VCAC	Victorian Climate Action Calendar

APPENDIX 3 • BACKGROUND PAPER

See Nillumbik Environmental Education Strategy Background Paper.

APPENDIX 4 • POTENTIAL RESOURCES AND SUPPORT

PROGRAM/RESOURCE	MANAGED BY	SUPPORT AVAILABLE
Botanic Guardians Scheme	Department of Sustainability and Environment	Support for community groups working to protect rare or threatened flora.
Caring for our Country	Australian Government	Investment funding for Landcare and other community groups and local government partnership projects over \$20,000 which address national priorities.
Centre for Education and Research in Environmental Strategies (CERES)		CERES is one of Australia's leading providers of sustainable living education.
Community grants	Port Phillip and Westernport Catchment Management Authority and Melbourne Water	Funding for community-based and individual projects in incorporated groups and local councils.
Greening Australia		Greening Australia provides a wide range of environmental education courses and curriculum resources for community groups and schools including the school biodiversity audit and the teacher Biodiversity Toolbox event.
Eco-Buy		Green purchasing program with educational elements for government, schools and businesses.
Environment Victoria		Programs on Youth Eco-Challenge, Eco-wise program for seniors and sustainability on a shoestring.
Green Home program	Australian Conservation Foundation (ACF)	The Australian Conservation Foundation has an online green home educational program. ACF also runs the Climate Project in which AI Gore-trained community representatives provide community information sessions.
Green Your Home technical manual	Australian Government http://www.yourhome.gov.au/technical/index.html	Guide to environmentally sustainable homes.
Grow me the money	Victorian Employers Chamber of Commerce and Industry (VECCI)	Business sustainability program.

APPENDIX 4 • POTENTIAL RESOURCES AND SUPPORT

PROGRAM / RESOURCE	MANAGED BY	SUPPORT AVAILABLE
Gould League		The Gould League provides a range of environment programs for teachers and students with a focus on biodiversity, marine, waste and water.
LandLearn	Department of Primary Industries	LandLearn provides natural resource management and agricultural curriculum-based training for teachers and environmental educators. LandLearn also has a wide variety of environmental education resources online.
Living Greener Program	Australian Government	A program to assist individuals to live greener with a focus on energy, waste, water and travel.
Paint the Town Green	Carbon Down (Partnership between Sustainability Victoria and VECCI)	Support for businesses to reduce emissions and plan for change.
Regional Catchment Investment Plan	Port Phillip and Westernport Catchment Management Authority	Funding through PPWCMA from the Australian and Victorian Governments for large (approx \$100,000) partnership projects.
ResourceSmart AuSSI Vic	Sustainability Victoria	<p>The ResourceSmart AuSSI Vic framework assists schools to implement the Australia-wide school sustainability program aligned with biodiversity, energy, general sustainability, waste and water. The framework follows the Education for Sustainability principles including certification and celebration.</p> <p>ResourceSmart also provides information and support to businesses and households on sustainable practices.</p>
School Environment Education Directory (SEED)	North East Catchment Management Authority	The SEED website (www.necma.vic.gov.au/seed) provides over 400 environmental education curriculum-related resources for students and teachers aligned with the sustainability areas of biodiversity, energy, general sustainability, waste and water.
School environment education programs	Numerous local governments	City of Melville WA, City of Greater Dandenong VIC, Hornsby Shire Council NSW, Moreton Bay Regional Council Qld, Melbourne City Council VIC, Baw Baw Shire Council VIC, Banyule City Council VIC, Boroondara City Council VIC, City of Casey VIC, Darebin Council VIC, Frankston City Council VIC, City of Greater Geelong VIC, Hobsons Bay Council VIC, Knox City Council VIC, Macedon Ranges Shire Council VIC and Manningham City Council VIC.
Riverkeepers	Yarra Riverkeepers Association	The aim of the Yarra Riverkeeper Association is to protect and restore the Yarra River and its tributaries, from source to mouth, for current and future generations. They tell the river's "story" highlighting its wonders and challenges. They monitor river health and run educational events, river tours and presentations to school.

APPENDIX 4 • POTENTIAL RESOURCES AND SUPPORT

PROGRAM/RESOURCE	MANAGED BY	SUPPORT AVAILABLE
Threatened Species Network	World Wide Fund	Funding for on-ground conservation projects to conserve threatened species and ecological communities.
Transition Towns	Transition Towns Australia	The Transition Towns Network helps communities deal with climate change and shrinking supplies of cheap energy (peak oil).
Victorian Association of Environmental Educators (VAEE)		VAEE provides training, support and environmental education support to teachers and environmental educators.
Zoos Victoria		Zoos Victoria offers students, teachers and visitors fun and interactive environmental learning opportunities. Zoos Victoria has also developed detailed social and environmental behaviour monitoring programs.

APPENDIX 5 • RECORD OF PEOPLE CONSULTED IN PREPARATION OF ENVIRONMENTAL EDUCATION STRATEGY

UNIT	ORGANISATION
Edendale	Nillumbik Shire Council
Community Development	Nillumbik Shire Council
Environmental Planning	Nillumbik Shire Council
Environmental Works	Nillumbik Shire Council
Operational Services	Nillumbik Shire Council
Community Participation, Learning and Culture	Nillumbik Shire Council
	Eltham College
	Australian Plant Society
	Green Wedge Protection Group
	Arthurs Creek District Landcare
	Catholic Ladies College
	Indigenous Design
	Environment Advisory Committee
	Victorian Association of Environmental Educators (VAEE)
	Nillumbik Transition Towns
	Friends Group Hurstbridge
	BICA/Edendale/Edendale Advisory Committee Bend of Islands Environment Advisory Committee
	CERES/Edendale/Teacher
	Eltham North Primary School
	St John of God Accord
	North East Ranges Permaculture
	Teachers' Environment Network