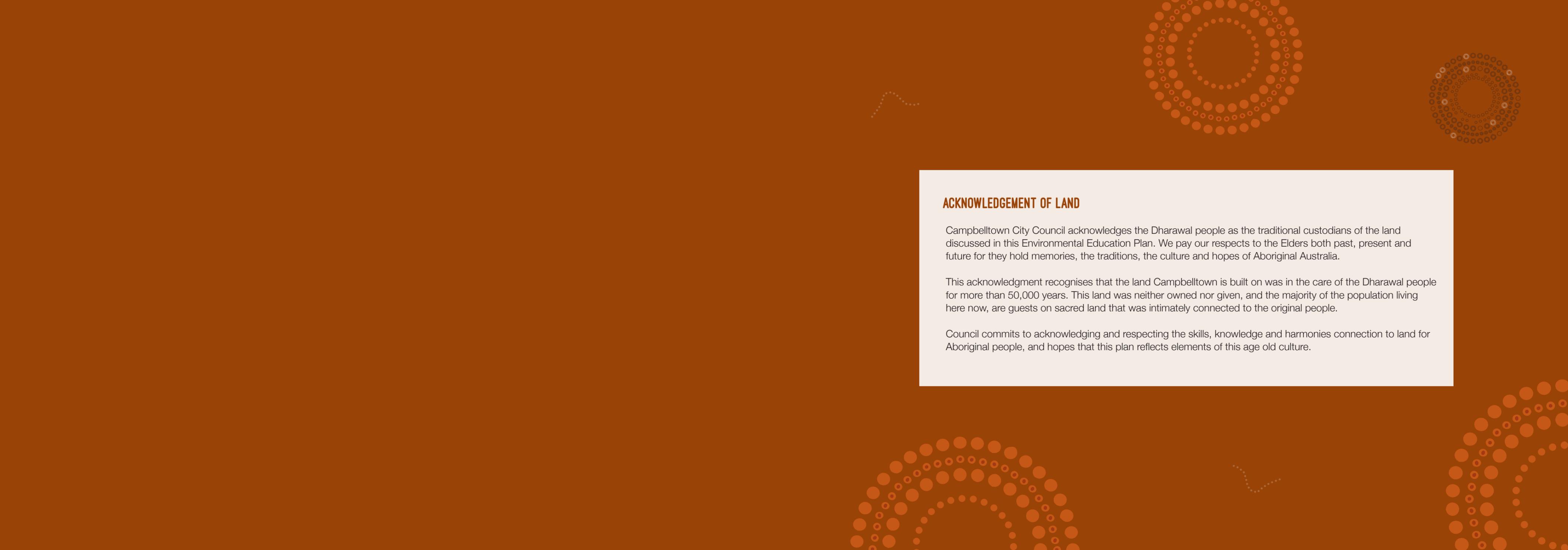




ENVIRONMENTAL EDUCATION PLAN



ACKNOWLEDGEMENT OF LAND

Campbelltown City Council acknowledges the Dharawal people as the traditional custodians of the land discussed in this Environmental Education Plan. We pay our respects to the Elders both past, present and future for they hold memories, the traditions, the culture and hopes of Aboriginal Australia.

This acknowledgment recognises that the land Campbelltown is built on was in the care of the Dharawal people for more than 50,000 years. This land was neither owned nor given, and the majority of the population living here now, are guests on sacred land that was intimately connected to the original people.

Council commits to acknowledging and respecting the skills, knowledge and harmonies connection to land for Aboriginal people, and hopes that this plan reflects elements of this age old culture.



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Image by 2015 Macarthur Nature Photography Competitor

1 Section One PLAN BACKGROUND

1.1 INTRODUCTION TO ENVIRONMENTAL EDUCATION

Environmental education and understanding has been an integral part of many cultures throughout history, however we have only recently come to acknowledge it as a field and value its benefits in improving our way of life and the world.

Environmental education seeks to develop knowledge about the environment and to establish an ethic of caring towards the natural world. Environmental education has the ability to engage with many different interests and cultures, highlighting that the environment is intrinsically linked to society and the way that people interact with their environment cannot be separated from the *“community and culture”*.

Council's 'local' nature, flexibility, experience in environmental management and ability to respond to local expectations means that it has an important role in developing and delivering environmental education that effectively supports the community in making choices with positive environmental implications. Through environmental education, Council can empower individuals and organisations to have the knowledge, skills, values, capacity and motivation to respond to the complex sustainability issues they encounter in their personal and working lives.



Image by 2015 Macarthur Nature Photography Competitor, Brad Harris, 'Seeds of Life'

1.2 THE VISION

In creating a community that has an ethic of care and stewardship toward the natural environment, the following statement sets out Council's vision for environmental education:

To create a sustainable, connected community, who through their lifestyle, demonstrate their stewardship toward, and actively engage with, the surrounding natural environment.

1.3 PURPOSE OF THE PLAN

The Environmental Education Plan provides a framework to guide the development and delivery of future environmental education programs that will empower the community to undertake behavioural change, live more sustainably and reduce their impact on the local and broader environment. The plan will focus on the key environmental issues impacting on stakeholders within the Campbelltown LGA, across the key focus areas of biodiversity, land, water, air, community, sustainability, waste and heritage as identified in Council's State of the Environment (SoE) Report.

1.4 CONTEXT OF PLAN WITHIN GOVERNMENT

Council's role in environmental education is reflected within various statutes, policies and planning instruments. Of particular note is the *NSW Local Government Act 1993* (LG Act) which requires Council to have regard for the principles of ecologically sustainable development (ESD) in carrying out their responsibilities.

The following principals, identified as being critical to the achievement of ESD, are particularly relevant to the Environmental Education Plan:

- inter-generational equity - that the present generation should ensure that the health, diversity and productivity of the environment is maintained or enhanced for the benefit of future generations
- conservation of biological diversity and ecological integrity - that conservation of biological diversity and ecological integrity should be a fundamental consideration.

Further to this, Council's Charter under the Local Government Act requires Council to:

- exercise community leadership
- properly manage, develop, protect, restore, enhance and conserve the environment of the area for which it is responsible, in a manner that is consistent with and promotes the principles of ecologically sustainable development.

Environmental education within a local government context is guided by strategic frameworks from all levels of government. Consistency and collaboration in focus and approach will help to ensure greater effectiveness in the programs we deliver. In this regard, we have referred to the following documents in developing this plan:



1.5 STAKEHOLDERS

There are a number of key stakeholders associated with environmental education in the Campbelltown LGA, ranging from local community groups interested in specific local issues, to large businesses providing financial or in-kind support to help environmental education programs get off the ground. The environmental education programs that will be developed through this plan will require partnerships with stakeholders to ensure the best outcomes for the program are achieved. Key stakeholders and their roles are outlined in Table 1.

Table 1; List of key stakeholders and their role in environmental education

Stakeholder	Role				
	Funding	Governance/ administration	Program development	Program delivery	Target audience
Campbelltown City Council	*	*	*	*	*
Local residents			*		*
Local community groups			*	*	*
Local businesses	*		*		*
Local schools			*		*
Tharawal Local Aboriginal Land Council			*	*	*
Dharawal Men's Aboriginal Corporation			*	*	*
Macarthur Region Organisation of Councils (MACROC)			*		*
The Department of Education and Training (DET)		*	*		
The Georges River Combined Council Committee (GRCCC)		*	*		
The Georges River Environmental Education Centre (GREEC)		*	*	*	
Wooglemai Environmental Education Centre		*	*	*	
Camden Park Environmental Education Centre			*	*	
Macarthur Sustainable Schools Network (SEED)		*	*	*	
Adjoining councils	*	*	*	*	
Macarthur Centre for Sustainable Living (MCSL)		*	*	*	
Greater Sydney Local Land Services (LLS)	*	*	*	*	
Office of Environment and Heritage (OEH)	*	*	*		
NGOs		*	*		
Ethnic Communities Council of Australia			*	*	*
Western Sydney University (WSU)	*	*	*	*	
NSW TAFE – South West Sydney Institute	*	*		*	*
National Parks and Wildlife Service	*		*	*	





2 Section Two UNDERSTANDING CAMPBELLTOWN'S COMMUNITY

Understanding who makes up our community - who the key people, groups and organisations in the community are and the key issues that they face in their daily lives, is vital in creating environmental education programs that can effectively engage people from all walks of life and cater to their needs.

2.1 SNAPSHOT OF THE COMMUNITY

The traditional custodians of the Campbelltown LGA are the Dharawal people, who before European colonisation in 1810, had territory extending beyond Campbelltown covering an area from Botany Bay south to the Shoalhaven River/Nowra and inland to Camden.

The health of country and the maintenance of the natural environment are linked to the wellbeing of Aboriginal people, both physically and spiritually. Connection and reconnection with traditional lands, associated natural resources and ongoing involvement in the management of natural assets is an important part of present day Aboriginal culture.

Campbelltown remains particularly connected to its Aboriginal heritage with more than 350 known Indigenous sites, places and relics that through ancient stories, ceremonies, special places and sacred objects embed themselves into the landscapes, trees, hills and waterways of the LGA.

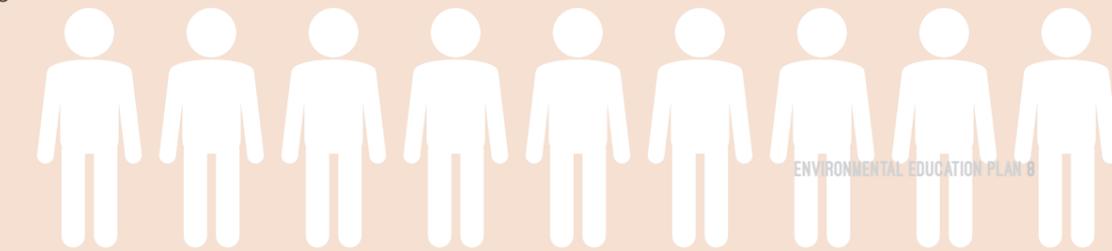
Although Campbelltown was one of the earliest areas settled by Europeans in Australia, it is today a relatively young community. According to ABS in 2011, the median age of residents in the Campbelltown LGA was 33 years old compared to 37.3 for NSW. Children aged between 0-14 years made up 21.9% of the population compared with 19.3% for NSW, and people aged 65 years and over made up 3.5% of the population in Campbelltown, compared to 4.4% across NSW.

Council is currently reviewing its population projections to take into account the anticipated growth resulting from the implementation of the Glenfield to Macarthur Urban Renewal Corridor and the Greater Macarthur Land Release Strategies, and it is expected that the population will reach more than 300,000 by 2036.

Campbelltown falls below the median when compared to other LGAs across NSW, according to the Socio Economic Index for Areas (SEIFA) of Disadvantage Index . This analysis reflects higher rate of disadvantage within the area such as low income, low educational attainment, high unemployment, and jobs in relatively unskilled occupations.

Being aware of the community profile is vital when developing environmental education programs. It allows Council to understand that environmental concerns may not be the catalyst for people to engage with an environmental education program, rather financial, social and or cultural reasons may take priority. It also allows Council to tailor its programs to suit the needs and interests of the community.

WITH AN INCREASE IN POPULATION, CAMPBELLTOWN IS BECOMING A MORE CULTURALLY AND LINGUISTICALLY DIVERSE COMMUNITY. THE NUMBER OF AUSTRALIAN-BORN INDIVIDUALS WITHIN THE AREA HAS DECREASED WHILST OVERSEAS-BORN INDIVIDUALS ARE INCREASING IN NUMBER, CREATING A MORE DIVERSE AND LINGUISTICALLY VARIED COMMUNITY THAN PREVIOUSLY SEEN BEFORE.



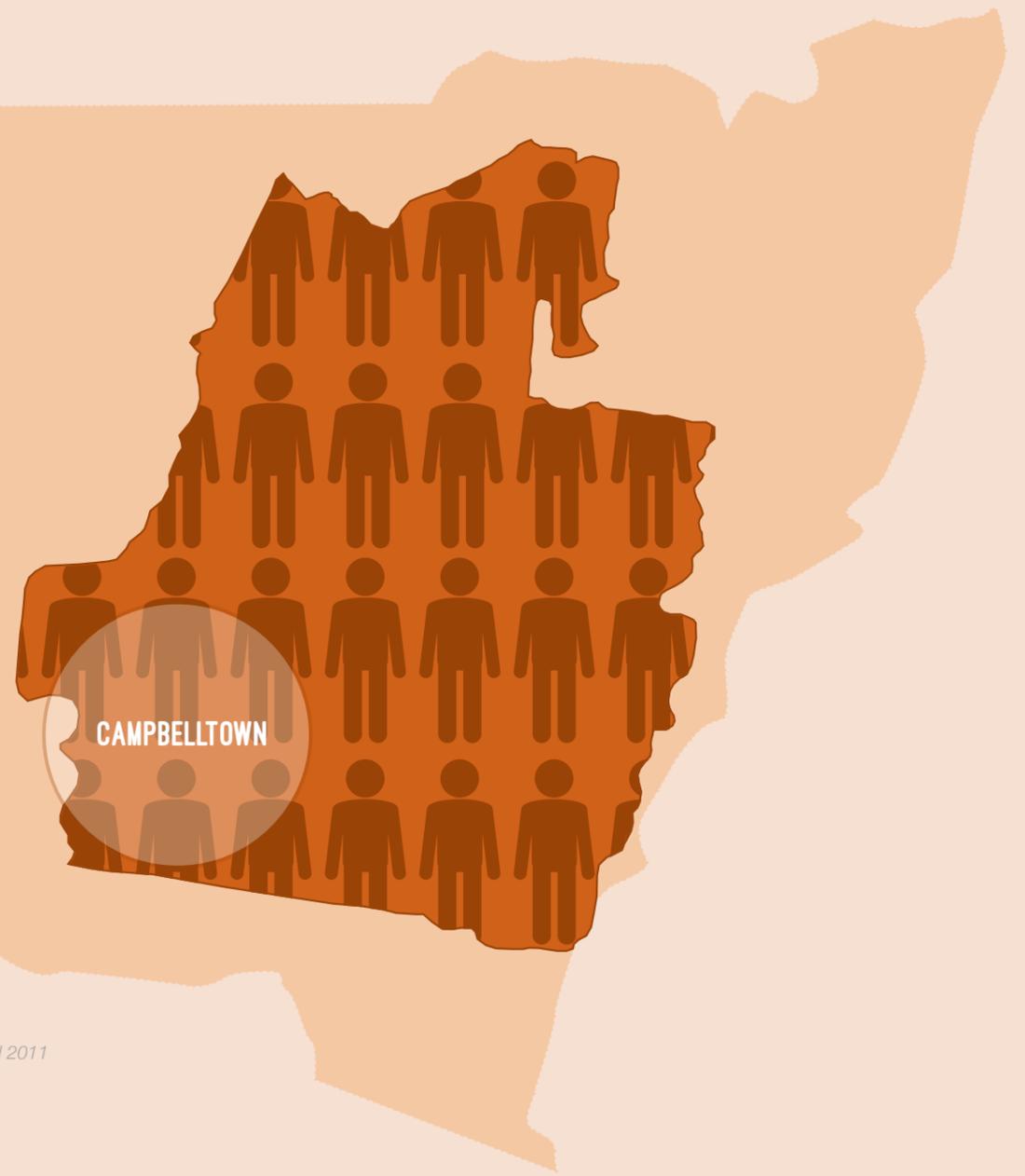
CAMPBELLTOWN ALSO HAS A FAST GROWING POPULATION.

It is one of the 15 largest local government authorities in NSW in terms of population, with a

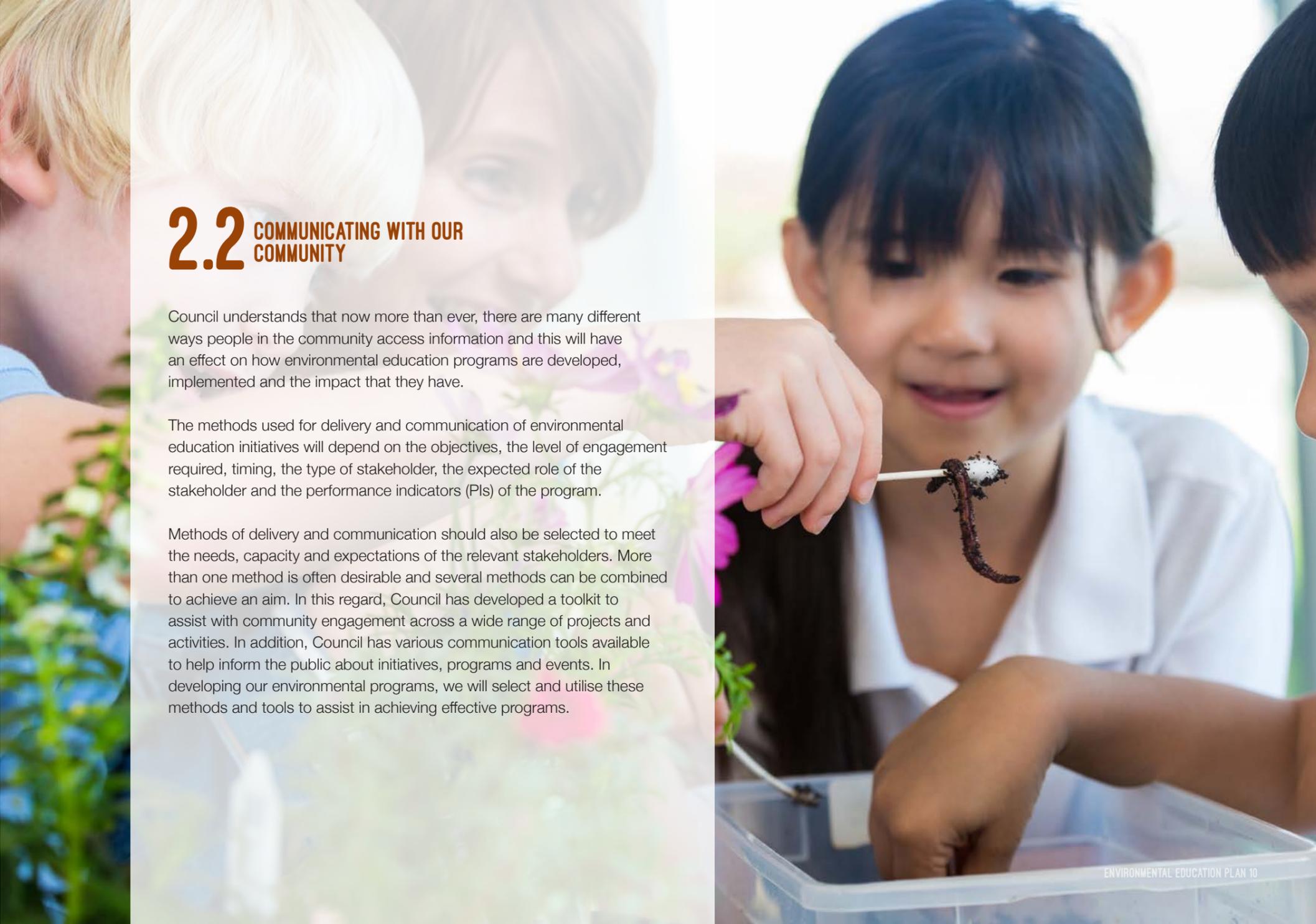
CURRENT POPULATION OF MORE THAN **156,000** PEOPLE

3.2% OF CAMPBELLTOWN'S POPULATION IDENTIFIES AS ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Aboriginal population in Campbelltown will increase significantly more than anywhere else in NSW in the coming years¹.



¹Source: Australian Bureau of Statistics, Census of Population and Housing 2006 and 2011



2.2 COMMUNICATING WITH OUR COMMUNITY

Council understands that now more than ever, there are many different ways people in the community access information and this will have an effect on how environmental education programs are developed, implemented and the impact that they have.

The methods used for delivery and communication of environmental education initiatives will depend on the objectives, the level of engagement required, timing, the type of stakeholder, the expected role of the stakeholder and the performance indicators (PIs) of the program.

Methods of delivery and communication should also be selected to meet the needs, capacity and expectations of the relevant stakeholders. More than one method is often desirable and several methods can be combined to achieve an aim. In this regard, Council has developed a toolkit to assist with community engagement across a wide range of projects and activities. In addition, Council has various communication tools available to help inform the public about initiatives, programs and events. In developing our environmental programs, we will select and utilise these methods and tools to assist in achieving effective programs.

3 Section Three UNDERSTANDING CAMPBELLTOWN'S ENVIRONMENT

Making a splash by 2015 Macarthur Nature photography Competition entrant, Adrian De'Aihe

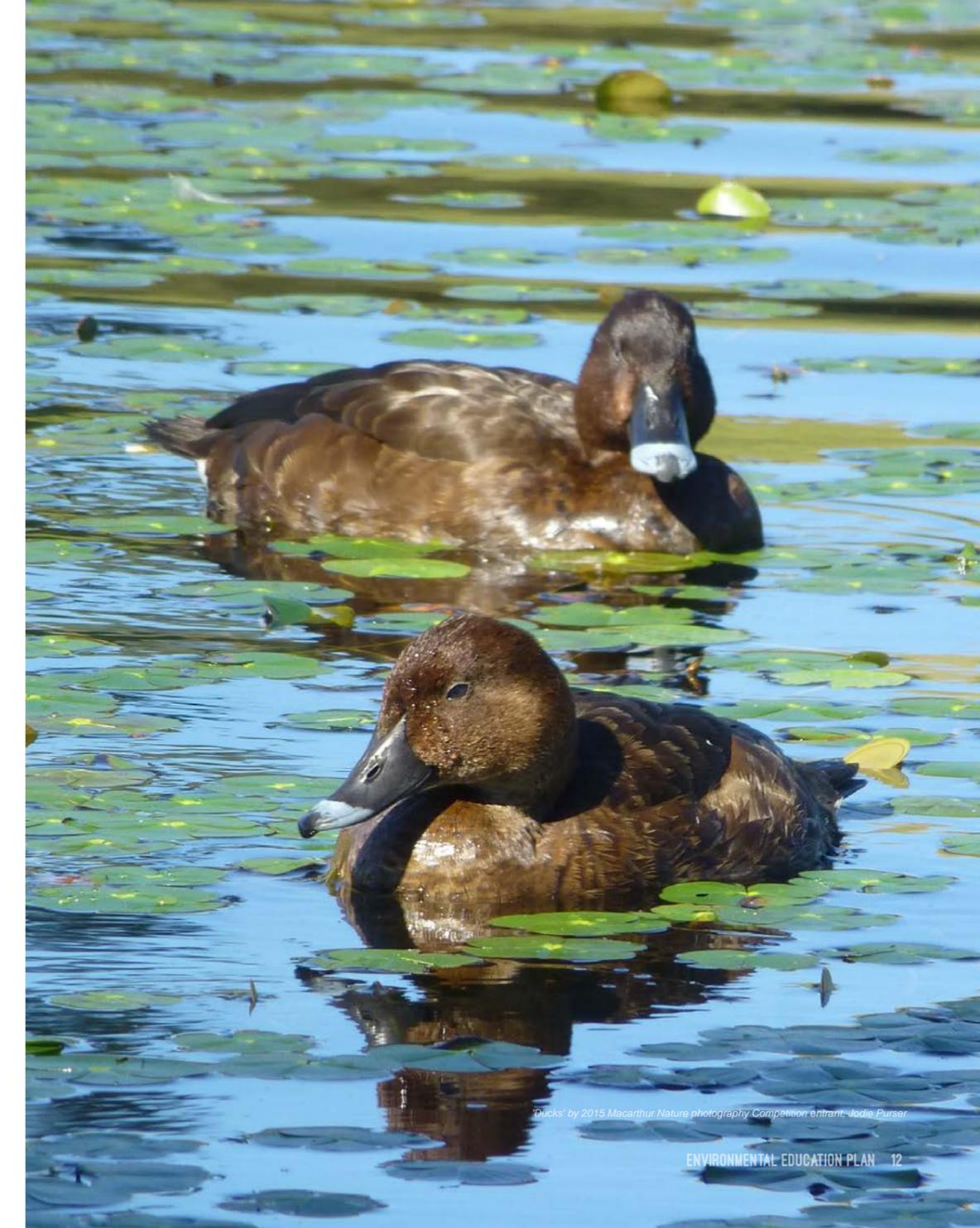
3.1 ENVIRONMENTAL ISSUES

The Campbelltown environment is unique and diverse. Fifty four per cent of the LGA is still covered in remnant bushland, with 77 per cent of this vegetation considered to be of high biodiversity value. A large number of threatened species and endangered ecological communities call this bushland home. Campbelltown is also privileged to boast a strong cultural heritage, with both European and Aboriginal heritage assets found across the LGA.

Council's State of the Environment (SoE) reporting provides information about environmental and heritage conditions, trends and pressures for areas of environmental concern, such as:

- land
- biodiversity
- waste
- water
- sustainability
- community
- heritage
- air.

Environmental education programs developed and delivered through this plan will address these key areas of concern. Further information on the specific environmental issues facing Campbelltown is provided in Appendix 1.



Ducks by 2015 Macarthur Nature photography Competition entrant, Jodie Purser



Section Four 4 ENVIRONMENTAL EDUCATION FOR CAMPBELLTOWN

4.1 ENVIRONMENTAL EDUCATION: BUILDING A SUSTAINABLE COMMUNITY

Environmental education is both present and future orientated. It is about learning to design and implement actions for the present, in the knowledge that the impact of these actions will be experienced in the future.

This plan is designed to work within the community to develop an overall capacity to contribute to a “more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations” (UNESCO 2009), as well as generate a lasting behavioural change.

To do this, an individual needs to be exposed to an environmental trigger. This may come in the form of a workshop, a classroom lesson, a display or any other event that causes the person to identify a change is required. This individual is then given the opportunity to adapt their behaviour and sustain a long-term change. Through the Environmental Education Plan, Council aims to provide the environmental trigger and the educational tools required to facilitate lasting behavioural changes in the community (see figure 5).

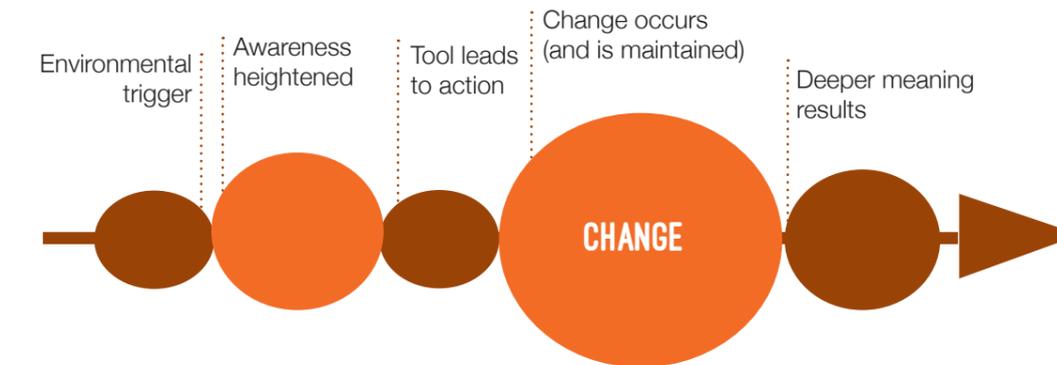


Figure 5 Behavioural change methodology* adapted from the Stages of Change Model by Prochaska & DiClemente by Jodie Moule of Symplicit

4.2 EVALUATION AND REVIEW OF PREVIOUS ENVIRONMENTAL EDUCATION PROGRAMS

In preparing this current plan, we have reviewed and evaluated the environmental education programs implemented through the 2009-2012 Environmental Education Plan.

Reviewing and evaluating previous environmental education programs allows Council to:

- gauge their effectiveness and determine if they are achieving their goals
- identify opportunities for enhancement or modification, without re-inventing programs, being able to leverage from program recognition
- analyse the methods of communication used, determine their success and failures and where improvements can be made
- create better integration between current environmental education programs and the development and implementation of new programs
- highlight areas where new methods of engagement and delivery of environmental education programs can occur to reach program objectives
- examine community participation and feedback to determine cost-benefit.

Table two: The following table provides an overview of this evaluation

PROGRAM	ENVIRONMENTAL AREA	ARE KPIS BEING ACHIEVED?	COMMENTS
Threatened Species Art Competition	Our Biodiversity Our Community Our Sustainability	👍	<ul style="list-style-type: none"> • 2014 saw the number of entries double from 332 to 661. • 2015 entries increased again to 1205.
Macarthur Nature Photography Competition	Our Biodiversity Our Sustainability Our Community	👍	<ul style="list-style-type: none"> • 2014 saw the numbers of entries almost double from 240 to 432. • New methods of engagement needed to engage CALD communities and young adults (18-35 years old).
Macarthur Sustainable Schools Expo	Our Biodiversity Our Water Our Sustainability Our Community Our Waste	👎	<ul style="list-style-type: none"> • Lack of online and hard copy resources, late notice and location of venue has been identified as the main reasons for low school participation. • Currently the program is being reviewed by the Macarthur Sustainable Schools Network to identify how the expo can be a relevant educational tool to local schools.
Community Sustainability Workshops	All	👍	<ul style="list-style-type: none"> • Since initiation in 2011, workshop participation has been steadily increasing. • CALD communities and people with physical and learning disability have been identified as target groups for future workshops. • Off-site workshops are being explored to target groups of people who cannot reach the original workshop location.
Environmentally significant dates	All	👎	<ul style="list-style-type: none"> • Building community events centred on environmentally significant dates allows for better recognition of environmental issues. The celebration of Earth Hour saw more than 80 people come and learn from the local Indigenous community, who shared their stories and knowledge of how they care for the land.
Council community events	All	👍	<ul style="list-style-type: none"> • Large Council events such as Riverfest and the Festival of Fisher's Ghost provide a platform to engage a broad cross-section of the community, a large audience and piggy-back on event promotion.
School Education Programs	All	👍	<ul style="list-style-type: none"> • There has been a significant increase in engagement with local primary schools through the development of new environmental education programs. School participation in Council delivered environmental education programs has risen from approximately five schools to more than 30 schools since 2014. • New environmental education resources are currently being developed for both primary school and high school to promote further engagement and connection to Council.
Sustainable Child Care Centre Program	All	👍	<ul style="list-style-type: none"> • Engagement with childcare centres has increased through a number of initiatives such as: composting, paper collection for reuse at centres, future development of childcare sustainability kit.

Key: 👍 Thumbs up 👎 Halfway 📉 Thumbs down



5 Section Five OBJECTIVES OF THE ENVIRONMENTAL EDUCATION PLAN

The objectives of this plan are:

- to foster and harness meaningful partnerships with individuals, organisations and communities to identify and support new environmental education opportunities and initiatives
- to develop and deliver environmental education programs targeting a broad cross-section of the community that build capacity and facilitate lifelong behavioural change
- to mainstream sustainability throughout the community by helping develop an understanding that environmental issues should be accorded the same priority as social and economic issues
- to connect and collaborate with the Indigenous and CALD communities, sharing their customs and cultural knowledge to improve the local environment and the sustainability of the Campbelltown community.

6 *Section six* STRATEGIC ACTION PLAN

In order to achieve the objectives set out in this plan, Council has developed a range of strategic actions that will help to guide the development of environmental education programs. These actions are listed in the following pages.

In addition to this, Council will prepare an annual environmental education program of works (see appendix 2 for 2017 program) that will be implemented to help achieve these actions and ensure that the programs being developed reflect the current environmental, social, financial and cultural concerns affecting the Campbelltown community.

Objective 1: TO FOSTER AND HARNESS MEANINGFUL PARTNERSHIPS WITH INDIVIDUALS, ORGANISATIONS AND COMMUNITIES TO IDENTIFY AND SUPPORT NEW ENVIRONMENTAL EDUCATION OPPORTUNITIES AND INITIATIVES.

Actions

- Identify and engage with relevant key stakeholders in Campbelltown and the Macarthur region when developing new environmental programs.
- Identify the current environmental concerns in the community and work directly with residents and businesses to develop meaningful partnerships that will address these concerns.
- Foster active partnerships with relevant stakeholders and participate in ongoing liaison and collaboration through networking, program development, monitoring and assessment.
- Monitor and evaluate partnerships to ensure they are relevant, meaningful and are achieving their desired outcomes.

Objective 2: TO DEVELOP AND DELIVER ENVIRONMENTAL EDUCATION PROGRAMS TARGETING A BROAD CROSS-SECTION OF THE COMMUNITY THAT BUILD CAPACITY AND FACILITATE LIFELONG BEHAVIOURAL CHANGE.

Actions

- Review and build on existing environmental education programs, with the aim of increasing the number of people engaged in environmental education initiatives across the Campbelltown community.
- Develop and deliver a range of environmental activities, workshops and educational resources that cater for the various sections of the community.
- Promote the natural assets available within Campbelltown and the associated values and opportunities they offer, to foster a culture of stewardship within the Campbelltown community
- Investigate grant funding opportunities in collaboration with key stakeholders.
- Develop educational material in a variety of forms for the Council staff and wider community that will allow them to make informed decisions about their activities and behaviours and their associated environmental impacts.



Objective 3: TO MAINSTREAM SUSTAINABILITY THROUGHOUT THE COMMUNITY BY HELPING DEVELOP AN UNDERSTANDING THAT ENVIRONMENTAL ISSUES SHOULD BE ACCORDED THE SAME PRIORITY AS SOCIAL AND ECONOMIC ISSUES.

Actions

- Work collaboratively across Council to understand the community and develop effective environmental education programs that cater for and address the needs of a broad cross-section of the community.
- Increase the desire of people to become more sustainable through the promotion of the social and economic benefits of sustainable living.
- Highlight the interconnectedness of the environment to the economy and society in creating a sustainable future.

Objective 4: TO CONNECT AND COLLABORATE WITH THE INDIGENOUS AND CALD COMMUNITIES, SHARING THEIR CUSTOMS AND CULTURAL KNOWLEDGE TO IMPROVE THE LOCAL ENVIRONMENT AND THE SUSTAINABILITY OF THE CAMPBELLTOWN COMMUNITY.

Actions

- Identify and understand the local Indigenous and CALD communities.
- Collaborate with the local Indigenous and CALD communities, utilising their local culture, traditions and knowledge when developing environmental education programs and identify opportunities to share with the broader community.
- Liaise and collaborate with representative groups and key stakeholders to develop targeted and effective environmental education programs and support resources.
- Investigate and identify opportunities to connect environmental initiatives with important Indigenous and CALD community events, such as NAIDOC Week and Riverfest.

7 *Section seven* EVALUATION AND REVIEW OF PLAN

The implementation of this plan will be undertaken through an annual environmental education program of works, as outlined in the previous section. The annual environmental education program of works will ensure the plan is responsive to changes in the community, and effectively addresses the current key environmental issues impacting on Campbelltown and its community.

In preparing the program of works, Council staff will evaluate and review the previous year's environmental education programs, identifying what environmental programs were effective in engaging the community and what programs need to either be redesigned or replaced. This will be assessed through participant and community feedback and performance indicators that will be individualised for each environmental education program.

In addition, the effectiveness of the program of works in achieving the goals and actions prescribed in this plan will be measured against the following indicators:

- number of environmental education programs delivered (workshops, events, activities, educational material)
- number of people participating in environmental education programs (see section 1.6 for a list of relevant stakeholders).

Council's performance against these indicators will be reported through its annual SoE report. Where indicators show a decrease in achievements or there are significant changes in related policy and or legislation, a review of the plan will be undertaken.

7.1 PLAN REVIEW

The Environmental Education Plan will be reviewed on a five yearly basis. This review will examine if and how the Campbelltown community and environmental issues have changed and if the plan is relevant and appropriate. As the plan has been developed in context with Federal, State and Local Government environmental and community policies, there will also be consideration to review the plan in response to changes in government policy and legislation.





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